

## **The Global Peace Index – A vision for humanity**

### **Lesson plan description**

The three lessons aim to introduce students to the Global Peace Index website, [www.visionofhumanity.org](http://www.visionofhumanity.org), and to use the introductory video within the site as a stimulus to a broader classroom discussion about the values that underpin peaceful behaviour.

Students will discover that their personal values need to be enacted in their everyday lives, and that a more peaceful environment can be achieved when there is an ongoing conversation about the congruence between values and actions.

Students will examine and map the nine Values for Australian Schooling to the peace indicators identified in the video. Students will produce a School Peace Index for their own school and again map values to this. Finally, students will make suggestions about how their School Peace Index might be applied in their classroom, more broadly across the school, and in their lives outside school.

### **Year levels**

Early to Later Adolescence (15–18 years)

### **Duration**

3 x 50 minutes

Teachers may wish to extend the three activities into five, and take more time with the final activities.

### **Explicit values focus**

- Care and Compassion
- Doing Your Best
- Fair Go
- Freedom
- Honesty and Trustworthiness
- Integrity
- Respect
- Responsibility
- Understanding, Tolerance and Inclusion

### **Key learning areas**

- English and the Ethical Behaviours General Capability
- Studies of Society and Environment
- Civics and Citizenship

## **Lesson plan**

### **Getting started**

#### **Activity 1: What is the Global Peace Index all about?**

As a class, ask the students to brainstorm what they might include in a *Global Peace Index*. Write the output from the discussion on the whiteboard. Leave their ideas in place until the end of the three activities.

Show students the short video 'About the Global Peace Index'.

[www.visionofhumanity.org/about/](http://www.visionofhumanity.org/about/)

The Global Peace Index is a ground-breaking milestone in the study of peace. It is an attempt to rank the nations of the world by their level of peacefulness and to identify the drivers of peace.

## Discovering

### Activity 2: Unpacking peace

What do peaceful countries look like? While we all want peace, it is an elusive and seemingly difficult thing to achieve. According to the Global Peace Index, the key drivers of peace are:

- low levels of internal conflict
- cohesive and integrated populations
- efficient and accountable governments
- high levels of regional integration
- high levels of attendance in primary and secondary schooling
- low levels of corruption
- freedom of the press
- respect for human rights.

Ask students to work in pairs. Give each pair one indicator to research together, and ask them to prepare a 100-word explanation of their indicator using a real-world case study or example. Place the results of the research on posters around the room for future reference.

Ask students to work in groups of four to six. Write the eight peace indicators and the nine Australian values on the whiteboard. Each group creates a table with the eight peace indicators in the left-hand column, and maps which of the values might be relevant to achieving each of the peace indicators. There may be more than one value 'mapped' against each peace indicator.

As a class, consolidate the output from the groups and try to reach a consensus about the most important values that underpin each of the peace indicators. Record this on the whiteboard.

### Activity 3: A School Peace Index

Ask students to brainstorm about what a peaceful classroom or school might look like, and how this is relevant to the nine Values for Australian Schooling. Write these suggestions on the whiteboard. This might be a starting point for the following activity.

Ask students to return to the groups formed earlier in the lesson. Each group should then do the following.

- Elect a scribe to record the group discussion on a large sheet of paper.
- Elect a moderator who will ensure that all group members have an input into the group discussion.
- As a group, develop eight school peace indicators. The indicators should be expressed in a similar way to the indicators in the Global Peace Index, but be relevant to daily life. Two examples of indicators to get students started might be:
  - low levels of school bullying
  - high levels of student involvement in school decision making.

- When each group has completed its School Peace Index, each group should present the index to the rest of the class. Place the sheets on the wall.
- Ask each student to choose the eight indicators he/she thinks are the most useful School Peace Indicators by placing a tick beside eight indicators from all the posters around the room. The eight indicators with the most ticks represent your School Peace Index.
- Revisit the class definition of a Global Peace Index from the beginning of the class and make any adjustments you think are necessary after the new understandings you might have gained.

## Bringing it together

### Activity 4: An action plan for the School Peace Index

Students again form small groups, and record their eight agreed indicators in the left-hand column of the following table. Again, each group should take responsibility for two indicators each.

Students should think about the values that might need to be enacted to achieve each of the indicators. Record these underpinning values in the middle column.

Finally, after discussion in their groups, ask the students to record their thoughts about how to make the two peace indicators a reality. There should be at least four actions listed against each indicator in the School Action Plan column.

Consolidate the work of the four groups into one table. As a class, students might like to refine the language in the table to ensure that it is consistent and acceptable to all.

School Peace Index	Underpinning Values	School Action Plan

Ask the class how they might progress the School Peace Index Action Plan further in your school. This might involve:

- a meeting of the School Representative Council,
- a presentation to a school decision-making body, or
- the formation of a year level committee to enact the plan.

## Notes for teachers

Materials required prior to beginning the lesson include large sheets of poster paper, thick markers, and a prepared three column table labelled as described in the method above.

Access to the World Wide Web is required, or the necessary video must be downloaded prior to the lesson.

The following online PDF resource may assist with short definitions for each of the nine values:

[www.curriculum.edu.au/verve/\\_resources/9\\_point\\_values\\_with\\_flag\\_only.pdf](http://www.curriculum.edu.au/verve/_resources/9_point_values_with_flag_only.pdf)

The suggested activities involve students in group discussion with specific tasks, which will involve a lot of moving around the classroom and lots of discussion.

It is important that the results of this class activity do not disappear after the end of the lesson. Before you begin the lessons, consider your school structures and which forums might be appropriate for students to progress the School Peace Index.

You might like to recommend the Global Peace Index web site to colleagues in other teaching faculties.