



**What do these people hope to build?**

**AIM:** To help students understand it is possible to create a world where the principles of nonviolence are known, valued and lived.

**TIME FRAME:** One class period plus homework.

**MATERIALS NEEDED:** March/April 2017 MARYKNOLL magazine.

**LESSON PLAN**

**NOTE TO TEACHERS:** Before beginning this lesson, visit Pax Christi International website ([www.paxchristi.net](http://www.paxchristi.net)), which offers a valuable perspective on nonviolence as a way of life and possible additional activities for this lesson.

**DO NOW:** Present this quote from Marie Dennis, co-president of Pax Christi International: "Make the nonviolent Jesus present and visible in a world that seems unable to find a route out of perpetual violence." Ask students: What words and actions of Jesus show that he was nonviolent in his dealings with others? In pairs or groups have them search through the Gospels, particularly Matthew and Luke, for examples and come up with four or five words or phrases that sum up Jesus' nonviolent approach to life.

Using those words, facilitate a discussion on what the nonviolent Jesus said and did. Help students understand that we can make the same choice Jesus did: to live as peacemakers. Jesus lived in a violent society and so do we. It is possible to help create a more peaceful world.

**MOTIVATION:** Tell students they are going to meet eight men and women who believe a peaceful world is possible and are choosing to work to build that world by joining Maryknoll Lay Missioners (MKLM).

**ACTIVITY:** Divide students into six groups. Assign each group a single person or couple whose story is told in the article "Sent to build peace" on pages 36–40 in the March/April 2017 MARYKNOLL magazine. Have each group read the entire article and then answer the Reading Worksheet with regard to their assigned missionary (s). Have one reporter for each group share what they have learned with the rest of the class.

**CONCLUSION:** Ask students to look at the list they created at the beginning of the lesson. In what ways do these words/phrases remind them of the eight people they just learned about? What similarities do they see in the attitudes and behavior of the Maryknoll lay missionaries and Jesus? Facilitate a discussion that helps students understand how the work of these eight people is a continuation of the work Jesus did on earth.

**HOMEWORK:** Write a reflection on how you might continue Jesus' mission of peace.

**OPTIONAL ACTIVITIES:**

1. Have students choose the Maryknoll lay missionary they were most drawn to and create a collage, write a poem or in some other way illustrate what the missionary is trying to do as a disciple of Jesus.
2. With a group of interested students, research how to form a Pax Christi high school chapter by visiting <https://paxchristiusa.org/about/campus-communities/> which provides a toolkit for starting a chapter.
3. Ask students to research the philosophies of nonviolence evidenced in the lives of Martin Luther King Jr. and Mahatma Gandhi and the methods of peaceful protest these two men developed.
4. One of the new lay missionaries mentioned in the article is interested in becoming a restorative justice facilitator. Have students research the process of restorative justice and report their findings to the class.
5. Have students read Father Joseph Veneroso's photo meditation on pages 6–9 and answer: What does the poem say about recognizing our need for forgiveness? How could this realization help us "find a route out of perpetual violence"?

Name: \_\_\_\_\_

1. Name(s) of missionary(s) \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

2. Where are they from? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

3. Where are they going to serve? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

4. What is their motivation for joining Maryknoll Lay Missioners? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

5. What gifts, talents and abilities do they bring to their mission? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

6. What do they hope to accomplish as missionaries? \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_