

Unit Title	The Power of Peace				
Subject group and discipline	Ethics / Philosophy	MYP year	7	Unit duration (hrs)	12

Inquiry: Establishing the purpose of the unit

Key concept	Related concept(s)	Global context
Change:	Cause and consequence, culture, power	Personal and cultural expression; The unit will explore the personal impact made by leaders who have chosen the path of peaceful protest. Discussion will open up the power of the protest engaged through peace
Statement of inquiry		
Exploring the role of individuals and cultures [or societies] in shaping and causing change through the power of peaceful protest		
Inquiry questions		
Factual— How was peaceful protest used by key leaders e.g. Gandhi and Martin Luther King Jnr? Conceptual— What is pacifism? What are the arguments in favour of peaceful protest? Debatable— Peaceful protest is more powerful than violent protest		

Objectives	Summative assessment	
<p><i>Learning objectives for the unit</i></p> <p>A: Knowing and understanding</p> <ol style="list-style-type: none"> i. Use terminology in context ii. Demonstrate knowledge and understanding of subject-specific content and concepts through descriptions, explanations and examples <p>C: Communicating</p> <ol style="list-style-type: none"> i. Communicate information and ideas using appropriate style for audience and purpose ii. Structure information and ideas in a way appropriate to specified format. iii. Document sources of information using a recognised convention 	<p>Outline of summative assessment task(s) including assessment criteria:</p> <p>Goal: To write a short speech explaining the power of peaceful protest</p> <p>Role: As a leader of a protest group</p> <p>Audience: The group</p> <p>Situation: As the group considers how best to protest for rights</p> <p>Purpose: To persuade the group to take a non-violent route</p> <p>Standards and criteria:</p> <p>The work must include:</p> <ul style="list-style-type: none"> • Clear explanation of different religious views on the issue of pacifism • Clear knowledge of the details of peaceful protests • Exploration of the efficacy of peaceful protest 	<p>Relationship between summative assessment task(s) and statement of inquiry:</p> <p>The summative assessment uses all the information discussed to present an argument in favour of peaceful protest over violent protests.</p>
<p>Approaches to learning (ATL) <i>These can be listed or you could offer some explanation of how they will be developed</i></p>		
<p>Thinking – about the definitions of peace and pacifism</p> <p>Communication – in discussion and in written work</p> <p>Social – working in pairs for peer review</p> <p>Self management – during peer and group assessment – to stay on task and focus</p>		