

Lesson 3.1

Characteristics of Peacebuilders



Rationale

It is important for students to be able to identify with and see themselves in famous peacebuilders, as this can help demystify what it means to be a peacebuilder and can lead students to the conclusion that they too can make a difference in the world. In this activity, students begin to explore the diversity of characteristics that can be identified with peacebuilders, as well as characteristics they may share or wish to develop.

Objectives

1. To introduce students to peacebuilders and examine how they promote peace.
2. To identify characteristics of peacebuilders.

Standards

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

Time: One class period (45 minutes)

Materials

- Internet access or books on peacebuilders
- What Does it Take to be a Peacebuilder?* Handout



45 minutes

Procedures

I. Essential Questions

What does it take to be a peacebuilder?

II. Motivation (5 minutes)

1. Revisit student definitions of peace from Lesson 1.2 or complete the initial exercise *When I Say Conflict, You Think of . . .* in Lesson 1.1, using the word peace instead of conflict.
2. Ask students:
 - ◆ Who are the peacebuilders in our world? (past or present)
3. Write students' responses on the board. If students do not provide an international selection of peacebuilders, add some peacebuilders from around the world. See examples of Nobel Peace Prize winners here: http://nobelprize.org/nobel_prizes/peace/laureates/

III. Teacher Directed (5 minutes)

1. Divide students into pairs and have each pair select a peacebuilder they know from the list they generated.
2. Distribute the Handout *What Does it Take to Be a Peacebuilder?* and review it with students.

IV. Guided Practice/Independent Practice (25 minutes)

1. Have students complete the worksheet based on what they know.
2. Have groups share with the class and while they are sharing, write on the board the list of characteristics of a peacebuilder that they mention.
3. Lead a discussion using the following questions:
 - ◆ What common characteristics do you notice among these peacebuilders?
 - ◆ Did you notice differences in the characteristics of peacebuilders from the United States and peacebuilders from around the world?
 - ◆ What do their stories tell you about the different ways of being a peacebuilder?
4. Have students turn to the partner they were working with and share the following:
 - a. Share a characteristic you think you have that makes you an effective peacebuilder.
 - b. Share a characteristic that you think you need to work on.
5. Ask a few volunteers to share their responses.

V. Discussion (10 minutes)

Lead more discussion using the following questions:

- ◆ How can you develop your characteristics that are not as strong?
- ◆ Based on these activities, what does it mean to be a peacebuilder?
- ◆ Can anyone be a peacebuilder? Can you choose to be a peacebuilder?
- ◆ Is there such a thing as an ideal peacebuilder?

Concluding teacher comments:

There are no inherent characteristics that make one a peacebuilder. We can all learn from the actions of other peacebuilders and develop the skills and knowledge to promote peacebuilding in our own way.

There is no ideal peacebuilder. We all have areas that we can work on, which provide a good set of specific goals toward which we can all work. Being a peacebuilder requires continual effort, self-improvement, and self-reflection, no matter what our age or experience.

Assessment:

Discussion, words generated

Extension Activity 1

Have students research a peacebuilder they have never heard of, using the same questions from the *What Does It Take to Be a Peacebuilder* Handout and present their findings to the class. One easy guide would be Nobel Peace Prize winners.

http://nobelprize.org/nobel_prizes/peace/laureates/

Extension Activity 2

Have students select one of the peacebuilders discussed at the beginning of class. Ask them to research that peacebuilder and identify obstacles the peacebuilder faced in promoting peace. How did they respond? What characteristics did they have that helped them overcome adversity?

