

SECTION 3



There are many ways to be a peacebuilder.

This section focuses on peacebuilders. Our goal is for students to identify with peacebuilders, recognizing that anyone can be a peacebuilder. While it is easy to view the iconic peacebuilders of our collective history as exceptional people far different from ourselves, it is important that we humanize and personalize these role models for young people to understand the characteristics and experiences that have helped these individuals promote peacebuilding so that they can recognize such qualities in themselves. It is important to point out that everyone has flaws and weaknesses and faced challenges and made mistakes, including our most famous peacebuilders. But what is important is how we overcome these challenges and continue to promote peacebuilding through our words, thoughts, and actions. Another theme of this section is that being a peacebuilder does not mean tackling huge issues right away. Building peace is something that can take place in our daily lives and in small ways; even on a personal or local level. In this section, we aim to introduce students to the range of characteristics, actions, and experiences associated with known peacebuilders, as well as organizations today that bring people together to achieve these goals on a larger scale. Whether as a student sharing ideas about peace with his or her family and peers, an educator teaching students about peacebuilding, a news reporter covering the world's conflicts, or a diplomat negotiating a peace treaty, students will learn that there are many ways to be a peacebuilder in today's society, and that they can start taking steps to build peace right now.

Preparation: If you have not done Lesson 1.2 Perspectives on Peace, you should complete that lesson with your students before beginning this section, as it invites students to create definitions of peace. If you have done that lesson, return to the definitions that students created as a way to segue into the theme that there are many ways to be a peacebuilder.

Lesson 3.1

Characteristics of Peacebuilders



Rationale

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

Objectives

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

Standards

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

Time: One class period (45 minutes)

Materials

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



45 minutes

Procedures

I. Essential Questions

What does it take to be a peacebuilder?

II. Motivation (5 minutes)

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

III. Teacher Directed (5 minutes)

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

IV. Guided Practice/Independent Practice (25 minutes)

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

V. Discussion (10 minutes)

Lead more discussion using the following questions:

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

Concluding teacher comments:

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

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

Assessment:

Discussion, words generated

Extension Activity 1

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

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

Extension Activity 2

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

Lesson 3.2

Peacebuilders in Action



Rationale

In this activity, students explore peacebuilders in action. Learning from peacebuilders from the past can provide valuable lessons about what we need to know and do to build peace in the present. Additionally, learning about peacebuilders can leave students feeling empowered to embrace the role of peacebuilder themselves.

Objectives

1. To learn about the work of peacebuilders around the world.
2. To identify lessons from the work of peacebuilders which students can apply to their own lives and efforts to build peace.

Standards

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

Time: One class period (45 minutes)

Materials

- Biography sheets about peacebuilders pulled from the Nobel Prize website http://nobelprize.org/nobel_prizes/peace/laureates/ or other sources
- Information Gathering Sheet for Peacebuilders* Worksheet
- Note-taking Sheet for Peacebuilders Exchange* Worksheet
- Poster board, markers, crayons, colored pencils (optional)

Preparation

Prior to class, download biographies of peacebuilders who do international work and attach an *Information Gathering Sheet for Peacebuilders* Worksheet to each biography. Try to include an international selection of peacebuilders and individuals with whom the students are not familiar, i.e., individuals they did not mention in Lesson 3.1. If you

use the Nobel Peace Prize website, you can combine information from the biographies and press releases, but you may need to edit for length. If you have a media specialist, ask them to assist you in securing biographical material that suits your students' level.

In the interest of time, you may want to give biographies and note-taking sheets to students to complete for homework the night before.



45 minutes

Procedures

I. Essential Question:

What can we learn from peacebuilders?

II. Motivation (1 minute)

Tell students they are about to meet some real life peacebuilders! They are going to do this by BECOMING a famous peacebuilder.

III. Teacher Directed (2 minutes)

1. Tell students they will read biographical information about their peacebuilder, BECOME that peacebuilder, and then participate in a gathering of the International Peacebuilders Exchange, where peacebuilders get together to share their experiences and help others be more successful at building peace.
2. Tell students they will have 15 minutes to read about their peacebuilder, answer some questions about her/him, and then get into character (or they can do this for homework the night before). They will then have 20 minutes to meet other peacebuilders and take notes about what they learned about those people.

IV. Guided Practice (15 minutes)

1. Distribute a biography and attached *Information Gathering Sheet for Peacebuilders Worksheet* to each student.
2. Have students read the bio sheet they have been assigned and answer the questions on their worksheet. Keep students informed of how much time they have left to take notes about their peacebuilder.

V. Independent Practice (20 minutes)

1. After 20 minutes, hand out the *Note-taking Sheet for Peacebuilders Exchange Worksheet*.
2. Explain that they will circulate throughout the party to meet four other peacebuilders and take notes about them.
3. Begin the exchange.

VI. Discussion (7 minutes)

1. After 20 minutes, end the exchange and have all students take their seats.
2. Lead a discussion using these questions:
 - ◆ Which peacebuilders had you never heard of before?
 - ◆ What is one thing you learned about a peacebuilder you met at the gathering?
 - ◆ What lessons can we learn from these peacebuilders that will help us build peace in our lives and in the world?
 - ◆ Having learned about the characteristics and actions of international peacebuilders, can you begin to envision yourself as a peacebuilder? What would it look like if you were a peacebuilder?

Extension Activity 1

Have students create an inspirational poster about a peacebuilder. Divide students into groups of three. Have them decide on one of the peacebuilders they met at the exchange to focus on for this activity. Distribute poster board, markers, crayons, colored pencils, etc. Ask students what their peacebuilder would say to encourage others to build peace. Tell them to create an inspirational poster that shares what their peacebuilder would say. When they are done, have each group share their poster.

Extension Activity 2

To build upon the activity of becoming a famous peacebuilder, have students imagine a future where they are now famous peacebuilders. Have them write a short news article that profiles and describes who they are and what they have done in their life to be identified as a peacebuilder.

Note: If you are visiting the Global Peacebuilding Center at the United States Institute of Peace, the Witness Stations there will enable you to see some of these peacebuilders in action. Tell your class, "Let's meet some of the real people!" and watch the witness videos. If not visiting the Global Peacebuilding Center, consider watching the videos online at www.buildingpeace.org.

Lesson 3.2 WORKSHEET: NOTE-TAKING SHEET FOR PEACEBUILDERS EXCHANGE

Directions: Write at least four pieces of information about four other peacebuilders that you meet during the gathering. Take notes in the spaces below.

1. Name of the peacebuilder you met: _____

At least four things you learned about the peacebuilder:

1	
2	
3	
4	

2. Name of the peacebuilder you met _____

At least four things you learned about the peacebuilder:

1	
2	
3	
4	

3. Name of the peacebuilder you met: _____

At least four things you learned about the peacebuilder:

1	
2	
3	
4	

4. Name of the peacebuilder you met _____

At least four things you learned about the peacebuilder:

1	
2	
3	
4	

Lesson 3.3

Organizations Working for Peace



Rationale

Peacebuilding organizations can be as large as national governments or as small as a single person. In this lesson, students will explore the history, growth, and activities of a variety of organizations dedicated to promoting peacebuilding, as well as consider the potential for all types of organizations to play a positive role in peacebuilding.

Objectives

1. To identify organizations working to build peace.
2. To learn how students can contribute to the mission of some organizations.

Standards

- ◆ Individual Development and Identity
- ◆ Individuals, Groups and Institutions

Time: 1.5 class periods (70 minutes—45 minutes for preparation the first day and 25 minutes for presentations and discussion on the second day)

Materials

- Note-Taking Form for Researching a Peacebuilding Organization* Worksheet
- Creating a Commercial* Handout
- Miscellaneous art supplies that students might need for their commercials
- Flip Video Camera (optional)
- TV (optional, only necessary if you film the commercials)

Preparation

If your students do not have access to the Internet to conduct research in class, you will have to select organizations for groups to research and print information about each organization prior to class.



45 minutes

Part 1

Procedures

Extension Activity 1

Have students turn their commercial into a print advertisement or poster.

Extension Activity 2

Have students research an individual who works for an organization dedicated to peacebuilding. What is his/her job description? What is his/her academic and professional background? Interview this person by phone or email to learn more about what they do and why they chose to do it.

I. Essential Questions:

1. How do organizations work as peacebuilders?
2. Why are organizations important in helping individuals promote peace?

II. Motivation (5 minutes)

1. Tell students that they are going to look beyond individual peacebuilders and focus on organizations that work for peacebuilding. Ask:
 - ◆ What organizations do you know of that build peace?
2. Write student responses on the board. If they have difficulty generating a list, you can use some of the organizations from the list of Nobel Peace Prize winners. An article listing winners (both people and organizations) appears at this link: http://nobelprize.org/nobel_prizes/peace/articles/lundestad-review/. Also, the United States Institute of Peace has a comprehensive list of international organizations at this link: <http://www.usip.org/publications/international-organizations>.
3. Ask students what kind of organizations they have identified: local, national, international, governmental, nonprofit? What are some of the differences between these kinds of organizations? Note that governments, themselves, can work for peace. The U.S. is often a third party engaged in building peace. Parties in conflict often look to trusted outside governments to help end conflicts in their region.

III. Teacher Directed (10 minutes)

1. Tell students that when groups work together to prevent or manage conflicts, they can sometimes reach wider audiences and get more people engaged because they have the structures in place to do so.
2. Share that in groups of three, students will research a national or an international organization that works for international peace, e.g. USIP, U.N., or Peace Links, an international women's peace education group founded in 1981, which was a major force in ending the Nuclear Arms race, and write a commercial about that organization which they will perform in front of the class. If you have a video camera, you may choose to film the performances.
3. Distribute the *Note-Taking Form for Researching a Peacebuilding Organization* Worksheet and the *Creating a Commercial* Handout. Review both with students.
4. Divide students into groups of three. Assign each student an international organization that works for peace or allow them to select their own from a list you have generated, from the list they generated at the beginning of class, or from their own research. If students do not have access to the Internet in class for researching their organization, prior to class you will need to determine the organizations to be researched and print information from each organization's website for students to review. Again, the United States Institute of Peace has a comprehensive list of international organizations at the following link: <http://www.usip.org/publications/international-organizations> and the Nobel Prize website has information about organizations that have won the peace prize.

IV. Guided/Independent Practice (30 minutes)

Circulate as students are researching, writing, and practicing their commercials.

Part 2

Procedures

I. Independent Practice (15 minutes)

Have students present their commercials.

II. Discussion (10 minutes)

Lead a class discussion using some or all of the following questions:

- ◆ What similarities and differences did you notice in the organizations represented in the commercials?
- ◆ Which organization would you most likely support? Why? How would you want to support it?
- ◆ Why is it important that we work together in organized groups to build peace?

Assessment:

Note-taking forms and commercials (You can use the guidelines on the *Creating a Commercial* Handout to evaluate the commercials.)



25 minutes

Extension Activity 3

Have students think about a current conflict or social issue, whether locally, nationally, or internationally. Tell them to imagine that they are going to start their own non-profit organization. What is the organization called? What is its mission? Who will be involved? What activities will they do? Develop a logo for the organization. This could be done at home individually, or in groups in class.

Extension Activity 4

Have students research the role of the United States in peacebuilding, both historically and in recent decades. You can have them explore the role of the United States in negotiating peace in international conflicts (Northern Ireland, Israeli-Palestinian Territories, Balkans, etc.) What influence does the U.S. have on peace throughout the world? U.S. historical examples might include: President Theodore Roosevelt's mediation between Russia and Japan that led to the Portsmouth Treaty in 1905 (for which he won the Nobel Peace Prize), the vision of President Woodrow Wilson for a League of Nations and then the post-World War II development of international institutions such as the United Nations, the World Bank, and the World Health Organization as well as international treaties on human rights, war crimes, and nuclear non-proliferation. American peacebuilding efforts include the Marshall Plan, which was a massive effort to rebuild a devastated Europe after World War II. Less than fifteen years later, another peacebuilding effort was announced in the U.S.: the establishment of the Peace Corps, an organization that recruits volunteers who would dedicate themselves to the progress and peace of developing countries by teaching and transferring skills in needy communities around the world. And in 1984, Congress created the United States Institute of Peace.

Lesson 3.3 WORKSHEET: NOTE-TAKING FORM FOR RESEARCHING A PEACEBUILDING ORGANIZATION

Directions: Research your organization and answer the questions below. When you are finished with the questions, you can begin to create and rehearse your commercial.

What is the name of the organization? _____

Why does the organization exist? What is its mission?

How does the organization carry out its mission? What does it do?

What is the organization's target audience?

What is the history of the organization? How did it get started?

Where is the organization located and where does it do its work?

How can people get involved to support the organization (donate, volunteer, etc.)?

Handout 3.3 HANDOUT: CREATING A COMMERCIAL ABOUT A PEACEBUILDING ORGANIZATION

Directions Use the following steps to create your commercial about a peace organization.

Step One Select your peace organization. Write its name here.

Name: _____

Step Two Research your organization using the internet. Take notes on the *Note-Taking Form about Peacebuilding Organizations*. Be sure to cover all topics listed on the form.

Step Three From your notes create a 30 second commercial about the organization, using the guidelines below. You can write the commercial in script form or you can make a story board to illustrate the commercial. To make a story board, draw a series of squares on a piece of paper and in each square show the action that is taking place in the commercial. When you look at the squares in order, you see the story that the commercial is telling.

Guidelines

- ◆ The commercial should be 30 seconds or shorter.
- ◆ The commercial should include accurate information that covers ALL of the note-taking topics.
- ◆ The commercial should include all three members of the team.
- ◆ The commercial should be creative in some way (e.g., includes a jingle, is humorous, has props, etc.)
- ◆ The commercial should engage the viewer. At the end of the commercial, the viewer should want to learn more about the organization and the work it does.

Step Four Once the commercial is written, REHEARSE with the members of the team. Make any props necessary.

Step Five Perform your commercial!

Lesson 3.4

Making a Difference: Becoming a Peacebuilder



Rationale

Peacebuilding is an active process. It is a combination of knowledge, skills, and intentional behaviors. Being a peacebuilder is not always easy, but having a toolkit of skills and strategies can facilitate action. This lesson asks students to identify the consequences and challenges of being a peacebuilder and strategies to overcome these challenges and promote peacebuilding on a daily basis.

Objectives

1. To identify the challenges and consequences of being a peacebuilder.
2. To consider ways to overcome these challenges.

Standards

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

Time: One class period (45 minutes)

Materials

- ❑ Banner that states: It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it. —Eleanor Roosevelt (Consider having the art teacher work with students to create this)
- ❑ *Making a Difference: Becoming a Peacebuilder Discussion Director Card Handout* (one for each group)
- ❑ *Making a Difference: Becoming a Peacebuilder Note-taker's Card Worksheet*



45 minutes

Procedures

I. Essential Questions

1. How will I be a peacebuilder in daily life?
2. What steps will I take to overcome the challenges to being a peacebuilder in daily life?

II. Motivation (10 minutes)

1. Ask students:
 - ◆ What are some of the many ways you can be a peacebuilder?
2. Brainstorm with the class different conflict situations (local, national, and international) and ways they can be a peacebuilder in those situations. Remind students that there are many ways of being a peacebuilder. Examples include: using inclusive language, helping two friends see each other's point of view, challenging assumptions, having a bake sale to support a country devastated by a natural disaster.

III. Teacher Directed (10 minutes)

1. Place a banner across the board that states (or write on the board), "It isn't enough to talk about peace. One must believe in it. And it isn't enough to believe in it. One must work at it."—Eleanor Roosevelt.
2. Distribute three sticky notes to each student.
3. Direct them to write three tips for being a peacebuilder in daily life that anyone could follow.

IV. Guided Practice (7 minutes)

Call students up one at a time and have them read aloud their sticky notes as they stick them to the board underneath the banner.

V. Independent Practice (10 minutes)

1. Divide students into groups of four. Ask one member of the group to be the discussion director and one member of the team to be the note-taker.
2. Have the elected discussion directors and note-takers raise their hands and give them the *Discussion Directors Card Handout* and *Note-taker's Card Worksheet*, respectively. Review the directions and check for understanding. Share that the groups have fifteen minutes to chat and develop a human sculpture that they will present to the class in response to the question:
 - ◆ How can you deal with the risks of being a peacebuilder?

A human sculpture (also known as a tableau) is a frozen snapshot of something, created with bodies. It is often used to test comprehension of ideas by having small groups of students create one to summarize or capture what they just learned.

VI. Discussion (8 minutes)

1. Have each team share their human sculpture.
2. Lead a discussion using some or all of the following questions:
 - ◆ What were the common themes in the sculptures?
 - ◆ In what ways is building peace internationally more difficult than building peace in your own community or country? What additional challenges do you face when trying to create peace internationally?
 - ◆ How can you overcome these additional challenges?
 - ◆ What steps will you take as an individual to deal with the challenges you face while trying to build peace?

Assessment:

Human sculpture

Extension Activity 1

Have students research people who took risks to build peace, answering the following questions: What risks did they face? How did they overcome these challenges? You can refer your students to the witness videos on the Global Peacebuilding Website at www.buildingpeace.org for possible individuals to research.

Extension Activity 2

Have students create a brochure with the “Top Ten Tips for Being a Peacebuilder” that they can share with younger students in the school.

Lesson 3.4 HANDOUT: MAKING A DIFFERENCE: BECOMING A PEACEBUILDER DISCUSSION DIRECTOR CARD

Directions

Part One: Lead your group in discussing the following questions. Make sure that everyone participates and that you give your note-taker enough time to jot down notes.

- ◆ Why might it be difficult to be a peacebuilder? What keeps people from working for peace more frequently?
- ◆ What are the benefits of being a peacebuilder?
- ◆ What are some of the risks involved in being a peacebuilder in your community or internationally? How can you deal with these risks?

Part Two: When you are done with your discussion, create a human sculpture that somehow reflects a response or responses to

- ◆ How can you deal with the risks of being a peacebuilder?

Use the notes your note-taker took if necessary. Every group member must be part of the sculpture.

Lesson 3.5

Taking a Step Toward Peacebuilding



Rationale

As a peacebuilder, focusing on a large and abstract goal such as “building world peace” is far too general and unrealistic. Building peace involves concrete decisions and defined, measurable actions we take every day to promote the ideas and conditions necessary to build less violent communities. The aim of this lesson is for students to develop specific and realistic actions they can take to contribute to peacebuilding locally and globally.

Objectives

To develop realistic actions students can take to contribute to building peace.

Standards

- ◆ Civic Ideals and Practices

Materials

- Index cards
- 12 × 12 piece of sketch paper
- 12 × 12 piece of construction paper, foam board, wood, etc.
- Random found objects and art materials for their stepping-stones (you can ask students to bring in natural and found objects prior to the lesson).

Time: 1.5 class periods (75 minutes)



45 minutes

Extension Activity 1

Work with the art teacher to turn their stepping stone creations into real stepping-stones that can be placed around the school.

Extension Activity 2

Have students develop a peacebuilder's pledge. In small groups, they develop a pledge of what actions and attitudes they pledge to uphold to actively promote peacebuilding in the world (these could be partially taken from the stepping-stones). Put the pledges up on the wall and have students work as a whole class to consolidate their pledges into one pledge statement. Have students raise their hand if they agree to all aspects of the pledge. Negotiate changes as necessary until everyone agrees. Write the pledge on large poster board and have all the students sign it. Place the pledge in a visible place in the classroom to see throughout the year. Emphasize that the class is now a community of peacebuilders, and that from here on, they all pledge to support each other in building peace.

Part 1

Procedures

I. Essential Question

What actions can you take to build peace?

II. Motivation (10 minutes)

1. Give each student an index card and ask them to write down their response to the following questions:
 - ◆ What kind of changes would you like to see in the world to make it more peaceful? What steps will you take to make this happen?
2. Ask students to share what they wrote.

III. Teacher Directed (5 minutes)

1. Tell students that now that they've talked about the changes they want to see in the world, they're going to focus on how to get there.
2. Give each student a piece of 12 × 12 paper. Share that each student will create a stepping-stone that will become a step toward peacebuilding. This piece of paper will be for sketching their stone. Later they will put their sketch on another material. Share that the focus of the stepping-stone should be steps/actions that they can take on a daily, monthly, or yearly basis to create the change they want to see in the world. To add to their stepping-stones, they can use the characteristics they generated about peacebuilders, a quote made by a peacebuilder, a peacebuilding organization they learned about, or a tip for becoming a peacebuilder—all discussed in earlier lessons.

IV. Guided Practice (20 minutes)

1. Give students time to sketch their idea.
2. Once they are done, have them share their sketch with you, and then give them the final piece of construction paper/wood/etc., to draw their sketch.

V. Independent Practice (10 minutes)

Students work on their stepping-stones.



30 minutes

Part 2

Procedures

I. Independent Practice Continued (20 minutes)

Students continue to work on their stepping-stones.

II. Closure (10 minutes)

1. Lay out stepping-stones on the floor in a pathway.
2. Have students walk alongside them to see all of the stepping-stones.
3. Close by having each student share one word to describe how they feel now that they have completed several lessons on conflict management and peacebuilding.