

**MODEL UNIT**  
**BAND B**  
**LEVEL 1**

# PEACEMAKERS

**LIFE CONCEPT: GOD CALLS PEOPLE TO SERVE**
**YEAR:** ..... **SUGGESTED DURATION:** 4 weeks (approximately 135 minutes per week)

**DATE OF USE:** ..... **FAITH STATEMENTS:** ① ② ③

**UNIT-SPECIFIC GOALS (highlighted)**
**1 GOD'S LOVE INSPIRES AND EQUIPS CHRISTIANS TO LOVE AND SERVE OTHERS**

- 1a** explore Bible stories in which Jesus demonstrated love and service
- 1b** explore Jesus' teaching about Christian love and service
- 1c** explore ways people can love and serve in response to Jesus' love

**2 GOD CALLS ALL PEOPLE TO WORK FOR PEACE AND JUSTICE**

- 2a** identify areas in which people are called to work for peace and justice
- 2b** investigate the way Jesus brings peace
- 2c** explore Jesus' attitude and actions towards people suffering injustice

**3 GOD CALLS CHRISTIANS TO SHARE THE GOOD NEWS BY WORDS AND ACTIONS**

- 3a** explore the story of Jesus sending his followers to witness for him
- 3b** explore Bible stories of people witnessing for Jesus
- 3c** explore ways Christians witness for Jesus today

**STUDENT ASSESSMENT**
**ASSESSABLE STUDENT OUTCOMES**

Dramatise ways Jesus brought peace to people's lives. (1a, 2b)

Describe the task Jesus gave his disciples. (3a)

Dramatise ways the disciples brought Jesus' peace to people. (3b, 1c)

Write a summary of Jesus' teachings about love. (1b)

Dramatise ways people can be peacemakers at school. (1c, 2a, 3c)

**ASSESSMENT STRATEGIES**

⇒ dramatisation, TRS B1/1

⇒ TRS B1/4

⇒ dramatisation, TRS B1/1

⇒ work sample

⇒ dramatisation, TRS B1/1

**UNIT SUMMARY**

Students explore the story of Abraham and Lot and the way Abraham acted as a peacemaker. They identify ways Jesus brought peace to people's lives and peace between God and the world. Students identify the ways the disciples shared the peace Jesus brings. They identify ways they can act as peacemakers at school.

## UNIT NOTES

Dramatisation and role-play are a major focus throughout this unit. It is important that rules and procedures for dramatisation are established prior to commencement of the unit. A dramatisation evaluation sheet, Teacher Resource Sheet (TRS) B1/1 can be used by the students, or the teacher after each dramatisation in sections 3, 4 and 5. If you feel that dramatisation is not appropriate for your students, then use alternatives such as written, oral or visual art activities.

After drama sessions it would be useful for students to experience times of stillness or peace, eg use of relaxation techniques, slow breathing, quiet music. Initially these times of peace can be brief periods, but if practised regularly, they can build to longer duration.

## INTRODUCTION

### 1. WE NEED PEACE

#### AT SCHOOL

Students work in groups. The task of each group is to role-play a situation which could occur at school in which peace is needed. To assist students, discuss and list problems which tend to occur at school, eg arguments about use of equipment, bullying, teasing. List also the feelings of the people involved in each situation, eg anger, hurt, resentment. List the feelings of the people where there are peaceful solutions to problems, eg relief, joy, friendship.

The students will be returning to the list of situations at the end of the unit to identify ways that people can be peacemakers and work towards peaceful solutions.

#### IN MANY SITUATIONS

Discuss situations, apart from conflict, where people feel troubled or worried and are in need of a solution in order to feel at peace, eg when things go wrong, when someone you care about is ill, when something happens which makes you feel very sad, if you have a difficult decision to make and you don't know what to do. Make a list of these.

Consider using books which deal with these issues, such as: *The Very Worried Sparrow* by M Doney or *Alexander and the Terrible, Horrible, No Good, Very Bad Day*, by J Viorst. Students role-play examples of these situations, highlighting the feelings of the people involved and what would need to happen in order for each person to feel peaceful.

### 2. ABRAHAM THE PEACEMAKER

Tell students that they are about to investigate a story from the Bible in which there was trouble which needed a peaceful solution.

Use background information about Abraham (see TRS B1/2) to set the scene for the story.

Students read Genesis 13:1–7 to identify the conflict which occurred. Discuss ways a peaceful solution might be reached. Students dramatise the story and illustrate various ways the problem could be solved and peace be restored between the two groups.

Students read Genesis 13:8–11. Discuss the way Abraham was a peacemaker. See TRS B1/3 part 1.

Read Genesis 13:12–18 to see God's response to the way Abraham made peace. Complete TRS B1/3 part 2.

## DEVELOPMENT

### 3. JESUS BRINGS PEACE

The Old Testament tells many more stories of times when there was a need for peace not only between people but also between God and people. God decided to send someone who would bring peace to the world. Students read Isaiah 9:6,7a to find out the identity of this person and what he would do. As a class discuss

- who this person might be
- how this person could bring peace.

#### JESUS BRINGS PEACE TO PEOPLE'S LIVES

In the following section peace has a broader meaning than absence of strife. It includes wholeness and wellbeing.

Tell students that Jesus is the person Isaiah was describing and that they will be discovering ways Jesus brought peace to people's lives and to the world.

The following Bible stories are examples of Jesus bringing peace to people who were feeling troubled or worried.

Jesus feeds hungry people Matthew 14:13–21

Jesus deals with an argument Mark 9:33–35

Jesus prevents a wedding crisis John 2:1–12

Jesus has pity on people Matthew 9:35–10:1

Jesus raises a widow's son Luke 7:11–16

Students work in groups, choose **one** of the stories and prepare a dramatisation of the story which answers the following questions:

- What is the problem in the story?

- What were the feelings of the people experiencing the problem?
- How does Jesus bring peace to people's lives in the story?
- What were the feelings of the people who experienced the peace Jesus brings?

**JESUS' DEATH BRINGS PEACE TO THE WHOLE WORLD** Christians believe that people need peace with God more than anything else. They believe that Jesus did something incredibly loving so that all people could have peace with God. Students read Romans 5:10,11(CEV) and 1 John 4:8–11 to find out what the Bible says about the way God made peace with people.

If students are unfamiliar with the story of Jesus' death and resurrection, you may need to recall the events of the story, using an illustrated Bible.

Students make a large sign with the Bible passage Romans 5:10 (CEV). They illustrate the Bible's message of the way God made peace with people and ways people can live in peace with God and others. They attach their illustration to the sign.

#### 4. SHARING JESUS' PEACE

Christians believe that the peace Jesus brings does not depend on what people do. As a result of Jesus' death and resurrection people who believe and trust in Jesus can have peace, no matter what problems arise.

#### JESUS BRINGS PEACE TO HIS DISCIPLES

The Bible describes the reactions of Jesus' disciples after his death. They were very troubled, remembering that they had deserted Jesus when he was arrested. They knew he had been killed, and they were uncertain about what might happen to them and what they should do next. Discuss how the disciples would have been feeling, eg guilty, afraid, confused.

Students role-play conversations the disciples may have had with each other which illustrate their feelings.

Students identify times in their own lives when they have felt troubled, confused and in need of peace. Students write about or illustrate the situations and describe their feelings. It is important to respect the personal nature of the students' reflections.

Students read John 20:19–21 (TEV) to discover what Jesus brought his disciples in their troubled situation. See TRS B1/4 for discussion questions and activities.

#### THE DISCIPLES SHARE JESUS' PEACE

The Bible says that Jesus wanted the disciples to share his peace with the whole world.

Students work in groups and choose **one** of the following stories which describes ways the disciples shared Jesus' peace with others.

- People are healed Acts 3:1–16
- Sharing possessions Acts 4:32–37
- Philip shares the good news with an Ethiopian official Acts 8:26–40
- Paul and Silas share the good news with a jailer at Philippi Acts 16:16–34

Students dramatise the story, making sure they deal with the following points:

- the troubled situation of the person(s)
- the way the disciples shared the peace which Jesus brings
- the impact the actions of the disciples had on people.

### RESPONSE

#### 5. LIVING AS A PEACEMAKER

Students read Matthew 5:9 to discover what Jesus says about being a peacemaker. Students read Luke 6:31,35,36 and Matthew 18:21,22. They identify ways people can be peacemakers by showing love, even to those people who are hard to love. Students work in groups and write the Bible message in their own words.

Students look at the list of situations (section 1) where they dramatised the need for peace. They may add other situations.

Students work in groups identifying ways to bring about peaceful solutions to one of the situations. They may use ideas from the 'living as peacemakers' verses above as well as problem-solving techniques, such as POOCH. See TRS B1/5.

Groups choose the best option and dramatise the situation for the class, showing the way the people can work towards peace.

**Optional activities** for exploring ways people can be peacemakers:

- Read the story of *Sadako and the 1000 Paper Cranes* to discover the way Sadako worked towards peace. Make paper cranes using the TRS B1/6 and write the Bible verse Matthew 5:9 on the cranes.
- Students make a mural of ways people can share the peace of Jesus with other people.
- Share peaceful solutions to problem situations at an assembly or with another class.

## YOU WILL NEED

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| <input type="checkbox"/> photocopies of TRS B1/1, B1/2, B1/3, B1/4, B1/5, B1/6 for students<br><input type="checkbox"/> props or clothes for dramatisation<br><input type="checkbox"/> materials for sign<br><input type="checkbox"/> Bibles, including illustrated Bibles | <input type="checkbox"/> materials necessary for Response activity |
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## INTEGRATING INTO OTHER CURRICULUM AREAS

**ENGLISH:** *Literature:* Through discussion, relate what is read and viewed to own knowledge and experience. Introduce aspects of plot, atmosphere, suspense, setting and characters. Record and write opinions about what is read. Summarise for peers, key events and ideas. *Everyday Texts:* Plan written and spoken texts to achieve their purpose. Respond to comments on written/spoken work by trying to improve it. Speak audibly and pronounce clearly.

**THE ARTS:** *Drama:* Improvise short scenes based on familiar situations and roles from their own experience. Discuss drama processes and presentations. Reflect on the values of own and others' drama. Explore situations through dramatic action and role-playing. Use known and given stories as the basis for their drama. Cooperatively develop, rehearse and present their drama. Use other art forms in their drama.

**HEALTH AND PHYSICAL EDUCATION:** *States of Health:* Things that make people feel scared, worried, sad, lonely. *Identity:* Solving problems. *Community practices:* Behaviours and rules. *Health of Populations:* Things people need to stay healthy.

from the National Statements and Profiles

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## UNIT EVALUATION

Which activities worked well in this unit?

Which resources were useful in the implementation of this unit?

How did I respond to the range of students' attitudes towards living as a peacemaker?

How did I respond to the range of students' understandings about the peace that Jesus brings?

What would I do differently if I was teaching this unit again?

How will I use and build on knowledge, understandings, skills, attitudes, and values students have developed in this unit?



## DRAMATISATION EVALUATION

Name of story \_\_\_\_\_

Names of people in the group \_\_\_\_\_

Tick the box you agree with

The drama showed a situation which needed peace.	excellent	good	needs developing
The drama showed how peace was brought to people in the story.	excellent	good	needs developing
Group members participated well.	excellent	good	needs developing
Group members spoke clearly.	excellent	good	needs developing

Other comments about the drama \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_



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Other comments about the drama \_\_\_\_\_

\_\_\_\_\_



## ABRAHAM

The Bible tells us that God had a special plan for a man called Abraham.

Abraham lived in a large city called Haran. One day God told him to leave Haran and to go to the land of Canaan which was over a thousand kilometres away .

God promised that one day Abraham would have more descendants than there are stars in the sky and that his descendants would own all of Canaan. God promised that Abraham would become a blessing to the whole world.

Abraham listened to God and took his wife Sarah, and his servants, and put all the things he owned on camels and donkeys and began the long trip to Canaan. His nephew Lot also went with them. Lot took his family, his servants and all the things he owned.

Travelling in Old Testament times was quite dangerous. There were no roads or freeways, only little tracks which were muddy in winter and dusty in the summertime. There were no bridges over rivers. People would have to cross where the water was shallow. People would always travel as a group to protect themselves from wild animals or robbers. During the summer they often travelled at night to protect them from the heat. Travel also took a very long time. People could travel only about 15 kilometres in one day.

Abraham was 75 years old when he started his journey.

# ABRAHAM THE PEACEMAKER

## PART 1

In the boxes illustrate and use speech- or thought-bubbles to show:

<p>How Abraham acted as a peacemaker</p>	<p>Your reaction to Abraham's solution if you had been a member of Lot's group</p>
<p>Your reaction to Abraham's solution if you had been a member of Abraham's group</p>	<p>The reasons why Abraham allowed Lot to take the land of his choice</p>

# ABRAHAM THE PEACEMAKER

## PART 2

Read *Genesis 13:12-18*. In your own words describe how God promised to care for Abraham after Abraham had allowed Lot to take the best land. \_\_\_\_\_

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# JESUS BRINGS PEACE TO HIS DISCIPLES



PEACE

Read John 20:19-21 and  
discuss the following questions:

- What did Jesus give his disciples and why did they need it?
- What was the disciples' reaction to Jesus' gift?
- What was the task Jesus wanted his disciples to do?
- How do you think the disciples might do this task?

Illustrate your responses to the questions, using a storyboard.




**POOCH can help you work towards solving problems.**  
You need to work out:

**P**ROBLEM

What is the problem?

**O**PTIONS

What can you do?

What options do you have?

**O**UTCOMES

What is likely to happen with  
each option you choose?

**C**HOICES

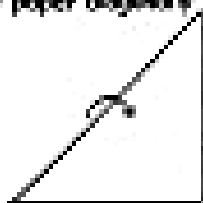
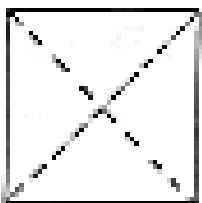

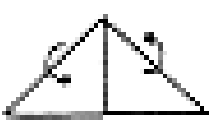







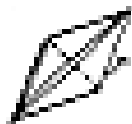

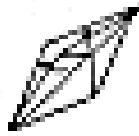
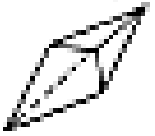



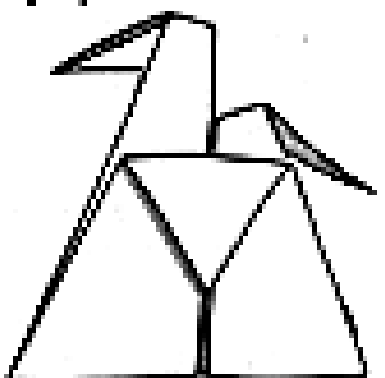

Which option will you choose?

**H**OW

How did it turn out?

POOCH is only one way of approaching a problem.  
You may have to try many options before you achieve your solution.

From: *Windows on Practice: Health Education Years 2-3, From Drug Education to Life Education* Tony Varbaro Education Department of South Australia 1991

<p><b>1</b> Fold a square piece of paper diagonally</p> 	<p><b>2</b> Open again</p> 	<p><b>3</b> Fold top to bottom</p> 	<p><b>4</b> Fold corners</p> 
<p><b>5</b> Open like a hat and fold points together</p> 	<p><b>6</b> Fold in corners to center crease</p> 	<p><b>7</b></p> 	<p><b>8</b> Repeat on both sides</p> 
<p><b>9</b> Open</p> 	<p><b>10</b> Push corners to inside along creases</p> 	<p><b>11</b> Fold up front flap</p> 	<p><b>12</b></p> 
<p><b>13</b> Fold up back flap</p> 	<p><b>14</b> Fold right flap over left flap</p> 	<p><b>15</b> Turn over and repeat</p> 	<p><b>16</b></p> 
<p><b>17</b> Fold front flap up</p> 	<p><b>18</b> Fold back flap up</p> 	<p><b>How to make a paper crane</b></p> 	
<p><b>19</b> Fold down the wings on both sides</p> 	<p><b>20</b> Push the two remaining points inside to make a head and tail</p> 