

PEERs for Peace!

A Community-Based Resource Guide for Peace Education

By: Tyler Hook, Kathleen Kardos, Athena Lao,
Sharanya Vasudevan, Erin Wall

Developed for UNESCO-IICBA in conjunction
with the University of Pennsylvania



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About this Project & Contact Information

Five students at the University of Pennsylvania's Graduate School of Education, for the course *Curriculum and Pedagogy in International Contexts* with Dr. Ameena Ghaffar-Kucher, and in collaboration with UNESCO-International Institute of Capacity Building in Africa (IICBA) in Addis Ababa, Ethiopia, created this resource guide for teachers in sub-Saharan Africa. For more information about the course, this resource guide, or partnering with Dr. Ghaffar-Kucher on projects in the future, please contact her at agk@upenn.edu

How to Use this Guide

Welcome and congratulations on taking the first step toward integrating peace education into your classroom! You may have a few questions about this guide, what is in it, and how to use it. You've come to the right section! Look for all the answers to your questions here.

1. What is this guide?

No matter whom we know or live with, it is inevitable that conflict enters our lives at some point. We experience conflict internally, within ourselves, and externally, among our families, communities, and countries. This peace education resource guide is intended to help teachers foster the development of peaceful skills, attitudes, and practices in their students and empower students to use peaceful tools to respond productively to conflict.

Throughout the seven units in this peace education resource guide, students will explore the concepts of problem solving, empathy, effective communication, and respect (PEER) and how they relate to conflict in various areas of their lives, including families, schools, communities, governments, and more.

After completing the lessons in this guide, your students will:

- Gain the skills to become peaceful, productive citizens at local, national, and international levels.
- Understand that using these problem solving, effective communication, empathy, and respect skills impacts all areas of their lives, from their relationship with themselves, to their relationship with their communities, to their relationship with the environment.
- Recognize the interconnectedness of human existence.

2. What is PEER and how does it relate to peace education?

PEER is an acronym that represents four concepts that are essential for students to have peace in their lives. PEER stands for:

Problem solving

Effective communication

Empathy

Respect

These skills are the basis for peaceful, productive relationships with themselves and with others. The units and lessons in *PEERs for Peace* are built on developing these skills.

Definitions:

Problem solving refers to a way of thinking in which people work together to identify a main challenge, figure out possible solutions, and choose one main course of action to resolve the issue. When they solve problems instead of just leaving them alone, they are able to improve their own lives and others' lives.

Effective communication occurs when people talk or write to each other until both sides reach the same level of understanding. When effective communication happens, both sides express themselves clearly, listen to one another, and ask questions respectfully so they can fully understand the other person's views.

Empathy is when one understands the difficulties that other people might experience, especially because the students themselves may have had similar experiences. Empathy is important, because it shows that they can think about the perspectives of other people and understand how they might feel.

Respect is when one values others because of their abilities, qualities, or achievements. It is important to respect fellow human beings. Although they may have abilities, qualities, or achievements that are different from yours, they have value because they are human, just like your students.

3. Who can use this guide?

This guide is designed for teachers of upper primary grades in sub-Saharan African countries. However, activities and outcomes can be modified for younger or older students, and the concepts addressed are general enough to be adaptable to many different cultural, geographic, and political contexts. Because the lessons are flexible, they can stand alone as peace education, or be integrated into other subjects, such as civics, history, life skills, and social studies, which are indicated on each lesson plan.

Additionally, though we have meant this guide to be completed from beginning to end, you as the teacher can also pick and choose lessons for which you have time or that have the most relevance to your students.

We hope that you feel comfortable using this guide whether you are a newly qualified teacher or have many years of experience.

4. Which materials are included in this guide?

PEERs for Peace includes:

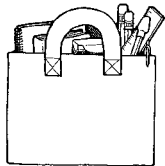



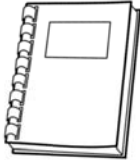
- What is peace education?: An explanation of peace education and its importance in our lives

- **Learner-centered pedagogy:** An introduction to learner-centered pedagogy (LCP) with tips for implementing LCP in your classroom
- **Child-friendly spaces:** An introduction to child-friendly spaces and information on how to make your classroom child-friendly
- **Seven units of three 40-minute lessons each,** moving from an examination of inner peace to an exploration of global peace, as well as two shorter orientation and wrap-up lessons
- **Frequently Asked Questions:** Answers to common implementation questions that you may have
- **Glossary:** Definitions to terms used throughout the guide
- **“How To” Section:** Explanations for certain practices used in the lessons
- **Lesson-specific materials** (worksheets, charts, and other resources)
- **Sample project rubric** for ease of assessment
- **Additional supplementary topics** that you can choose to incorporate into the lessons depending on what is relevant to you, your students, and your community

5. How are the lesson plans organized?

The lesson plans are designed with the busy teacher in mind. All of the most important information and a lesson overview is included on the first page to facilitate a quick understanding of the main points and outcomes.

Symbols are used throughout the lesson plans to draw your attention to things necessary for the lesson or to possible alternatives.

Symbol					
Meaning	Certain materials are needed for this activity.	This is the time allotted for this lesson.	An extension or alternative activity utilizes technology.	Tips for implementing the lesson are located here.	This is space for you to record reflections and feedback.

On the next two pages, you can take a look at how the lesson plans are organized. We have included explanations for each section in the boxes.

You can select another subject area in which to integrate the peace education lesson. The activities in peace education lessons can also encompass objectives for language arts or civics lessons, for example.

POSSIBLE SUBJECT

AREAS:

- Peace education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Poster board (if available)
- Other: _____



TIME:

40
minutes

The materials section lists the resources you need to complete the lessons successfully. We have also left space for you to list materials specific to your classroom. Each lesson is expected to take 40 minutes. Time for each activity are suggestions.

Understandings:

The student objectives of the lesson are located here. These objectives can be modified to include those from the other subject areas, above.

Agenda:

An overview of the activities included in the lesson, along with suggested time allotments, which are simply suggestions, can be found here.

Key terms:

Are important vocabulary from the lesson that relates to the understandings section. Definitions are found in the glossary.

The body of the lesson begins here, with details about activities, their implementation, and assessment of students.

1. Starter Activity

The starter activity can be a review of past material or an engaging hook for the students. It functions as a gateway for the rest of the lesson.

2. Mini-lecture

Though this guide follows a learner-centered model, some information does need to be conveyed quickly and succinctly by the teacher.

3. Application Activity and Assessment (2 options, choose one)

This guide provides two options for application activities that use the information given in the mini-lecture. You can choose the option that your students would prefer, that is most relevant to your context, or for which you have the resources and materials.

The assessment for these activities is usually built in to the activity itself, as you observe the students and note the extent to which they are using the skills needed for the lesson.

4. Wrap-up:

The wrap-up is the conclusion of the lesson. Students have a chance to reflect on what they have learned and how they can apply it in their own lives.

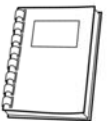
Extension

Included in the extension are optional activities in which you can engage if you have time. Extension activities encourage the students to apply what they have learned with their families, friends, or communities and can often be conducted outside the classroom. Activities that use technology, such as desktops or the Internet, can also be found here.



Tips:

Helpful tips for implementing the lesson are found here. These tips can be information on how to incorporate learner-centered pedagogy into the lesson, how to arrange the classroom in a child-friendly way, or how to encourage student participation in the activities.



Teacher's Notes and Reflections:

We have included a space for you to record your reflections, feelings, or feedback about the lesson to encourage you to think about how the lesson could be improved or made more culturally relevant for your students. This space is for you!

What is Peace Education?

The concept of “Peace Education” first arose after World War I, a time during which many countries started to believe that it was necessary to help youth develop greater cooperation and conflict resolution skills to avoid potential wars and violent conflicts.¹ The agency within the United Nations (UN) system that has the greatest responsibility for education and educational policy is the United Nations Educational, Scientific and Cultural Organization (UNESCO), and thus, UNESCO advocates most strongly for peace education curricula and policy. In fact, peace education is central to the constitutional mandate of UNESCO; the Preamble to its Constitution (1945) begins by noting that, as war begins in the minds of individuals, so too should the defenses against war be constructed in the minds of individuals.

Peace education teaches students the necessary values, knowledge, skills, and attitudes for living in harmony with oneself, others, and the environment. It can be implemented in a variety of ways. It can be taught as a discrete subject, infused into existing curricular frameworks, or implemented in extracurricular or non-formal settings through “peace clubs” or other after-school activities. Over 20 countries have implemented peace education initiatives. Some popular strategies include the use of arts, theatre, or sports to raise awareness; child-friendly school initiatives that build youth leadership; and parent education to spread conflict meditation and non-violence.² Some projects also utilize technology to promote peace education.

However, there are many challenges to the effective implementation of peace education around the world. Ongoing conflict, lack of resources and infrastructure, including classroom availability and quality professional development, as well as the gap between policy and practice, can hamper the implementation of peace education.

Given these challenges, it is also important to note the plethora of benefits to implementing peace education. In doing so, teachers can facilitate deeper understandings of what peace and conflict mean for children. Peace education can help students comprehend that these concepts begin in the mind of the individual and can then go on to impact his/her surroundings. Through implementing peace education in classrooms, a teacher can expand the ideas of peace and conflict within the lives of students—from their interactions with families, classmates, and communities to their relationships with their country and the world at large. Peace education is not only beneficial for schools and students, but also necessary for a better future.

¹ Saroja, 2016

² Fountain, 1999

Learner-Centered Pedagogy (LCP)

What is LCP?

Learner-centered pedagogy puts students at the center of all learning experiences. This means that students must be active participants in learning activities, rather than passive recipients of knowledge. Students in this setting learn and grow through the practical experiences they have and situations they encounter. Ideally, students will learn from their social interactions with each other in addition to the teacher.

Why is it important for teaching peace education?

A learner-centered pedagogy helps engage students in the learning experience. Teachers should use activities that help students ask questions, role play, and engage in peer discussion and debate. This method gives students more autonomy over their learning, which is crucial for the lessons learned in peace education so they can reflect, share with others and put them into action in the community.³ It will be difficult for students to engage with topics of peace education in an authentic way if the “chalk and talk” method is the primary means of learning and teaching. The teacher’s role is to facilitate and guide realistic activities, providing students with the necessary knowledge to fully engage with and practice concepts of peace.

The nature of peace education, as a social skill, requires authentic assessments that allow students to demonstrate practical skills. **Authentic assessments** might include role playing, written understandings, application of concepts, group work, oral presentations and debates, and peer discussions. These assessments allow students’ voices to be heard and improve practical skills such as problem solving, critical thinking, real-world application, and cooperation among peers – all of which contribute to the building of the four concepts of PEER. Teachers can easily measure students’ success in these areas through observation and evaluation of work they have produced. **Rubrics** are an appropriate way to measure these various outcomes. We have included a sample rubric in the appendix. The resource framework also includes a cumulative lesson at the end that will cover all topics and essential questions from the year. The end of the year may include a showcase of students’ work, both written and performed.

Some Suggestions for Implementation

- All students should actively participate in activities (ensure female participation).
- Use authentic assessments that fully engage students.
- Encourage students to engage in peace conversations with their community.
- Incorporate peace education topics into other subjects when possible.
- Encourage peer-to-peer discussions.
- Establish rules for noise level, classroom cleanliness, and how to interact with peers.
- Provide clear instructions and goals to keep students on task.
- Always monitor and engage with students when they work together

³ Schiro, 2012

Child-Friendly Spaces (CFS)

What is CFS and what does it look like?

Child-friendly spaces help students feel safe and comfortable in their learning environment. While originally intended for emergency settings, this approach is helpful in any circumstance, as children should always feel safe and secure at school. CFS also provides an environment where students are supported and stimulated in their learning.

Child-friendly spaces are not just for academic learning but are an opportunity for students to interact and learn from their peers. CFS is for all students and is non-discriminatory. CFS encourages full participation from the community, teachers, and students. This provides a sense of local ownership, enhances the quality of the school or learning space. This full-participation model aligns with the learner-centered pedagogy model for this guide.

Most importantly, the purpose of CFS is to provide children with the best learning environment possible. Not all CFS look the same. CFS requires input from the community, teachers, and students to determine what is needed to effectively meet children's needs.

While CFS looks different depending on where it is being implemented, there are some important key factors that span contexts. First, the physical school environment, whether formal and informal, is always safe and secure; this means it is clean, organized, and provides protection and support for students. Second, students in CFS actively participate in the learning experience and in social aspects of school life. This is demonstrated in teachers encouraging student participation through activity-based learning.

Why is CFS important for teaching peace education?

The practical nature of peace education requires it to be child friendly, emphasizing the importance of serving the whole child based on his or her specific needs and creating good citizens.⁴ Students' needs must be taken into account first and foremost when deciding which topics to teach-- the topics should relate to their lives and experiences. The child-friendly approach encourages students to be actively involved in their learning and to share what they have learned with their families and community.⁵ Additionally, a child-friendly model "contributes to values of peace, tolerance, and respect".⁶

Some Suggestions for Implementation

- If class size is small enough, conduct the lesson in circle or semi-circle
- Explain that it is a safe space to share and to be respectful of each other's opinion
- Make sure there is no violence or arguments among students
- Listen attentively when children share and stay neutral
- Make sure enough time is given to the topics being discussed

⁴ Wright, Mannathoko, & Pasic, 2009

⁵ *ibid.*

⁶ *ibid.*, p.21

Class One: Introduction



GUIDING QUESTIONS

1. How might we contribute to “positive peace” in our daily lives?
2. Why is it important for us to know PEER?

LESSON OVERVIEW

Students will think about possible definitions of peace and what peace looks like. They will learn that peace can be negative or positive and that society should strive for positive peace. The students will also be introduced to the PEER Method, which contains the four elements necessary for contributing to positive peace.

ADDITIONAL HISTORY AND KEY FACTS

If appropriate, you may wish to share the following important facts about peace education:

- **Definition and goal of peace education:** According to the United Nations, peace education is “the process of promoting the knowledge, skills, attitudes and values needed to bring about behavior change that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create the conditions conducive to peace, whether at an interpersonal, intergroup, national or international level.”⁷ Teachers and students will encounter all levels of peace education as they work through this guide.
- **History of peace education:** Due to the destruction in many countries from World War I (1914-1918) and World War II (1939-1945), many countries wanted to help young people learn how to cooperate, resolve conflicts, and avoid potential war. Organizations like UNESCO took the responsibility to develop peace education curricula for schools around the world.
- **Peace education today:** Peace education is implemented in many different ways worldwide. It can be a standalone class, or be part of other subjects. Some countries

⁷ Fountain, 1999, p. i

may have after-school or community clubs. Yet other countries may work with neighboring nations and create projects to promote peace among youth.

- **Negative vs. Positive Peace:** These concepts were created by notable peace studies scholar Johan Galtung. They can be defined as follows.
 - **Negative peace** is the absence of violence. It describes situations when something bad, such as conflict or oppression, has ended. Examples include when a ceasefire is called during a war, or when a wave of violence comes to an end. Negative peace is more unjust, because in this situation, few people are doing anything to actively keep peace in the future.
 - **Positive peace** is when a social system is created that serves the whole population, and people are actively trying to understand why conflict occurred, resolve it, and prevent it from happening again. Examples include communities that do not have active conflict and still implement peace education, and local towns hosting dialogues to promote diversity and understanding. In positive peace, society attempts to be more just for all. A specific example is having peace education/curriculum at schools even though there is no or very little conflict in the community.

Let's Get Started!

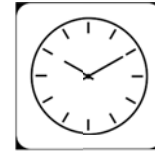
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Student exercise books
- Writing tool
- Chalk and blackboard
- Journal
- Poster board
- Markers or crayons (optional)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand that everyone must actively work together in order to achieve positive peace.
2. Students will understand that PEER is a series of four behaviors (problem solving, effective communication, empathy, and respect) that are essential for peace.

Agenda:

1. Starter Activity: Imagining a Peaceful World [5 minutes]
2. Mini-lecture: Defining "Peace" and "PEER" [20 minutes]
3. Application Activity and Assessment: Partner or Small Group Discussion [10 minutes]
4. Wrap-up: Sharing Ideas Out Loud [5 minutes]

Key terms:

- Peace
- Peer
- Positive peace
- Negative peace
- Problem solving
- Effective communication
- Empathy
- Respect

Let's Get Started Lesson Plan



1. Starter Activity: Imagining a Peaceful World [5 minutes]

- Ask the students to close their eyes and imagine a peaceful world.
- *Questions:* What does that world look like? What are people doing? How do they act towards each other?
- Ask students to open their eyes.
- You may select some students to share what they imagined out loud to the class, to share with a partner out loud, or to write down their ideas in their exercise books.

2. Mini-lecture: Defining “Peace” and “PEER” [20 minutes]

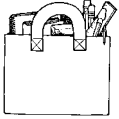
- Explain that today, you will think more about what it means to have “peace.”
- *Question:* How do you define **peace**?
 - After students give their ideas, give them the definitions of **positive** and **negative peace**, along with 1-2 examples of each (see Lesson Overview).
- *Questions:* Which do you think is better: positive or negative peace? Why? If students aren't sure, let them know that they will be able to think more about this throughout the semester.
 - Next, explain that students will need to learn a new method called PEER, which can help them contribute to a more peaceful world. Explain that the name for the method comes from the word “**peer**” and the definition of this word.
 - Define the different terms in PEER (**Problem solving, effective communication, empathy, and respect**) for the students. You may ask them to repeat back to you in their own words what PEER is.



3. Application Activity and Assessment: Partner or Small Group Discussion [10 minutes]

- Tell students that they will work with a partner – the person sitting next to them.
- Partner A should come up with one example of negative peace. Partner B should come up with one example of positive peace.
- Then they should discuss which is better. Walk around the class and listen to different partners as they talk.
- Next, ask the students to think about PEER. Which idea in PEER are people using in the examples they have come up with?
- Test students on PEER to make sure they remember what the concepts are. Some options for doing so include:
 - Calling on an individual student by name and asking him to explain.
 - Asking the group and letting them call out answers.
- If there is time, the partners can switch, so Partner A comes up with 1 example of positive peace, and Partners B comes up with 1 example of negative peace. Then they can discuss again which situation is better.

- Ask one group to share their example of positive peace.
- Then ask another student to guess which ideas from PEER the first group's example contains. You can continue around the classroom in this way as time allows.
- **Assessment:** Evaluate students' understanding through their oral responses to their peers.



4. **Wrap-up: Sharing Ideas Out Loud [5 minutes]**

- Ask students to make a “promise to peace.” They should write or say out loud one promise. You can tape the promises to the class wall, so students are reminded of their promises.

Extension

Option 1: Imagine that you are the leader of your own imaginary community. What kinds of rules or events would your country have so that it has positive peace?

Option 2: Are the four ideas in PEER the only ones needed for peace? Which other concepts might be necessary for peace?



Tips:

- In Part 3, students may mention multiple ideas from PEER. There are no “wrong” answers as long as explanations are appropriate and relate to peace.
- You can ask students to write on different surfaces (journals, walls, cards, poster paper, the board, etc.) and use writing utensils of different colors to increase student interest and encourage creativity.



Teacher's Notes and Reflections:

UNIT 1: THE SELF



GUIDING QUESTIONS

1. Why is it important to have confidence in yourself?
2. How do we use awareness of our strengths to solve conflicts and promote peace?
3. What is respect?
4. Why is it important to treat others with respect, irrespective of their age, religion or gender?

LESSON OVERVIEWS

1. **Unit 1.1 Self-Confidence:** In this lesson, students will learn the importance of being able to articulate their strengths and how to use their strengths to solve challenges in their lives. Students will also learn the importance of self-confidence.
2. **Unit 1.2 Self-Awareness:** In this lesson, students will learn the importance of self-awareness and how they can use their strengths to solve conflicts and promote peace.
3. **Unit 1.3 Respect:** In this lesson, students will learn the importance of respect and why it should be a part of their classroom culture.

Unit 1.1: Self-Confidence

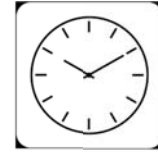
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Student exercise books
- Blank sheets of paper
- Writing tool
- Coloring material
- Sticky tape/glue
- Other:



TIME

40
minutes

Understandings:

1. Students will articulate their own strengths and how they have used their strengths to overcome challenges or conflict.
2. Students will recognize strengths that their classmates possess.

Agenda:

1. Starter Activity: Who am I? [5 minutes]
2. Mini-lecture: Defining and Articulating Strengths [10 minutes]
3. Application Activity and Assessment: Sharing Circle [10 minutes]
4. Mini Lecture: Feelings, Thoughts and Behavior [10 minutes]
5. Wrap-up: Conclusion Activity & Reflection [5

Key terms:

- Self
- Strength
- Communication
- Confidence
- Challenge

Unit 1.1: Self-Confidence Lesson Plan



1. Starter Activity: Who am I? [5 minutes]

- Hand out blank sheets of paper. (If this is not available, instruct students to use a blank page from their exercise books.)
- Write the question “Who am I?” on the board and define the **self**. Tell students to draw a self-portrait and write a paragraph describing themselves using positive sentences. For example, “My name is Daniel and I like to help my friends.” You can model the activity with a personal example. Encourage students to make their portraits as fun as possible!
- When the students are done, ask them to paste their picture on the wall. Pick a blank space on wall. If this is not possible, ask to place it on their desks and wait for your next instruction.

2. Mini-lecture: Defining and Articulating Strengths [10 minutes]

- Introduce students to the term “**strengths**.” Ask them what they understand about this word.
- *Questions:* Why is it important to know what you are good at? How does it make you feel when you know you are good at something, or when someone tells you that you are good at something? (Depending on time, allow 1-3 students to respond before moving on). Discuss the importance of **confidence**.

3. Application Activity and Assessment [10 minutes]

- Break students into small groups for discussion. Set expectations of respect for these groups and remind students of that when someone is sharing. These expectations should include:
 - Make eye contact.
 - Listen.
 - Show encouragement in any way you think is helpful.
 - Remember there are other groups working near you, so talk softly as not to disturb anyone else.
- *Question:* When was the last time you used your strength to solve a problem? Make sure students know that this problem could occur inside or outside class.
- **Assessment:** Walk through the students as they engage in their small group discussion. Listen to their responses to one another to check for understanding of individual strengths.

4. Mini-lecture: Feelings, Thoughts, and Behavior [10 minutes]

- Draw this diagram on the board (if possible do so before class):



- Explain that by knowing how we feel, we can articulate examples of when we have used those feelings to create good change in our lives. We have done this by overcoming **challenges** that we have faced. It is important for all of us to know that we all have strengths. By using these strengths to do good, you have the power to create change. You can also use this knowledge to solve conflicts using effective **communication** in your family and your community.
- *Question:* How did it make you feel to talk about your challenge and how you used your strengths to solve those challenges with your friends?

5. Wrap-up: Conclusion Activity and Reflection [5 minutes]

- To conclude the class, ask students to go back to the first portraits that they have created. If possible, these portraits on the wall can remain there for the entire year.

Extension

Ask students to go read what other students have written about themselves. If you want, you can add a one-word strength on the sheet as well. This will help with reading comprehension and with students' ability to articulate their strengths. Additionally, it will also act as a self-esteem booster to have their peers recognize their strengths.



Tips:

- If coloring materials are available, encourage students to make their self-portraits as colorful as possible.
- If sticky tape is available, use these self-portraits to decorate the classroom!



Teacher's Notes and Reflections:

Unit 1.2: Self-Awareness

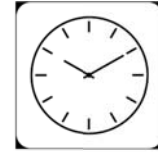
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Paper
- Exercise books
- Other:



TIME

40
minutes

Understandings:

1. Students will understand that their actions can affect people around them in positive and negative ways.
2. Students will articulate how they would resolve a conflict in a positive way.

Agenda:

1. Starter Activity: Situational Activity [5 minutes]
2. Mini Lecture: Our Actions and the People Around Us [15 minutes]
3. Application Activity and Assessment: Pair Situations or Conflict Resolution [15 minutes]
4. Wrap Up: Reflection [5 minutes]

Key terms:

- Self
- Conflict
- Communication
- Self-awareness
- Confidence
- Challenge

Unit 1.2: Self-Awareness Lesson Plan



1. Starter Activity: Situational Activity [5 minutes]

- Write a situation on the board that consists of an interaction between two people who are disagreeing about something. Ask students to write down on blank sheets of paper or in their exercise books how they would react if they were in the same situation. Ask them to reflect on these questions while they are writing. Two examples of prompts are: *Your friend is bullying another student of the opposite sex for the way they dress.* Or *Your friends are arguing about whether or not it's okay to share homework, one wants to copy the other person's homework, while the other person doesn't want to.*
- *Questions:* Why did you pick this person's side? How would you feel if you were in their position?
- After they finish writing it down, ask them to share it with a partner sitting next to them.

2. Mini-lecture: Our Actions [15 minutes]

- Introduce the term “**self-awareness**” to the class.
- *Questions:* Why is it important to know one's own feelings, characteristics and motives? What did you learn about yourself from the side you took in the first activity?
- Engage in a discussion with the students. While asking these questions, you can ask students to discuss in small groups or you could open it out to the entire class and have them share in a large group.
- *Suggested Prompts:* Why is it important to know this information? How do you think, if at all, that your actions and thoughts could affect other people? Do you think it could affect people in a positive and a negative way? What happens when you do something that affects people in a negative way? How do you resolve that conflict?

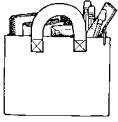
3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Pair/Share Activity

- Break students into pairs or small groups.
- Ask them to think of one example each of a time when they disagreed with someone about something and what actions they took to resolve that **conflict**. While one member of the group is sharing, the other member can take down notes of what they think the group member who is sharing is doing right in terms of solving the conflict. Once they are both done sharing, ask the pairs to share with each other their notes.
- If time permits, you can ask a few pairs to present to the entire class.

Option 2: Role Play Activity

- Give students a number of various situations where a conflict can arise and ask them to role play within pairs or small groups how they would react to the conflict.
- After the pairs role play activity, each of them can take a minute to write their reflections as to characteristics that they saw in themselves while trying to resolve the conflict.



4. Wrap-up: Reflection [5 minutes]

- Ask students to write in their student exercise books about the three things they learned about themselves from today's class. If time permits, you can ask them to share these learnings with the entire class.
- **Assessment:** Collect students' exercise books and read their responses to check for understanding of self-awareness.

Extension

If time permits, you can extend the activities by giving the same pairs different situations to see how and if they would change the way they approached certain difficult situations.



Tips:

- Explain to the students that it is okay if they feel differently from each other as to how they would resolve a conflict. The important part is knowing how different we all are and how can we use those differences in a positive way to solve conflicts around us. For further tips on how to resolve conflicts in your classroom, see Appendix C on page 100.



Teacher's Notes and Reflections:

Unit 1.3: Respect

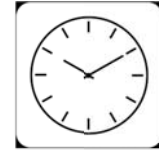
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Student exercise books
- Writing tool
- Colors
- Paper slips
- Sticky tape/glue
- Other:



TIME

40
minutes

Understandings:

1. Students will be able to articulate what respect means to them.
2. Students will be able to work together to articulate what respect should look like in their classroom.

Agenda:

1. Starter Activity: Role Play and Debrief [5 minutes]
2. Mini-lecture: What does respect mean? [10 minutes]
3. Application Activity and Assessment:
Brainstorming [15 minutes]
4. Wrap Up: Conclusion Activity & Reflection [10 minutes]

Key terms:

- Respect
- Understanding
- Conduct
- Effective communication
- Responsibility

Unit 1.3: Respect Lesson Plan



1. Starter Activity: Role Play and Debrief [5 minutes]

- Give students a situation where a person is not acting in a respectful manner towards his/her friends/family (Eg: A student is not behaving well in class and is doing the following things during class time-
 - Sit with legs up on the desk
 - Throw papers around his/her desk
 - Talk loudly even when the teacher asks him/her to quiet down)
- Ask students to discuss within small groups what they think about the student's behavior. After they finish discussing, ask some students to share with the entire class.
- After the students settle down, write the statement "Treat others like you would want them to treat you" on the board. Ask students to discuss what this line could mean in their classroom.

2. Mini-lecture: What does respect mean? [10 minutes]

- Review individual strengths with the class.
- Hand out a small slip of paper to each student. Explain that today the class will talk about the term "**respect**" and what they understand about the term. Ask the students to write down what they understand or their definition of the term "**respect.**" They can come put them up on the board so that the entire class can see it. If this is not possible, the students can write in their exercise books.
- Read out a few examples to the class.
- *Question: Do we like feeling respected? Why? (See appendix B for definition of respect)*

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Group Brainstorm

- Make a connection between self-respect and respect in the classroom.
- *Question: What does respect look like in our class environment?*
- Instruct students to break into small groups and brainstorm guidelines that they can use to create a respectful, peaceful environment in class. An example of this is something like, "We will use kind words."
- Students will share the guidelines they have created. While facilitating the group discussion, encourage students to think about why they are suggesting these particular guidelines.

Option 2: Respect Role Plays

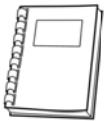
- Engage your students in a role play activity. Ask students to break into pairs and role play an instance where they have felt disrespected. How did they react to the situation?
- Ask groups to perform their role plays to the entire class - if they feel comfortable.
- If the class is too large for pair role plays, small student groups can model their role play scenarios in front of the class.
- Ask students to get into small groups, take the learnings from the role play activity, and create a guideline list for the classroom. Explain to them that this guideline will be something they will then follow whenever they are in the classroom.

3. Wrap-up [10 minutes]

- Small groups (pick 2 or 3) can then present to the entire class.
- **Assessment:** As the students present, ask them to focus on the WHY of the guidelines. Make sure they explain why these particular guidelines are important.
- Students can vote on which guidelines they liked the best and form a final draft of guidelines. This can be written on the board every day or hung on the wall as a reminder for the students.

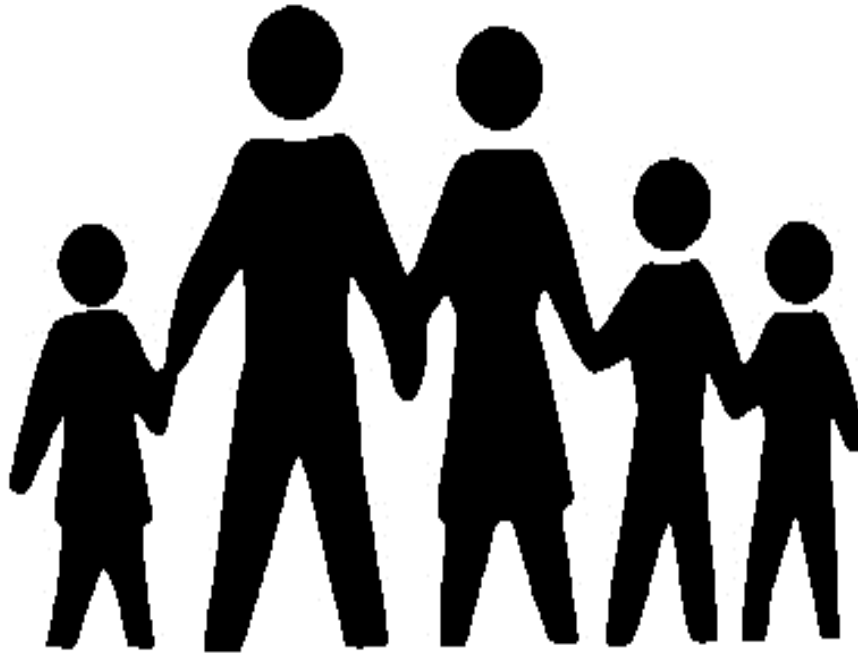
Extension

If chart paper and coloring pencils are available, ask students to create a visual representation of their class guidelines. Post this on the wall in the classroom so that students can see it every day. You can refer to it as well!



Teacher's Notes and Reflections:

UNIT 2: FAMILY



GUIDING QUESTIONS

1. What kinds of roles exist in a family? Who defines these roles?
2. Why do gender roles exist?
3. What are the effects of these gender roles on the students and their lives?

LESSON OVERVIEWS

1. **Unit 2.1 Family Roles:** This lesson will help students understand the various roles that exist in a family and how each of these roles are defined. The students will also discuss various gender distinctions that exist (if any) within their family roles.
2. **Unit 2.2 Gender Roles:** This lesson will help students understand gender roles that exist in their classrooms and the inequalities that these gender roles cause. *For further guidance on difference between gender and sex, see the “Tips” Section at the end of this lesson.*
3. **Unit 2.3 Discussing Personal Experiences:** Students will continue discussions from the first class and talk about personal experiences that have shaped their understanding of the gender roles that exist within classrooms and their communities. Discussing personal experiences

Unit 2.1: Family Roles

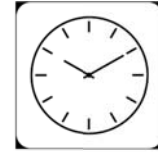
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blank sheets of paper or student exercise books
- Writing tool
- Colors
- Other:



TIME

40
minutes

Understandings:

1. Students will articulate the various roles that different people take on in their families.
2. Students will explore the various factors that affect how these roles are created.

Agenda:

1. Starter Activity: What is a family? [10 minutes]
2. Mini-Lecture: Family Roles [10 minutes]
3. Application Activity and Assessment: Family Role Play or Discussion Groups [15 minutes]
4. Wrap-up: Reflection [5 minutes]

Key terms:

- Family
- Gender roles
- Equality
- Respect

Unit 2.1: Family Roles Lesson Plan



1. Starter Activity: What is a family? [10 minutes]

- Pass out sheets of paper to your students. If paper is not available, students can draw in their student exercise books.
- Ask students to draw the members of their family and label them.
- Instruct students to share their picture with a classmate sitting near them and describe the members of their family.

2. Mini-lecture: Family Roles [10 minutes]

- Write the word “**family**” on the board.
- Ask students what they understand from this word. What are their definitions for family? You can then write these definitions on the board.
- *Questions:* Who is a family? Who is a part of a family? What are the various roles you see in your family? Who sets these roles? Do you know your role?
- Feel free to give examples from your own life or examples you know students will understand. For example, mother goes to work, while children go to school.
- Engage the students in a large group discussion. If you have a large class size, you can ask students to share in smaller groups while you walk around the classroom and listen to their ideas.

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Family Role Plays

- Ask the class for 6 volunteers who are going to act in front of the class. After picking 6 students, assign them each a family member (Father, Mother, Daughter, Son, Grandmother, Grandfather). Ask them to quickly go outside the classroom and brainstorm how each person acts or what they will do throughout a typical day. Tell them, they will have 5 minutes as a whole to act in front of the class.
- After telling the 6 volunteers to go and plan how they will act out each role, lead the class in a brief brainstorm. List the 6 family members on the board and ask the class to tell you some typical roles of each family member. List these on the board.
- After this have the 6 volunteers come in front of class and act out their role. Have the class guess what role each student is acting out.
- After the role play activity, engage in a large group discussion with the students.
- *Questions:* Ask the 6 students and the class how did you decide on these roles? Why did they list these activities or qualities next to each family member? Do you think that these roles are fair? How and why are these roles created? Do you like the roles assigned to you? Why or Why not? What would like to change?
 - The point of this activity and class discussion is to show the class that we all hold certain perspectives/ideas as to what roles are seen in the family and that these roles are biased. Tell the students that these roles are often

due to cultural understandings. Further, discuss how these roles may be unfair and unequal and limit people's freedom and choice.

- *Assessment:* Observe students as they engage in the role play. Listen to their responses during the discussion to evaluate their understanding of gender in the family. *Again make sure to highlight how roles are often gendered and that this can cause conflict and is inequality. This will be discussed in further detail in future sessions.*

Option 2: Discussion Groups

- Break students into small groups.
- Give them the following questions to discuss and share with each other.
- *Questions:* Do you think gender affects these roles in the family? How?
- After students have shared within their groups, bring them back together and ask a few people to share.
- *Assessment:* Walk among the students as they participate in the small group discussions and listen as they engage with one another.

4. Wrap-up: Reflection [5 minutes]

- Ask students to write down how they felt during the role play or engaging in the discussion.
- Explain to them that this is important as this theme of family and **gender roles** will be continued over the next two classes.

Extension

Interview a family member! Students can conduct an interview with their family members. Get students to write down interview questions that they could ask their parents and other family members to understand family roles better. These questions could be created in class in small groups or as an entire class.



Tips:

- Students might disagree with each other as they discuss the topic. This is okay! It will help students see new ideas and facilitate a deeper discussion.

Teacher's Notes and Reflections:



Unit 2.2: Gender Roles

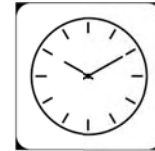
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blue and Green (Or any 2 colors) string/elastic bands (enough bands for the whole class) (*note: these can be other colors, you just need two different colors*)
- Papers
- Glue



TIME

40
minutes

Understandings:

1. Students will understand the term “gender roles.”
2. Students will articulate how they feel about these roles and how it affects their class and the society around them.

Agenda:

1. Starter Activity: Elastic bands/String activity [10 minutes]
2. Mini-lecture : Discussing Gender [10 minutes]
3. Application Activity and Assessment: Gender Role Activities [15 minutes]
4. Wrap-up: Conclusion [5 minutes]

Key terms:

- Gender
- Community
- Society
- Differences
- Inequality
- Responsibility
- Peace

Unit 2.2: Gender Roles Lesson Plan



1. Starter Activity: Elastic Bands/String Activity [10 minutes]

- Randomly assign the blue and green elastic bands to students. Do not explain to students why they have the color that they do. Write these instructions or post them on a chart on a wall so that all the students can read them.
- Students with blue elastic bands
 - Will all sit at the back of the class
 - Will not be allowed to ask questions or talk in class at all
 - Will not be allowed to leave the classroom
 - Will be asked to help the students with the white elastic bands whenever they need help
- Students with green elastic bands
 - Can sit wherever they want
 - Can ask questions and talk whenever they want
 - Can leave the classroom with the teacher's permission
 - Can ask students with the black elastic bands for help whenever they want
- After this, give students a minute to move around to their new places in the classroom. Explain to them that this will be their place for this entire class. Do not offer any other explanations.

2. Mini-lecture: Discussing Gender [10 minutes]

- Write term “**gender**” on the board. Students should turn to their partner and share their answers to the following questions.
- *Questions:* What does the term gender mean? Do you see **differences** between genders in class or at home? If yes, how do these differences make you feel?
- Ask some pairs to share with the entire class. (Note: Remember the elastic band activity and don't pick any of the blue elastic band students to answer.)
- Transition: Draw a Venn diagram on the board.

- Write “Girls” and “Boys” on each of the circles, leaving the overlapping part empty.
- Ask students to fill up the diagram with one-word answers to the prompts “Girls can/like...” and “Boys can/like...”
- Students can raise their hands to answer the prompts. Remember the elastic band activity, and don't pick any of the blue elastic band students to answer.

- After two separate lists have been made, engage the students in a discussion.
- *Questions:* Why did we have two separate lists? Why can't both girls and boys do these activities that we have separated? Is it possible for all these activities to come here (on the overlapping part of the Venn diagram)? Why or why not?

3. Application Activity and Assessment [15 minutes]

- If possible, students should form a circle, either on the floor or with the desks. If this is not possible, ensure that everyone listens respectfully to each other.
- *Questions:* How did you feel about the activity? How did the blue elastic band students feel when they were ignored, asked to sit at the back or asked to help the students with the green elastic bands? Similarly, how did the green elastic band students feel about being allowed to sit in the front and having more power over the students with blue elastic bands? Where have you seen these differences exist outside of our classroom? Should this difference exist inside the classroom? Why or why not? What are the effects of this on our classroom environment?

4. Wrap-up: Conclusion [10 minutes]

- Ask the students to write their reflections from today in their student exercise books. They can respond to whichever question they feel like.
- *Questions:* Where have you seen these differences exist outside of our classroom? Should this difference exist inside the classroom? Why or why not? What are the effects of this on our classroom environment?
- **Assessment:** Collect students' exercise books and read their reflections to check for understanding of gender roles.

Extension

If there is extra time, try to carry on the elastic band activity for as long as you can before you need to end it for the debrief. Also, if there is more time, you could spend more time linking this activity to the last class.



Tips:

- It is important when discussing gender roles, to emphasize for students the difference between *gender* and *sex*. *Gender* refers to the socially constructed roles, behaviors, and attributes defined as male or female, while *sex* refers to the biological characteristics described as being male or female. It is crucial that you are sensitive to the differences between *gender* and *sex*. This particular lesson focuses on the *gender roles* typically viewed within society and should be used as a way to discuss the implications of societal expectations based on gender. Be sure to note the differences between these terms with your students.

Unit 2.3: Discussing Personal Experiences

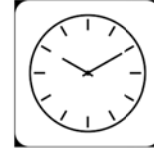
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blank sheets of paper or student exercise books
- Other:



TIME

40
minutes

Understandings:

1. Students will explain their understandings of the meaning of gender roles.
2. Students will discuss how they feel about these roles and how it affects their class and the society around them.

Agenda:

1. Starter Activity: Think-Pair-Share [5 minutes]
2. Mini Lecture: Sharing circle [10 minutes]
3. Application Activity: Open discussion [15 minutes]
4. Wrap-up: Conclusion [10 minutes]

Key terms:

- Gender
- Community
- Society
- Differences
- Inequality
- Responsibility

Unit 2.2: Discussing Personal Experiences Lesson Plan



1. Starter Activity: Think Pair Share [5 minutes]

- Review yesterday's class about gender roles. Tell students that today they will be discussing the role that gender plays in creating differences or **inequalities** in the classroom and communities.
- **Think-Pair-Share:** Ask students, if they feel comfortable, to share what they had written down as part of their reflection from the previous lesson.
- *Questions:* What were your main reflections from yesterday's class? How are you feeling today?

2. Mini-lecture: Sharing Circle [10 minutes]

- The class can transition into a circle by sitting on the floor or circling the desks. If this is not possible, emphasize that all students should feel comfortable listening and sharing.
- Set expectations for the discussion to ensure that students feel safe. These can include:
 - Making eye contact
 - Listening carefully
 - Showing encouragement
 - No interrupting
- Explain that today we will talk about our personal experiences with gender roles. Instruct the students to keep their exercise books in front of them. Encourage them to take notes about things they find surprising or new perspectives they have gained.
- *Questions:* Based on yesterday's activity with the elastic bands/string, where else have you seen this sort of inequality exist? What have those experiences been like? How have those experiences made you feel?

3. Application Activity and Assessment: Open Discussion [15 minutes]

- Use student responses from the sharing circle to broaden the discussion so the students think about how they can use these experiences to change their behavior.
- *Question:* If that is how we feel, what are some things we can do that will help ourselves and others learn and understand more about gender roles that could be unfair to many of our classmates?

4. Wrap-up: Conclusion [5 minutes]

- Students will write about their reflections during the open discussion from both sessions. This can take any form, including notes, action steps, drawings, or stories.
- **Assessment:** Check the students' exercise books for understanding.

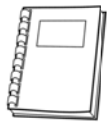
Extension

Depending on whether there is more time, the teacher could also get students to break into smaller groups to encourage students who don't feel comfortable sharing with a larger group to interact some more.



Tips:

- Students might disagree with each other during a discussion and debrief. It will help facilitate a deeper discussion.



Teacher's Notes and Reflections:

UNIT 3: THE SCHOOL



GUIDING QUESTIONS:

1. Why are relationships important? What qualities are essential for healthy relationships?
2. What kind of relationships does an individual have at school?
3. How should we communicate with others?

LESSON OVERVIEWS

1. **Unit 3.1 Friendship:** Good friendship is an important part of any person's life. Without friends, we often feel alone and unsupported. Having good friendships connect us to other people and help create community. This lesson explores positive aspects of healthy friendships and helps students recognize bad friendships. It also teaches students to understand how to resolve conflict without losing or ending friendships.
2. **Unit 3.2 Authority Relationships:** Everywhere in society, including schools, we are in relationships with people who have authority over us. In school, this relationship exists between students and teachers and administrators. This kind of relationship is important because it helps schools to run effectively and peacefully. Students have a responsibility to obey individuals with authority while individuals with authority have a responsibility to do what is best for their students. In this lesson, students will learn two things. First, they should respect people with power. Second, they should also be able to hold authority figures accountable in a courteous way.
3. **Unit 3.3 Safe Learning Environments:** In this lesson, students will discuss what makes a particular environment safe. This will lead to a discussion about why students should feel safe at school and how they can ensure they are in a safe learning space, which promotes peace and cooperation.

Unit 3.1: Friendship

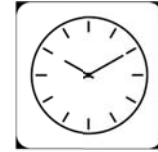
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Poster board (if available)
- Other:



TIME

40
minutes

Understandings:

1. Students will recognize the qualities of a good friend.
2. Students will understand how to maintain friendships and resolve conflicts with friends peacefully.

Agenda:

1. Starter Activity: Think-Pair-Share [5 minutes]
2. Mini-lecture: Stories about friendship [15 minutes]
3. Application Activity and Assessment: Perform a Drama or Writing Activity [15 minutes]
4. Wrap-up: Sharing as a Class [5 minutes]

Key terms:

- Friendship
- Kindness
- Respect
- Effective communication
- Problem solving
- Peer Pressure

Unit 3.1: Friendship Lesson Plan

1. Starter Activity: Think-Pair-Share [5 minutes]

- **Think-Pair-Share:** Students will answer the following questions in pairs: Who is a friend? What makes a good friend?
- After a few minutes, students should share with the class. Make a list of good answers on the board. (*Answers can include things like: Friends are kind, trustworthy, helpful, good listeners, etc.*)

2. Mini-lecture: Stories about Friendship [15 minutes]

- Write a definition for **friendship** on the board.
“Friendship is ...”
- Model a story about positive friendship. Students are welcome to write down important things about friendship they hear in the story. This will help with the discussion afterwards.
- As a class, discuss the aspects of positive friendship from the story.
- Ask 1-2 students to share a story about a time they or someone they know was a good friend.
- After the short discussion, ask the class what have been times (without using names) that someone has been a bad friend. Have them share that with their neighbor. Then ask was there ever a time that your friend pressured you into doing something that you didn’t want to do. Mention that this is an example of **peer pressure** and that good friends never pressure their friends into doing something bad or that they don’t want to do. Briefly discuss examples of peer pressure and how to combat peer pressure.

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Performing a Drama

- You will ask students to work in small groups to act out a scene showing a good friend. (If the class is large, ask only 1-2 groups to share with the class; if class is small and time allow, every group may act out their drama.)
- After each short role play, ask the class as a whole to discuss how or why the person was a good friend.
- **Assessment:** Visit groups as they discuss the role play and the role play itself.

Option 2: Writing Activity

- You will ask students to talk with a peer about the importance and benefits of friendship.
- Together, the students will make a list ranking the top 10 reasons friendship is beneficial and important. (*Answers may include things like “Friends are important because they help solve problems,” “Friends are important because they make us laugh,” etc.*) (Each student should write in his or her exercise books, it is okay if students who worked together have the same answers.)



- After a few minutes, students can share with the class and then you can make a collective list on the board (or on poster paper if it is available, so that this list can be displayed in the classroom).
- **Assessment:** Read students' responses in their student exercise books.

4. Wrap-up: Sharing as a Class [5 minutes]

- Ask students to share a short response to the following prompt:
"I am a good friend when...."
- Try to ensure that all students provide an answer when it is their turn (if the class is too large, ask for volunteer who want to share their answer).
- Students should answer in a full sentence.
- Some answers may include "I am a good friend when I help someone carry his/her books," "I am a good friend when I listen to someone else's problem," "I am a good friend when I show others respect."

Extension

In their exercise books, students can respond to the following prompts.

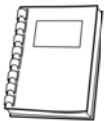
1. Who am I? Write about a time you were a good friend. What made you a good friend then? Then, write about a time you were a bad friend and how you could have acted differently.

2. Finish the sentence: A good friend is..... (Come up with at least 5).
Reponses can include things like "A good friends listens when you are talking," "A good friend tries to understand how others are feeling," "A good friend cares about you."

Tips:



- It is okay if students have different answers throughout this activity.
- If students are sharing stories that include other students, ask them not to use real names in order to avoid conflict among them.
- For more resources and lessons on peer pressure, feel free to search the internet. There are several great peer pressure lessons just a click away.



Teacher's Notes and Reflections:

Unit 3.2: Authority Relationships

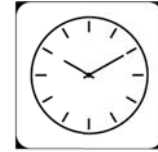
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tools
- Chalk and blackboard
- Other:



TIME

40
minutes

Understandings:

1. Students will understand and demonstrate how to effectively communicate with authority figures.
2. Students will understand the importance of respecting authority figures.
3. Students will understand the responsibilities authority figures have in a school setting.

Agenda:

1. Starter Activity: Agree/Disagree Activity [5 minutes]
2. Mini-lecture: Authority Relationships [10 minutes]
3. Application Activity and Assessment: Student Forum or Gallery Walk [20 minutes]
4. Wrap-up: Short Answer Responses [5 minutes]

Key terms:

- Communication
- Respect
- Understanding
- Conduct
- Effective communication
- Responsibility

Unit 3.2: Authority Relationships Lesson Plan

1. Starter Activity: Agree/Disagree Activity [5 minutes]

- Ask students to stand in the center of the classroom.
- Explain that one side of the room means that they “Agree” with the statement you give and one side is “disagree.”
- Read one statement at a time about relationships and students will stand on the side of the room indicating they agree or disagree.
- Statements will include things like “It is okay to yell at a teacher.” (Students would likely move to the side of the room labeled “Disagree.”)
- After students have chosen where to stand, ask at least one student from each side why he or she stood on that side.
- Other statements include: “It is okay for teachers not to come to class,” “Students should fight each other to solve problems,” “Students should ask teachers questions in class only after raising their hand.”
- Use 2-3 statements about teacher/student relationships to provide ample discussion.

2. Mini-lecture: Authority Relationships [10 minutes]

- Ask if anyone knows the meaning of “**relationship**.”
- Students should name various kinds of relationships you have. (If no student brings up teacher/school staff, teacher should explicitly state it.)
- You will name qualities of relationship with teachers and head teachers, other staff (**respect**, good listening, and **understanding**).
- *Questions:* What can/do you talk to teachers and other authorities about at school? How is this different from friend talk? Why is it important to speak this way?

3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Student Forum

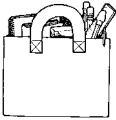
- Students will brainstorm and discuss common issues, like the ones included in the starter activity that could arise in the classroom or school setting.
- Give students 3 minutes to write 1-2 things they want to discuss.
- Allow a few students to express their concerns to the class.
- Remind students to use a respectful tone to express themselves.
- You will have the opportunity to respond, also in a respectful way.
- This will likely lead to discussion about how teachers and students can work together to solve problems by engaging in the PEER components.

Option 2: Gallery Walk

- Hang up posters or paper with different common problems that occur between teachers and students.



- Some examples of situations may include how a teacher reacts when students do not complete their homework, how students should respond when a teacher does not show for their lesson, etc.
- Students will be given 10 minutes to walk around the each situation and read it, take notes, and write in their exercise books how they think they should solve the problems.
- After walking around to each situation, the students should come back to their desks for a whole class discussion.
- Ask students for solutions to the various issues they read about.

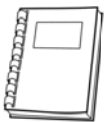


4. Wrap-up: Short Answer Response [5 minutes]

- In their exercise books, students can write about qualities of good teachers and what they do to interact with teachers in a respectful way.
- **Assessment:** Read the responses in the student exercise books to assess their understanding.

Extension

In another lesson or if there is extra time, students can act out the situations included in the gallery walk in small groups. They can act out the situation first because having a solution, then come up with the solution together. They can act out the solution and afterward explain why they chose to solve it in the way they did. This is another opportunity to discuss how students and teachers should talk to one another, listen to each other, and do so respectfully.



Teacher's Notes and Reflections:

Unit 3.3: Safe Learning Environments

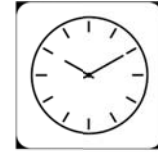
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Paper and colors (if available)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand what makes a learning environment safe.
2. Students will understand that the school should be a safe learning environment.

Agenda:

1. Starter Activity: Self-Reflection [5 minutes]
2. Mini-lecture: Safe Spaces [15 minutes]
3. Application Activity and Assessment: Art activity or letter writing exercise. [15 minutes]
4. Wrap-up: Sharing as a class [5 minutes]

Key terms:

- Community
- Learning environment
- Safety
- Support

Unit 3.3: Safe Learning Environments Lesson Plan

1. Starter Activity: Self-Reflection [5 minutes]

- First, explain to students that the school is a place they should always feel **safe** and able to learn.
- **Self-reflection:** In their exercise books, students will then write or make a list of different things at school that make them feel safe. (Answers may include: features of the building like a door or gate, the presence of a guard, paned windows, etc.; it may also include things like teachers that listen and help students who are in trouble, support from other students, etc.)

2. Mini-lecture: Safe Spaces [15 minutes]

- You will explain more about what make a safe **learning environment**. Explain both the structure and set-up of your school as well as the people who **support** students in their lives and their learning.
- Then, give an example of a time you helped a student who was having a difficult time. Explain to the class how this kind of support helps create a safe learning environment.
- As a class, discuss the difference between safe and unsafe environments. Decide as a class and discuss if your school is a place students feel safe. If not, what changes can be made to make it more safe and comfortable for students.

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Write a Letter

- After the discussion, students will be asked to write a letter to the head teacher or school leader about the school's current learning environment. Students are encouraged to include good things about the school and then explain in a persuasive way what and how they would change the school to make it safer.
- **Assessment:** Collect students' letters and evaluate their understanding of what a safe space is.

Option 2: Art Project

- After the discussion, ask students to draw a picture of an ideal learning space. They should label the drawing and include an explanation of the things they included.
- If time permits, ask students to write a short essay giving more details about what the ideal learning space looks like and how it functions.
- **Assessment:** Collect the ideal learning space drawings and read students' explanations.

4. Wrap-up: Sharing as a Class [5 minutes]

- Students will go around the room and each mention one thing they included in an ideal learning environment.
- Conclude by summarizing the main points students mentioned.



- Also be sure to reassure students that this is a safe space and they should feel comfortable learning there. If they do not, encourage them to share with you why at a later time.

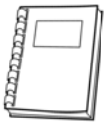
Extension

Have students stand in a circle (or at their desks if the class is large) and ask them to answer the following prompt out loud: *“I feel safe at school when....”* You can make a list on the board so students can see the answers and find common themes among student responses. The activity is meant to help students recognize that their learning environment is safe and comfortable; they should feel comfortable expressing themselves here.

Tips:

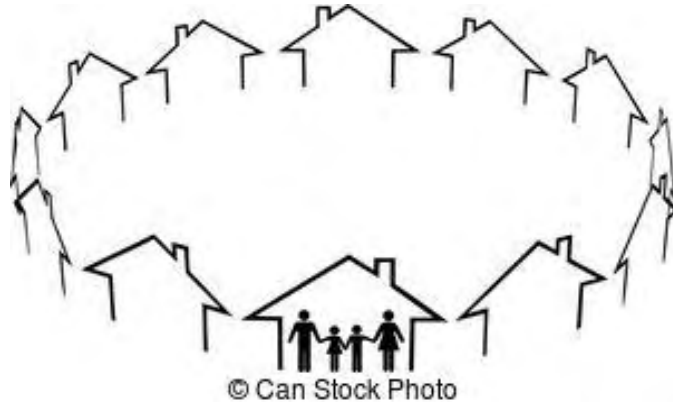


- It is okay if students have different answers throughout this activity.
- Be sure to keep time in the various sharing activities so that all students can participate before time is over.
- Take note of the risks the students have mentioned such as harassment, corporal punishment etc. If possible work with fellow teachers and administrators in your school or leaders in the community to address these concerns and create a safer learning environment for all students.



Teacher’s Notes and Reflections:

UNIT 4: THE COMMUNITY



GUIDING QUESTIONS

1. What is community? What does community look like?
2. What makes a positive community?
3. What is each person's role in community and why is he or she important?

LESSON OVERVIEW

1. **Unit 4.1 Defining Community:** In this lesson, students will discuss what a community is, what makes it a positive community, and what roles different individuals play in the community. It will also include a discussion about why living in community is important.
2. **Unit 4.2 Urban, Suburban, and Rural Communities:** In this lesson, students will learn about and understand how communities look different based on location, the people who live there, the kind of work they do, and more. This will help students recognize similarities and differences among various groups of people, but also understand that regardless, it is still possible to work together with others.
3. **Unit 4.3 Diversity:** In every society, there are people who have some things in common, while other characteristics are different. It is important to celebrate and respect both. In this lesson, students will recognize and understand that similarities can unite us and that our differences can also benefit the community.

Unit 4.1: Defining Community

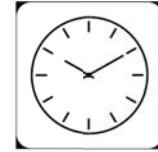
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Paper and Colors (if available)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand the various aspects that make up a community.
2. Students will understand recognize the importance of PEER in the functioning of a community.

Agenda:

1. Starter Activity: Class discussion [5 minutes]
2. Mini-lecture: What is Community? [10 minutes]
3. Application Activity and Assessment: Art activity or short answer response [20 minutes]
4. Wrap-up: Class discussion [5 minutes]

Key terms:

- Community
- Acceptance
- Harmony
- Responsibility
- Safety

Unit 4.1: Defining Community Lesson Plan

1. Starter Activity: Class Discussion [5 minutes]

- Engage the students in a short class discussion.
- *Questions:* Who lives in your **community**? What community do you belong to? Why is community important?

2. Mini-lecture: What is Community? [10 minutes]

- You will provide a short lecture about community. You may want to include:
- Defining **COMMUNITY**: A **community** is a space made up of individuals, groups, and institutions. It can include families, schools, churches and mosques, hospitals, etc. The people in these groups interact and help create a unified, friendly, and helpful society. Community helps build friendships, support systems, and responsible citizens.
- Each person plays a role in community. Ask students to mention some of the roles they play in their own communities.
- Define and discuss key terms like **acceptance, safety, inclusion, and harmony** (*see glossary*).

3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Art Activity

- Ask students to draw a picture of their neighborhoods.
- Encourage students to include themselves in the community and to label the people and places they include.
- **Assessment:** Assess students' understanding through the details included in their picture.

Option 2: Short Answer

- Ask students to write an explanation of what their community looks like.
- This should include giving examples of different roles people have in that community, his or her own role in the community, and an explanation about why they think community is important.
- **Assessment:** Collect students' exercise books and evaluate their short answers. While doing so, look for key terms and concepts discussed in class to ensure understanding and engagement with the topic.

4. Wrap-up: Class Discussion [5 minutes]

- Ask students who want to share about the pictures they drew (Option 1) or what they wrote (Option 2).
- *Questions:* Who is included? How are community members similar and different? What role do you play in the community? What is positive in community? What is negative in community?



Unit 4.2: Urban, Suburban, and Rural Communities

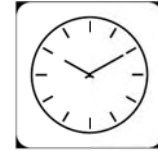
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Graphic organizer (KWL chart, Venn diagram)
- Other:



TIME

40
minutes

Understandings:

1. Students will recognize that there are many types of communities.
2. Students will understand the differences and similarities between urban, suburban and rural communities.

Agenda:

1. Starter Activity: Know-What to know-Learned (KWL) Chart [5 minutes]
2. Mini-lecture: Types of Communities [15 minutes]
3. Application Activity and Assessment: KWL chart completion [15 minutes]
4. Wrap-up: Self-reflection [5 minutes]

Key terms:

- Community
- Urban
- Suburban
- Rural
- Diversity
- Acceptance

Unit 4.2: Urban, Suburban, and Rural Communities Lesson Plan



1. Starter Activity: KWL Chart [5 minutes]

- Introduce the topic about how **communities** (**urban**, **sub-urban**, and **rural**) can look different based on location and who lives there.
- **KWL Chart (Appendix C on p. 96)**: Provide students with a KWL chart handout or draw the chart on the board for students to copy in their exercise books.
- Students will complete the “K” (what I **K**now) column of the chart with anything they know about urban, suburban, and rural settings.
- After a few minutes, a few students will share one or two things they put on the chart. (Answer may include things like urban is the city, rural has farms, people live in all of them, they all have churches and mosques, etc.)

2. Mini-lecture: Types of Communities [15 minutes]

- Provide further explanation of each community, being sure to highlight aspects of the geographic location, the look of the community environment, the groups of people that live there, the activities these groups engage in.



3. Application Activity and Assessment [15 minutes]

Option 1: Complete the KWL chart

- After the lecture, students should be able to fill in the last two columns of the KWL chart (Learned and Want to Learn).
- After they have finished them, ask students to share one thing from each column.
- If there is time, you can answer their questions from the “Want to Learn” column.
- **Assessment**: Collect students’ KWL charts and evaluate their understanding of the different kinds of communities.

4. Wrap-up: Self-Reflection [5 minutes]

- At this point, students should have a good sense of how communities are different. This should lead to a discussion about how **diversity** is important and that even though these communities look different, the people can still get along and even learn from one another.
- In their exercise books, students should write their reflection from the class.
- **Questions**: Can people from these different communities get along? Why or why not? Why is **acceptance** important among communities?

Extension

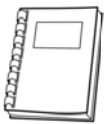
Option 1: In their exercise books, students can respond to the following prompt: Imagine that you live in a community setting different from your own (for example, if you actually live in an urban setting, write about a rural setting). Explain what the community looks like and what you would do if you lived there. How is this different from your life where you do live? What do you like or dislike about it? Do you think you could get along with the people in this community?

Option 2: Venn diagram (Appendix C on p. 95): Students will complete a Venn diagram for the three communities. This purpose of this activity is to show how these communities are similar and different. After completing the Venn diagram, students should share what they wrote and then you can put them on the board (draw a Venn diagram on the board).



Tips:

- It is okay if students have different answers throughout this activity.
- If they are available, bring pictures of these different communities (can be from a textbook or website, etc.).



Teacher's Notes and Reflections:

Unit 4.3: Diversity

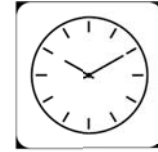
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tools
- Chalk and blackboard
- Graphic organizer (Community Chart)
- Other:



TIME

40
minutes

Understandings:

1. Students will recognize how members of the community are similar and different.
2. Students will recognize the importance of PEER in the functioning of community.

Agenda:

1. Starter Activity: Review of previous lesson [3 minutes]
2. Mini-lecture: Diversity [10 minutes]
3. Application Activity and Assessment: KWL chart completion [20 minutes]
4. Wrap-up: Self-reflection [7 minutes]

Key terms:

- Community
- Similarity
- Difference
- Acceptance
- Harmony
- Responsibility
- Diversity
- Inclusion

Unit 4.3: Diversity Lesson Plan

1. Starter Activity: Review of Previous Lesson [3 minutes]

- Ask students to recall previous lesson about **community**.
- Also ask students to mention key themes they learned. (Answers can include things like: everyone has a role, community provides support...)

2. Mini-lecture: Diversity [10 minutes]

- Provide a short lecture about what kinds of people can be found in the community. Also discuss **similarities** and **differences**, providing an explanation for the importance of people's similarities and differences.
- It may include something like: "Every community is **diverse**. In each community, we can find people who are similar to us and different from us. It is important that remember that no matter how much are alike or different, everyone deserves respect, to feel safe in their community, and to be accepted."

3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Whole Class Activity

- Give students a series of statements that may be true about them. After each statement, students for whom the statement is true will raise their hands. Statements may include things like, "I am the oldest child in my family," "My favorite subject is mathematics," "I enjoy playing football."
- Facilitator/teacher will come up with 8-10 statements for this activity.
- After reading all the statements, ask students what they noticed; responses will ideally include things like, "sometimes we had things in common," "not everything was true for everyone," "we are different but that is okay."
- **Assessment:** Evaluate students' understanding by asking them to talk about how they feel about their similarities and differences and what kind of effect it may have on their community/relationships.

Option 2: Small Group Activity

- You will ask students to get into small groups.
- Each group will discuss different groups within their community and the role they play in the community.
- After a few minutes of discussion, students will fill out a chart about what they talked about. (If you are unable to copy the table, students can draw the table in their exercise books.)
- Examples of groups may include: mosque or church officials, teachers, shopkeepers, children, parents, etc.
- **Assessment:** After students have completed the table, ask them to share some of their examples. Provide further examples as appropriate.



Group	Role in Community	Benefits/Major Contributions

4. Wrap-up: Self-Reflection [7 minutes]

- Ask students to respond orally to the reflection questions.
- *Questions:* Are similarities and differences good or bad? What are their benefits and challenges? How should we treat one another? How can we celebrate similarities and differences in community?

Extension

Encourage students to meet with some members of their local community. If they meet with an elder individual, they may want to ask them about how the community has changed over time. If they meet with a younger person, they may ask them about what they like about their community and how they might like to see it change. Students can write about this in their exercise books and share with the class one day.



Teacher's Notes and Reflections:

UNIT 5: THE COUNTRY



GUIDING QUESTIONS:

1. What makes someone an ideal citizen?
2. What are the responsibilities of a good citizen?
3. What are the positive and negative effects of conflicts?
4. How do responsible citizens resolve conflicts?

LESSON OVERVIEWS:

1. **Unit 5.1 Civic Responsibility:** Civic responsibility is a key component of a peaceful society, as citizens respect each other and obey the laws of the country. In this lesson, students will explore what it means to be a good citizen in their country context.
2. **Unit 5.2 Conflict and Violence:** In this lesson, students will be able to distinguish between conflict and violence, as well as identify the positive and negative effects of conflict. They will look inward at their own response to conflict.
3. **Unit 5.3 Conflict Resolution:** Students will build upon their existing knowledge of problem solving and the nature of conflict as they learn about the conflict resolution process and its various outcomes. They will be able to apply the conflict resolution process through active participation in role play or writing activity.

Unit 5.1: Civic Responsibility

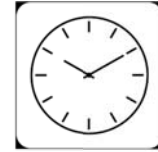
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blackboard
- Chalk
- Student exercise books
- Writing tool
- Posters
- Other:



TIME

40
minutes

Understandings:

1. Students will understand their own civic responsibilities to their country.
2. Students will consider how their own personal responsibilities align with their civic responsibilities.

Agenda:

1. Starter Activity: Introductory Question [5 minutes]
2. Mini-lecture: Civic responsibilities [10 minutes]
3. Application Activity and Assessment: Ideal citizen brainstorm or ideal citizen posters [15 minutes]
4. Wrap-up: Oral Reflection [10 minutes]

Key terms:

- Responsibility
- Civic responsibility
- Citizen
- Respect

Unit 5.1: Civic Responsibility Lesson Plan

1. Starter Activity: Introductory Question [5 minutes]

- Ask the students about their personal **responsibilities**. Ask, “What responsibilities do we have at home? At school? In our community?”
- Give students some time to formulate their responses. If students are reluctant to respond, you can prompt answers by providing alternative definitions to “**responsibility**,” like “duty,” “obligation,” or “tasks we have to complete,” using your knowledge of the students’ experiences.
- You can then ask, “Do we have responsibilities to our country?” Students may or may not have very strong ideas about this.

2. Mini-lecture: Civic Responsibilities [10 minutes]

- Explain that **civic responsibilities** are those obligations that we have to our country.
- You can write them on the board.
- Civic responsibilities differ by country but may include things like obeying laws, voting, respecting others, receiving an education, etc. Use what you know about your community and country context.

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Ideal Citizen Brainstorm

- In small groups, students will brainstorm the characteristics of a good **citizen**.
- *Questions:* What kinds of things does he/she do? How does he/she act?
- *Assessment:* As the students work, you can move among them, listening to their conversations and evaluating whether or not they understood the mini-lecture.
- Call the students back to attention and ask them to present one of two of the characteristics they have come up with. If there is time available, you can ask the other students if they agree or disagree with the characteristics presented.

Option 2: Ideal Citizen Posters

- In small groups, the students will create posters of their ideal citizen using poster paper and colors. You can give them prompts like, “What kind of job does an ideal citizen have? What characteristics does he/she possess?” If there is time, students can present their citizens to the class.
- *Assessment:* Move through the groups and evaluate how the students are working together and what kinds of citizens they are drawing. You can also assess the students as they present.



4. Wrap-up: Oral Reflection [10 minutes]

- Ask the students to think about what happens when someone does not follow through on their civic responsibilities—what consequences arise for both the individual and society?

- Encourage the students to think about individual and societal consequences as they write a short response in their exercise books.



Extension

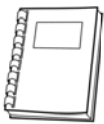
Option 1: If video equipment is available, students can film videos about a day in the life of an ideal citizen and screen them for the class.

Option 2: Students can interview a leader in the school or community about his/her civic responsibilities and report back to the class.



Tips:

- As students are participating in the brainstorming application activity, encourage creativity in the answers they are providing, whether you are conducting the activity orally or on posters. Make sure that no two “ideal citizens” sound or look the same.
- Prompt students to continue thinking about the reflection question after class as they leave the school.



Teacher’s Notes and Reflections:

Unit 5.2: Conflict Resolution

POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blackboard
- Chalk
- Role play scenarios
- Writing tool
- Student exercise books
- Other:



TIME:

40
minutes

Understandings:

1. Students will understand the steps of the problem solving process.
2. Students will be able to apply the problem solving process to situations in their own lives.

Agenda:

1. Starter Activity: Prompt question [5 minutes]
2. Mini-lecture: Conflict resolution [10 minutes]
3. Application Activity and Assessment: Conflict resolution role play or writing activity [15 minutes]
4. Wrap-up: Reflection [10 minutes]

Key terms:

- Problem solving
- Conflict
- Communication
- Respect
- Empathy
- Compromise

Unit 5.2: Conflict Resolution Lesson Plan

1. Starter Activity: Prompt Question [5 minutes]

- Explain to students that **conflicts** are problems we have with other people. Ask the students to describe conflicts they have had at school.
- Student responses may include things like name-calling, problems cooperating or sharing, issues with schoolwork, etc.
- If a particular conflict seems to catch the students' interest, follow up with the student and ask what happened.
- *Questions:* Did they solve the conflict? If so, how did they do it? If not, what were the challenges that were in their way?

2. Mini-lecture: Conflict Resolution [10 minutes]

- Explain that when we try to fix problems that we have with other people, it is called conflict resolution.
- There are three basic steps to **problem solving**, and these steps are used with any problem or conflict the student can imagine. These steps are:
 1. Both parties state the conflict from their point of view.
 2. Both parties brainstorm solutions to the conflict.
 3. Together, the parties choose a solution and act on it.
- You can go on to explain that the goal of conflict resolution is that both parties leave feeling happy. Sometimes, we must **compromise** to reach this goal.
- Check for understanding by asking students to repeat the steps after you or calling on individuals to explain the steps in their own way.

3. Application Activity and Assessment [15 minutes] (2 options, choose one)

Option 1: Conflict Resolution Role Plays

- Choose one of the below scenarios to model with volunteers from the class. Work through the role play using the conflict resolution procedure. Encourage students to come up with their own details to add to the role play.
- Break students into small groups and assign them role play scenarios to work out on their own.
- **Assessment:** Move through the students, listening to their role plays, and evaluating how they are using the conflict resolution process.
- Role play scenarios:
 - A friend borrows things and never returns them. Every day, he/she says they forgot.
 - Your classmate always calls you stupid in front of your friends.
 - A friend has been ignoring you and you are not sure why.
 - You are nervous about a big exam and your friend keeps teasing you about it.
 - You won a prize in class and you are very proud, but now your friend is spending less time with you.
 - A classmate keeps bugging you about your hair.



- Someone asks you a personal question to embarrass you in front of your friends.
- A classmate keeps interrupting you whenever you are speaking.
- A friend keeps acting like you don't know much about math when you really do.
- If there is time, ask volunteers to share their conflict resolution role plays with the class. Ask the students to assess their peers. Did the students performing go through all the steps of the conflict resolution process?

Option 2: Conflict Resolution Writing Activity

- Use the above conflict resolution scenarios. Give different scenarios to different students and have them brainstorm different solutions to the conflict in their student exercise books. Ask them to choose the best solution and explain why they picked it.
- Turn and talk: If there is time, ask the students to find someone who had the same scenario and discuss the solutions they wrote down. Did they come up with the same solutions or different ones?
- **Assessment:** Observe the students as they are writing and discussing with their classmates. Check their student exercise books for understanding.

4. Wrap-up: Reflection [10 minutes]

- Ask students what kind of conflicts they think occur in our communities, societies, and nations at large. Encourage them to think very broadly about conflicts that may arise in society.

Extension

Option 1: Students can apply the conflict resolution guidelines at home or in the community. They can return to class and share their experiences.

Option 2: Students can write and illustrate a guide giving instructions for resolving conflicts.



Tips:

- Remind students to change the names of friends or classmates when they share conflicts they have had at school.
- If the class is too large to effectively break into small groups for the role play activity, choose different students to act out role play scenarios in front of the class.
- Be sensitive to students' emotions as they engage in the role plays or sharing the solutions from their writing activity. Be sure students feel comfortable and safe.

Unit 5.3: Conflict and Violence

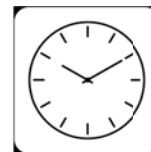
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Blackboard
- Chalk
- Writing tool
- Student exercise books
- “Conflict and Me” survey
- Other:



TIME

40
minutes

Understandings:

1. Students will explore the meanings of conflict and violence and be able to distinguish between them.
2. Students will identify both the positive and negative consequences of conflict.

Agenda:

1. Starter Activity: Conflict story [5 minutes]
2. Mini-lecture: Conflict and violence [10 minutes]
3. Application Activity and Assessment:
Consequences of conflict or writing activity [15 minutes]
4. Wrap-up: “Conflict and Me” survey [10 minutes]

Key terms:

- Problem solving
- Conflict
- Violence
- Empathy

Unit 5.3: Conflict and Violence Lesson Plan

1. Starter Activity: Conflict Story [5 minutes]

- Write the word **conflict** on the blackboard. Ask students to share their associations with the word conflict. What do they think of when they see that word? You can write their answers on the board using a web format, with the word conflict in the center and their ideas grouped around it.



2. Mini-lecture: Conflict and Violence [10 minutes]

- Prompt the students to discuss the web by asking, “What do you notice about the web?” “Why are all of these associations negative?”
- Explain that when many people think of conflict, they think of violence. Ask the students what **violence** means to them.
- You can also ask students, “What is the difference between violence and conflict?”
- When they have come up with an answer, support their responses by saying, “Violence and conflict are different because conflict doesn’t always lead to violence.” You can also remind them that conflicts are just problems we have with other people. Everyone experiences conflict in his/her life.

3. Application Activity: Brainstorming Consequences [15 minutes] (2 options, choose one)

Option 1: Group Brainstorm

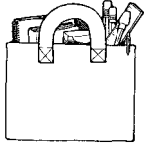
- With a partner, ask students to brainstorm both positive and negative effects of conflict. Emphasize that conflict can be positive, too.
- Ask students to share their ideas of positive and negative effects.
- Examples of positive effects may include:
 - Conflict can help us to see situations from different perspectives.
 - Because conflict helps us see different perspectives, it can give us new ideas.
 - New ideas and perspectives can be really exciting.
 - We must cooperate to resolve conflicts.
 - Because we must cooperate to resolve conflicts, conflicts can help us build new relationships.
- **Assessment:** Listen to the students’ responses as they work in their pairs and answer the prompt in a large group.

Option 2: Individual Written Brainstorm

- Individually, ask students to write the positive and negative effects of conflicts in their student exercise books.
- Discuss the effects in a large group. When students debrief with the whole class, ask the large group if they had the same answers as the student who is responding.



- **Assessment:** Collect students’ exercise books and evaluate their understanding of the effects of conflict. Additionally, you can observe their participation in the group discussion.



4. Wrap-Up: “Conflict and Me” Survey [10 minutes]

- Hand out the “Conflict and Me” survey found on p. 97 of Appendix D. If you do not have access to a copy machine, you can write the questions on the board and ask the students to complete their answers in their exercise books.
- Ensure students know their answers on the survey will not be shared with any other classmates or teachers.

Extension

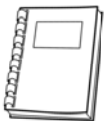
Option 1: Students can analyze a conflict that they have experienced and detail the positive and negative effects of that conflict in their lives, either orally or through a writing activity.

Option 2: Students can write and illustrate a story about a personal conflict they have had or a conflict they have seen in their community.



Tips:

- Be sure to get feedback from many different students as they respond. It is okay to call on students whose hands are not raised, but if they don’t feel comfortable responding, do not push them too hard.
- Make sure students know their answers on the survey will not be shared with anyone but you.



Teacher’s Notes and Reflections:

UNIT 6: THE WORLD



GUIDING QUESTIONS

1. How can we protect our own and others' rights?
2. What can we learn from cultures that are not our own?

LESSON OVERVIEWS

1. **Unit 6.1 Rights:** Human rights belong to everyone. It does not matter whether someone is male or female, child or adult, able or disabled, living in a stable home or a refugee, or living under peace or war. We must all work together to protect our rights to life, happiness, and freedom.
2. **Unit 6.2 World Cultures:** There are many different **cultures** all around the world. Our family, peers, community, region, and country all have interesting and distinct cultures. Young people around the world are part of many cultures. In order to facilitate understanding and peace, we must observe and learn about the cultures that are not our own.
3. **Unit 6.3 Synthesis:** Although people come from different regions and cultures around the world, we are all deserving of our basic human rights.

ADDITIONAL HISTORY AND KEY FACTS

The **Universal Declaration of Human Rights (UDHR)** was released in public by the United Nations in 1948. It was the first document to explain what counted as basic human rights and needed to be universally protected. Representatives of many countries from around the world helped in writing the text. The document has 30 different articles, each which describes a different right. Later in the 20th century, many of the articles from the UDHR became part of international law.

Unit 6.1: Rights

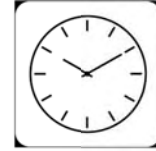
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Writing tool
- Student exercise books
- Chalk and blackboard
- Handouts from appendix of Curriculum Guide
- Scissors (*optional*)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand that they have rights.
2. Students will understand that rights are not protected unless we actively protect them.

Agenda:

1. Starter Activity: Learn about Rights [5 minutes]
2. Mini-lecture: Rights [10 minutes]
3. Application Activity and Assessment: Public Speaking or Partner Arguments [20 minutes]
4. Wrap-up: Explanation of Pictures [5 minutes]

Key terms:

- Human Right
- Protection
- Justice
- Equality
- Freedom
- Education

Unit 6.1: Rights Lesson Plan



1. Starter Activity: Learn about Rights [5 minutes]

- Tear or cut out the “**Human Rights**” descriptions out of this guide (see Appendix D on p. 99). You may use as many as needed for your class.
- Divide the class into groups so that each group can read the text together for at least one human right. When all groups finish, go around the room, and ask each group to quickly say one word or sentence that summarizes what they have read (for example, if they have the right to education, they might say, “**Education**”).

2. Mini-lecture: Rights [10 minutes]

- Explain that the students have just read some of their human rights from UDHR.
- Briefly explain the definition of a right and the fact that everyone has rights. You can also describe the history of UDHR, and define other essential words (*see Glossary*).
- *Questions:* Who decides what our rights are? Do you keep them automatically? What would you do if you saw that someone’s rights were not being respected?



3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Public Speaking

- Divide the class into groups again.
- Read to them the following: “Imagine that someone said that only people who like the color blue should be allowed to go to school. What arguments would you use to show him that he is wrong?”
- Ask students to work in their groups for 10 minutes to come up with arguments. Encourage them to use new vocabulary.
- One student from each group must present arguments to the class in a speech. The other students must listen and ask questions to each speaker after he finishes. At the end, students can clap for the best speaker.

Option 2: Partner Arguments

- Ask the same question to students as listed in Option 1. However, instead of working in groups, let each student work with a partner (the student next to them) to spend 10 minutes writing out arguments together on paper or in notebooks.
- Then ask them to switch papers with a group near them. The other group should give feedback about the content, organization, and logic of the arguments.



4. Wrap-up: Explanation of Pictures [5 minutes]

- Ask the students to reflect on what they have learned today.
- *Questions:* Do you think the situation we talked about could happen? Would you respond the same way if the person said we should limit education based on other qualities?

- **Assessment:** Collect students' exercise books and read their responses to check for understanding.

Extension

Ask the students to make a survey and ask at least 5 people if they know their rights, or which right they think is most important.



Tips

- This lesson has many parts. You may split it into 2 classes if needed.
- If students have trouble understanding, ask them questions to help them think more. If possible, do not give them what you think the “answer” is.



Teacher's Notes and Reflections

Unit 6.2: World Cultures

POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Writing tool
- Student exercise books
- Chalk and blackboard
- Handouts from appendix of Curriculum Guide
- World map
- Scissors (*optional*)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand that culture includes many different elements.
2. Students will understand that cultures around the world are diverse.
3. Students will understand that all cultures have something valuable to share.

Agenda:

1. Starter Activity: Pop Quiz [2 minutes]
2. Mini-lecture: Culture [13 minutes]
3. Application Activity and Assessment: Play games outside or learn about different countries [20 minutes]
4. Wrap-up: Reflection [5 minutes]

Key terms:

- Culture
- Diversity
- Empathy
- Teamwork

Unit 6.2: World Cultures Lesson Plan



1. Starter Activity: Pop Quiz [2 minutes]

- Before the lesson, if possible, put up a map of the world and show it to students.
- Tell the students that you will have a short, ungraded “Pop Quiz” to see how much they know about the world.
- Ask the students three questions. You can ask them to “shout out” answers, raise their hand and answer, or do this in writing and then share answers.
 - How many continents in the world are there? (Answer: 7 continents)
 - How many countries in the world are there? (Answer: 196 countries)
 - How many languages do people speak? (Answer: around 6500)

2. Mini-lecture: Culture [13 minutes]

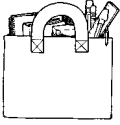
- Ask the students if they knew all of the answers to the pop quiz. If they did not, ask them how different their first answer was from the actual answer, and what they learned (*Possible answers*: the world is bigger than I thought, there are a lot more countries and languages, etc.).
- Then explain that each country has a **culture**, or most of the time, even has many different cultures, known as **diversity**. **Empathy** and **teamwork** are necessary when there are many different cultures. Define all words.
- Ask the students to help brainstorm possible elements of culture.
- Explain to students that culture can exist at a family, school, community, regional, and national level.
- *Questions*: Are all cultures the same? Can culture change? When do we learn about culture in our lives?



3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Play Games Outside

- You may do this activity inside or outside, although it may be easier when you are outside.
- Divide the students into groups, and give each group a short text about a game from a different country, using the “Games” descriptions (see Appendix D on p. 104).
- Students should spend 7 minutes reading the text and learning how to play each game.
- For the next 8 minutes, each group should select 1-2 people who will explain to the class how to play the game that they have learned.
- During the last 5 minutes, ask the students if the game they learned is similar to any games that they play with their friends already.
- *Questions*: If so, how is the game similar? How is it different? Do they think they would play this new game with their friends in the future?

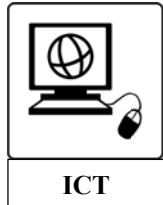


Option 2: Learn About Different Countries

- Divide the students into groups, and give each group a short text, as described in Option 1. Give students 10 minutes to read the text and learn how to play the game.
- Ask a representative of each group to come to the front of class, tell some important facts about the country that the game comes from, and explain (in their own words) how to play the game they learned about.

4. Wrap-up: Reflection [5 minutes]

- Ask each group to share two things that they learned from the lesson today, and one country/culture they would like to learn more about.
- **Assessment:** Observe students as they participate in the activities. Listen to student responses as they reflect and provide feedback as necessary.



Extension

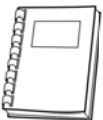
Option 1: If students have Internet access, ask them to go home and look up 2 different cultures (not their own) and information about music, food, school, and what people do for fun. In the next class, begin the lesson by asking what they have learned from their research.

Option 2: Pen Pal Letter - Write a short letter to an imaginary Pen Pal in the country whose game you learned today. What would you want to know about him/her? How would you describe your experience with the game?



TIPS:

- If students make fun of a game or insult it in some way, do not get mad right away. Ask them, "How do you think you would feel if someone said the games you play are stupid?"



Teacher's Notes and Reflections:

Unit 6.3: Synthesis

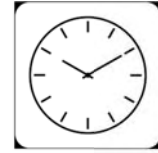
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Other:



TIME

40
minutes

Understandings:

1. Students will understand that all people, no matter what culture they come from, deserve to have human rights.
2. Students will understand that in order to protect human rights and understand world cultures, we can use the PEER skills we have learned.

Agenda:

1. Starter Activity: Brainstorm Rights [2 minutes]
2. Mini-lecture: Explain activity [3 minutes]
3. Application Activity and Assessment: New World Advertisements or Drawings and Captions [30 minutes]
4. Wrap-up: Final reflection [5 minutes]

Key terms:

- Problem solving
- Empathy
- Effective communication
- Respect
- Human Rights

Unit 6.3: Synthesis Lesson Plan

1. Starter Activity: Brainstorm Rights [2 minutes]

- To refresh students' memories, ask them if they remember what the UDHR is and what a right is. Ask some students to tell you some examples of rights.

2. Mini-lecture: Explain activity [3 minutes]

- Divide the students into groups. Groups of 3-4 are the best, if possible.
- Explain that today, the students' help is needed. They must pretend that something terrible has happened, and humankind must go to a new world. Each of their groups, there are leaders of different worlds that humans can go to. The humans want to choose the best world possible. The humans want a world where they will have the best rights and also feel safe.
- The students, as leaders, must come up with 1-2 minute advertisements about how great their world is. The advertisements must discuss the following:
 - The name of their planet.
 - The values of their world (think about **PEER** and what else they have learned).
 - At least 5 rights humans will have.
 - How the leaders (the group members) will protect these rights.

3. Application Activity and Assessment [30 minutes] (2 options, choose one)

Option 1: New World Advertisements and Performance

- Give students 10 minutes to write their advertisement and 5 minutes to practice. Tell them that everyone must participate in the skit.
- The groups should then perform for the class.

Option 2: Drawings and Captions

- Instead of preparing advertisements in response to the prompt, ask students to take 15 minutes to draw pictures and captions providing the information you have asked for (similar to Option 1).
- Select different students to briefly explain their drawings to the class.

4. Wrap-up: Final Reflection [5 minutes]

- Ask the students to reflect on the performances or drawings.
- *Questions:* Were there any rights, values, or protections that all groups shared in common? How similar do you think your world is to our world today?
- *Assessment:* Listen to students' reflections. Answer any other questions students might have.





Extension

Use the newspaper or the Internet to find out about examples of current events in which children’s rights are being violated. Ask the students to learn more about these incidents, and discuss what youth can do to help improve the situation.



Tips

- The most important part of this lesson is relating what students have learned so far back to PEER.
- Encourage students to make their advertisements interesting and entertaining.



Teacher’s Notes and Reflections

UNIT 7: THE GLOBE



GUIDING QUESTIONS

1. How can we create a more sustainable community?
2. How and in what ways are we interconnected socially, economically, and environmentally?
3. How does the environment influence peace and conflict?

LESSON OVERVIEWS

1. **Unit 7.1 Sustainability (Part 1):** Students will engage in a variety of activities to understand the complex nature of sustainability. They will contemplate ways of reusing waste and understand problems and solutions that promote sustainability in their everyday lives. Every student has the power to improve the world through reducing their waste and promoting sustainable behavior.
2. **Unit 7.2 Sustainability (Part 2):** Students will understand pollution in their community and identify ways in which they can help limit such pollution. The lesson provides creative ways for students to engage in community outreach on the problem of pollution in the community.
3. **Unit 7.3 Interconnectedness:** Students work to define and understand how the world is interconnected at several levels. The lesson specifically addresses how the world's problems and solutions are not made in isolation. Students come up with solutions to ensure that problems in the community and world are addressed and understood in relation to each other.

Unit 7.1: Sustainability (Part 1)

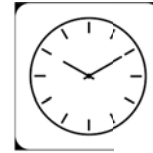
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Trash bags
- Empty bottles
- Drama cards
- Colored pencils/markers
- Poster board (if available)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand the three pillars of sustainability.
2. Students will understand the differences of waste and pollution, and how they impact the environment.
3. Students will understand that their actions impact the environment.
4. Students will understand that unsustainable behavior and pollution can increase conflict between people.

Agenda:

1. Starter Activity: Creative Trash [8 minutes]
2. Mini-lecture: Sustainability and Waste [15 minutes]
3. Application Activity and Assessment: Drama or Sustainable Reflection [15 minutes]
4. Wrap-up: Final reflection. [2 minutes]

Key terms:

- PEER
- Pollution
- Recycle
- Sustainability
- Waste

Unit 7.1: Sustainability Part 1 Lesson Plan



1. Starter Activity: Creative Trash [8 minutes]

- Divide the class into groups of 4-5 and give them each the same pieces of garbage. Have them list what they could do/create with the garbage.
- Give groups 5 minutes to list as many things as possible.
- The group with the most ideas wins.

2. Mini-lecture: Sustainability and Waste [15 minutes]

- Explain that today you will be discussing how to sustain a healthy environment.
- *Questions:* What is **sustainability**? If something is not sustainable what does that mean? Why is sustainability important?
- Remind students that sustainability can apply to the environment, one's finances, health, the economy and a variety of things.
 - Example: *After you get paid you spend all the money on a new television, instead of saving it to pay for school fees, food, and other essentials.*
- Share and write three pillars of sustainability on the board: Economy, society, and environment. Ask the class if they can provide examples of how to have a sustainable economy, society, and environment. For help explaining the three pillars and understanding the Venn diagram, see Appendix D on p. 109.
- Now that the class has an understanding of the three pillars of sustainability, explain to the class that the opposite of sustainable is being wasteful. You can be wasteful in several different ways.
- *Question:* What is **waste** and what are some ways people are wasteful? What might we waste during our day? What might we waste during our lives?
- Explain to the class that waste can lead to pollution.
- *Question:* What is pollution? Provide definition of **pollution**. How is pollution similar and different to waste? How might we increase waste and pollution? Is this bad or good?



3. Application Activity and Assessment: [15 minutes] (2 options, choose one)

Option 1: Drama

- Divide class into 5-8 groups.
- Provide each group with a non-sustainable scenario and problem (See Appendix D on p. 109 for some examples.) You should also create or have the class create similar examples that can be used.
- Groups are to read the problem and create a short skit of the scenario and perform it to the rest of the class. They should also come up with a solution to the scenario provided.
- After acting out the scenario and solution, ask the group why they came up with that specific solution? After the group provides their reasoning, ask the rest of the class if they have any other potential solutions. Repeat for each group.

- *Questions:* How might issues of sustainability and waste lead to conflict in the community and world?
- **Assessment:** Evaluate student participation in activity and group discussion.

Option 2: Sustainability Reflection

- Have students create a timeline of their typical day. Have them list what they eat, and what they do throughout the day.
- Have them list what they wasted (could be time, food, or materials).
- After writing their lists, have them share with a neighbor and come up with ways of creating a more sustainable day.
- When each group is finished, have a few groups share with the class.
- After sharing, have a brief discussion using the question prompts below:
- *Questions:* How do your actions during the day positively or negatively impact the environment? How might individual and community waste increase conflict between people?
- **Assessment:** Observe student participation in the timeline creation and discussion with a classmate.

4. Wrap-up: Final Reflection [2 minutes]

- Ask the students some review questions.
- *Questions:* What is sustainability? What are the three pillars of sustainability? What are waste and pollution? How do we add to waste and pollution? What are some ways we can be more sustainable in our lives?

Extension

Option 1: Have students write to a community or school leader-proposing ways to improve sustainability and limit pollution in their community or school.

Option 2: Have students share their lists and solutions with their family and come up with a plan of action to be more sustainable.

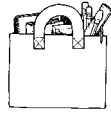


Teacher’s Notes and Reflections:

Unit 7.2: Sustainability (Part 2)

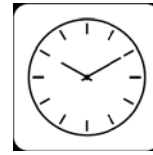
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Exercise books
- Writing tool
- Chalk and blackboard
- Colored pencils/markers
- Poster board (if available)
- Other:



TIME

40
minutes

Understandings:

1. Students will understand the extent of pollution in their community and identify ways they can help reduce pollution in their community.
2. Students will understand that pollution is not only harmful to the environment but to themselves.

Agenda:

1. Starter Activity: Review [5 minutes]
2. Mini-lecture: Pollution [10 minutes]
3. Application Activity and Assessment: Pollution in the Community or Polluter Poster [20 minutes]
4. Wrap-up: Final reflection. [5 minutes]

Key terms:

- Problem solving
- Empathy
- Effective communication
- Pollution
- Recycle
- Sustainability
- Waste

Unit 7.2: Sustainability Part 2 Lesson Plan

1. Starter Activity: Review [5 minutes]

- Review sustainability Part 1 lesson.
- *Question:* What is **sustainability** and how does unsustainable or wasteful behavior associated with the environment potentially increase conflict in the world?

2. Mini-lecture: Pollution [10 minutes]

- Explain that today, you will be continuing the discussion of how to sustain a healthy environment and will be focusing on pollution.
- Review with students the definitions of **waste** and **pollution**.
- On the board, brainstorm ways we pollute the environment and things we waste.
- Remind students that pollution is not only harmful to the environment but to people. Pollution can lead to poor air quality and dirty water, impacting individual health and ability to sustainably provide for oneself and their family.

3. Application Activity and Assessment [20 minutes] (2 options, choose one)

Option 1: Pollution in the Community

- Divide students into pairs.
- Tell the pairs that they are to go out into the school grounds and surrounding community and list the trash they see.
- After 5-10 minutes of listing the trash in the community, have the students come back together and discuss what they found.
- *Questions:* What pollution did you see in the school and community? How did it make you feel? What can we do as a class to stop or limit pollution in the community?
- Discuss possible solutions.
- **Assessment:** Observe student participation in the activity and class discussion.

Option 2: Polluter Poster



- Divide class into groups (depending on amount of paper and materials you have).
- Groups pick one problem that is listed on the board as described above in the mini-lecture and brainstorm ways to address the problem in a sustainable way.
- Have students draw a poster advertising the problem and the solution.
- *Assessment:* Evaluate the finished polluter posters.

4. Wrap-up: Final Reflection [5 minutes]

- Students should reflect on the day's lesson, by either writing in their notebooks or discussing with another student ways in which they can create a more sustainable environment.
- *Question:* What actions can they take at school, at home, and in the community to create a more sustainable environment?



Unit 7.3: Interconnectedness

<p>POSSIBLE SUBJECT AREAS:</p> <p><input type="checkbox"/> Peace Education</p> <p><input type="checkbox"/> Life Skills</p> <p><input type="checkbox"/> Civics (Social Studies)</p> <p><input type="checkbox"/> Language Arts</p> <p><input type="checkbox"/> Other: _____</p>	<p></p> <p>MATERIALS NEEDED:</p> <ul style="list-style-type: none">○ Exercise books○ Writing tool○ Chalk and blackboard○ Ball of yarn○ Poster board (if available)○ Other:	<p></p> <p>TIME</p> <p>40 minutes</p>
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Understandings:

1. Students will understand that they live in a globalized and interconnected world.
2. Students will understand that our interconnectedness impacts the environment, the economy, and society (for good and for bad).

Agenda:

1. Starter Activity: Global Interests [10 minutes]
2. Mini-lecture: Globalization and Interconnectedness [10 minutes]
3. Application Activity and Assessment: Ball of Yarn or Solution through Advocacy [15 minutes]
4. Wrap-up: Final reflection. [5 minutes]

Key terms:

- Problem solving
- Effective communication
- Empathy
- Respect
- Globalization
- Interconnectedness
- Sustainable

Unit 7.3: Interconnectedness Lesson Plan

1. Starter Activity: Global Interests [8 minutes]

- Have students quickly write the names of their favorite movie, musician, sports team, drink, and food.
- Share with a neighbor and have them guess where each of the products/things they named came from (country of origin).
- Mention how the idea that we get products and ideas from other places is called **globalization**. See *glossary* for full definition.

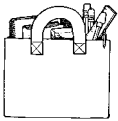
2. Mini-lecture: Globalization and Interconnectedness [20 minutes]

- Have class define **globalization**. See *glossary* for full definition.
- Have a discussion with the class using the questions below as prompts.
- *Questions:* How might globalization be positive and negative?
- Relate globalization to interconnectedness. Define **interconnectedness**.
- *Questions:* How is the world interconnected? Can you think of any other ways we are connected as a community, country, and in the world? Provide 1-2 examples and then have students participate in think-pair-share (see glossary for explanation of think-pair-share).
- *Questions:* How does globalization and interconnectedness relate to **sustainability**? What happens if we are not sustainable? Does it affect only you or other people as well?

3. Application Activity and Assessment [10 minutes] (2 options, choose one)

Option 1: Ball of Yarn and interconnectedness

- Brainstorm problems in the world and write on the board. These problems should be at a variety of levels: individual, school, community, country, and global and should include a variety of topics: political, social, cultural, and economic. Examples include: world hunger, global warming/climate change, poverty, lack of school supplies, inequality of wealth, colonialism, war, depression, etc.
- Have each student write one problem on a piece of paper. Have the students put the piece of paper in a container.
- Have 5-8 students take one of the problems/scenarios and sit in a circle at the front of class.
- Student 1 takes the ball of yarn and reads the problem/scenario and rolls the ball of yarn to another student.
- Student 2 catches the ball of yarn and reads their problem/scenario. The student or class then attempts to state how their issue is related to the issue before. They then roll the ball of yarn to another student who repeats the steps.
 - For example: A student draws the problem “poverty”, and then the next student draws the problem “poor or lack of schooling.” The second student must discuss how “poor or lack of schooling” relates to poverty. Such answers could be: “*Poor schooling relates to poverty, as schools are*



often not seen in poor areas and when they are they are usually of poor quality, as there isn't much money to invest in these schools. Further, poverty may mean that students aren't able to attend school as they must work instead."

- At the end you should have a tangled web of yarn, showing how problems and issues of sustainability are interconnected.
- **Assessment:** Observe student participation in the activity and discussion.

Option 2: Solution through Advocacy

- Brainstorm problems in a similar manner as to that described in activity option 1 above. Put these problems on the board in a scattered fashion (do not list, but put them randomly all over the board).
- As a class or in groups discuss and list the variety of levels that influence the problem.
- Explain or brainstorm with the class how the problems are influenced and are connected to each other. Draw a line from each problem to another of the problems listed on the board, creating a web of problems. Make sure each problem is involved in the web.
- Have the class or groups list people in their community and in the world who cause and can help solve the problem.
- Have students write a letter to one of the people or groups that help cause the problem or can help solve the problem.
- **Assessment:** Observe student participation in the discussion. Evaluate the writing and completing of the advocacy letter after you have collected them.

4. Wrap-up: Final Reflection [2 minutes]

- Engage the students in a large group oral reflection.
- *Question:* What is globalization? What is interconnectedness and how does it relate to sustainability? Why is interconnectedness important?

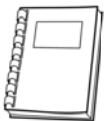
Extension

Students can edit the letter and send it to the individual/group/organization.



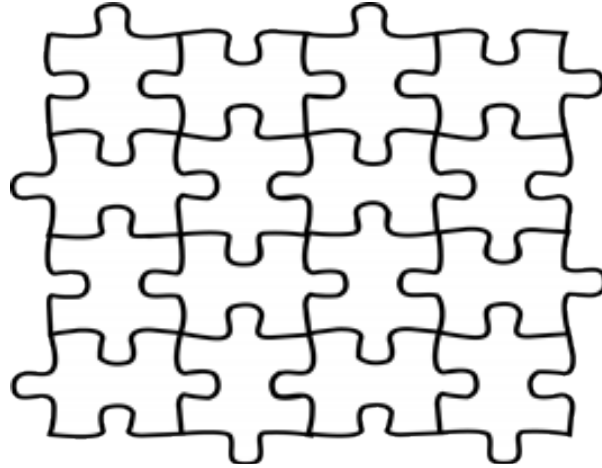
Tips:

- There are several great ways to use ICT within this lesson. See UNESCO's website at http://www.unesco.org/education/tlsf/mods/theme_c/mod18.html for extra activities on globalization and interconnectedness.



Teacher's Notes and Reflections:

UNIT 8: WRAP-UP



GUIDING QUESTIONS

1. How can we find peace in ourselves?
2. How can we use PEER to contribute to a peaceful society?

LESSON OVERVIEW

1. Now that students have gone through many or all of the lessons in this guide, they should have a better idea of how to define PEER and peace, and some examples of how to use PEER effectively.

In this final lesson, it is important for students to reflect on what they have learned and how they might use those lessons to contribute to positive peace in their communities. These lessons cannot be explained in tests or memorized responses. Instead, lessons must be explained through projects that students create themselves, so that they have the opportunity to use their own voices and synthesize everything they have learned in creative ways.

This concluding lesson includes ideas for final assignments. You may also use the Extension suggestions throughout the guide as well.

Wrap-Up

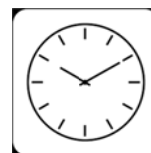
POSSIBLE SUBJECT AREAS:

- Peace Education
- Life Skills
- Civics (Social Studies)
- Language Arts
- Other: _____



MATERIALS NEEDED:

- Writing tool
- Chalk and blackboard
- Poster board
- Markers
- Tape
- Colored paper
- Scissors
- String
- Other things which may be used as props for skits (optional)
- Other:



TIME

40
minutes

Understandings:

1. Students will recognize that there are connections between the self, family, local community, country, and the world.
2. Students will understand that there are many different ways to foster peace.

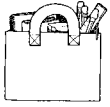
Agenda:

1. Application Activity and Assessment: Learner-centered projects and presentations [25 minutes]
2. Wrap-up: Final reflection [15 minutes]

Key terms:

- Problem solving
- Effective communication
- Empathy
- Respect
- Peace

Wrap-Up Lesson Plan



1. Application Activity and Assessment [25 minutes]

In order to assess students' understandings of **PEER** and **peace**, as well as they ways these concepts can be applied to life, you may assign one or some of the following activities. You could also allow each student to select a final project from a list of possible options. Students can work alone or in groups. The choices include:

- **Short essays, stories, and poetry:** You may ask students to write essays, stories, or poetry about specific topics related to peace and ways they will help bring it about. *Questions:* How will you use PEER to help make your community a more peaceful place? What does it mean to be truly "peaceful," and why?
- **Role plays:** Ask them to act out a real-life scenario in which they use PEER to solve or prevent conflict and bring about peace.
- **Art and music:** Students may create pictures, drawings, murals, or comic strips about peace, or perform songs, raps, or dances that represent peace, provided that they can explain verbally or through writing what their art means.
- **ICT options:** Students can create videos, websites, blogs, online photo slideshows, or PowerPoint presentations about peace-related topics. This should be given for homework or far in advance of deadline, so as to include all students.
- **Assessment:** Use the Project Rubric (Appendix E on p. 111) to evaluate students' understanding of PEER and its components.

2. Wrap-up: Final Reflection [15 minutes]

- Ask at least 2-4 students to present their projects to the rest of the class, and to explain what they did and why. You may use the Project Rubric (see Appendix F on p. 111) for guidance.
- If time, ask students to reflect on the class silently. What was one lesson from this year that they learned a lot from? Then ask them either to write their reflections in their notebooks or share them aloud (in small groups or with the class).



Tips

- Encourage students to bring in anything and everything they have learned from the class into their projects.
- Encourage creativity, color, and high effort from the students!



Teacher's Notes and Reflections:

Appendix A: Frequently Asked Questions

In this section, we have answered commonly asked questions that could arise while you are using the guide. We have looked at questions regarding activity implementation, resources, language and many more. These are commonly asked questions that teachers might have while implementing guides.

Q1): How do I incorporate learner-centered pedagogy when I have a large class?

Answer: Many teachers think it is difficult incorporating learner-centered pedagogy in large classes, but they are mistaken. Learner-centered pedagogy simply promotes an active classroom, where students are no longer passive learners watching the teacher lecture. Instead, students work in groups, move around, and actively engage or participate in the learning process. The activities outlined in this booklet all promote a learner-centered pedagogy. If the class is large you can divide the class into smaller groups and do the activities. If there is not enough classroom space, feel free to conduct the lessons outside in open spaces. Be creative and have fun.

Q2): My class is too large for small group activities. What can I do?

Answer: If one activity is difficult to do with a large class feel free to try to do the other activity provided. If you think both would be difficult due to class size, you can try to divide the class into smaller groups and do the activity in multiple groups. For many of the activities this is an easy solution. However, keep in mind that if you attempt to divide an activity into multiple groups this means you will need to bring enough materials for each group. Regardless, there are easy and creative ways to do all the activities within the booklet.

Q3): Am I supposed to do both of the activities or just one?

Answer: There are two activities listed to give you more options. You should be able to achieve the goals for the class with one of the activities; however, if you feel that the class has not understood the goals and if you have extra time, you can do the second activity as well.

Q4): What if I do not have the materials outlined in the lesson?

Answer: With some of the lessons it may be difficult or expensive to find the necessary materials. If this is the case, feel free to create your own materials from locally available resources. For example, use resources that you find outside in the nature such as stones, sticks, etc. Always remember that the activities are used to enhance student learning. If you can think of a better way to adapt the learning to your context, you should do so!

Q5): The lessons do not follow the standards and curriculum of my home country. What's the point of teaching these lessons?

Answer: The lessons have attempted to be broad enough to fit several different countries' curriculum and academic goals. These lessons can be done in a variety of classes including English, Social Studies, Civics, and Health/Life Skills. These lessons are not meant to replace the curriculum of each state or district but to supplement. Feel free to pick and choose the lessons that you find are important and relevant to your class or even just do the activities and use them in other classes with different content. While the intention is that the booklet will be used to in chronological order, you have the power to use it the way you feel fits your class best.

Q6): How are you supposed to assess the activities seen in the lessons?

Answer: Activities in this booklet can be assessed in many different ways. Simply completing the activity can be seen as a form of assessment. Further, during the activity you are encouraged to walk around and pay attention to student engagement and questions. Doing this provides an opportunity for informal assessment. Also, you can check for understanding by asking the questions found in the activities or creating your own questions. At the end of class ask some summary questions about the day's lesson and have the students reflect on their learning through journaling or talking to their neighbor.

Q7): The booklet is printed in English. Can it be used in classes that speak a different language?

Answer: Yes! Feel free to translate the lessons into your local language.

Q8): My students don't think classroom activities are the same as learning. What should I do?

Answer: Talk to your students about it! It will be a great way to try to understand why exactly your students don't see activities as a part of learning. You could explain to them how these activities are a creative way to engage them with the content and how it also gets all students to participate. You could even explain your lesson plan to your students to show how you have integrated the activities into the lesson to enhance their learning.

Q9): How could a book created for all of sub-Saharan Africa be relevant to my class and my country?

Answer: Everything in this guide is not going to be relevant to every person and classroom, but it does attempt to promote lessons that are common in many

different contexts not just in sub-Saharan Africa but the world. The lessons fit in many different subjects and can be used as a whole or in isolation of each other. The hope is that each school and teacher chooses and adapts the lesson to fit their own context and the needs of their communities.

Q10): Where can I go for more resources on Peace Education?

Answer: In some lessons there are pictures of a computer. This symbolizes that information can be found using some sort of technology. Further, there are several websites that provide further information on Peace Education, including UNESCO's websites. One valuable source is <http://en.unesco.org/cultureofpeace/>

Q11): How can I use the suggested topics? Can I add more topics?

Answer: Absolutely. The suggested topics are topics that can be used to enhance or deepen students' understandings of various other topics and themes. If you feel that a certain topic is missing that is directly connected to teaching your students about peace education, feel free to add it to the list!

Appendix B: Glossary

Acceptance: To welcome someone or something.

Application activity: The part of the lesson where students will demonstrate their knowledge and understanding of the lesson's objectives. This is usually accomplished in a student-centered project or activity.

Assessment: Evaluation that takes the form of real world activities. Instead of standardized tests, students are assessed through activities that are often performed in the real world; usually a more creative and analytical way of assessing student performance.

Authority (n): The power or right to give orders, make decisions, and enforce obedience.

Awareness: The state of having knowledge

Challenge: Difficulty in a job or undertaking; something that needing great physical or mental effort in order to be done successfully

Citizen: A person who belongs to a community or country and supports the place in which he/she lives

Civic responsibility: The duties or obligations of a citizen supporting his/her community and working to make his/her country a better place

Community: A space made up of individuals, groups, and institutions. It can include families, schools, churches and mosques, hospitals, etc. The people in these groups interact and help create a unified, friendly, and helpful society. Community helps build friendships, support systems, and responsible citizens.

Compromise: A way of reaching an agreement or resolution where each person or group involved in the conflict gives up something that they wanted in order to end the conflict, argument, or dispute

Conduct: Personal behavior or a way of acting

Confidence: Belief in one's strengths and one's abilities.

Conflict: A strong disagreement between people or groups that can result in argument or violence; a struggle for power, property, money, etc.; a difference of ideas or feelings that prevents agreement or cooperation between people

Culture: The behaviors and beliefs of a particular social, ethnic or age group that is transmitted from one generation to another.

Differences: The state of being different; dissimilarity

Diversity: Variety in group presence and interactions. It includes, but is not limited to, age, color, ethnicity, gender, religion, disabilities, socio-economic status, sexual orientation, gender identity, and national origin.

Education: The process of learning and understanding.

Effective communication: Occurs when people talk or write to each other until both sides reach the same level of understanding. When effective communication happens, both sides express themselves clearly, listen to one another, and ask questions nicely so they can fully understand the other person's views.

Empathy: When we understand the difficulties that other people might experience, especially because we ourselves may have had similar experiences. Empathy is important, because it shows that we can think about the perspectives of other people and understand how they might feel.

Equality: Same treatment for all.

Equity: The quality of being fair and impartial

Extension: Part of the lesson that can be assigned or completed outside of the classroom; optional homework.

Family: A social unit that consists of parents and children, considered a group whether they are living together or not

Freedom: The power or right to act, speak, or think as one wants.

Friendship: The state of being a friend

Gender: Either the male or female divisions of society

Gender Role: The public image of being a particular gender that one presents to others

Globalization: The process or the way that people and countries interact and integrate with each other. This could be cultural, economic, or political. Cultural globalization is seen in certain ideas, beliefs, foods, and music that are shared around the world and across different countries and cultures. Economic globalization can be seen in countries having similar economic policies or in businesses operating across many different countries and contexts.

Harmony: Consistent and orderly arrangement of parts; agreement; in tune with one another.

Human Rights: Rights that are believed to be given to every person; fundamental rights; something you are morally and/or legally supposed to have, because you are a person.

Inclusion: To let all people be a part of a group or structure

Inequality: The state of being unequal; lack of equality

Interconnectedness: The idea that we are connected or related to one another; actions of individuals affects other individuals. Our actions can also influence the environment, which also in return affects our lives.

Justice: Fairness and reasonableness.

Kindness: The state of being gentle, considerate, and humane

Learning environment: The place where a person or group of people gains knowledge; it can be formal or informal

Mini-lecture: A short presentation of information, often delivered by a teacher; short instruction.

Negative Peace: The absence of violence.

Peace: State in which people are free from war or violence; can be “negative” or “positive” (*Note:* this is a general definition. Students’ answers do not have to be exact. Answers will probably vary widely.)

Peer: Someone who is of the same age, status, or ability as you.

Peer Pressure: Influence or encouragement by someone in the same peer or friend group to act, behave, or think a certain way. There can be positive peer pressure (to do something good, like go to school) or negative peer pressure (to do something bad or that someone doesn’t want to do, like fight, bully someone else, etc.).

Pollution: The action or process of making land, water, the air and the general environment unsafe or unsuitable to use.

Positive Peace: State in which people are actively contributing to a harmonious society.

Problem solving: Refers to a way of thinking in which people work together to identify a main challenge, figure out possible solutions, and choose one main course of action to resolve the issue. When we solve problems instead of just leaving them alone, we are able to improve our own lives and others’ lives.

Protection: The act of keeping someone or something safe from harm.

Recycle: To make something new from old material; to use something again; to reuse old material for a new purpose

Respect: When we admire others because of their abilities, qualities, or achievements. It is important to respect fellow human beings. Although they may have abilities, qualities, or achievements that are different from ours, they have value because they are human, just like us.

Responsibility: The state or fact of having a duty to deal with something

Rights: Legal, social, or ethical principles of freedom provided to individuals; fundamental rules that each person is owed in a legal system.

Rural: An area of land that is located outside of a city, with a sparse (small) population.

Safety: The state of being safe or free from harm.

Self: A person or thing referred to with respect to complete individuality

Self-Awareness: the knowledge of one's own beliefs, feelings, character, and motives

Self-Confidence: trusting one's abilities and judgment

Similarity: A characteristic or attribute that is the same as someone else's

Society: A group of individuals living together as a community

Starter Activity: A short, often fun activity at the beginning of the lesson, which introduces the main themes/ideas of the day's lesson.

Strength: The quality that allows someone to deal with problems in a determined and effective way

Suburban: An area located directly outside of city limits where people live.

Support: To give help or assistance to someone or something; to demonstrate that you agree with someone or something by taking positive action

Sustainability: The quality of not being harmful to the environment and depleting natural resources. Its goal is creating long-term environmental balance and growth.

Teamwork: People working together to accomplish a task or achieve a goal

Think-Pair-Share: This is a way of helping student think about the topic at hand. First, students should think to themselves what they think (Think), then they should share with

one other person (Pair), and then students can share with the larger class what they talked about in the pairs (Share).

Tolerance: A mindset that allows freedom of choice and behavior; a willingness to recognize and respect the different beliefs and practices of others

Understanding (verb): Knowledge of or familiarity with a particular thing; skill in dealing with or handling something

Understandings: The objectives and goals of the day's lesson, or what students should know, understand, or are able to do when the lesson is finished.

Urban: A city or place where many people live.

Violence: Physical force intended to harm someone or to damage something

Waste (noun): Garbage.

Waste (verb): To use something that is not necessary or effective; to use something improperly or haphazardly, without truly thinking about the consequences.

Wrap-up: Often one of the final parts of a lesson that attempts to bring the lesson to conclusion; can consist of a brief overview of the lesson or a final check for understanding or assessment.

Appendix C: How to Resolve Conflict in the Classroom

When teaching in a classroom with a diverse group of learners, conflict is likely to occur between students. It is unavoidable, however, the way in which you, the teacher, mediate this conflict can be done in a positive or negative way. It is your responsibility to help students resolve issues they have with one another in a **positive manner**.

First, if the conflict becomes physical or violent, the most important thing is to **restore safety**. After students are physically safe, then mediation can occur. Encourage students to stay calm when they are explaining what happened.

Next, you can ask each student involved to explain in a calm manner what happened and why the conflict occurred. When one student is speaking, it is important for the other student(s) involved to **listen respectfully and not interrupt**.

Once you have heard each side of the conflict, you should help students come to an **agreed solution**. Ask students what they think a good solution may be; make sure these solutions are **appropriate and agreeable for all involved** so that further conflicts no longer occur.

The following strategies are important for resolving conflict in your classroom:

- Make sure all students are **safe**
- Resolve the conflict **outside of the classroom**, away from unnecessary observation from other students
- Stay **calm** and speak in a **respectful** manner
- **Listen and understand** your students' actions
- Be sure to **hear all sides** of the conflict before making judgments
- **Provide advice** for how students can come to an agreement
- If needed, ask the head teacher or another teachers for help
- If appropriate, use this opportunity to discuss conflict resolution and mediation strategies with the entire class in order to establish good communication and problem-solving skills

Additionally, any student who has disobeyed the classroom and/or school rules as a result of the conflict should receive the appropriate punishment and be reminded why his or her action was against the rules. This should not result in a physical punishment of any kind; physical punishment is abuse and should not be used in schools.

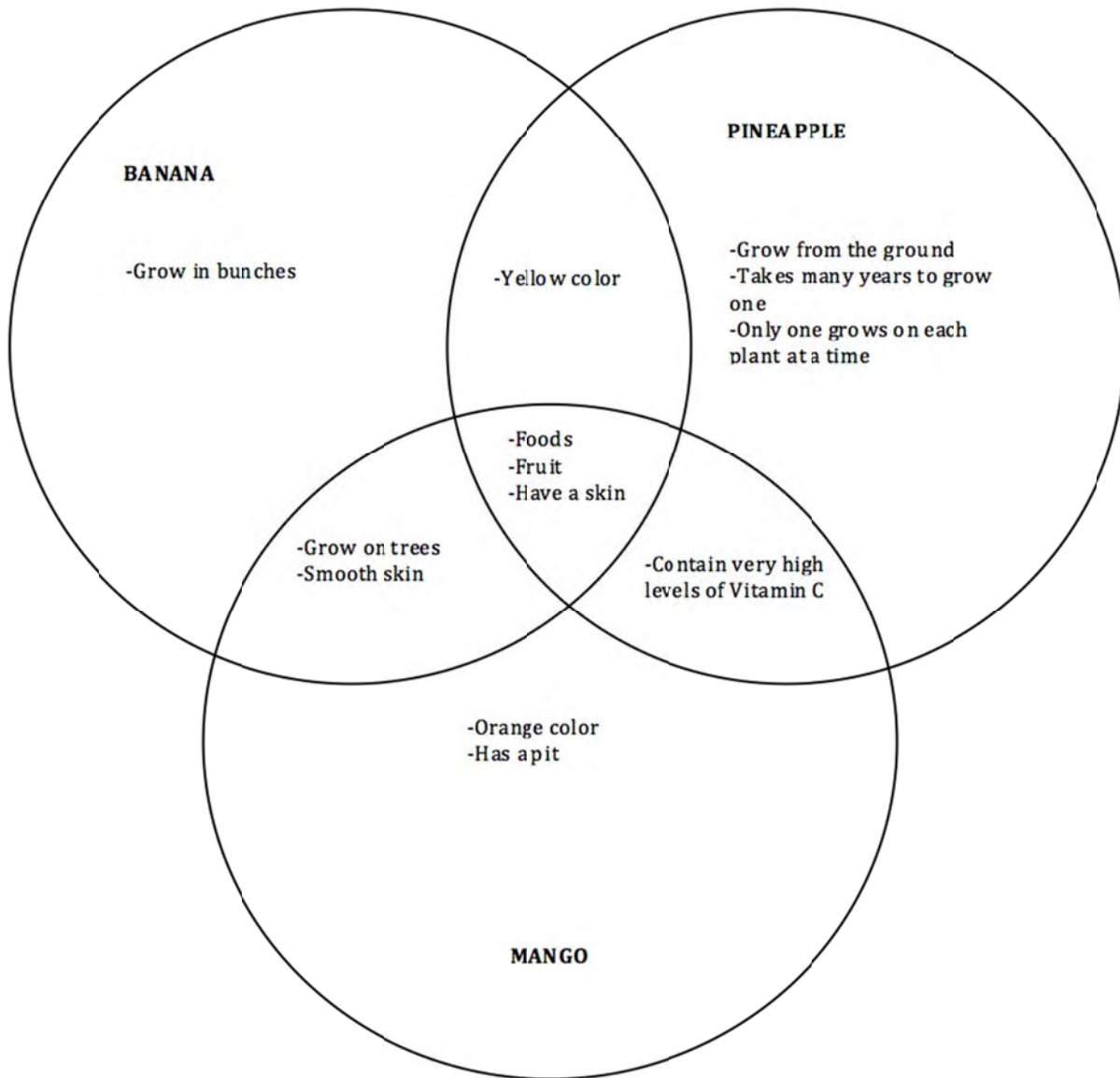
It is also important to continue **following up** with the students involved in the conflict to ensure they are adhering to the given strategy and that no new conflict has come up.

Appendix D: "How To" Section

How to Use a Venn Diagram with 3 Circles

The purpose of the Venn diagram is to compare and contrast three different things or ideas. Sometimes a characteristic will only fit one of the three ideas. In this case, that fact goes in the circle labeled with that thing or idea. Sometimes it will be true for 2 of the three things or ideas, meaning the fact will go in the area overlapping those two things or ideas. It is also possible that the fact is true for all three things or ideas, in which case the fact goes in the middle where all three circles overlap.

Example



KWL Chart

A KWL chart is meant to help students and teachers identify what they already know, want to know, and learned about a topic or idea.

K = What I **KNOW**

W = What I **WANT** to Know

L = What I **LEARNED**

The teacher should first introduce a topic and then ask students to write in the K column what they already know about the topic before the lesson happens. Students can also fill out the W column with things they do not know yet but hope to know after the lesson is finished. The teacher can ask students to share what they have written in the K and W columns before teaching about the subject. This helps the teacher know what students know about already and what he or she can add in the lesson to address what they want to know.

Lastly, after the lesson is over, the students should finish the chart by writing in the L column everything they learned. This is good review for the students for what the lesson was about and may answer the questions from their W (Want) column. It is also a good assessment for the teacher to use to see if students learned what he or she wanted them to learn in the lesson.

A complete KWL chart may also be a good way for students to revise for their examination of this topic.

On the next page is a blank, full size version of the KWL Chart, which can be copied and used by the teachers and/or students in class.

KWL Chart

What I <u>K</u> NOW	What I <u>W</u> ANT to Know	What I <u>L</u> EARNED

Appendix E1: Conflict and Violence (Unit 5, Lesson 2)

Conflict and Me Survey: How do I react to conflict?⁸

Be very honest when completing this survey! No one will read your responses but you and your teacher.

1. Most people fight or argue when they:
2. Most people fight or argue over:
3. One good thing people get from arguing or fighting is:
4. One bad thing about arguing and fighting is:
5. People generally respond to conflicts by (list two):

⁸ Adapted from <https://www.teachervision.com/classroom-management/lesson-plan/2921.html>

6. I fight or argue when:

7. I get upset or angry when other students:

8. I make others angry when I:

9. When I'm talking to someone else who is really angry or upset, the most important thing to do is:

10.

10. When I'm really angry or upset with someone, the most important thing for me to do is:

Appendix E2: World Cultures Resources (Unit 6)

UNIVERSAL DECLARATION OF HUMAN RIGHTS: Children's Version

Adapted from Little House Alternative School in Dorchester, MA, USA

<https://www1.umn.edu/humanrts/edumat/hreduseries/TB3/appendices/kidsversion.htm>

Article 1 – Universal Declaration of Human Rights

All human beings are born free and equal. You are worth the same, and have the same rights as anyone else. You are born with the ability to think and to know right from wrong, and should act toward others in a spirit of friendliness.

Article 2 – Universal Declaration of Human Rights

Everyone should have all the rights and freedoms in this statement, no matter what race, sex, or color he or she may be. It shouldn't matter where you were born, what language you speak, what religion you are, what political opinions you have, or whether you're rich or poor.

Article 3 – Universal Declaration of Human Rights

Everyone has the right to live, to be free, and to feel safe.

Article 4 – Universal Declaration of Human Rights

No one should be bought, sold, or held in slavery for any reason.

Article 5 – Universal Declaration of Human Rights

No one shall be put through torture, or any other treatment or punishment that is cruel, or makes him or her feel less than human.

Article 6 – Universal Declaration of Human Rights

Everyone has the right to be accepted everywhere as a person, according to law.

Article 7 – Universal Declaration of Human Rights

You have the right to be treated equally by and have the same protection under the law as anyone else. Everyone should have protection from being treated or being forced to treat others in ways that go against this document.

Article 8 – Universal Declaration of Human Rights

If your rights under the law are violated, you should have the right to fair and skillful judges who will see that justice is done.

Article 9 – Universal Declaration of Human Rights

No one shall be arrested, held in jail, or thrown and kept out of her or his own country for no good reason.

Article 10 – Universal Declaration of Human Rights

You have the same right as anyone else to a fair and public hearing by courts that will be open-minded and free to make their own decisions if you are ever accused of breaking the law, or if you have to go to court for some other reason.

Article 11 – Universal Declaration of Human Rights

- 1) If you are blamed for a crime, you have the right to be thought of as innocent until you are proven guilty, according to the law, in a fair and public trial where you have the basic things you need to defend yourself.
 - 2) No one shall be punished for anything that was not illegal when it happened. Nor can anyone be given a greater punishment than the one that applied when the crime was committed.
-

Article 12 – Universal Declaration of Human Rights

No one has the right to go against to your privacy, home, or mail, or attack your honesty and self-respect for no good reason. Everyone has the right to have the law protect him or her against all such meddling or attacks.

Article 13 – Universal Declaration of Human Rights

- 1) Within any country you have the right to go and live where you want.
 - 2) You have the right to leave any country, including your own, and return to it when you want.
-

Article 14 – Universal Declaration of Human Rights

- 1) Everyone has the right to seek shelter from harassment in another country.
 - 2) This right does not apply in cases where the person has done something against the law that has nothing to do with politics, or when she or he has done something that is against what the United Nations is all about.
-

Article 15 – Universal Declaration of Human Rights

- 1) You have a right to a country where you're from.
 - 2) No one should be able to take you away from, or stop you from changing your country for no good reason.
-

Article 16 – Universal Declaration of Human Rights

- 1) Grown men and women have the right to marry and start a family, without anyone trying to stop them or make it hard because of their race, country, or religion. Both partners have equal rights in getting married, during the marriage, and if and when they decide to end it.
 - 2) A marriage shall take place only with the agreement of the couple.
 - 3) The family is the basic part of society, and should be protected by it.
-

Article 17 – Universal Declaration of Human Rights

Everyone has the right to have belongings that they can keep alone, or share with other people. No one has the right to take your things away from you for no good reason.

Article 18 – Universal Declaration of Human Rights

You have the right to believe the things you want to believe, to have ideas about right and wrong, and to believe in any religion you want.

Article 19 – Universal Declaration of Human Rights

You have the right to tell people how you feel about things without being told that you have to keep quiet. You have the right to read the newspaper or listen to the radio without someone trying to stop you. Finally, you have the right to print your opinions in a newspaper or magazine.

Article 20 – Universal Declaration of Human Rights

You have the right to gather peacefully with people, and to be with anyone you want. No one can force you to join or belong to any group.

Article 21 – Universal Declaration of Human Rights

You have the right to be part of your government by being in it and serve your country in some way. You have the right to choose the people in government in fair elections that happen every so often. Each person's vote counts the same. The government is supposed to do what its people want it to do.

Article 22 – Universal Declaration of Human Rights

Everyone, as a person on this planet, has the right to have her or his basic needs met, and should have whatever it takes to live with pride, and become the person he or she wants to be. Every country or group of countries should do everything they possibly can to make this happen.

Article 23 – Universal Declaration of Human Rights

- 1) You have the right to work and to choose your job, to have fair and safe working conditions, and to be protected against not having work.
 - 2) You have the right to the same pay as anyone else who does the same work, without anyone playing favorites.
 - 3) You have the right to decent pay so that you and your family can get by with pride. That means that if you don't get paid enough to do that, you should get other kinds of help.
 - 4) You have the right to form or be part of a union that will serve and protect your interests.
-

Article 24 – Universal Declaration of Human Rights

Everyone has the right to rest and relaxation, which includes limiting the number of hours he or she has to work, and allowing for holidays with pay once in a while.

Article 25 – Universal Declaration of Human Rights

You have the right to have what you need to live a decent life, including food, clothes, a home, and medical care for you and your family. You have the right to get help from society if you're sick or unable to work, if you're older or a widow, or if you're in any other kind of situation that keeps you from working through no fault of your own.

Article 26 – Universal Declaration of Human Rights

Everyone has the right to an education. It should be free of charge, and should be required for all, at least in the early years. Later education for jobs and college has to be there for anyone who wants it and is able to do it. Education is to help people become the best they can be, teach them to respect and understand each other, and to be kind to everyone.

Article 27 – Universal Declaration of Human Rights

You have the right to join in and be part of the world of art, music, and books. You have the right to enjoy the arts, and to share in the advantages that come from new discoveries in the sciences. You also have the right to get the credit and any profit that comes from something that you have written, made, or discovered.

Article 28 – Universal Declaration of Human Rights

Everyone has the right to the kind of world where their rights and freedoms, such as the ones in this statement, are respected and made to happen.

Article 29 – Universal Declaration of Human Rights

1) You have a responsibility to the place you live and the people around you. We all do. Only by watching out for each other can we each become our individual best.

2) In order to be free, there have to be laws and limits that respect everyone’s rights, meet our sense of right and wrong, and keep the peace in a world where we all play an active part.

3) Nobody should use her or his freedom to go against what the United Nations is all about.

Article 30

There is nothing in this statement that says that anybody has the right to do anything that would weaken or take away these rights.

Appendix E3: World Games (Unit 6)

Adapted from: http://webpages.shepherd.edu/EMORRIO1/KWCurriculum_Games.pdf

Australia

Capital: Canberra | **Population:** 22 million+ | **Official Language:** English

Australia is an island country and continent in the southern hemisphere.

Game: Rabbits in the Burrow



- Players form a circle and count off:
- The first six players go inside the circle.
- One and two join hands making a burrow with three, the rabbit, inside.
- Player four is the **dingo**, an Australian dog.
- Player five is another rabbit who stays as far away from the dingo as the circle will allow.
- When everyone is set, player six calls out, "Begin!"
- The dingo runs after the rabbit out of the burrow. If the dingo gets too close, the rabbit runs into the burrow and the rabbit in the burrow must leave.
- This continues until the dingo catches a rabbit. That rabbit becomes the dingo.
- From time to time the game begins again from the beginning. That way everyone gets a turn.



China

Capital: Beijing | **Population:** 1 billion+ | **Official Language:** Mandarin

China is a large country in Asia. It has the largest population in the world.

Game: Chase the Dragon's Tail



- A **dragon** is a huge ferocious reptilian beast. All the players get in line. The longer the line the better. The line is the dragon.
- Each player holds on tight to the shoulders of the player in front.
- The first player in line, the head, tries to catch the last player, the tail.
- Everybody tries to keep the head from catching the tail.
- When the head manages to catch the tail, the head is out and the tail becomes the head.
- When everybody is out except two players, the game starts all over again.



India:

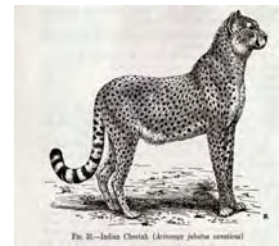
Capital: New Delhi | **Population:** 1 billion+ |

Official Language: Hindi

India is a country in south Asia. It has the second-largest population in the world.

Game: Cheetahs and Cheetals

- The **cheetah** is a spotted cat and a **cheetal** is a spotted deer.
- To begin the game, draw 3 parallel lines on the ground about 6 meters apart.
- Choose a leader, and get the other players to divide into two teams, the cheetahs and the cheetals.
- The two teams stand back to back along the center line. The leader calls out loudly, "CHEEEEEEE-" and then suddenly ends with "-TAHS" or "-TALS."
- If the word is cheetahs, the cheetahs run to the line they are facing with the cheetals chasing them.
- If the word is cheetals, cheetals run to the line they are facing with the cheetahs chasing them.
- If you are **tagged** (someone touches you), you are out.
- The game is over and can begin again when only one person hasn't been tagged.



Japan:

Capital: Tokyo | **Population:** 127 million+ |

Official Language: Japanese

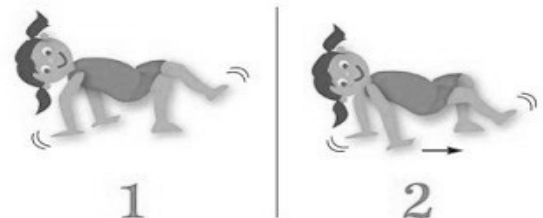
Japan is an island nation in the Pacific Ocean, very close to the northeast part of Asia.

Game: Crab Race

- Two teams line up facing a finish line.
- The first player in each line gets into the upside down crab position: Faces look up, tummies are up, and feet and hands support bodies.
- When someone says, "Go!" the crabs crawl head-first to the finish line.
- Then they turn around and crawl back to where the next crab waits, already in position.
- When all the crabs in one row have crawled to the goal line and back, they win.



Crab Walk



Lebanon

Capital: Beirut | **Population:** 4 million+ | **Official Language:** Arabic

Lebanon is a small but historically diverse country in the Middle East, next to the Mediterranean Sea.

Game: Stone Toss

Note: You will need small rocks (pebbles) for this game! If you do not have any, you can use other small, similar objects.

- Each player has four pebbles.
- Players draw a line on the ground and then walk about 3 meters away and stand in a straight row facing the line.
- Each player digs a small hole on a spot parallel to the drawn line. The hole is the goal for each individual player.
- The players return to the line and toss the pebbles one by one toward their own individual holes.
- The winner is the player whose hole has the most pebbles inside, whether thrown by the owner of the hole or somebody else.



Mexico

Capital: Mexico City | **Population:** 122 million+ | **Official Language:** Spanish

Mexico is a large country in North America that has the most native Spanish speakers in the world.

Game: Jump Rope

Note: You will need to make a jump rope out of rubber bands, or out of string and plastic bags, if you do not already have one.



- Jump rope is an international game. A short rope can be held by one jumper with one hand holding each end. A long rope can be held at each end by two players with the jumper in the middle.
- Really good jumpers can jump very, very fast.
- Along the border of Mexico and Texas, players chant as they jump:
“Brown as a coffee-berry, red as a bean, that is the prettiest color I’ve ever seen. Yellow as a daisy, black as ink, that is the prettiest color, I do think. Orange as a pumpkin, green as grass, keep on jumping as long as you last.”

- You can make up your own songs or rhymes as you or a friend jumps. You can also see who can jump the longest without messing up.



Philippines:

Capital: Manila | **Population:** 98 million+ | **Official Languages:** Filipino, English
This island nation has diverse people and animals, and is located in the Pacific Ocean in Southeast Asia.

Game: Cat and Mice

- The players choose a leader, the cat who sits down.
- The other players, the mice, sit in a semi-circle in front of the cat.
- Piled in front of the cat are treasures - objects such as stones, sticks, balls, leaves, or flowers.
- The cat guards the treasures while the mice try to **distract (take away attention)** the cat.
- When the cat is not paying attention, the mice should try to steal one or more of the treasures and toss them behind a shoulder before being **tagged** (touched) by the cat.
- If tagged, the treasure goes back to the cat. When all the treasures are stolen, the game can start again with a new cat.



United States of America (USA)

Capital: Washington, D.C. | **Population:** 318 million+ | **Official Language:** English
The USA is in North America. It is the third-largest and third-most populous country in the world, and it is full of many different kinds of people.

Game: Native Americans: Stop the Dancers

Note: You will need a drum, or some kind of instrument, surface, or object that you can hit, like you would hit a drum.

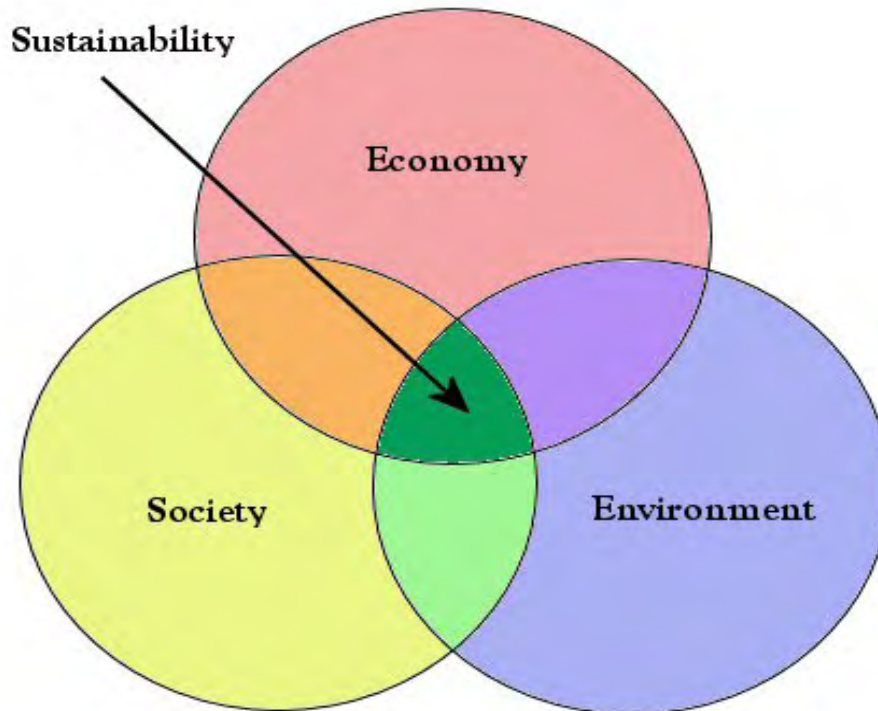
- Everyone gets in a circle.
- One person is chosen or chooses to be the “drummer.” He or she sits in the center of a circle with a drum.
- All the other players stand around the drummer.
- The drummer begins to beat the drum and the players begin to dance.
- The minute the drummer stops, the dancers freeze. They may be in awkward positions, but they must not move at all after the drumming stops.
- If the dancers do move, they must leave the group.
- The drummer beats slowly at first and gets faster and faster.
- When the players are all out but one, the final dancer becomes the drummer and the game begins again.



Appendix E4: Sustainability 3 Pillars and Venn diagram (Unit 8, Lesson 1)

- 1) **Society or Social Pillar:** refers to the people aspect of sustainability and that sustainability must focus on the balancing the needs of the individual with that of the group.
- 2) **Economy or Economic Pillar:** refers to the profit aspect of sustainability and that sustainability must focus on providing a more equal distribution of wealth in the world and efficient allocation of resources.
- 3) **Environment Pillar:** refers to the planet aspect of sustainability and that sustainability must reduce the impact on the environment and not waste the planet's resources.

The three pillars of sustainability state that you cannot have a sustainable world if one of these pillars is missing or broken. Sustainable development includes the balancing of local and global efforts to meet basic human needs without destroying the natural environment.



Source: Wikipedia.org

Unit 8, Lesson 1: Sustainability: Drama Prompts for Activity 1

The prompts are meant to be examples. Feel free to use any of these prompts below and create your own prompts to be used in class. These prompts can help groups think about a problem, which they are to then act out in front of class. The class is then to help come up with potential solutions to the problem.

Prompts:

- 1)** You need fuel to start a fire. Instead of searching for sustainable options, you decide to cut down a tree and use it as firewood. You notice there are fewer and fewer trees in your community. Act out the above situation and come up with a method to help solve the fuel problem in your community in a sustainable way.
- 2)** You are a farmer and a community leader. There is a drought in your community. You are expecting rains over the next few days and don't know how long they will last. You want to make sure you and the community has enough food and water for the next few months. Act out the above situation and come up with a potential solution to help solve the water and food problem in your community in a sustainable way.
- 3)** You are a vendor and are selling tomatoes. Every time you make a sale you wrap the tomatoes in a plastic bag. You begin to notice that on the ground in your community there are a bunch of plastic bags scattered all over the place. You understand that the bags are polluting your environment and want to see a cleaner and more sustainable community. Act out the above situation and come up with a method to help solve the plastic bag pollution in your community in a sustainable way.

Appendix F: Sample Project Rubric

This is an example of a project rubric, which you can use for grading the Wrap-Up or other Peace Education Projects, and adapt to your own classroom needs.

CRITERIA	<i>Excellent</i> Point Range: _____	<i>Above Average</i> Point Range: _____	<i>Average</i> Point Range: _____	<i>Needs Improvement</i> Point Range: _____
Content	-Piece brings in all parts of PEER, and 4+ other lessons learned during the year -Deep understanding of PEER shown	-Piece brings in all parts of PEER and at least 2-3 other lessons from throughout the year	- Piece brings in PEER, but some parts may not show full understanding of PEER or lessons from throughout the year	Piece does not bring in PEER at all, or piece does not show understanding of what PEER is or of lessons from throughout the year
Organization	-Piece is clearly structured and explained	-Piece is mostly structured, with a 1-2 confusing parts	-Piece has some structure, but needs more explanation in 3 or more parts	-Piece appears not to have structure or is very hard to understand
Creativity	-Piece appears to be the work of the child himself/herself, and not anyone else's -Piece makes people think in a new, unique way	-Piece appears mostly to be the work of the child himself/herself, and not anyone else's -Piece captures interest, even if idea is not new	-Some parts of piece are from the child himself/herself, but some parts may be copied from somewhere else -Piece holds interest in some parts, but not in others	-Piece appears not to be work of child, but mostly or completely copied from somewhere else -Piece needs more work to hold audience's full attention
Other:	Insert explanation here:	Insert explanation here:	Insert explanation here:	Insert explanation here:

Appendix G: List of Suggested Additional Topics

This guide serves as an introduction to Peace Education. As such, it focuses more on broad ideas related to individual character development and to one's relationship with different levels of society and the world. However, there are many ways to extend PEER and the themes covered in this guide.

Some suggested topics for further exploration include:

- **Culture and diversity:** What do culture and diversity, as defined in this guide, look like in your local context?
- **Connections between education, economy, and society:** How do conflicts or crises in one of these sectors affect one another?
- **Agriculture:** How can current pastoral and rural life in your context both contribute to and benefit from peace?
- **Compassion and care:** What are the connections between these two ideas and the PEER Method?
- **Religion:** What role has religion played in past and current conflicts? How can religion contribute to peace?
- **Rule of law:** How does law contribute to peace? Are there any laws which all countries should follow?
- **Morality and ethics:** How do different ethical and moral systems define peace? How do we define our own values?
- **History of war and conflict:** How does conflict arise in different contexts? What are some recent conflicts that have impacted our lives? How can we lessen the chance of future conflict?
- **Gender:** How do we define gender? How can people of all genders contribute to peace?
- **An exploration of the ways marginalized groups are affected by peace and conflict, including:**
 - Refugee groups
 - Neglected children
 - People with disabilities

Congratulations



United Nations
Educational, Scientific and
Cultural Organization



International Institute
for Capacity Building
in Africa

(student's name)

for completing

PEERs for Peace!



Teacher's Signature

Head Teacher's Signature

(Place school logo here)

Date

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About Us



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