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**Subjects: 10th Grade Making of the Modern World,
Holocaust and Human Behavior, Global Literature**

- **Amanda Terwillegar**
 - **Activity: School Wide Dialogue Questions**
 - **Activity: Defining Conflict, Revisited**
 - **Activity: Identifying Patterns in Peacebuilding**
 - **Tool: Peacebuilder Standards**

School-Wide Dialogue Questions for the International Day of Peace, and Beyond

Rationale and Procedure Options

Since the International Day of Peace occurs near the beginning of the school year, it is a perfect opportunity to begin a school-wide dialogue about how conflict is resolved and peace is cultivated within the school community. The goal of this set of questions is to help students and teachers reflect upon our *individual* role in conflict and peace.

I have included a flyer that shows how one school incorporated these questions into the first day of International Week of Peace events.

These questions could also be used in a school-wide survey, to gather information about school climate and to help pinpoint ways in which to foster stronger relationships and a healthier school climate. If you have a longer amount of time for discussion, I recommend conducting a “think-pair-share”, where students write briefly in response to each question, discuss their responses with their neighbor, and then report out to the whole class. If you have less time, you may want to openly discuss the questions one at a time with the group as a whole.

Additionally, these questions can be used to open a unit or activity analyzing historical conflicts.

Dialogue Questions:

Questions related to conflict:

- ❖ How would you define “conflict”? How do you know it when you see it?
- ❖ What specific conflicts can you name--at CVU, nationally, and internationally?
- ❖ What leads to conflict in the first place? And what makes conflict escalate to violence?
- ❖ How do individuals contribute to conflict? Can you list ways in which you might have contributed to conflict in the past?
- ❖ What de-escalates conflict? What are different ways that conflict can be resolved?

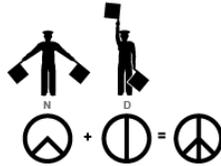
Questions related to peace:

- ❖ How would you define “peace”? How do you know it when you see it?
- ❖ What different sources--or evidence--of peace can you name--at CVU, nationally, and internationally?
- ❖ What leads to peace in the first place? Is peace simply the absence of conflict, or is it something that must be cultivated?
- ❖ How do individuals contribute to peace? Can you list ways in which you might have contributed to peace in the past?
- ❖ What does peace look like--in your home, among your friends, in our school, in our country or in our world?

School-wide flier example

circle, representing the concept of total or complete, surrounds the N and D signifying total or complete nuclear disarmament.'

<http://www.teachpeace.com/peacesymbolhistory.htm>



★ Monday, September 21 Day of Dialogue Activity

Please use these prompts to start a conversation in your Advisory about the various ways that each of us might contribute to conflict and to peace. The purpose here is to foster mindfulness about the effects that our small, everyday actions might have on those around us. You will find it helpful to discuss the questions in order, but I do realize that time is limited--so I have underlined the essential questions that I hope all Advisories address.

First, discuss these questions:

- ❖ How would you define "conflict"? How do you know it when you see it?
- ❖ What specific conflicts can you name--at CVU, nationally, and internationally?
- ❖ What leads to conflict in the first place? And what makes conflict escalate to violence?
- ❖ How do individuals contribute to conflict? Can you list ways in which *you* might have contributed to conflict in the past?
- ❖ What de-escalates conflict? What are different ways that conflict can be resolved?

Then tackle these questions:

- ❖ How would you define "peace"? How do you know it when you see it?
- ❖ What different sources--or evidence--of peace can you name--at CVU, nationally, and internationally?
- ❖ What leads to peace in the first place? Is peace simply the absence of conflict, or is it something that must be cultivated?
- ❖ How do individuals contribute to peace? Can you list ways in which *you* might have contributed to peace in the past?
- ❖ What does peace look like--in your home, among your friends, in our school, in our country or in our world?
- ❖ What can you do to actively cultivate peace in your community?

Defining Conflict, Revisited

How does my understanding of conflict change over time? How can studying past conflicts help me understand current conflicts? How do these studies help me understand peacebuilding?

This two-part activity is designed to provide a “bookend” experience for students in any social studies course: The first part introduces students to definitions of conflict and peace at the beginning of the course, and the second part asks students at the end of the course to revisit and solidify their understandings based on specific historical evidence. This activity is therefore a helpful way for students to review key events and historical details or themes they have studied.

Standards Connections:

Responsible and Involved Citizenship
Historical Content Knowledge: Accuracy
Historical Content Knowledge: Synthesis
Evidence and Analysis

Grade Level:

High School

Time:

Part 1: One class period at the beginning of the course/ semester

Part 2: One class period at the end of the course/ semester

Materials:

- Activity: Defining Conflict lesson 1.1 in the Peacebuilding Toolkit for Educators, OR, the modified version below.
- Chart paper
- Markers
- Large Post-it Notes
- A large white-board/ chalk-board or a wall that students can stick post-it notes to (for Part 2 of the activity at the end of your course).

Part 1: Developing critical questions about conflict and peace at the beginning of a course

Procedures

(90 minutes)

- ❖ Divide students into groups of 3-5, and give each group a large piece of chart paper, enough markers for each student.

- ❖ Explain that the purposes of today activity are to: 1) Create working definitions of conflict and peace, and 2) To identify ways in which people contribute to each.
- ❖ Have the groups fold the chart paper in half. Open the paper, and on one side of the crease, they will write 'conflict', and on the other, 'peace', and then fold it again so that only the 'conflict' side is showing (in other words: when the activity is done, they will open the paper and be able to see 'conflict' and 'peace' side-by-side).
- ❖ Place the folded paper so that the side labeled 'conflict' is face up.
- ❖ Explain that you will be asking a series of questions, and after each question, groups will write down their responses on the paper: Any words, phrases, symbols, quotes, names, events, etc. that come to mind.
- ❖ Questions:
 - *What* is conflict?
 - *Who* creates conflict? Where does it come from?
 - What *emotions* are involved in conflict?
 - How do I (or any other *individual*) contribute to conflict?
- ❖ Have each of the group's report out, and create a concept web on the board of their responses. As the group's report out, try to group, categorize or link their responses.
- ❖ Instruct each group to create a working definition of Conflict, and write it on their paper.

- ❖ Now, instruct the groups to flip their paper over to the side that says 'peace', and repeat the process:
- ❖ Questions:
 - *What* is peace?
 - *Who* creates peace? Where does it come from?
 - What *emotions* are involved in peace?
 - How do I (or any other *individual*) contribute to peace?
- ❖ Instruct each group to create a working definition of Peace, and write it on their paper.
- ❖ Have the group's report out or share their definitions of Conflict and Peace, and conduct a discussion: Observations? How do conflict and peace relate? Are there positive and negative benefits to each? Etc.
- ❖ Final step: have groups turn their entire paper over to the back, blank side.
- ❖ On this side, instruct each group to write a list of questions generated by this activity. For example, they may ask such questions as: "Is there more peace or more conflict in the world?" or "What famous conflicts have been resolved peaceably?" "Who is responsible for peace?"
- ❖ Collect their chart papers. Later, type up their questions and give all students copies, or post them in the room. You will return to these questions at the end of the course in the next phase of this activity,, but they may also be useful to drive discussions, activities, or projects throughout the semester.

Part 2: Revisiting Conflict and Peace at the end of a course

Note: *This activity can be used after studying historical events, social movements, or really any Social Studies content. I recommend that it be used in conjunction with part 1, since students will find it meaningful to return to questions they generated at the beginning of the*

course, but this activity can certainly be used as a stand-alone way to review any course content.

Procedures

(90 mins)

- ❖ For this activity, students will need: 10 LARGE post-it notes each, and access to all of their notes, binders, handouts, resources, etc. from throughout the course. Additionally, they will need access to the questions they created in Part 1 of the activity at the beginning of this course.
- ❖ Explain that students will be doing an activity that will help them 1) look back and review key content of the course, 2) analyze and seek out the patterns in the course content, and 3) see if the class is able to answer any of their questions from the beginning of the course.
 - Note: For this first step, you will need to individualize the instruction based on your students and your course content. For example, if you cover a lot of chronology, you may want to divide up students to focus on certain eras. Or, you may instruct individual students to find one detail from each era. You may have students work in pairs, or alone.
- ❖ Instruction: “Take 15 minutes to look back over your relevant course materials, and find SIX to TEN important details from our work this year/ semester. How you define “important” is up to you. The key thing is that you have a variety of types of details”:
 - Event (for example: *the invention of the Printing Press, ca 1450, Columbus’ “discovery” of Hispaniola*)
 - Issue/ dilemma/ problem (for example: *the black plague, States’ Rights vs Federal Gov’t in the 1850s*)
 - Historical Figure (for example: *Machiavelli, political philosopher, 15th century*)
 - Social Movement (for example: *The Enlightenment, the Abolitionist movement, Women’s Suffrage, the Harlem Renaissance...*)
 - Key quote (for example: *“In some ways, when you enslave a person, you enslave yourself” Historian Margaret Washington.*)
 - Source of conflict (for example: *Slavery, the Crusades, Antisemitism...*)
 - Source of peace or unification (*Gandhi’s Satyagraha campaign, the end of Apartheid*)
- ❖ On individual post-it notes, have students write each of their “details” and stick them to the white board/ chalk board. Each post-it should include the ‘title’ of the event, key dates, and a couple of other clarifying notes if needed. Instruct students to write **large and bold** so that other students can read their notes.
- ❖ After they are all on the board, briefly discuss and ask students WHY they chose the particular events or details. What made them seem “important”? What impacts did these events, people or movements have? If possible, do this while gathered around the board, so that students may point to or read their notes.
- ❖ Now, above the post-its, on one side of the board, write “Peace”. On the other end, write “Conflict”. Here’s the tricky/ fun part. Instruct students to MOVE notes to a place that

“makes sense” to them. You may have to facilitate the group movement so that everyone gets multiple chances to move notes, and so students don’t block others’ view.

- ❖ Depending on your course, students may arrange the notes in various ways: perhaps on a continuum, or perhaps in thematic groups, and possibly with sub-groups under the main Conflict/ Peace headings. The important thing is that the teacher allows the students to discover the groupings themselves, until all post-its are accounted for.
- ❖ Now, see what they have come up with: Ask the students to help you label or define their groups; how have they “organized” the key details of their course work? Use a marker to annotate or label the different groupings. *Some possible sub-groupings that may emerge: sources of conflict; sources of peace; wars; oppression; acts of rebellion; oppressive leaders; values and philosophies; ways of fighting; relationships; obstacles...etc.*
- ❖ Briefly discuss with the students why they arranged the notes as they did, or any other general observations about how they connected or categorized their notes on the board.

Now that the class has collected and organized the data, for the final part of this activity, you may seek different outcomes, depending on the goals of your particular course.

- ❖ Divide students into pairs, and give each of pair one of the questions that was generated at the beginning of the course. Can they answer the question based on the accumulated evidence on the notes on the board?

or

- ❖ Conduct a Socratic Discussion, where students use evidence from the board to discuss the questions from the beginning of the course.

or

- ❖ Allow students to choose one of the questions from the beginning of the course, and write an essay in response.

or

- ❖ Allow students to choose a question that intrigues them, and instruct them to write a thesis statement based on the evidence on the board. This thesis may then serve as the foundation for a research project, or a presentation.

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
- ❖ 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><u>Responsible and Involved Citizenship: Peacebuilding and Activism</u></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><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></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.

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?

Peacebuilder Standards for Goal Setting and Assessment

	1 (low)	2	3	4 (high)
<p><u>Responsible and Involved Citizenship: Peacebuilding and Activism</u></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 up stander for human rights, conflict resolution and peacebuilding.</p> <p><input type="checkbox"/> I 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><i>(for example: joining clubs and committees, making one-off fundraisers, community work, creating and displaying expressive art, raising awareness through multi-faceted media campaigns...)</i></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 innovative 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>

