

Lesson 3.4

Making a Difference: Becoming a Peacebuilder



Rationale

Peacebuilding is an active process. It is a combination of knowledge, skills, and intentional behaviors. Being a peacebuilder is not always easy, but having a toolkit of skills and strategies can facilitate action. This lesson asks students to identify the consequences and challenges of being a peacebuilder and strategies to overcome these challenges and promote peacebuilding on a daily basis.

Objectives

1. To identify the challenges and consequences of being a peacebuilder.
2. To consider ways to overcome these challenges.

Standards

- ◆ Individual Development and Identity
- ◆ Civic Ideals and Practices

Time: One class period (45 minutes)

Materials

- ❑ Banner that states: It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it. —Eleanor Roosevelt (Consider having the art teacher work with students to create this)
- ❑ *Making a Difference: Becoming a Peacebuilder Discussion Director Card* Handout (one for each group)
- ❑ *Making a Difference: Becoming a Peacebuilder Note-taker's Card* Worksheet



45 minutes

Procedures

I. Essential Questions

1. How will I be a peacebuilder in daily life?
2. What steps will I take to overcome the challenges to being a peacebuilder in daily life?

II. Motivation (10 minutes)

1. Ask students:
 - ◆ What are some of the many ways you can be a peacebuilder?
2. Brainstorm with the class different conflict situations (local, national, and international) and ways they can be a peacebuilder in those situations. Remind students that there are many ways of being a peacebuilder. Examples include: using inclusive language, helping two friends see each other's point of view, challenging assumptions, having a bake sale to support a country devastated by a natural disaster.

III. Teacher Directed (10 minutes)

1. Place a banner across the board that states (or write on the board), "It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."—Eleanor Roosevelt.
2. Distribute three sticky notes to each student.
3. Direct them to write three tips for being a peacebuilder in daily life that anyone could follow.

IV. Guided Practice (7 minutes)

Call students up one at a time and have them read aloud their sticky notes as they stick them to the board underneath the banner.

V. Independent Practice (10 minutes)

1. Divide students into groups of four. Ask one member of the group to be the discussion director and one member of the team to be the note-taker.
2. Have the elected discussion directors and note-takers raise their hands and give them the *Discussion Directors Card Handout* and *Note-taker's Card Worksheet*, respectively. Review the directions and check for understanding. Share that the groups have fifteen minutes to chat and develop a human sculpture that they will present to the class in response to the question:
 - ◆ How can you deal with the risks of being a peacebuilder?

A human sculpture (also known as a tableau) is a frozen snapshot of something, created with bodies. It is often used to test comprehension of ideas by having small groups of students create one to summarize or capture what they just learned.

VI. Discussion (8 minutes)

1. Have each team share their human sculpture.
2. Lead a discussion using some or all of the following questions:
 - ◆ What were the common themes in the sculptures?
 - ◆ In what ways is building peace internationally more difficult than building peace in your own community or country? What additional challenges do you face when trying to create peace internationally?
 - ◆ How can you overcome these additional challenges?
 - ◆ What steps will you take as an individual to deal with the challenges you face while trying to build peace?

Assessment:

Human sculpture

Extension Activity 1

Have students research people who took risks to build peace, answering the following questions: What risks did they face? How did they overcome these challenges? You can refer your students to the witness videos on the Global Peacebuilding Website at www.buildingpeace.org for possible individuals to research.

Extension Activity 2

Have students create a brochure with the “Top Ten Tips for Being a Peacebuilder” that they can share with younger students in the school.

Lesson 3.4 HANDOUT: MAKING A DIFFERENCE: BECOMING A PEACEBUILDER DISCUSSION DIRECTOR CARD

Directions

Part One: Lead your group in discussing the following questions. Make sure that everyone participates and that you give your note-taker enough time to jot down notes.

- ◆ Why might it be difficult to be a peacebuilder? What keeps people from working for peace more frequently?
- ◆ What are the benefits of being a peacebuilder?
- ◆ What are some of the risks involved in being a peacebuilder in your community or internationally? How can you deal with these risks?

Part Two: When you are done with your discussion, create a human sculpture that somehow reflects a response or responses to

- ◆ How can you deal with the risks of being a peacebuilder?

Use the notes your note-taker took if necessary. Every group member must be part of the sculpture.

Lesson 3.4 WORKSHEET: MAKING A DIFFERENCE: BECOMING A PEACEBUILDER NOTETAKER'S CARD

Directions: Take notes about each question while your group is talking.

1. Why might it be difficult to be a peacebuilder? What keeps people from working on international conflicts more frequently?
2. What are the benefits of being a peacebuilder?
3. What are some of the risks involved in being a peacebuilder in your community or internationally? How can you deal with these risks?