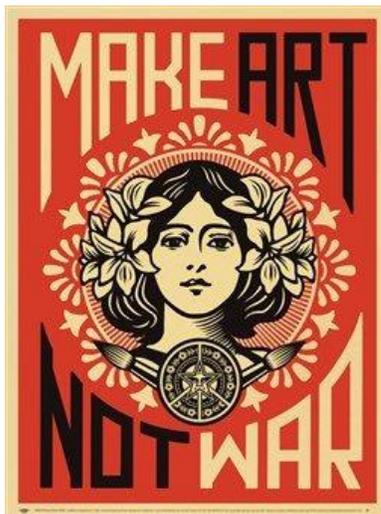


“Make Art Not War”



(Poster in my classroom)

<https://images-na.ssl-images-amazon.com/images/I/51w2DXg2eDL.jpg>

Audience: Elementary & Middle School Students

Rationale: Art is amazing. It is beautiful, powerful and universal. I am not an art teacher and each and every one of my students will confirm this as they've all seen my stick figure drawings on the white board. However, I am a strong proponent in promoting and supporting students' use of art as a means to demonstrate their understanding of peace and nonviolence, and to promote a peaceful message. Below are examples of how my elementary peace students and 8th grade students used art and graphics to promote peace in their schools and communities.

Objectives: Students will be able to creatively demonstrate their understanding of peace and nonviolence through artwork.

Students will be able to participate in a social media campaign by creating artwork that supports and shows solidarity with local, national and international campaigns for peace.

Standards: CCSS.ELA.-Literacy.SL: Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information or to enhance the development of main ideas or themes.

Materials: Posters, markers, colored paper, colored pencils, crayons, fabric squares, fabric markers

Time: Each activity could take 1 – 2 class periods. Students could be assigned to complete a draft at home if only 1 class period is available to work during class.

Peace Quilt

For the 2015 International Day of Peace, my elementary peace students started off the school year by designing fabric squares. They had the option to either draw what peace looks like or means to them, or promote a peaceful message.



Building Peace from A to Z

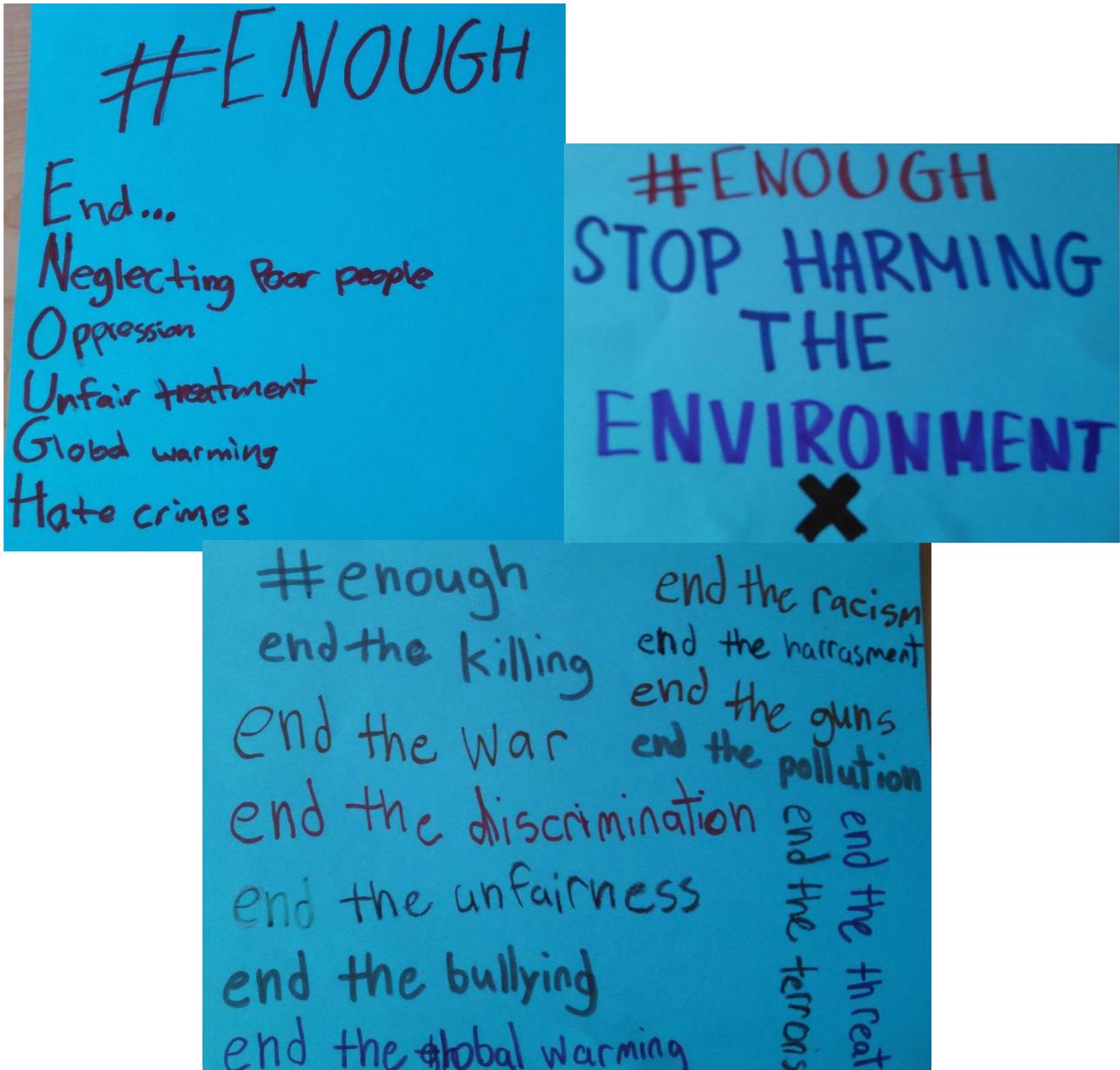
Towards the end of the year, I had my elementary students think about the lessons they had learned throughout the year and think about all the ways they could build peace at our school, write it as advice and in alphabetical order. Once they created their own list, students were able to draw out one or two of their messages to be posted in the hallway to remind their fellow classmates how they could build peace at Brightwood.

How to Build Peace at Brightwood from A to Z

A. _____
B. _____
C. _____
D. _____
E. _____
F. _____
G. _____
H. _____
I. _____
J. _____
K. _____
L. _____
M. _____
N. _____
O. _____
P. _____
Q. _____
R. _____
S. _____
T. _____
U. _____
V. _____
W. _____
X. _____
Y. _____
Z. _____

#Enough

For the 2015 International Day of Peace, my 8th grade students showed solidarity with the Afghan Youth Peace Volunteers by supporting the launch of the #ENOUGH, a campaign to abolish war (<http://ourjourneytosmile.com/blog/enough/>). Students made their own #ENOUGH posters to voice their concerns about issues that mattered most to them.



Nonviolent Counter-Rally

After conducting in-depth research on nonviolent leaders during the Civil Rights Movement, my 8th grade students went to George Mason to participate in additional workshops around nonviolent action. They were tasked with creating a nonviolent counter-rally in response to a controversial speech on the news.” Students were broken up into teams, and it was important that one team was responsible for art/design of the campaign – to show that art can play a critical role in a nonviolent social movement, and can have an impact on the social media and outreach efforts, messaging and programming pieces of planning the campaign.

