

Laura Keldorf

Riverdale High School, Portland, OR

Subjects: 9th Grade English, History, and Writing

- **Laura Keldorf**
 - **Lesson: Brene Brown: “The Power of Vulnerability”**
 - **Lesson: The Human Cost of Cheap**
 - **Midterm Assessment: Meeting of the Minds**
 - **Final Assessment: Conflict Resolution and Peacebuilding**

Brene Brown: “The Power of Vulnerability”

To what extent can the acceptance and use of vulnerability affect the efficacy of conflict management and sustainable peacebuilding?

Objective:

Students will discuss vulnerability’s utility as it relates to the management of conflict and the development of sustainable peace.

Possible Common Core State Standards Addressed: *Writing*

WHST.9-10.5: Use technology, including the Internet, to produce, publish and update individual or shared writing projects, taking advantage of technology’s capacity to link to other information flexibly and dynamically.

WHST.9-10.6: Conduct short as well as more sustained research projects to answer a question or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8: Draw evidence from informational texts to support analysis, reflection and research.

Possible Oregon State Standards: *Social Science Analysis*

HS.57. Define, research, and explain an event, issue, problem, or phenomenon and its significance to society.

HS.58. Gather, analyze, use, and document information from various sources, distinguishing facts, opinions, inferences, biases, stereotypes, and persuasive appeals.

HS.59. Demonstrate the skills and dispositions needed to be a critical consumer of information.

HS.60. Analyze an event, issue, problem, or phenomenon from varied or opposing perspectives or points of view.

HS.61. Analyze an event, issue, problem, or phenomenon, identifying characteristics, influences, causes, and both short- and long-term effects.

HS.62. Propose, compare, and judge multiple responses, alternatives, or solutions to issues or problems; then reach an informed, defensible, supported conclusion.

HS.63. Engage in informed and respectful deliberation and discussion of issues, events, and ideas.

One to Two Class Periods:

The Ted Talk inspired lessons will follow the suggested lessons 1.1 - 2.3 (Defining and Identifying both Conflict and Peace). Prior to the suggested lessons from the [USIP Peacebuilding Toolkit for Educators](#) listed below, students will discuss the importance of Vulnerability and Empathy.

- Lesson 2.6 Active Listening
- Lesson 2.7 the Process of Negotiation
- Lesson 2.8 Negotiation Role-play
- Lesson 2.9 Mediating Conflict
- Lesson 2.10 Advanced Mediation Practice

Step One:

Define “vulnerability”

http://greatergood.berkeley.edu/gg_live/science_meaningful_life_videos/speaker/fred_luskin/the_sea_of_vulnerability/

Step Two:

Students write in their journals for five minutes in response to the following question: Write about your reaction to someone using the word “vulnerable” to describe you. What associations do you have with this word? Why? Think of specific examples as you respond. Students select 1-2 lines of their writings to share out loud. After students share, we identify common themes and uses of in the student responses.

Step Three:

Introduce Brene Brown: Include a brief biography, consult these sources (https://www.ted.com/speakers/brene_brown or <http://www.uh.edu/socialwork/about/faculty-directory/b-brown/>)

Step Four:

Hand out copies of the interactive transcript that include the following questions at the top. Students watch the TedTalk and harvest evidence that supports the answers to the following questions:

1. How does Brown’s definition of vulnerability complement what we have discussed regarding the maintenance of trusting relationships (2.1) and identifying conflicts and their elements (2.2 and 2.3)?
2. Which of all the examples she offers do you find most compelling, and why? Be prepared to share specific excerpts from her presentation to support your answer.
3. What flaws in her assertions can you find? What does she neglect to consider and how might that impact a negotiations or mediation process?

Step Five:

Students discuss their answers at their tables, using the interactive transcript as a tool to harvest specific quotations from the text.

Six student names are drawn for the discussion table in the middle of the room (the fishbowl). The six students in the fishbowl have a discussion based on the questions that they discussed at their respective table groups, using their annotated interactive transcript to cite direct evidence as they participate. After one student in the fishbowl speaks, another from outside the bowl has an opportunity to replace that student and contribute to the conversation.

Step Six:

Collect and respond to free writes.

Collect and respond to interactive transcript annotations.

Track the participation of each student in the small and large group discussions.

Interactive Transcript: Brene Brown's The Power of Vulnerability

As you watch and listen to the Ted Talk by Brene Brown, prepare answers to the following questions:

1. How does Brown's definition of vulnerability compliment what we have discussed regarding the maintenance of trusting relationships (2.1) and identifying conflicts and their elements (2.2 and 2.3)?
2. Which of all the examples she offers do you find most compelling, why? How might vulnerability be useful to peacebuilders? Be prepared to share specific excerpts from her presentation to support your answer.
3. What does she neglect in her presentation? Are there flaws in her argument regarding the utility of vulnerability? Be specific and prepared to defend your answer.

00:12 So, I'll start with this: a couple years ago, an event planner called me because I was going to do a speaking event. And she called, and she said, "I'm really struggling with how to write about you on the little flyer." And I thought, "Well, what's the struggle?" And she said, "Well, I saw you speak, and I'm going to call you a researcher, I think, but I'm afraid if I call you a researcher, no one will come, because they'll think you're boring and irrelevant."

00:36 (Laughter)

00:37 And I was like, "Okay." And she said, "But the thing I liked about your talk is you're a storyteller. So I think what I'll do is just call you a storyteller." And of course, the academic, insecure part of me was like, "You're going to call me a what?" And she said, "I'm going to call you a storyteller." And I was like, "Why not 'magic pixie'?"

00:56 (Laughter)

00:59 I was like, "Let me think about this for a second." I tried to call deep on my courage. And I thought, you know, I am a storyteller. I'm a qualitative researcher. I collect stories; that's what I do. And maybe stories are just data with a soul. And maybe I'm just a storyteller. And so I said, "You know what? Why don't you just say I'm a researcher-storyteller." And she went, "Ha ha. There's no such thing."

01:25 (Laughter)

01:27 So I'm a researcher-storyteller, and I'm going to talk to you today -- we're talking about expanding perception -- and so I want to talk to you and tell some stories about a piece of my research that fundamentally expanded my perception and really actually changed the way that I live and love and work and parent.

01:45 And this is where my story starts. When I was a young researcher, doctoral student, my first year, I had a research professor who said to us, "Here's the thing, if you cannot measure it, it does not exist." And I thought he was just sweet-talking me. I was like, "Really?" and he was like, "Absolutely." And so you have to understand that I have a bachelor's and a master's in social work, and I was getting my Ph.D. in social work, so my entire academic career was surrounded by people who kind of believed in the "life's messy, love it." And I'm more of the, "life's messy, clean it up, organize it and put it into a bento box."

02:28 (Laughter)

02:30 And so to think that I had found my way, to found a career that takes me -- really, one of the big sayings in social work is, "Lean into the discomfort of the work." And I'm like, knock discomfort upside the head and move it over and get all A's. That was my mantra. So I was very excited about this. And so I thought, you know what, this is the career for me, because I am interested in some messy topics. But I want to be able to make them not messy. I want to understand them. I want to hack into these things that I know are important and lay the code out for everyone to see.

03:08 So where I started was with connection. Because, by the time you're a social worker for 10 years, what you realize is that connection is why we're here. It's what gives purpose and meaning to our lives. This is what it's all about. It doesn't matter whether you talk to people who work in social justice, mental health and abuse and neglect, what we know is that connection, the ability to feel connected, is -- neurobiologically that's how we're wired -- it's why we're here.

03:39 So I thought, you know what, I'm going to start with connection. Well, you know that situation where you get an evaluation from your boss, and she tells you 37 things that you do really awesome, and one "opportunity for growth?"

03:52 (Laughter)

03:54 And all you can think about is that opportunity for growth, right? Well, apparently this is the way my work went as well, because, when you ask people about love, they tell you about heartbreak. When you ask people about belonging, they'll tell you their most excruciating experiences of being excluded. And when you ask people about connection, the stories they told me were about disconnection.

04:18 So very quickly -- really about six weeks into this research -- I ran into this unnamed thing that absolutely unraveled connection in a way that I didn't understand or had never seen. And so I pulled back out of the research and thought, I need to figure out what this is. And it turned out to be shame. And shame is really easily understood as the fear of disconnection: Is there something about me that, if other people know it or see it, that I won't be worthy of connection?

04:51 The things I can tell you about it: It's universal; we all have it. The only people who don't experience shame have no capacity for human empathy or connection. No one wants to talk about it, and the less you talk about it, the more you have it. What underpinned this shame, this "I'm not good enough," -- which, we all know that feeling: "I'm not blank enough. I'm not thin enough, rich enough, beautiful enough, smart enough, promoted enough." The thing that underpinned this was excruciating vulnerability. This idea of, in order for connection to happen, we have to allow ourselves to be seen, really seen.

05:31 And you know how I feel about vulnerability. I hate vulnerability. And so I thought, this is my chance to beat it back with my measuring stick. I'm going in, I'm going to figure this stuff out, I'm going to spend a year, I'm going to totally deconstruct shame, I'm going to understand how vulnerability works, and I'm going to outsmart it. So I was ready, and I was really excited. As you know, it's not going to turn out well.

05:58 (Laughter)

06:00 You know this. So, I could tell you a lot about shame, but I'd have to borrow everyone else's time. But here's what I can tell you that it boils down to -- and this may be one of the most important things that I've ever learned in the decade of doing this research.

06:15 My one year turned into six years: Thousands of stories, hundreds of long interviews, focus groups. At one point, people were sending me journal pages and sending me their stories -- thousands of pieces of data in six years. And I kind of got a handle on it. I kind of understood, this is what shame is, this is how it works. I wrote a book, I published a theory, but something was not okay -- and what it was is that, if I roughly took the people I interviewed and divided them into people who really have a sense of worthiness -- that's what this comes down to, a sense of worthiness -- they have a strong sense of love and belonging -- and folks who struggle for it, and folks who are always wondering if they're good enough.

07:07 There was only one variable that separated the people who have a strong sense of love and belonging and the people who really struggle for it. And that was, the people who have a strong sense of love and belonging believe they're worthy of love and belonging. That's it. They believe they're worthy. And to me, the hard part of the one thing that keeps us out of connection is our fear that we're not worthy of connection, was something that, personally and professionally, I felt like I needed to understand better. So what I did is I took all of the interviews where I saw worthiness, where I saw people living that way, and just looked at those.

07:51 What do these people have in common? I have a slight office supply addiction, but that's another talk. So I had a manila folder, and I had a Sharpie, and I was like, what am I going to call this research? And the first words that came to my mind were "whole-hearted." These are whole-hearted people, living from this deep sense of worthiness. So I wrote at the top of the manila folder, and I started looking at the data. In fact, I did it first in a four-day, very intensive data analysis, where I went back, pulled the interviews, the stories, pulled the incidents. What's

the theme? What's the pattern? My husband left town with the kids because I always go into this Jackson Pollock crazy thing, where I'm just writing and in my researcher mode.

08:39 And so here's what I found. What they had in common was a sense of courage. And I want to separate courage and bravery for you for a minute. Courage, the original definition of courage, when it first came into the English language -- it's from the Latin word "cor," meaning "heart" -- and the original definition was to tell the story of who you are with your whole heart. And so these folks had, very simply, the courage to be imperfect. They had the compassion to be kind to themselves first and then to others, because, as it turns out, we can't practice compassion with other people if we can't treat ourselves kindly. And the last was they had connection, and -- this was the hard part -- as a result of authenticity, they were willing to let go of who they thought they should have been in order to be who they were, which you have to absolutely do that for connection.

09:39 The other thing that they had in common was this: They fully embraced vulnerability. They believed that what made them vulnerable made them beautiful. They didn't talk about vulnerability being comfortable, nor did they really talk about it being excruciating -- as I had heard it earlier in the shame interviewing. They just talked about it being necessary. They talked about the willingness to say, "I love you" first ... the willingness to do something where there are no guarantees ... the willingness to breathe through waiting for the doctor to call after your mammogram. They're willing to invest in a relationship that may or may not work out. They thought this was fundamental.

10:43 I personally thought it was betrayal. I could not believe I had pledged allegiance to research, where our job -- you know, the definition of research is to control and predict, to study phenomena for the explicit reason to control and predict. And now my mission to control and predict had turned up the answer that the way to live is with vulnerability and to stop controlling and predicting. This led to a little breakdown --

11:12 (Laughter)

11:17 -- which actually looked more like this.

11:20 (Laughter)

11:22 And it did.

11:24 I call it a breakdown; my therapist calls it a spiritual awakening.

11:27 (Laughter)

11:28 A spiritual awakening sounds better than breakdown, but I assure you, it was a breakdown. And I had to put my data away and go find a therapist. Let me tell you something: you know who you are when you call your friends and say, "I think I need to see somebody. Do you have any recommendations?" Because about five of my friends were like, "Wooo, I wouldn't want to be your therapist."

11:47 (Laughter)

11:50 I was like, "What does that mean?" And they're like, "I'm just saying, you know. Don't bring your measuring stick."

11:57 (Laughter)

12:00 I was like, "Okay." So I found a therapist. My first meeting with her, Diana -- I brought in my list of the way the whole-hearted live, and I sat down. And she said, "How are you?" "And I said, "I'm great. I'm okay." She said, "What's going on?" And this is a therapist who sees therapists, because we have to go to those, because their B.S. meters are good.

12:27 (Laughter)

12:29 And so I said, "Here's the thing, I'm struggling." And she said, "What's the struggle?" "And I said, "Well, I have a vulnerability issue. And I know that vulnerability is the core of shame and fear and our struggle for worthiness, but it appears that it's also the birthplace of joy, of creativity, of belonging, of love. And I think I have a problem, and I need some help." And I said, "But here's the thing: no family stuff, no childhood shit."

13:04 (Laughter)

13:06 "I just need some strategies."

13:09 (Laughter)

13:13 (Applause)

13:16 Thank you. So she goes like this.

13:23 (Laughter)

13:25 And then I said, "It's bad, right?" And she said, "It's neither good nor bad."

13:31 (Laughter)

13:33 "It just is what it is." And I said, "Oh my God, this is going to suck."

13:38 (Laughter)

13:41 And it did, and it didn't. And it took about a year. And you know how there are people that, when they realize that vulnerability and tenderness are important, that they surrender and walk into it. A: that's not me, and B: I don't even hang out with people like that.

13:59 (Laughter)

14:02 For me, it was a yearlong street fight. It was a slugfest. Vulnerability pushed, I pushed back. I lost the fight, but probably won my life back.

14:14 And so then I went back into the research and spent the next couple of years really trying to understand what they, the whole-hearted, what choices they were making, and what we are doing with vulnerability. Why do we struggle with it so much? Am I alone in struggling with vulnerability? No.

14:34 So this is what I learned. We numb vulnerability -- when we're waiting for the call. It was funny, I sent something out on Twitter and on Facebook that says, "How would you define vulnerability? What makes you feel vulnerable?" And within an hour and a half, I had 150 responses. Because I wanted to know what's out there. Having to ask my husband for help because I'm sick, and we're newly married; initiating sex with my husband; initiating sex with my wife; being turned down; asking someone out; waiting for the doctor to call back; getting laid off; laying off people. This is the world we live in. We live in a vulnerable world. And one of the ways we deal with it is we numb vulnerability.

15:23 And I think there's evidence -- and it's not the only reason this evidence exists, but I think it's a huge cause -- We are the most in-debt ... obese ... addicted and medicated adult cohort in U.S. history. The problem is -- and I learned this from the research -- that you cannot selectively numb emotion. You can't say, here's the bad stuff. Here's vulnerability, here's grief, here's shame, here's fear, here's disappointment. I don't want to feel these. I'm going to have a couple of beers and a banana nut muffin.

16:03 (Laughter)

16:05 I don't want to feel these. And I know that's knowing laughter. I hack into your lives for a living. God.

16:14 (Laughter)

16:16 You can't numb those hard feelings without numbing the other affects, our emotions. You cannot selectively numb. So when we numb those, we numb joy, we numb gratitude, we numb happiness. And then, we are miserable, and we are looking for purpose and meaning, and then we feel vulnerable, so then we have a couple of beers and a banana nut muffin. And it becomes this dangerous cycle.

16:46 One of the things that I think we need to think about is why and how we numb. And it doesn't just have to be addiction. The other thing we do is we make everything that's uncertain certain. Religion has gone from a belief in faith and mystery to certainty. "I'm right, you're wrong. Shut up." That's it. Just certain. The more afraid we are, the more vulnerable we are, the more afraid we are. This is what politics looks like today. There's no discourse anymore. There's no conversation. There's just blame. You know how blame is described in the research? A way to discharge pain and discomfort. We perfect. If there's anyone who wants their life to look like this, it would be me, but it doesn't work. Because what we do is we take fat from our butts and put it in our cheeks.

17:43 (Laughter)

17:46 Which just, I hope in 100 years, people will look back and go, "Wow."

17:50(Laughter)

17:52 And we perfect, most dangerously, our children. Let me tell you what we think about children. They're hardwired for struggle when they get here. And when you hold those perfect little babies in your hand, our job is not to say, "Look at her, she's perfect. My job is just to keep her perfect -- make sure she makes the tennis team by fifth grade and Yale by seventh." That's not our job. Our job is to look and say, "You know what? You're imperfect, and you're wired for struggle, but you are worthy of love and belonging." That's our job. Show me a generation of kids raised like that, and we'll end the problems, I think, that we see today. We pretend that what we do doesn't have an effect on people. We do that in our personal lives. We do that corporate -- whether it's a bailout, an oil spill ... a recall. We pretend like what we're doing doesn't have a huge impact on other people. I would say to companies, this is not our first rodeo, people. We just need you to be authentic and real and say ... "We're sorry. We'll fix it."

19:01 But there's another way, and I'll leave you with this. This is what I have found: To let ourselves be seen, deeply seen, vulnerably seen ... to love with our whole hearts, even though there's no guarantee -- and that's really hard, and I can tell you as a parent, that's excruciatingly difficult -- to practice gratitude and joy in those moments of terror, when we're wondering, "Can I love you this much? Can I believe in this this passionately? Can I be this fierce about this?" just to be able to stop and, instead of catastrophizing what might happen, to say, "I'm just so grateful, because to feel this vulnerable means I'm alive." And the last, which I think is probably the most important, is to believe that we're enough. Because when we work from a place, I

believe, that says, "I'm enough" ... then we stop screaming and start listening, we're kinder and gentler to the people around us, and we're kinder and gentler to ourselves.

20:05 That's all I have. Thank you.

The Human Cost of Cheap: Connecting Impact Investing to Global Peacebuilding

Day One (50 - 70 minutes)

Objectives:

1. Students will define and discuss impact investing.
2. Students will identify the connections between impact investing and peacebuilding.

Part I: Set up slides, keynote or PPT presentation and use one slide for each of the questions. Offering your own examples, a t-shirt for 3\$ at a discount clothing store, trail mix for 1\$ at an “under a \$ store,” etc., as you move through the questions if the students are having a hard time generating examples.

Place students in groups of 3-4 and ask them to keep note of their collective responses. Draw names out of a bowl to randomly select who reports out from each group.

1. Ask students to think about the last time they were shopping, either at the mall, grocery store or online.
2. Have them work with one other student to brainstorm a list of the cheapest items they saw. As they craft their lists, ask them to make note of the thoughts they had when they saw the price. Were they shocked, surprised, or did they almost buy an item just because it was so cheap?
3. Have students share one of the items they wrote down out loud with the group and explain why they chose this one to share.
4. Next, ask students to discuss the possible reasons why the item they selected was cheap. What went into the production of it? What may have been overlooked? Where the item was produced?
5. Have students share their reasons.
6. Discuss the basics of supply and demand as it relates to a labor force, and the exploitation of laborers and the environment when those who make decisions about production have a seemingly unlimited supply of workers and are not held to the same emissions regulations and labor laws that many countries hold producers to within their borders.
7. Ask them to consider what price increases would do for both those who buy the goods and those who actually make them.
8. Ask them if they can think of any items they own or wish they owned that are produced in a way that benefits both producer and consumer.

Part II: Introduce the concept of Impact Investing, or Socially and Environmentally Responsible Investing as the “answer.”

According to Portland State University's School of Business Administration, Impact Investing is best defined as: From garages to corporate offices, you will find pragmatic, creative people designing new solutions to pressing social and environmental issues and creating value for their companies, communities, and society at large. Social entrepreneurs are finding new ways to make a difference while changing how business is done, and sharing new approaches to generating social and environmental impact across business, social, public, and academic sectors.

Show this video "What are B Corps?" produced by B Corporation that offers an explanation of corporations that are taking initiative in this field and encouraging other aspiring entrepreneurs to do the same. As students watch the video, have them to write down examples that address the following questions and tell them that their responses are meant to help them frame their commentary during the discussion that follows the short video and B Corps.

<http://www.bcorporation.net/what-are-b-corps>

1. What does it take to become a B Corps company? What must a business embrace in an effort to identify itself as part of this community?
2. How does this global movement to "redefine success and business" inform our understanding of how to build peace?
3. What are the benefits associated with working for a company that not only pays a living wage, but also promotes the welfare of the community in which it operates?

Discuss student answers to the questions above.

Part III: Ask students to do some of their own research on B Corps for homework, suggest starting here: <https://www.bcorporation.net/community/oaklandish>

1. With which of the companies listed are you familiar?
2. Do you own any of the products any of these companies produce? If so, which ones?
3. What questions do you have about the way these companies work?
4. How do the companies you read about contribute to peacebuilding locally, nationally and globally?

Day Two (50-70 minutes)

Objectives:

1. Students will research and explain the role that business schools at national colleges and universities play in the preparation of impact entrepreneurs.
2. Students will locate and describe business schools in their region that invite community members (including aspiring impact entrepreneurs) explore the variety of impact investing opportunities that exist.

Part I: Begin class with this piece from *Wired* magazine. Ask students to annotate the article as they read, looking for specific connections to the contact discussed yesterday.

The excerpt below is pulled from:

“What Is Fueling the Growth?” *SRI: The Conference on Sustainable, Responsible, Impact Investing*. First Affirmative Financial Network. 2000-2015. Web.

As students review the following factors and think about what was discussed yesterday, have them harvest specific language that allows them to develop a working definition of impact investing. Students can take turns reading out loud, or read to themselves. When the reading is done, they will discuss and develop a working definition of impact investing with a partner or in groups of three.

What is Fueling Growth in the Impact Investing World? Information. Investors are significantly better educated and informed today. ESG (environment, social and government) research organizations provide higher quality information than ever before. The better informed investors are, the more responsible our actions tend to be.

Climate Change. As consumers and investors are becoming increasingly aware of both the dangers and business opportunities embodied in the climate crisis, more and more are looking to eschew companies contributing to the problem and invest in solutions.

Performance. An impressive body of academic evidence plus real world results effectively dispels the myth that investing in a more thoughtful, responsible manner will automatically result in underperformance. Investors are realizing that responsibility can walk hand-in-hand with prosperity.

Availability. Responsible investment options are increasingly being offered within retirement plans, and a socially conscious investor can now choose from among hundreds of funds and investment managers to populate a long term investment portfolio—regardless of size.

Values and Authenticity. A large and growing segment of the investing public is seeking to reflect their personal, moral, ethical values in all aspects of their lives. Responsible investors are recognizing that money has impact, and consciously making consumer purchase and investment decisions that enhance the common good.

Corporate Scandals. Numerous recent instances of accounting fraud and other scandals have eroded trust in company leadership. Many investors are attracted to an investment process based on research that goes deeper into corporate behaviors and impacts.

Women. As women have filled the ranks of MBA programs and law schools, climbed corporate ladders, started their own companies, received large inheritances, and assumed roles as fiduciaries, many have brought an affinity for a more caring approach to investing with them.

Millennials. Born between the early 1980s and the early 2000s, at 85 million strong, the millennial generation is the largest in American history. It's a generation that seeks to make a difference in society through the jobs they hold, the products they buy, and the investments they make. Millennials are beginning to inherit trillions of dollars from Baby Boomers—and their influence as impact-oriented investors is already being felt.

<http://www.wired.com/insights/2014/10/the-age-of-the-impact-entrepreneur/>

Part II: Business and finance programs at universities and colleges throughout the country are responding to the following factors as they develop programs to prepare the next generation of impact entrepreneurs.

Part III: Students craft a collaborative definition of impact investing using a google doc that is shared and grants all students editing powers. Each student then has the opportunity to contribute to the definition.

Part IV (This could be Day Three): Students then work in these same teams to identify business programs at universities and colleges that are in their region of the country and offer programs that invite community members and high school students to learn more about impact investing.

An example that exists at Portland State University in Portland, Oregon follows:

Portland State University offers high school students the opportunity to attend an all day seminar entitled “Elevating Impact,” which focuses on the value and benefits of socially responsible investing. There are speakers from throughout the state of Oregon who have excelled in this area of entrepreneurship, presentations that focus on project pitches in

their infancy, and many opportunities to talk with others who are involved in this work at the university level.

Students are invited to identify the connections between socially and environmentally responsible business practices and sustainable peace, which is ultimately an extension of what could begin with Dr. Scherer's posting in the Spring Newsletter on USIP's website regarding economic instruments of peace.

Students use the description above to find similar programs at colleges and universities near them. Again, using a google doc that enables students to share and edit, they can create a resource for their classroom in the future.

Part V: After doing their research on local opportunities, students are ready to discuss how and where companies are using private industry and impact entrepreneurship to peacebuild locally, nationally and internationally.

The following article establishes the importance of a company's willingness to take employment risks in an historically conflict ridden area of the world, in this case, Israel and Palestine. The article serves as an example of how investment in communities can help build sustainable peace.

As they read and annotate, students should make note of the commitment American tech companies demonstrate when choosing to invest in this manner. They are building bridges of peace between Israelis and Palestinians through innovation and employment opportunities.

<http://www.forbes.com/sites/richardbehar/2013/07/24/peace-through-profits-a-private-sector-detente-is-drawing-israelis-palestinians-closer/2/#72a713fe1f2>

Part VI: Have students brainstorm other possibilities for impact investment in their local communities and post their "hopes and possibilities" on the wall.

Meeting of the Minds: Midterm

Containment, Management and Sustainable Peacebuilding

The following Midterm assessment was introduced following five weeks of curriculum harvested from USIP's Peacebuilding Toolkit for Educators: High School Edition as well as what I assembled through my work with USIP this year.

Week One:

Lesson 1.1: Defining Conflict
Lesson 1.2: Perspectives on Peace
Lesson 2.1: Maintaining Trusting Relationships

Week Two:

Lesson on Inculcating Empathy as a Trust Building Tool
Lesson on Vulnerability as a Trust Building Tool
Lesson 2.2: Identifying Conflict

Week Three:

Lesson 2.3: Identifying Elements of Conflict
Lesson 2.4: Identifying Your Conflict Style
Lesson 2.5: Nonverbal Communication
Lesson 2.6: Active Listening

Week Four:

Lesson 2.7: The Process of Negotiation
Lesson 2.8: Negotiation Role Play
Lesson 2.9: Mediating Conflict
Lesson 2.10: Advanced Mediation Practice

Week Five:

Day 1:

Introduce assignment
Using a shared google doc with students, have students research and brainstorm a list of possible parties that could/should be at the negotiation table
Once the list is complete, students submit their top three choices on an exit slip as they leave
Homework: Students review the assignment details and craft three clarifying questions for next class period

Day 2:

Students work in groups to share their clarifying questions and answer all that they can using the assignment description
The questions that remain are addressed by the teacher
Teacher announces who has which party

Students begin the research process, answering the contextual and framing questions provided

The remaining work days, as outlined below, are peppered throughout the next two weeks. Assignment description provided in detail below:

Student Handout:

The midterm for this course requires that you select and research the background, historical involvement, positions and interests of a person or organization that is involved in, or associated with, the conflict with ISIS (Syria and Iraq).

Assignment:

You will work with others who both oppose and share your concerns and objectives regarding the management of the conflict with ISIS in both Syria and Iraq. Using the strategies we have examined in class regarding negotiation and conflict styles, you will develop and propose a solution that seeks to manage the conflict, and ideally build a sustainable peace in the region.

You are expected to be able to answer the following questions from the perspective of your negotiating party, as well as offer specific textual evidence from the documents you (or your organization) have produced. While you may not be able to answer each and every question, the expectation is that you infer what your party would most likely state or offer based on the analysis you have done.

IN CLASS WORK TIME:

Introduction to Assignment	Monday: January 11
Research/Work Time	Thursday: January 14
Research/Work Time	Tuesday: January 19
Meeting of the Minds: Status Update	Wednesday: January 20
Preparation Time	Tuesday: January 26
Meeting of the Minds	Wednesday: January 27

Contextual and Framing Questions:

1. What factors contributed to the current conflict with ISIS in Syria and Iraq?
2. What parties are involved in the current conflict? Which countries and organizations are aligned with each of the designated parties?
3. What are each of the parties' interests and positions?
4. What attempts have been made to manage the conflict with ISIS in Syria and Iraq to date?
5. Which if any of the attempts have been effective to some extent? Which have been ineffective?
6. What specific interest groups must be taken into consideration as the negotiations move forward? Which interest group/s, if any, does your organization support? Consider those who are not attending on Wednesday, January 27 as well.

7. What kind of economic impact is the ongoing conflict having on the countries that surround Syria and Iraq?
8. Come with at least some familiarity with the countries and organizations attending the MOTM.
9. What must happen in order to most effectively manage the conflict? OBJECTIVE #1
10. What must happen once the conflict is contained? OBJECTIVE #2
11. You must identify at least three people on the list above who influenced or informed your work and be prepared to state what specifically they did to help you define your work and purpose.
12. During our mid-session break, find at least one party that agrees with your analysis and objectives and sit next to the student/s representing that particular party/ies.
13. You must share at least FOUR direct quotations from your conflict management/peacebuilding work. Select at least two documents that were written or produced by you or your organization and pull direct quotations from them to share during the Meeting of the Minds. "As I indicated in *The construction of gender-sensitive peacebuilding in Australia: 'Advance Australia Fair'...*
14. When you present your direct quotations you must give them context, in what settings were the statements made and why?
15. Use of at least 10 of the vocabulary words we have discussed and used over the course of the term as references when you are at the MOTM (see list in the to do doc).

On the first day of the MOTM, students will introduce themselves and make their recommendations to the representative body.

What To Bring on the Day of the Meeting of the Minds Midterm:

A one-three page summary of your peacebuilder or organization, which includes:

1. A brief biography (1-2 paragraphs) of you or description of your party (include your name, you need one)
2. A one page analysis of the conflict from your perspective (why is it happening? what must be done?)
3. A one page synopsis of what you (as the representative of a country or an organization) intend to do at negotiation, including your response to what's been done and why you're at the negotiating table (goals/objectives?)

How You Will Be Graded:

- 10 points: A properly formatted MLA Works Consulted Page, with a **minimum** of 7 sources
- 20 points: **1-3** above
- 10 points: use of relevant vocabulary words
- 10 points: A one-three page written evaluation (to be submitted the day after the midterm concludes) of the process that includes your responses to the following questions: 1. Which of your objectives were a part of the meeting's decisions? 2. What was most difficult to witness as the parties worked through the process? Why? 3. Which parties, if any, did not have their concerns taken into consideration? Why do you think that happened? What did working through this process make most clear for you about the

challenges associated with conflict management and sustainable peacebuilding? Use specific examples to support your answer.

- 50 points: I will be looking specifically for the following on the day of Midterm Meeting of the Minds:
 1. Ability to introduce and represent your character/organization, quotations and information presented clearly and specifically (10)
 2. Ability to stay in character and correct use of character's point of view (10)
 3. Use of relevant information (20)
 4. Contributing to the discussion in a positive manner and building off of others' ideas (5)
 5. Ability to allow others to speak and not dominate the conversation (5)
 6. On the first day of the MOTM, students will introduce themselves and make their recommendations to the representative body (January 27).
 7. On the second day of the MOTM, students will gather into alliances and work on producing a document that represents their interests (see ISIS/L No More as a sample). There are usually no more than two alliances.
 8. Alliances then have the opportunity to dialogue and discuss conflict resolution and peace building options.

Total Points Possible: /100

Meeting of the Minds Objectives

#1: Stop the conflict

How? By what means?

Where first?

#2: Address the shady aftermath

What must be addressed first? Why?

Examples of Parties to the Conflict:

US:

Turkey:

Iraq:

Syria:

Syrian Rebel Forces:

Jordan:

Russia:

Lebanon:

Kurds:

Saudi Arabia:

Ban Ki Moon/UN:

Iran:

EU:

Conflict Resolution and Peacebuilding Final Assessment

This final assessment builds on the Midterm Meeting of the Minds (MOTM) Simulation and Debrief, and assesses students' learning at the end of the course.

Students decide whether or not they want to work by themselves, with another person or with two other people.

Class Period Allocation (70 minute periods)

Day 1: Introduce and explain the assignment and assessment.

- Use the MOTM experience to explain what is similar vs what is new by asking students to annotate a printed out copy of the Final Case Study assignment.
- Guide students through the Global Conflict Tracker (available on the Council for Foreign Relations as a starting point for selecting a Conflict)
- Students individually craft three clarifying questions to share with larger table groups (3-4). After sharing their individual questions, they select their top two, which they ask me, and I answer.
- Homework: Decide on your top three conflict choices.

Day 2: (WORK DAY I) Assign countries and give students an opportunity to complete STEPS I and II Orientation Only

- Students work alone or in their pairs/groups to decide on their presentation format and identify each of the required elements for STEP II.
- Teacher circulates and introduces students to the sources available to them on the web and in print in the school library.

Day 3 and 4: Use the conflict over minerals in the DRC to model STEP II: Identifying Positions and Interests, Previous Attempts at Resolution and Peacebuilding

(<http://www.techrepublic.com/article/how-conflict-minerals-funded-a-war-that-killed-millions/>)

Day 5: (WORK DAY II) Give students time to contact outside experts, USIP, local, state and national representatives

Day 6: (WORK DAYS III and IV) Students focus on STEP III: The Resolution and Peacebuilding Process

Interspersed between each of the work days, other case studies that provide students with an opportunity to practice the elements of conflict identification.

Day 7: (WORK DAY V) Sources, Citation and Evidence

Schedule in two days of presentation time.

OVERVIEW FOR STUDENTS

Over the course of the next two weeks, you will research and assess a current conflict of your choosing. You will gather the necessary data, assess the nature of the conflict and develop a proposal that allows you to apply the terms, concepts, and the realities inherent to conflict management and building sustainable peace. Students can work alone, in pairs, or in groups of three

Presentation Dates:

You will present your assessment and proposal on one of the following two days:

Tuesday, March 1 OR Thursday, March 3

Work Time:

You will have work and one on one conference time on the following days to decide on a conflict, conduct research and develop a proposal.

Wednesday, February 17

Thursday, February 18

Tuesday, February 23

Friday, February 26

Monday, February 29

REQUIRED ELEMENTS

STEP I: Project Framework and Design

Presentation Format:

5 points

- Decide how YOU WILL PRESENT YOUR WORK: WEBSITE, iMOVIE, Prezi, a combination of both?
- You are limited to 15 minutes to present an overview of your analysis and proposal.
- Working within the time frame, clarity of images, content and cohesiveness of the presentation are all taken into consideration. Each part of the project must be included in the slides showcased in your presentation.

STEP II: The Negotiation Process Unpacked

Orientation:

10 points

- The conflict's 5 Ws (who, what, when, where, why)
- The major parties involved (part of the 5Ws, as in who)
- At least one map of the region
- Identify where the conflict is on the curve of conflict
- Go back to the to do doc vocabulary over the course of the term, and identify any relevant concepts or examples that may apply to this section, the more inclusive you are the better.

Identifying Positions and Interests:

20 points

- What are the positions and interests of each party? How are the positions and interests different?

- Provide at least 1 quotation from an individual, or an agreed upon platform or resolution between the countries involved, that offers evidence of what you have identified as a position and an interest.
- You should have a minimum of 4 quotations:
- Party #1: 1 quotation that offers evidence of the position/ 1 that offers evidence of the interest
- Party #2: 1 quotation that offers evidence of the position/ 1 that offers evidence of the interest

Previous Attempts at Resolution and Peacebuilding:

10 points

- Which conflict styles have been used by the parties involved?
- How have those conflict styles contributed to the outcome of previous attempts at resolution and peacebuilding?
- How might empathy be employed by both parties in the future?
- One example of an excerpt from the media coverage of previous attempts made, video clips, articles, and personal narratives are acceptable possibilities.

Contacting Outside Experts:

5 points

- Find your Senators and Representatives in the US Congress
- This should be done via email
- Ask your congress people/person about their position/s on the management of your particular conflict.
- Look for suggestions that will inform your conflict management proposal
- Experts at USIP, send Megan Chabalowski, mchabalowski@usip.org, an inquiry regarding your topic and possible experts at the institute with whom you could exchange emails or talk with on the phone, class time is a perfect opportunity for this.

STEP III: The Resolution and Peacebuilding Process

Proposal

20 points

- Identify and apply all relevant terms and concepts we have discussed over the course of the term.
- Take into consideration both the human and physical capital the parties involved have available to them (what resources does the region in which the conflict is taking place have available to it).
- How might economic incentives and or impact investing affect the outcome of the resolution as well as the sustainable peacebuilding?
- What factors must be considered before a compromise is reached?
- What do you recommend be done to resolve and peacebuild? Why? Ensure that you have case studies upon which to base your proposals, examples of what has worked effectively in other places.
- Use our two drafts as models for your 5-7 point proposal.

STEP IV: Sources, Citation and Evidence

At least 5 annotated articles

20 points

- YOU REALISTICALLY SHOULD HAVE 7 - 10
- For every line highlighted or underlined there should be a detailed comment written in the margins that addresses one of the requirements. **You will submit these on the day you present your findings and proposal.**
- Try to use each of the articles you annotate directly within your presentation: use as many direct quotations as possible.

Works Consulted Requirements:

10 points

- A properly formatted works consulted set of slides at the end of the presentation, with full MLA citations for every article, image/video, and interview or email correspondence.
- <https://owl.english.purdue.edu/owl/resource/747/12/>
- All sources in each category must be presented in alphabetical order, by author's last name or the title of the article or website.
- You will separate your sources by category: Images/Video AND Text. Use the slides in your presentation for this.