

Lesson 1.2

Perspectives on Peace



Rationale

Conflict, when managed effectively, can result in a peaceful solution. However, peace is not static. People must work to build and maintain peace. Like conflict, there are many perspectives and interpretations of what peace is and what it looks like. In this lesson, students will explore varying perspectives on peace and begin to develop their own definition of peace.

Objectives

1. To generate multiple definitions of peace.
2. To explain how one's definition of peace is informed by multiple perspectives.
3. To explain that conflict can be a part of a peaceful society and to understand that peace and conflict can be two sides of the same coin.

Standards

- ◆ Culture
- ◆ Individual Development and Identity
- ◆ Power, Authority, and Governance
- ◆ Civic Ideals and Practices

Time: Two class periods (Part 1–45 minutes; Part 2–45 minutes)

Materials for Part 1

- | | |
|--|---------------------------------------|
| <input type="checkbox"/> Markers | <input type="checkbox"/> Scissors |
| <input type="checkbox"/> Crayons | <input type="checkbox"/> Poster board |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> Glue |
| <input type="checkbox"/> <i>Reflection Exit Pass</i> Worksheet | |

Materials for Part 2

- | | |
|--|--|
| <input type="checkbox"/> Markers | <input type="checkbox"/> Glue |
| <input type="checkbox"/> Crayons | <input type="checkbox"/> <i>Reflection Exit Pass</i> Worksheet |
| <input type="checkbox"/> Colored pencils | <input type="checkbox"/> <i>Paragraph Exit Pass</i> Worksheet |
| <input type="checkbox"/> Newspapers and news magazines | <input type="checkbox"/> <i>Drawing Exit Pass</i> Worksheet |
| <input type="checkbox"/> Scissors | <input type="checkbox"/> <i>Poem Exit Pass</i> Worksheet |
| <input type="checkbox"/> Poster board | |



45 minutes

Part 1**Procedures****I. Essential Questions**

1. Is there one way to define peace?
2. How are conflict and peace related?

II. Motivation/Introduction (4 minutes)

1. Ask students to stand if they think there is one definition of peace.
2. Randomly select standing and seated students to explain why they are standing or seated.

III. Teacher Directed (4 minutes)

1. Distribute a blank piece of paper to each student. Have students write their name in the top left corner of the paper.
2. Ask each student to write a definition of peace and then turn the paper over.

IV. Guided Practice (15 minutes)

1. Tell students to draw their idea of peace on the other side of the paper using pictures or symbols. Do not let students use words. Let them know that they will share their drawings with others who will add to them.
2. Stop them after 30 seconds and have them pass the paper to the person next to them.
3. Direct the students to add to what they see on the paper, keeping peace as the theme.
4. Stop them after 30 seconds and have them pass the paper to the person next to them.
5. Direct the students to add to what they see on the paper, keeping peace as the theme.
6. Repeat this process until everyone gets their own drawing back.

Alternative: If you have a large class, you may wish to divide the class into groups of 8–10 students and have students pass the paper around in their groups.

V. Independent Practice (10 minutes)

1. Ask:
 - ◆ What happened to your picture? Does it still reflect your initial definition of peace?

Note: USIP's Peace Terms defines peace as follows: The word "peace" evokes complex, sometimes contradictory, interpretations and reactions. For some, peace means the absence of conflict. For others it means the end of violence or the formal cessation of hostilities; for still others, the return to resolving conflict by political means. Some define peace as the attainment of justice and social stability; for others it is economic well-being and basic freedom. Peacemaking can be a dynamic process of ending conflict through negotiation or mediation. Peace is often unstable, as sources of conflict are seldom completely resolved or eliminated. Since conflict is inherent in the human condition, the striving for peace is particularly strong in times of violent conflict. That said, a willingness to accommodate perpetrators of violence without resolving the sources of conflict—sometimes called "peace at any price"—may lead to greater conflict later glossary.usip.org.

2. Direct students to turn their papers over and revise their definition so that it reflects the revised drawing and now a collective definition of peace.
3. Have each student hold up his/her drawing and read their revised definition from the back.

VI. Discussion (10 minutes)

Lead a discussion using some or all of the following questions:

- ◆ How did it feel to have others add to your picture and then to rewrite your definition?
 - Possible answers might include: feeling unhappy that someone changed their ideas, feeling proud that someone built upon their ideas, feeling anxious about their ideas being changed or about other students seeing their drawing.
- ◆ What did you notice about the definitions that everyone shared? Were there any similarities or differences? Share that there are many different definitions of peace, just as there are many different definitions of conflict.
- ◆ What are the consequences when there are many definitions of a concept?
- ◆ How are peace and conflict related concepts?
- ◆ Can conflict exist in peaceful societies? What examples of conflict within democratic societies around the world can you think of?

VII. Closure (2 minutes)

Distribute the *Reflection Exit Pass* Worksheet and have students complete it for homework unless you have time remaining in class.

Assessment:

Definitions and drawings of peace, participation, *Reflection Exit Pass* Worksheet

Extension Activity

Peace Symbols: Brainstorm symbols that signify peace (you should have some available to view, including USIP's logo). Have students form pairs to discuss what the symbols mean and have them share the highlights of their discussion aloud. Ask students where they see these symbols. Have students design their own peace symbol using a combination of the more traditional symbols and/or their own peace drawing.

Lesson 1.2 WORKSHEET: REFLECTION EXIT PASS

Name: _____

Question 1: How did you feel about having your definition of peace altered?

Question 2: What are the consequences when there are many definitions of a concept?

Cut here ✂ _____

Lesson 1.2 WORKSHEET: REFLECTION EXIT PASS

Name: _____

Question 1: How did you feel about having your definition of peace altered?

Question 2: What are the consequences when there are many definitions of a concept?

Part 2



45 minutes

Procedures

I. Essential Questions

1. What are the characteristics of a peaceful society?
2. What do you notice about the peace and conflict examples you see in the media?
3. How are peace and conflict related?

II. Motivation/Introduction (5 minutes)

1. Write the following on the board and have students turn to a partner and discuss or have them discuss as a whole class:
 - ◆ How would you describe a peaceful society?
2. Randomly select students to explain their answers.

III. Teacher Directed (5 minutes)

1. Explain that students will identify examples of peace in stories from newspapers and then cut those pictures and stories out to make collages on poster board. Students will also have to choose a caption for their collage and explain why they chose their caption. Alternatively, students may use one of their definitions of peace (from the previous activity) as their caption.
2. Divide the class into groups of three to four students.
3. Distribute one poster board and at least two newspapers or news magazines per group.
4. Distribute scissors and glue (enough for each group to complete the activity).

IV. Guided/Independent Practice (20 minutes)

1. Tell students to look through the materials and find examples of peace.
2. Share that when students find an example, they should cut it out of the newspaper.
3. After students have cut out enough examples to form a collage, students can glue their cut outs onto the poster board.
4. Tell students that as a group they must decide what the caption for the collage should be and then explain to the other groups why they chose that caption.
5. Tell students that each group will have one minute to present their caption and collage to the rest of the class.

V. More Guided Practice (15 minutes)

1. Have a representative from each group share their collage with the class and explain their caption.
2. Ask students what they noticed about the collages and captions:
 - ◆ What similarities and differences did you notice in the interpretations of peace?
3. To highlight that there can be many interpretations of peace, tell students that they will engage in a quick visual exercise.

Extension Activity

Choose one of the following to complete:

- 1) Based on what you have learned about peace and conflict, answer this question in a paragraph: What is the relationship between peace and conflict? The paragraph must contain a topic sentence, four supporting details and a concluding sentence.
 - 2) Based on what you have learned about peace and conflict, draw a diagram or picture that illustrates the relationship between peace and conflict. The diagram must have a caption that explains the relationship between peace and conflict.
 - 3) Based on what you have learned about peace and conflict, write a poem that captures the relationship between peace and conflict.
4. Tell students that you will ask a question and they should move to the left side of the room for “No” and the right side of the room for “Yes.”
 5. Ask:
 - ◆ Is peace simply the absence of war?
 6. Once everyone has chosen a side, have students in each group discuss among themselves why they are standing on their side, and have one representative from each group share with the class.
 7. Think about different conflicts around the world, for example, Iraq, Afghanistan, Democratic Republic of the Congo. What might peace mean to the different groups involved in each of these conflicts? Do you think peace looks the same to each of these groups? Why or why not?

Assessment:

Collage, caption, participation, *Exit Pass* Extension Activity

Lesson 1.2 WORKSHEET: PARAGRAPH EXIT PASS

Directions: Based on what you have learned about peace and conflict, answer this question in a paragraph:

What is the relationship between peace and conflict?

Name: _____

Topic Sentence:			
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3	Supporting Detail 4
Summary/Concluding Sentence:			

Cut here ✂ _____

WORKSHEET: PARAGRAPH EXIT PASS

Directions: Based on what you have learned about peace and conflict, answer this question in a paragraph:

What is the relationship between peace and conflict?

Name: _____

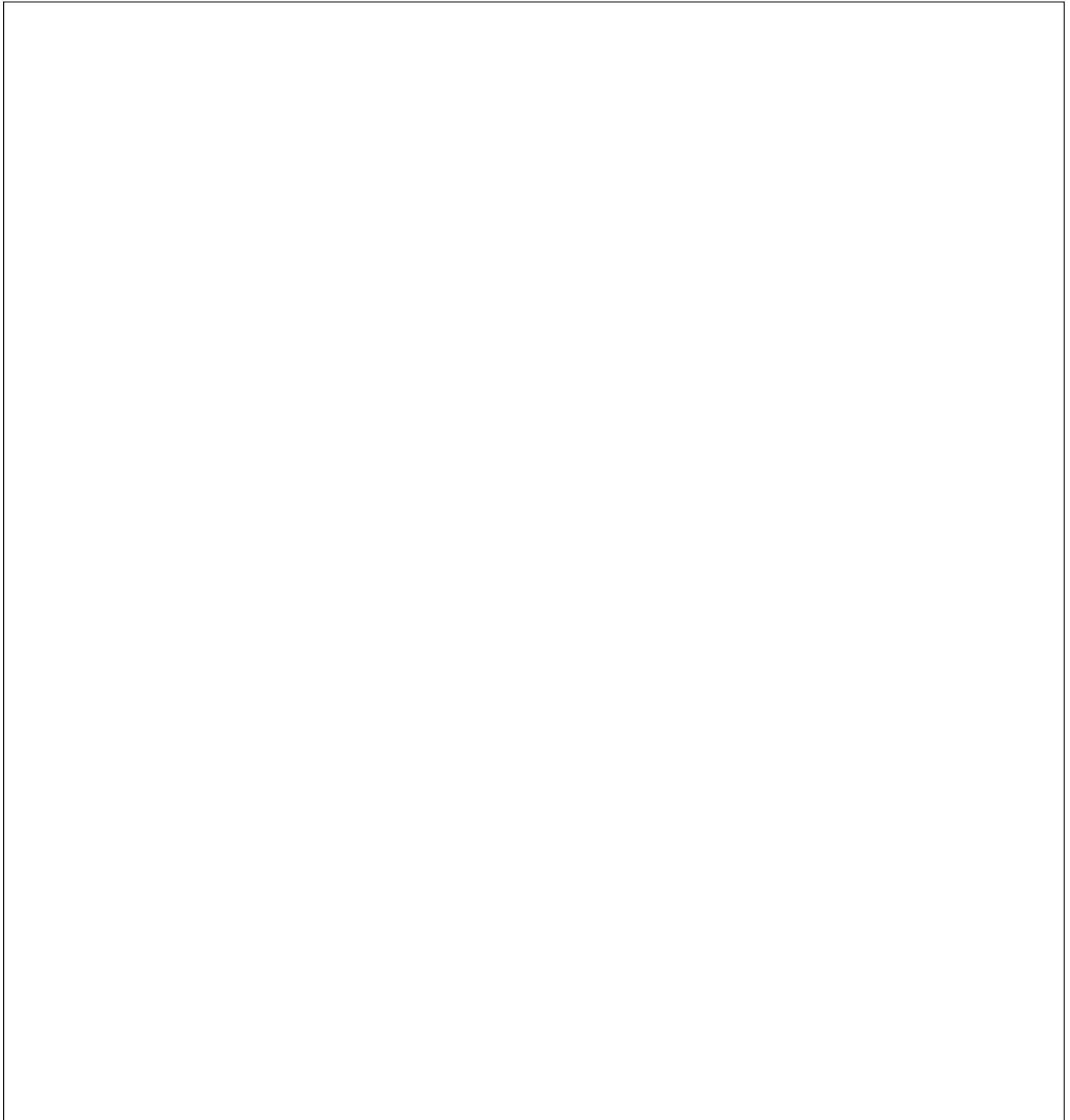
Topic Sentence:			
Supporting Detail 1	Supporting Detail 2	Supporting Detail 3	Supporting Detail 4
Summary/Concluding Sentence:			

Lesson 1.2 EXTENSION WORKSHEET: DRAWING EXIT PASS

Directions: Based on what you have learned about peace and conflict, draw a diagram or picture that illustrates the relationship between peace and conflict. The diagram must have a caption that explains the relationship between peace and conflict.

Name: _____

Caption: _____



Lesson 1.2 EXTENSION WORKSHEET: POEM EXIT PASS

Directions: Based on what you have learned about peace and conflict, write a poem that captures the relationship between peace and conflict.

Name: _____

Title of Poem: _____