

## Identifying Patterns in Peacebuilding in Order to Design an Effective Peacebuilding Project

What are examples of truly effective peacebuilding actions? What makes the actions or events effective? What are the qualities of an effective peacebuilder, or peacebuilding group?  
How can I apply this learning to my own peacebuilding project?

After students have studied and analyzed patterns of conflict, it is vital that they are also able to identify and define effective historical peacebuilding efforts. This activity helps to foster 'the Heroic Imagination' (as coined by Dr. Philip Zimbardo) by exposing student to case studies and examples of large and small-scale effective conflict resolution and peacebuilding efforts. This activity serves as a foundation for students to then develop their own effective, impactful, independent peacebuilding projects.

*Note: These projects could either serve as small-scale, mid-course projects, or as large-scale summative projects. Also, these projects could be done independently, with partners, in small groups, or a full class may design and implement a project together.*

*Note: This activity might fit in well in Section 3 of the Peacebuilding Toolkit.*

### **Standards Connections:**

Responsible and Involved Citizenship

Historical Content Knowledge

CCSS.ELA-LITERACY.RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

CCSS.ELA-LITERACY.RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

CCSS.ELA-LITERACY.RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

### **Time:**

Part 1 Research and Data Analysis (which can be a stand-alone activity)= Two 90 minute class periods

Part 2 Peacebuilder Project = Flexible time frame, depending on how much in-class or out-of-class independent work time the teacher wants to provide for students

### Materials:

- Resources list/ Web links/ Newspaper articles, etc. that focus on effective examples of peacebuilding, both international and local.
- Handout 1: **Peacebuilding Events Notecards** 4- 5 per student
- Handout 2: **Summative Peacebuilding Project Planning Guide**
- Chart paper
- Markers

## Part 1: Research and Data Analysis

### Procedures

#### Research (90 minutes)

- ❖ Explain to students that they will be combing through resources to find good examples of EFFECTIVE peacebuilding. It is ok that the concept of “effective peacebuilding” itself may not be clear at this point; it is through analyzing the case studies in the following steps that students will develop and define that understanding of what makes a peacebuilding event “effective” or long-lasting.
- ❖ Each student uses the resource list below to find 4- 5 DIFFERENT specific examples (aka “events” or “case studies”) of effective peacebuilding. Use the Peacebuilding Events Notecards to keep track of basic information about the event. In the end, students will be reading each other's notecards, so the notes should be specific and clear, with an emphasis on WHO is doing the peacebuilding, and WHAT they are doing that is effective (as opposed to describing the background of the conflict or crisis itself).

#### ➤ Suggested Resources List

- Human Rights Instruments: <http://tinyurl.com/k8q28ny>
  - Non-Violent Activism Examples:  
<http://www.aforcemorepowerful.org/resources/index.php>
  - Tedtalk on rebuilding a broken nation: <http://tinyurl.com/hndb9yj>
  - Peace Events: <http://tinyurl.com/zscrqzs> (click on the Peace Events document)
  - Short video stories of different UN-related actions  
<https://blogs.un.org/unstories/>
  - Peacebuilding Experiences: <http://tinyurl.com/zvo6jwr>
  - Short examples of Human Rights Defenders:  
[https://www.youtube.com/watch?v=dr\\_hKOiXXVc](https://www.youtube.com/watch?v=dr_hKOiXXVc)
- ❖ Assessment: each student has 4-5 Peacebuilding Events Notecards filled out

#### Data Analysis/ Effective Peacebuilding Methods (90 minutes)

- ❖ For this activity, students will have to work together as a full class to organize and “make sense” of all of the different data that they have collected. To start with, students should read as many of their classmates’ Peacebuilding Events Notecards as possible.

- *Note: Depending on the age or size of your group, you may want to provide more or less structure or guidance for this activity. For my high school seniors, for example, I simply gave them the guiding questions below and allowed them to decide how to arrange the room and how to proceed to the end goal of responding to the questions by the end of the class period.*
- *A suggested organization would be to arrange the desks or tables in a large circle around the perimeter of the room, and having all students spread out their Peacebuilding Events Notecards on the tables so that they are easy for all to read.*
- ❖ After students have read as many of their classmates' cards as possible, ask them to look for similarities among types of peacebuilding actions, and to group the cards according to CATEGORIES or TYPES or METHODS of PEACEBUILDING. On large chart paper, record the list of these Peacebuilding Methods that students find. *(for example, they may notice: Building Businesses, Providing Health Care, Raising Awareness, Creating Policies, Conventions, Empowering Local Leaders...)*
- ❖ After several categories have been made, encourage students to make some general observations: Are there styles or approaches to peacebuilding (multilateral, unilateral, coercion, collaborative, etc...)? What makes the actions, events or methods effective or long-lasting? Are there different types of peace? Are there more peacebuilding events under certain categories? What do you notice about the individuals or groups involved in the various peacebuilding events? What seem to be the qualities of the people involved--dedication? Passion? Innovation? What roles do people play? How do they seem to *accomplish* their goals?
- ❖ On the board or on chart paper, have students work together to create a final summative list: **What are the key components or qualities of effective peacebuilding?** *(for example, students might notice: that solutions must be long-term, people must be dedicated to finding a solution, focus on youth...)*
- ❖ **Assessment:** Student exit card: Using examples from our work gathering and analyzing Peacebuilding Events and the people who create them, respond to the following question: *What makes peacebuilding effective?*

## Part 2: Peacebuilder Project

### Procedures

#### Independent Peacebuilding Projects (optional extension)

- ❖ *Note: Teachers may expand or modify this project to fill available time. It may suit individual students, small groups, or can evolve into a full class project.*
- ❖ Now that you have seen a wide range of possible types of peacebuilding methods, actions and events, what can YOU do to be a peacebuilder? Use the attached planning document (Handout 2: **Summative Peacebuilding Project**) and the accompanying Peacebuilder Standards as a guideline, design and implement a project that will have a measurable, effective impact, and then report out to your community about your experience.

- Some examples of student projects: *Leading a community-building/communication workshop for employees in local business that has a large refugee population; Creating a list of local hate groups, and raising awareness about these groups and how to combat them; Designing a stand-alone Social Studies unit on the local American Indian community in order to raise student awareness about ongoing injustices and future problems that may arise if current conflicts are not resolved peaceably; Working with a current anti-bullying organization to lead workshops in Elementary classrooms; Researching the neuroscience of happiness and then creating a video showing the positive impact of random acts of kindness; Raising awareness of who the Syrian refugees are, and about the actual process of vetting refugee applicants in order to alleviate fear and prejudice against Muslim refugees...*
- ❖ Assessment: Class or public presentation on your Peacebuilding Project, and how it had a meaningful, measurable, long-term impact.

Handout 1:

**Peacebuilding Events Notecards**

Name or title of the peacebuilder (individual or organization) and brief description, if known:
Summary of peacebuilding event (be sure to include location, key dates and events, why the peacebuilding event was necessary, who the various involved parties are):
Results, outcomes, or impact of peacebuilding event, if known:
Source of information (name of website, video, article, etc)
Other info:

**Handout 2:  
Summative Peacebuilding Project  
Planning Guide**

The overall goal of this project is to put your *learning* into *action* by actively creating or participating in a peacebuilding project that meets our Responsible and Active Citizenship standards.

Use the questions on the following pages to plan and organize your project. Your initial responses to these questions will help you create a vision of your final project, and they will also help you do research and strengthen your project as it develops.

**Peacebuilder Standards**

TARGETS	1 (low)	2	3	4 (high)
<p><b><u>Responsible and Involved Citizenship: Peacebuilding and Activism</u></b></p> <p><i>I am an active contributing member of my local and global communities. I am dedicated to resolving conflict and building peace.</i></p>	<p><input type="checkbox"/> Bystander status: I am aware of a crisis or conflict, but I choose not to act.</p> <p><input type="checkbox"/> I am aware of a crisis or conflict, but I am not aware of any peacebuilding solutions.</p> <p><i>(for example: listening to a debate or discussion, reiterating a problem without researching or offering solutions, not participating in peacebuilding efforts)</i></p>	<p><input type="checkbox"/> I can help spread awareness of a specific cause, crisis or conflict.</p> <p><input type="checkbox"/> I participate in short-term social media campaigns.</p> <p><input type="checkbox"/> I make short term contributions to fundraising or peacebuilding programs.</p> <p><i>(for example: hashtag campaigns, forwarding news articles to others, creating posters or raising the visibility of a cause, making a donation to a fundraiser)</i></p>	<p><input type="checkbox"/> I am an active upstander for human rights, conflict resolution and peacebuilding.</p> <p><input type="checkbox"/> I often participate in projects that have measurable impact.</p> <p><input type="checkbox"/> I demonstrate a passion for peacebuilding.</p> <p><input type="checkbox"/> I actively collaborate with others and seek out expertise to better understand the root of a crisis or conflict.</p> <p><b><i>(for example: participating in clubs and committees, active fundraising, community work, creating and displaying expressive art, raising awareness through multi-faceted media campaigns...)</i></b></p>	<p><input type="checkbox"/> In addition to level 3, I demonstrate commitment to peacebuilding programs that have measurable positive impact.</p> <p><input type="checkbox"/> I am integral to projects with long-term solutions.</p> <p><input type="checkbox"/> I create, innovate or help develop long-term peacebuilding programs.</p> <p><i>(for example: creating clubs or committees, lobbying or policy work, designing education programs, strengthening community infrastructures, empowering community members, training community leaders, mediating in conflict situations...)</i></p>

*This resource was developed by teachers participating in the 2015-2016 USIPeace Teachers program of the Global Peacebuilding Center at the U.S. Institute of Peace. The content of this resource reflects the views of its author alone, and is not intended to reflect the views and work of the U.S. Institute of Peace. For the electronic version and additional information, visit [www.buildingpeace.org/peace-teachers](http://www.buildingpeace.org/peace-teachers).*

What is specific conflict/ crisis are you interested in addressing?

Rationale? Why is the conflict/ crisis a concern to you or your communities? Why is it still ongoing? What "crime" is being committed, if any?

What research or expertise do you need to gain a fuller understanding of this subject? What resources might you need? What experts might you need to seek out, work with, or interview?

What groups of people will you need to work with (individuals, administrators, organizations already in existence, or new groups-- kids you will be teaching)?

Who do you hope to have an effect on? And who will support the work that you do (if you are not working directly with your target group)? *For example, you may be hoping to help Syrian refugees, but you will need to gain the help of US lawmakers through a letter writing campaign.*

What effective strategies or programs are already in place? What historical examples, case studies or research have been done already? Who else (groups or individuals) have been working on this issue?

What would an ideal “measurable impact” look like? What would a long-term solution look like?

So: What actually IS your project going to look like? What are you going to *do* to meet the Peacebuilder standards?

What big steps, phases or stages will your project go through? Use a blank calendar to plan out your available in-class and out-of-class time.

Describe how you envision your final presentation: what information do you hope to convey to your audience? What will you show or demonstrate to them? How will you engage them and make an impact on them? What do you want your audience to come away with, know, or be able to do after your presentation?