



2. Is violence ever the right thing to do?

<p>The Big Picture:</p> <p>To develop student understanding of the differing approaches to violence that exist and to begin to develop a justified opinion on whether they believe violence is ever acceptable.</p>	<p>How will students be successful in their outcomes?</p> <ol style="list-style-type: none"> 1. All will be able to identify situations in which violence may be permissible. 2. Most will understand the difficulty in both defending and condemning the use of violence. 3. Some will be able to create a 3-point list of conditions for the use of violence.
<p>Skills:</p> <p>Empathy Creative thinking Justification Explanation</p>	<p>Literacy:</p> <p>Violence Heroism Valour Propaganda</p>

SECTION

ACTIVITY

RESOURCES

Connect:

Split the class and give two different sides of the room different visual stimuli: one set of images showing war in a heroic way, another set showing it in a tragic way.

Ask students to consider the picture stimulus and complete the sentence 'War is...' on a post-it note. Ask students from each side of the room to stick their finished sentence on the relevant side of the board.

Choose some examples. The responses will (generally) differ in terms of stimulus. One side will comment on the virtues of war (eg courage), the other on the negative consequences (eg death).

Discussion question: *'Why do such differing views of war exist?'*

Link to previous assembly, this is how WW1 is viewed by many: an incredibly courageous affair, with drastic consequences

Pictures of 'heroic war' and 'tragic war', such as:

<https://www.iwm.org.uk/collections/item/object/205244855>

<https://www.iwm.org.uk/collections/item/object/205247765>

<https://www.iwm.org.uk/collections/item/object/205025915>

<https://www.iwm.org.uk/collections/item/object/205193430>

<https://www.iwm.org.uk/collections/item/object/205193404>

<https://www.iwm.org.uk/collections/item/object/205195461>

Activate: Show the images of 'tragic war' again, and link back to Vera Brittain's heartbreak. Pose the question '*Can violence can ever be the correct course of action?*'

Give the students the following scenarios to consider:

- A mugger threatens your family with a kitchen knife. You have a shotgun within reach.
- A robber enters a shop with a gun and shouts, 'Nobody move'. He hasn't seen you standing behind him.
- Someone deliberately bumps into you in the street and glares at you.
- Out of the window you see someone trying to steal your car.
- You are 18-years-old and your country has been invaded. There is an appeal for all 18-year-olds to sign up for service.
- You are in the RAF and your mission is to drop a nuclear bomb on an enemy country.

Students are to decide what the positive consequences of using violence would be, what the negative consequences of violence would be, whether they would or would not use violence in each scenario.

Demonstrate: Student to complete the grid using the scenarios and their discussions. A3 Grids.

They must come up with a 3-point plan to say when/if violence is every justifiable.

Consolidate: Take feedback on their 3-point plans and allow students to share conditions.

Show some more pictures using WW1 propaganda images on one side and images of the war on the other.

Return to their definitions 'War is...' discuss in relation to the idea people have mixed feelings concerning war.

<http://www.ww1propaganda.com/world-war-1-posters/british-ww1-propaganda-posters>

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Situation	Arguments for Violence	Arguments Against Violence	Use/Not Use?	Principles
A mugger threatens your family with a kitchen knife, you have a shotgun within reach.				1.
A robber enters a shop with a gun and shouts ' <i>nobody move</i> ', he hasn't seen you stood behind him.				
Someone deliberately bumps into you in the street and glares at you.				2.
Out of the window you see someone trying to steal your car.				
Your country has been invaded. There is an appeal for all healthy people to sign up for service.				3.
You are a pilot, your mission is to drop a nuclear bomb on an enemy country.				