

Lesson 3.5

Taking a Step Toward Peacebuilding



Rationale

As a peacebuilder, focusing on a large and abstract goal such as “building world peace” is far too general and unrealistic. Building peace involves concrete decisions and defined, measurable actions we take every day to promote the ideas and conditions necessary to build less violent communities. The aim of this lesson is for students to develop specific and realistic actions they can take to contribute to peacebuilding locally and globally.

Objectives

To develop realistic actions students can take to contribute to building peace.

Standards

- ◆ Civic Ideals and Practices

Materials

- Index cards
- 12 × 12 piece of sketch paper
- 12 × 12 piece of construction paper, foam board, wood, etc.
- Random found objects and art materials for their stepping-stones (you can ask students to bring in natural and found objects prior to the lesson).

Time: 1.5 class periods (75 minutes)



45 minutes

Extension Activity 1

Work with the art teacher to turn their stepping stone creations into real stepping-stones that can be placed around the school.

Extension Activity 2

Have students develop a peacebuilder's pledge. In small groups, they develop a pledge of what actions and attitudes they pledge to uphold to actively promote peacebuilding in the world (these could be partially taken from the stepping-stones). Put the pledges up on the wall and have students work as a whole class to consolidate their pledges into one pledge statement. Have students raise their hand if they agree to all aspects of the pledge. Negotiate changes as necessary until everyone agrees. Write the pledge on large poster board and have all the students sign it. Place the pledge in a visible place in the classroom to see throughout the year. Emphasize that the class is now a community of peacebuilders, and that from here on, they all pledge to support each other in building peace.

Part 1

Procedures

I. Essential Question

What actions can you take to build peace?

II. Motivation (10 minutes)

1. Give each student an index card and ask them to write down their response to the following questions:
 - ◆ What kind of changes would you like to see in the world to make it more peaceful? What steps will you take to make this happen?
2. Ask students to share what they wrote.

III. Teacher Directed (5 minutes)

1. Tell students that now that they've talked about the changes they want to see in the world, they're going to focus on how to get there.
2. Give each student a piece of 12 × 12 paper. Share that each student will create a stepping-stone that will become a step toward peacebuilding. This piece of paper will be for sketching their stone. Later they will put their sketch on another material. Share that the focus of the stepping-stone should be steps/actions that they can take on a daily, monthly, or yearly basis to create the change they want to see in the world. To add to their stepping-stones, they can use the characteristics they generated about peacebuilders, a quote made by a peacebuilder, a peacebuilding organization they learned about, or a tip for becoming a peacebuilder—all discussed in earlier lessons.

IV. Guided Practice (20 minutes)

1. Give students time to sketch their idea.
2. Once they are done, have them share their sketch with you, and then give them the final piece of construction paper/wood/etc., to draw their sketch.

V. Independent Practice (10 minutes)

Students work on their stepping-stones.



30 minutes

Part 2

Procedures

I. Independent Practice Continued (20 minutes)

Students continue to work on their stepping-stones.

II. Closure (10 minutes)

1. Lay out stepping-stones on the floor in a pathway.
2. Have students walk alongside them to see all of the stepping-stones.
3. Close by having each student share one word to describe how they feel now that they have completed several lessons on conflict management and peacebuilding.