

# GPENreformation on the Move for Protestant Communities of Peace!

Participatory action on peace and discord at Protestant schools worldwide

## Context

For the years 2018 to 2021, the "Global Pedagogical Network - Joining in Reformation" will place particular emphasis on the topic of Peace Education. During this period, approaches will be developed to turn teachers and learners into "peacemakers" and their institutions into "peace gardens".

The first step will be to analyse what peace or discord means for students and teachers of Protestant schools; how peace and discord manifest themselves practically in Protestant schools, at home and around the world; what the causes of peaceful and unpeaceful situations are in the school context and beyond; and how students, teachers, and school administrators deal with these situations. The results will be summarised and analysed in a next step. They serve as a basis for the participatory development of tailor-made and needs-based approaches and concepts for the training of "peacemakers" and "peace gardens".

## Task

We invite the cooperation of classes, working groups, project groups and school communities of all ages and school types on the topic:

### Peace and discord at Protestant schools worldwide

The elaboration can take place under consideration of the central questions:

- A: What does peace mean?  
What does discord mean?
- B: Where is peace at your school?  
Where is discord at your school?
- C: Why is there peace at your school and what can you, your teachers, your school, or your government do to ensure peace?  
Why is there discord at your school and what can you, your teachers, your school, or your government do to make peace?



The topic "Peace and discord at Protestant schools worldwide" as well as the guiding questions can be worked on creatively, e.g. in the form of a short play that is filmed, a self-written song that is recorded, a photograph based on this theme, or an exciting text that is formulated by the students.

### Deadline

The creative contributions on the topic "Peace and discord at Protestant schools worldwide" can be sent to [team@gpenreformation.net](mailto:team@gpenreformation.net) until **March 15, 2019**.

### Use

As part of the digital peace exhibition of GPENreformation, all contributions submitted will be published on the network website [www.gpenreformation.net](http://www.gpenreformation.net) from April 2019 after the end of the participatory campaign. With their submission, all participants give their consent to the publication.

In addition, the anonymised results will be analysed regarding similarities, differences and innovative approaches. The results serve as a basis for further participatory work on "Peace Education" at Protestant schools worldwide.

### Work aid

The following questions can serve as a guideline for working on the topic of "Peace and discord at Protestant schools worldwide" in the class community. The following questions and tasks give suggestions for their treatment.

Please note that some questions are particularly addressed to younger students, while others are aimed at older learners. Simply select the questions according to the needs and interests of your class!



## What does peace mean? What does discord mean?

### Individual work

What does peace mean to you? What does discord mean to you?

A.1 *Think about what peace and/or discord mean to you. Draw three symbols to your thoughts, write down three words or write down three statements that describe your thoughts well.*

What does peace mean for the people around you? What does discord mean for the people around you?

A.2 *Ask your parents/siblings/friends what peace and/or discord means to them. Paint symbols for the three words that are particularly frequently mentioned, name the most common three terms or summarize the three most important statements in writing.*

What does peace in the Bible mean? What does discord in the Bible mean?

A.3 *Look for stories and parables about peace and/or discord in the Bible. Paint a situation from a story that is particularly peaceful or unpeaceful or create a list of quotations that include the words peace and/or discord or similar terms.*

What does peace in the media mean? What does discord in the media mean?

A.4 *Search the daily news (in newspapers, news on TV/Internet, etc.) for reports of peace and/or discord in the world/country/city. Paint symbols for the three words that are particularly frequently mentioned and signed.*

What does peace in a democracy mean? What does discord in a democracy mean?

A.5 *Think of the political system of your country and consider what peace and/or discord mean in that system. Pick three symbols, write down three words or three statements that describe well what is meant by peace and/or discord in a democracy.*

What does peace mean in society? What does discord mean in society?

A.6 *Think of the society in which you live and consider what peace and/or discord mean there. Pick three symbols, write down three words or write down three statements that describe well what peace and/or discord mean in a democracy.*

### Group Work

What does peace mean for your class? What does discord mean for your class?

A.7 *Discuss your different definitions of peace and/or discord and agree on three common symbols/words that describe well when peace and/or discord prevail in your class.*



## Where is peace at your school? Where is discord at your school?

### Individual Work

What are the peaceful situations at your school? What are the unpeaceful situations at your school?

B.1 *Observe the events at your school (in the schoolyard, in the corridors, in the cafeteria, in the gym, in the classroom) very carefully and identify peaceful and/or unpeaceful situations. Draw a picture of such a situation or describe it in writing.*

In which peaceful situations at your school were you involved? In which unpeaceful situations at your school were you involved?

B.2 *Think of peaceful and/or unpeaceful situations in everyday school life in which you were involved. Draw a picture of such a situation or describe it in writing.*

To what extent does peace at your school depend on you?

B.3 *Think of a situation in which you have made peace. Draw a picture of such a situation or describe it in writing.*

### Group work

Where and in what form is there peace at your school? Where and in what form is there discord at your school?

B.4 *Create a map of peace and/or discord at your school. Draw a picture with all the important places and spaces of your school or list all the important places and spaces in a table. Then draw or record where and in what form you encounter peace and/or discord at your school.*

B.5 *Photograph in teams the places at your school where it is particularly peaceful and/or particularly unpeaceful. Create a collage and compare your photos with those of your classmates.*

**Why is there peace at your school and what can you, your teachers, your school, your government do to ensure peace? Why is there discord at your school and what can you, your teachers, your school, your government do to ensure peace?**

### Individual work

Why are some situations at your school particularly peaceful? Why are some situations at your school particularly unpeaceful?

C.1 *Think of peaceful and/or unpeaceful situations at your school that you have observed or been involved in and identify their causes. Draw symbols for the three most important causes of peace and/or discord in these situations, name the relevant causes or describe them in writing.*

What does it take for peace to emerge?

C.2 *Think of people at your school/family in the Bible/political history who act/have acted as peacemakers and consider which traits make/have made their actions particularly peaceful. Draw symbols for the three most important traits, name the traits or describe them in writing.*

What is already being done for peace at your school?

C.3 *Think of actions taken at your school to secure or establish peace. Draw symbols to the three actions you find particularly meaningful, name the actions or describe them in writing.*

What measures does the policy/government take to secure or establish peace?

C.4 *Think of actions the policy or government takes to establish or secure peace. Draw symbols to the three actions you find particularly meaningful, name the actions or describe them in writing.*

What are the Bible's ways of establishing or securing peace?

C.5 *Search the Bible for actions that establish or secure peace. Draw a situation from a story in which peace is established or secured, name or describe three ways to establish or secure peace from the Bible.*

What can you personally do to establish or secure peace?

C.6 *Think of something you could do to establish or secure peace at your school/family/society. Draw or describe a picture of such action.*

## Group Work

What are the main causes of peace at your school? What are the main causes of discord at your school?

C.7 *Consider the map of peace and/or discord you have created at your school (see B.4). Discuss why the places depicted are particularly peaceful and/or particularly unpeaceful and agree on three causes that are particularly important for peace at your school or cause particularly strong discord.*

C.8 *Consider your collage on peace and/or discord at your school (see B.5). Discuss why the photos are particularly peaceful and/or particularly unpeaceful and agree on three causes that are particularly important for peace at your school or cause particularly strong discord.*

Is there peace at your school whose causes can be found outside your school? Is there also discord at your school whose causes can be found outside your school?

C.9 *Discuss whether the peace situations and/or discord situations at your school are similar to those in your city/country. What is the reason for this? Agree on the three most important similarities and differences in the causes of peace and/or discord in these situations.*

What are the most important measures already being taken at your school for peace today?

C.10 *Discuss the measures that are taken at your school to secure or establish peace and agree on three that you find particularly meaningful.*