

USIPeace Teachers 2015-2016 Cohort

New Resources for the Classroom



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The following resources were created by the 2015-2016 USIPeace Teachers cohort as part of their program. The content is not intended to reflect the views or work of the U.S. Institute of Peace or the Global Peacebuilding Center. We encourage other educators to adapt these resources for their own classroom use.

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About USIPeace Teachers Program and the 2015-2016 Cohort

The USIPeace Teachers program is a yearlong professional development opportunity for middle and high school educators in the United States. Launched in 2015 by the Global Peacebuilding Center at the U.S. Institute of Peace it offers a select group of U.S. educators who are already teaching global peacebuilding the opportunity to work closely with each other and with the U.S. Institute of Peace over the course of a school year as they incorporate global peacebuilding theories and skills into their classroom. This program is designed to support USIPeace Teachers individually and collectively as they teach global peacebuilding; to provide them with a platform to share their successes with teachers across the country as leaders in peacebuilding education; and to harness their own good ideas in the creation of new resources and initiatives that can enable other educators to teach global peacebuilding.

Meet the 2015-2016 USIPeace Teacher Cohort



Andy Blair
St. Mary's Academy, Englewood, CO

Andy teaches 8th grade World Issues at St. Mary's Academy in Englewood, CO. Prior to teaching, Andy was an aide for the Governor of Colorado and taught in Franschhoek, South Africa. He first developed a desire to learn about the world after a service trip to Bangladesh in high school and now helps instill that passion in the classroom and on trips to Peru with World Leadership School and St. Mary's Academy. In his free time he manages a job search website, MajoredIn.com, discusses policy with his wife over coffee, and serves in his local church. Andy earned a B.A. in Political Science from U.C.L.A. ('09) and a M.A. in International Security from the Josef Korbel School of International Studies, University of Denver ('12).



Laura Keldorf
Riverdale High School, Portland, OR

Laura Keldorf has taught History, Government, Economics and English at both the high school and college levels for twenty three years. She began her career in California, teaching in both Humboldt and Marin counties and relocated to the Pacific Northwest in 2003. In 2005, while teaching at Clackamas High School, a large suburban public school outside of Portland, Oregon, Laura applied to participate in the USIP's Summer Institute. Laura has served as both a Contest Coordinator and First Round Judge for the Institute's National Essay Contest and has integrated the study of conflict resolution and peacebuilding into each of the classes she teaches. She is currently a full-time Humanities teacher at Riverdale High School, a small public high school in Portland, Oregon, where she teaches freshman English, and both History and Writing courses through Portland State University's concurrent enrollment program. When she isn't teaching, Laura enjoys exploring the natural world, reading and cooking for her family.



Michael Martini
Alice Deal Middle School, Washington, DC

Michael Martini has taught 6th grade World Geography and Cultures at Alice Deal Middle School in Washington, D.C. for four years. He received his Master's Degree in social studies secondary education from Catholic University in 2011. Michael has worked closely with both the U.S. Institute of Peace and Global Classrooms DC to expand his globally inspired curriculum to include peace building strategies, conflict analysis, and a Model United Nations program. Each year his students have worked closely with diplomats from an international embassy in the DC area to explore world cultures and languages as part of the D.C. Public Schools Embassy Adoption Program. During the summer of 2015 he explored international organizations and NGO's in Western Europe as part of a Fund for Teachers Grant as well as participating in a workshop and seminar series at Ford's Theatre through the National Endowment for the Humanities.



Timothy McMahon
Atlanta international School, Atlanta, GA

Tim McMahon is an International Baccalaureate educator specializing in Economics, History, & Theory of Knowledge. He brings out the creative side of students through communication arts, visual technologies, and simulations to engage them in all subjects. He has worked with Facing History and Ourselves, the U.S. Institute of Peace, and Model United Nations. His community outreach for students has included student design workshops at Ideo Munich, lost wax bronze sculpture workshops in Bangladesh, and meetings with the chief US scholar of the Holocaust, the chief of BMW design, two CEOs of Siemens, and the head of GE Global Research. His achievements include coaching the winning economics team in the International Forum in Spain and the top three prizes in the Gandhi Essay contest at the University of Rhode Island. He has a University of Virginia Master's in Education and a Purdue MBA in International Management.



Monica Shah
Brightwood Education Campus, Washington, DC

Monica Shah teaches 8th grade U.S. History, 6th - 8th grade human rights, and 2nd - 5th grade peace classes at Brightwood Education Campus, a D.C. Public School. Monica serves a diverse ELL population and strives to empower her students to become social change agents in their community and abroad. Monica has been recognized for bringing creativity and passion into her classroom as the 2015 Mount Vernon History Teacher of the Year and the 2015 National History Day Behring D.C. Teacher of the Year. Monica is committed to growing professionally in the field of peace education and in the summer of 2015, as a Fund for Teachers Fellow, she participated in a peace and nonviolence education program in India, and explored global and peace education in Buenos Aires. Monica holds Bachelor's degrees in International Studies and Hispanic Studies, and a Master's in International Training and Education with a concentration in Global Education.



Amanda Terwillegar
Champlain Valley Union High School, Hinesburg, VT

Amanda Terwillegar has been teaching at the high school level for 10 years. Although she is an English teacher, she collaborates closely with Social Studies teachers for most of her classes. Currently, she teaches 10th grade Making of the Modern World, an upper-level Holocaust and Human Behavior course, and Global Literature. In all of her work both in and outside of the classroom, she aims to cultivate a sense of personal investment in her students – she believes it is critical for teenagers to see themselves reflected in the stories, histories, and issues that teachers present to them. Outside of Amanda's academic work, she is using her Latin dance background to pilot a dance program for students; she is in a TESOL (Teaching English as a Second Language) Master's Program; she writes history-based fiction; she runs; and she is the proud mother of two amazing kids, ages 6 and 9.

Andy Blair

St. Mary's Academy, Englewood, CO

Subjects: 8th Grade World History

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 - **Lesson: Connecting Class Cultures Through Active Listening....P. 5**
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Connecting Class Cultures through Active Listening

Rationale: To develop empathy in the classroom and help them understand how to practice active listening.

Objectives: This lesson will break down social walls constructed between students and provide a safe place for them to be honest. This assignment will show the value of listening and asking meaningful questions.

Materials:

- Series of questions printed out
- Chairs with tables moved out of the way.

Time: One 45-minute class

Assessment:

- **Informal:** Have a class discussion, ask them something they learned about a classmate? What were some similarities or differences?
- **Formal:** Have students write a reflection and mention what was something a classmate said that stood out to them.

Procedures:

Pre-Reading for Teachers - [Dialogue Versus Debate](#)

Step 1: Show a Hook

There are two options to select from:

[What is Culture?](#) - "I understand culture as a treasure that is a part of our collective memory, of our perception of ourselves." - Lidija N., Macedonia. This video illustrates an international conversation that took place on the U.S. State Department's Bureau of Educational and Cultural Affairs' social media sites.

[How to Dialogue and Why](#) - Dialogue is one of the peacebuilding tools used by the United States Institute of Peace to build mutual understanding and trust among individuals and groups. This video provides a basic introduction to dialogue from one scholar's point-of-view.

Step 1: Set up the room for the dialogue. Have an inner circle with chairs facing out and outer chairs facing in. Each chair should be facing another chair. With an even number of students, everyone should be able to sit and face one person. Set the chairs far enough from each other so they can't be distracted by another group

Step 2: Explain the directions

Directions:

To practice active listening you are going to either listen to the person sitting across from you or speak from the heart. When it is your turn to listen, do not say anything. Just listen. Be present. When it is your time to speak, be honest and focus on telling your story.

If you finish early, just sit in silence. Wait for the teacher to tell them to stop. Do not speak to those around you, you are only speaking to the person in front of you.

You may be asked to move to the left or right or switch with the person sitting across from you.

If there are no questions, now is the time to offer the first questions.

Step 3: Give them a question to answer and have either people on the inside or outside start (always alternate who starts first). After 30-60 seconds, tell them to switch the storyteller.

Step 4: Have the outside rotate to their left or inside rotate to their right. Repeat step 3. Every 4-5 questions have every other person on the inside flip chairs with their outside partner and then rotate to the left or right.

Step 5: Towards the end of class stop and have a conversation. Ask them something they learned about a classmate? What were some similarities or differences?

If needed, have students write a reflection and mention what was something a classmate said that stood out to them.

Questions

Feel free to pick and choose and add your own questions. The questions become more serious as they continue to become more comfortable with sharing. Be sure to have a good sense of the room and know when it is appropriate to go deeper.

Level 1

- How have you helped someone?
- If you could change something about your school, what would it be and why?
- What is your favorite family tradition?
- What do you enjoy most about 'people watching'?
- Do you cry easily? Why or why not?

Level 2

- Describe a time you have struggled to do something, and how you overcame the challenge.
- What do you think about this quote: "It is better to offer no excuse than a bad one." - George Washington?
- If you had the chance, what would you spend a year learning?
- When have you been treated unfairly, and did anyone ever stand up for you?
- Have you ever stood up for someone being treated unfairly? Why or why not?

Level 3

- What do you think about this quote: "Darkness cannot drive out darkness: only light can do that. Hate cannot drive out hate: only love can do that." - Martin Luther King Jr.
- Have you ever avoided an issue, what was the issue, and why did you avoid it?
- When did you have to make a serious decision, and are you still satisfied with the decision?
- What makes you different from your family?

Level 4

- When were you innocent and accused of something you didn't do? How did you respond?
- When have you felt different?
- What do you think about this quote: "Sharpen your anger at injustice." - Father Drinan
- Describe a time that you felt special. It could be in the classroom or outside the classroom.
- What do you need to tell someone, and why haven't you done it yet?

Memorial for Peace

Rationale: To explore how the arts can help in the Post-Conflict Reconstruction phase of peacebuilding.

Objectives: Students will take on the role of a citizen in a community that is in the post-conflict reconstruction phase. Leaders from both sides of the conflict have voiced their desire to create a memorial. To select a memorial, they are accepting proposals from the public. Students will research a conflict and create a memorial to remember those lost and to support the peace process.

Standards:

- **CCSS.ELA-LITERACY.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

Materials:

- Poster board 22" x 28"
- White paper for sketching
- Pencils and colored pencils

Time: Ten days without the USIP Peacebuilding Toolkit for Educators Lessons, and five days for the USIP Peacebuilding Toolkit for Educators Lessons.

Assessment:

- **Proposal Presentation**

[The Urge to Remember - Must Read](#)

Procedures:

Step 1: [Corresponding USIP Peacebuilding Toolkit for Educators Lessons](#)

Step 2: Introduce students to the process of memorialization. You can view an example of how to do so [here](#) or at the end of this lesson.

- **Lesson 2.1 Observing a Conflict**

- **Lesson 2.3** Practicing Conflict Analysis
- **Lesson 3.1** Characteristics of Peacebuilders
- **Lesson 3.2** Peacebuilders in Action
 - Focus on the following people:
 - 2015: National Dialogue Quartet
 - 1998: John Hume and David Trimble
 - 1996: Carlos Filipe Ximenes Belo and Jose Ramos-Horta
 - 1994: Yasser Arafat, Shimon Peres and Yitzhak Rabin
 - 1993: Nelson Mandela and Frederik Willem de Klerk
 - 1987: Oscar Arias Sanchez
 - 1978: Mohamed Anwar al-Sadat and Menachem Begin
 - 1976: Betty Williams and Mairead Corrigan
 - 1973: Henry A. Kissinger and Le Duc Tho
 - 1957: Lester Bowles Pearson
 - 1950: Ralph Bunche
 - 1936: Carlos Saavedra Lamas
 - 1926: Aristide Briand and Gustav Stresemann
 - 1906: Theodore Roosevelt

Step 3: Choose a comprehensive peace agreement

This project is best completed individually. Have each student select a peace agreement for which they will build a memorial. You could also have the class focus on one conflict on which to go more in-depth.

Chapultepec Peace Agreement

Country: El Salvador

Date Signed: 16 January 1992

Interim Constitution Accord

Country: South Africa

Date Signed: 17 November 1993

General Framework Agreement for Peace in Bosnia and Herzegovina

Country: Bosnia and Herzegovina

Date Signed: 21 November 1995

Northern Ireland Good Friday Agreement

Country: United Kingdom

Date Signed: 10 April 1998

Agreement between the Republic of Indonesia and the Portuguese Republic on the question of East Timor

Country: Timor-Leste (East Timor)

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Date Signed: 05 May 1999

Step 4: Research the conflict

Once every student has a peace agreement, it is important for them to read the agreement and research the conflict itself using the U.S. Institute of Peace as the primary resource.

In addition to the overall conflict, students need to identify individual actors to either include or omit from the memorial and the culture or cultures involved in the conflict to understand how to best memorialize death and conflict resolution.

Research the actors

- Local players relevant to memorialization (e.g., government officials/ministries, security authorities, victim/survivor groups, local NGOs, educators, mental health professionals, historians).
- Main international players/interveners (e.g., peacekeeping troops, humanitarian aid workers, other foreign NGOs, international organizations such as UNESCO heritage staff, historians, academics).
- Identify local “spoilers” determined to undermine positive memorialization initiatives or attack important cultural sites to destabilize or undermine peacebuilding.

Research the culture

Local practices, beliefs, and rituals related to conflict resolution, death and dying, burial, and similar matters to understand the underlying social and psychological dynamics of grieving and commemoration.

Be sure that they turn in notes to keep them on track.

Step 5: Design a memorial

Students will then be tasked with the challenge of designing a memorial.

Memorialization occurs throughout the conflict life cycle: before conflict begins, during conflict, and after conflict ends.

Memorialization takes different forms depending on the nature, duration, and stage of the conflict. At certain stages of the conflict, memorialization initiatives may be ill-advised, such as when violence continues, highly contested versions of the past exist, or intergroup tensions are extremely high.

Final Display

- Poster board 22” x 28”
- Title
- One page written summary

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- Conflict
- Peace process
- How the art installation remembers the peace process
- 3 drawings

Step 6: Construct the proposal

Once the design for a memorial is complete, students must put together the final display.

Step 7: Presentation


Students will give a short presentation explaining their memorial design.

Rubric for Peace Memorial

	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
Presentation	Student delivers a pitch that is not respectful or clearly explains their plan.	Student delivers a respectful pitch for their memorial that doesn't clearly explain their plan.	Student delivers a respectful pitch for their memorial that clearly explains their plan.	Student delivers a respectful pitch for their memorial that clearly explains their plan and draws an emotional response.
Memorial Design	Student designs a memorial that inaccurately remembers the conflict and peace process. The memorial is poorly designed.	Student designs a memorial that remembers the conflict and peace process.	Student designs a memorial that remembers the conflict and peace process. The memorial is well designed.	Student designs a memorial that accurately remembers the conflict and peace process. The memorial is exceptionally designed.
Content	The final poster is not organized or missing many components. The summary on the conflict and explanation for the memorial is not well done..	The final poster follows the directions or may be missing a component. The summary on the conflict and explanation for the memorial is sufficient.	The final poster follows the directions. The summary on the conflict and explanation for the memorial is well done.	The final poster is well organized and clean. The summary on the conflict and explanation for the memorial is compelling.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

Presentation Example

Slide 1




The Urge to Remember

How memorials can help or hurt the peacebuilding process

*Adapted from the work of:
Judy Barsalou and Victoria Baxter*

Slide 2



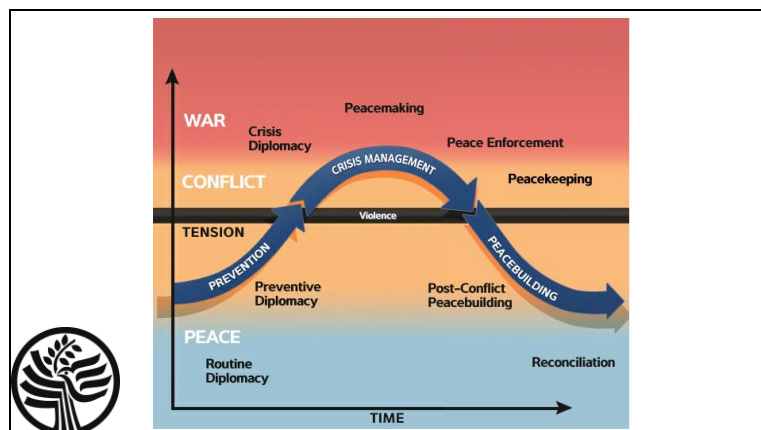
Warm up

Have you ever visited a memorial?

- What was the memorial for?
- What did it mean to you or someone you visited with? (example: a grandparent)
- Why did you visit the memorial?
- Did you bring flowers to the memorial?
- Describe the atmosphere surrounding the memorial.

Use the warm up to get students thinking about memorials.

Slide 3



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This is the Curve of Conflict. We can use this model to analyze any conflict. For instance, currently we can see that the Syrian Civil War is in the crisis management stage, and in the midst of war. Whereas the Vietnam War is well past the apex and deep into reconciliation as seen with the recent visit from President Obama.

Question: Along this graph, where do you think memorials will be planned and implemented?
 Answer: We will see memorial planning in the reconciliation phase. Long-established memorials take on new meaning or lose meaning for subsequent generations. For instance, the losses from World War II mean less to those born in the 21st century than they did from those born in the early and mid-20th century. We are also likely to see negative, one sided memorials to proliferate at the apex of the curve. Part of any transitional justice will involve the collection of materials that could be used for a memorial.

Slide 4

Functions of Memorialization

Truth-telling or documenting specific human rights violations Creating a specific place for the immediate family and/or the larger society to mourn victims Offering symbolic reparations to honor the victims of violence and reinstate their reputations Symbolizing a community's or nation's commitment to values such as democracy and human rights	Promoting reconciliation by recasting the national identity or repairing damaged relations among groups Encouraging civic engagement and education programs to engage the wider community in a dialogue about the past and promote discussions of a peaceful future based on coexistence Advancing educational purposes, including the retelling of history for future generations Facilitating historic preservation of a specific era in a country's or community's history
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The purpose of a memorial is complex. Most of these functions are straightforward. If you need further information, see pages 4-8 of "The Urge to Remember" by Judy Barsalou and Victoria Baxter.

Slide 5

Major Forms of Memorial Initiatives

Constructed sites: Museums and commemorative libraries Monuments Walls of names of victims Virtual memorials on the internet Found sites: Graves Locations of mass killings or genocide	Activities: Anniversaries of coups, battles, or other actions related to the conflict Temporary exhibits Renaming or rededicating streets, buildings, or infrastructure Walking tours or parades Demonstrations and vigils Public apologies
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This would be a good time to ask students when they have seen one of these forms in a memorial. Perhaps a student has been to Germany and visited Auschwitz. Think of examples of memorials in your community.


Slide 6

Memorialization and Types of Conflict

Genocide and Mass Killings - 1994 Rwandan Genocide, "killing fields" memorials in Cambodia, and the Garden of the Righteous memorial (Sarajevo)

Disappearances - Argentina, Chile, and India

Ethnic Conflict - Northern Ireland, Robben Island Museum



Memorials for Genocide and Mass Killings tend to revolve around human remains. Displaying or preserving human remains is used to educate people about the sheer scope of death. The U.S. Holocaust Memorial Museum in Washington, DC does this with shoes. In Rwanda, some victims' bodies have been preserved in schools and churches where they were found. When the violence occurred fairly recently, these memorials often do not offer visitors an analysis of the conflict or any sort of educational background.

Memorials to disappearances generally reflect the absence of bodies. For instance, internet-based "virtual" memorials will list the names of those missing. This is a difficult issue in some places where a large number of the population denies any wrongdoing. For instance, after Pinochet the first few democratic governments did little to promote the torture site officially because Pinochet continued to enjoy substantial support throughout Chile. In 2001, a coalition of survivors and NGOs attempted to create a monument to the disappeared in Kashmir. A day after the group laid the foundation stone for the monument, the Indian government razed the site.


Ethnic divided societies usually produce memorials that honor a narrowly defined ethnic group and its "martyrs". However, memorials can be used to celebrate the multicultural national identity. For instance, Robben Island tells the story of the "Rainbow Nation".

Slide 7

Timing and Sequencing

Grieving relatives sometimes create impromptu memorials where their loved ones died.

Larger, formal memorials undertaken by states generally do not appear until at least five to ten years have passed.



Memorials can be impromptu or part of the transitional justice program. Throughout the process it is important to consider the purpose of the memorial. Is it for the victims, is it for the survivors or future generations?


Slide 8

Truth Commissions

Some truth commissions have included recommendations for memorialization: Chile, Guatemala, South Africa, Ghana, and Sierra Leone

"Restore human and civil dignity" - South Africa commission on memorialization

These memorials can be a symbolic reparation. Few truth commissions have articulated in much detail what memorialization means, how it should be connected to other transitional justice processes, who should take charge, and other specific considerations.




Memorialization is a tool for unity and reparation, but it isn't a tool that is often used. This is a missed opportunity in the reconciliation process.

Slide 9

Overlapping Paradigms for Confronting the Past

Transitional Justice Paradigm	Memory Paradigm
Legal responsibilities of the state and international community to promote the rule of law	Seeks to promote a culture of democratization in part by creating a "never again" mentality
Four responsibilities; truth-telling, prosecution, reparations, and institutional reforms	Depending heavily on cultural and other methods of educating and reminding people about the past
Documentation is essential for each of these postwar processes	Documentation is equally important in museums and memorials



All transitional justice interventions share a dependence on documentation. Louis Bickford describes two overlapping paradigms for confronting the past, "transitional justice paradigm" and "memory paradigm". TJP focuses on the legal responsibility of the state to move beyond the violence. The memory paradigm, however, seeks to create a cultural or societal change in which people have the mentality of "never again" will the event be allowed to happen. An example would be in Germany after WWII and the holocaust, a new constitution was created. This was part of the TJP. The creation of holocaust memorials throughout the world was part of the Memory Paradigm in which a culture of the "never again" mentality is encouraged.


Slide 10

Insiders versus Outsiders

Why would it be important for survivors of conflict, rather than the outsiders who come to help them, initiate memorial projects?

What defines an "outsider"?

Do you think there is a difference between a fellow national from outside the immediate survivor community and international actors?



An outsider is all about context. For example, members of the community in Kliptown, just outside the Soweto Township in which a memorial was being built, considered a South African NGO based 40 kilometers away that was consulting on the project to be an outsider. Ultimately, the question comes down to who makes the important decisions.

A fellow national can sometimes provide cultural and linguistic advantages.

Slide 11

Process

Define the objectives: understand the needs of the community and share information.


Define the community: Who are the different stakeholders and how do their views differ?

Promote transparency: Create a process that makes information about the memorial project available through public meetings and other means.

Research the options: Conduct focus groups and interviews with experts, local politicians, and other key stakeholders; conduct tours of the prospective site to stimulate debate about community needs and desires in relation to the site; collect stories and memories associated with the site.

Present findings to the community.

Conducts ongoing publicity campaigns.
The feasibility study is an initial phase from which the project needs to build further momentum.



Effective transitional justice interventions must pass three tests. First, the wider population must see the intervention as legitimate and impartial. Second, any policy decisions or outcomes must be subject to a genuine consultation with those most affected by violence. For memory projects, this means that survivors must be directly involved in the discussion of what should be remembered and how. Third, effective transitional justice interventions have to be accompanied by a range of other initiatives aimed at promoting the rule of law.

“Symbolic reparations such as monuments and museums are important but should ideally be linked with endeavors that improve the everyday lives of victims and their communities. One way of combining the two aims is to involve victims prominently in the design and/or manufacture of monuments.” Page 13

Slide 12

Cautions

Memorialization is a politically charged process that can stir up the worst in a community


Memorials initiated, controlled, or dominated by outsiders are doomed to failure

Memorial sites highly meaningful to a community may be largely invisible to outsiders

A memorial that helps individual survivors feel more at peace may promote future conflict

“Static” memorials that do not promote active learning or interaction among survivors lose their meaning for future generations

Impact assessment is time-consuming and expensive, and it needs to be repeated to capture changes in attitude over time



These are things that must be considered when designing a memorial.

Slide 13

Examples of public
memorials. Guess the
following memorials.



Slide 14



Jatyo Smriti Soudho or National Martyr's Memorial in Bangladesh to remember those who died in the Liberation War of 1971. This iconic image is a source of national pride. You can find its image used throughout the country, including its currency. They also have a museum in Dhaka that tells the story of the war.

Slide 15



Vietnam War Memorial. The “outsider” issue came to play when a Yale student, Maya Lin, won the design contest. Maya Lin is of Asian descent which angered some Veterans and members of the public and public officials. The focus on this memorial is the names of soldiers lost. Today it is one of the most iconic memorials in the United States, but at the time of its creation it was heavily controversial.

Slide 16



District Six Museum in Cape Town, South Africa. At this memorial stories are shared.

Slide 17



Hiroshima Peace Memorial. This building was preserved after the Hiroshima attack to help visitors remember what happened by having a visual aid.

Write a Letter to a U.S. Senator

Rationale: The right to petition the government is guaranteed by the first amendment and plays a critical role in the function of government. Students will be using The Olive Branch as a springboard to research and advocate for an issue to their U.S. Senator.

Objectives: This lesson will teach students how to advocate in a representative government and speak up for those with no voice. Students will also learn how the internet could be used as a source for learning about the world.

Standards:

- **CCSS.ELA-LITERACY.RH.6-8.1**

Cite specific textual evidence to support analysis of primary and secondary sources.

- **CCSS.ELA-LITERACY.RH.6-8.2**

Determine the central ideas or information of a primary or secondary source; provide an accurate summary of the source distinct from prior knowledge or opinions.

- **CCSS.ELA-LITERACY.RH.6-8.3**

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- **CCSS.ELA-LITERACY.RH.6-8.4**

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- **CCSS.ELA-LITERACY.RH.6-8.5**

Describe how a text presents information (e.g., sequentially, comparatively, causally).

Materials:

- Copies of USIP blog posts (*If you don't have access to the internet in the classroom*)
- Lined paper or computers
- Envelopes with stamps

Time: Two 45-minute classes

Assessment:

- Final letter to the Senator.

Procedures:

Step 1: Read [The Olive Branch](#), a blog from the U.S. Institute of Peace.

Step 2: Research

It is important to develop a greater understanding of the issue raised by The Olive Branch article. Have students use some of the following sources to develop a deeper understanding of the issue and collect evidence to use in their letter.

Students should then use [congress.gov](#) to see if they can find a bill regarding their topic. If a bill does exist, students are encouraged to cite it to advocate for or against the bill. This can be done with a simple key-word search.

[U.S. Bilateral Relations Factsheet](#)
[Congress.gov](#)

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Step 3: Craft a letter

- Have students follow the format found in the Sample Letter to Your Senator.
- **Paragraph 1:** Who you are
- **Paragraph 2:** Why you are writing. What you read on The Olive Branch from the U.S. Institute of Peace. Be sure to cite where information comes from because it supports your argument and shows with whom you stand on the issue.
- **Paragraph 3:** Be sure to thank them for their time and request a response.

Step 4: Edit

Once the first draft is complete, allow students to edit a letter from a peer. This will allow them to learn about a different issue or a different perspective of their issue while also practicing how to edit.

Step 5: Revise

Allow students to revise their letter and be sure to read it (and grade using the rubric) and turn it back.

Step 6: Send

Provide the opportunity to put the letter in the envelope and be sure to send the letters as soon as possible. It takes time for congressional offices to go through the mail and you want to minimize the time between this assignment and an official response.

SAMPLE LETTER TO YOUR SENATOR

[U.S. Senate Mailing List](#)

The sample letter below is provided to show the correct format for addressing your U.S. Senator. Please use the left-hand column as a guide for the format, but make the letter unique to *The Olive Branch* post your student is addressing.

Return Address

Your Name
Address
City, State. Zip Code

Date

[Insert Date]

Senator's Address

The Honorable [Insert Senator's Name]
 [### Dirksen, Russell, or Hart Senate Office Building]
 Washington, DC 20510

Salutation

Dear Senator [Insert Last Name]:

Introduce yourself: your name, address and school to identify that you are a constituent

My name is [Insert Your Name] and I reside at [Insert Your Address] in [Insert Your City], [Insert Your State]. I am in the [Your Current Grade] at [Insert Your School].

Why are you writing your Senator?

I am writing to you in regards to an issue that came to my attention through *The Olive Branch*, a blog from the U.S. Institute of Peace.

[Be specific with your suggestion, idea or request. If you are writing about a specific Bill, include the Bill Number - for example, H.R. 1797: End Neglected Tropical Diseases Act or. S. 2946: Senator Paul Simon Water for the World Act of 2014]

Ask for a response

I appreciate your help and ask that you please send me a response letting me know what you intended to do on the issue at hand.

Thank your Senator for his/her time

Thank you for your time and considering my request.

Closing with your name

Sincerely,
 [Insert Your Name]

Rubric

	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
Formatting	Student made no attempt at following the proper formatting.	Student failed to follow the formatting by missing a section.	Student followed the formatting.	Student gave attention to detail and structured the entire letter to have a nice appearance.
Content	Student had	Student included	Student included	Student included

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	misinformation and did not provide a strong argument.	research and an appeal. Did not make it personal or push themselves.	quality research and compelling appeal.	a substantial amount of quality research to support their argument. They also gave a compelling appeal.
Editing and Revision Process	Student made a minimal effort to edit the work of their peers. Did not revise their own letter.	Student edited their peers work and did not revise their own letter.	Student edited their peers work and accepted the edits made by peers.	Student provided good edits for their peers and revised their work to make it better.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

Sample Letter

Clara Schroeffer
 3901 S. Quebec St.
 Denver, CO 80237

26 May 2016

The Honorable Cory Gardner
 354 Russell Senate Office Building
 Washington, DC 20510

Dear Senator Gardner,

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My name is Clara Schroepfer and I reside at 3901 South Quebec Street in Denver, Colorado. I am in the eighth grade at St. Mary's Academy.

I am writing to you in regards to an issue that came to my attention through *The Olive Branch*, a blog from the U.S. Institute of Peace. After reading about the recent issues in Ukraine, I researched the bills drafted that are related to the current situation. Joining the EU will greatly improve Ukraine's economic standpoint, as well as deter Russia from launching another attack on Ukraine. Therefore, I confidently believe that the bill H. Res. 122, or "STAND for Ukraine," is worthy of endorsement.

Since the dissolution of the Soviet Union, the Ukrainian people have had an extreme lack of voice in their government. Joining the EU will give the Ukrainian people the opportunity to be heard over the Russian government. Our American Constitution gives us the freedom to speak our minds. Should it not be this way for all the people in the world who wish to be heard?

I appreciate your help and ask that you please send me a response letting me know what you intended to do on the issue at hand.

Thank you for your time and considering my request.

Sincerely,
Clara M. Schroepfer

Briefing a Conflict

This resource is best utilized after completing the corresponding USIP Peacebuilding Toolkit for Educators.

Rationale: The purpose behind the competition was to produce cases of international conflict that illuminate current problems and challenges for practitioners engaged in conflict prevention and management, conflict resolution, and post-conflict reconstruction and reconciliation.

Objective: To practice the skills required to mediate an international conflict. Once completed, students will be able to use the conflict map to recognize the stage of a conflict and how to mediate a conflict to a peaceful resolution.

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Standards:

- [CCSS.ELA-LITERACY.RH.6-8.3](#)

Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

- [CCSS.ELA-LITERACY.RH.6-8.4](#)

Determine the meaning of words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies.

- [CCSS.ELA-LITERACY.RH.6-8.5](#)

Describe how a text presents information (e.g., sequentially, comparatively, and causally).

Materials:

- [USIP Peacebuilding Toolkit for Educators](#)
- Copies of the [USIP Case Studies](#)
- Highlighters and pens for close reading
- Computers for Google Slides

Expected Time:

Between nine and twenty 45-minute classes.

Part 1: Corresponding USIP Peacebuilding Toolkit for Educators Lessons (Optional) -

Nine 45-minute classes

Part 2: Deep Reading and Discussion on a Conflict - Four 45-minute classes

Part 3: Briefing the Conflict - Four 45-minute classes

Part 4: Practice Mediation (Optional) - Two 45-minute classes

Part 5: Debriefing - One 45-minute class

Assessments:

- Group Discussion on a Conflict
- Briefing the Conflict Presentation

Student Role: Students will take on the role of a mediator and learn about a conflict, brief the class on their conflict and then practice mediating a conflict.

Part 1 (Optional, but recommended): [Corresponding USIP Peacebuilding Toolkit for Educators Lessons](#)

- Lesson 1.1 Defining Conflict
- Lesson 1.2 Perspectives on Peace
- Lesson 2.1 Observing Conflict
- Lesson 2.3 Practicing Conflict Analysis
- Lesson 2.4E Responding to Conflict: Mediation

Part 2: Deep Reading and Discussion on a Conflict

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Divide students into groups of at least 3. Students will select a case study from the [USIP Case Study Competition](#).

- Burundi
- Democratic Republic of the Congo
- Kenya
- Peru
- Sierra Leone
- South Africa
- Sudan

Each group will [close read](#) their case study and prepare discussion questions.

Once groups are ready to have a discussion, have an inner circle (facing in) for the group discussing their case study and an outer circle (facing in) for the rest of the class to observe and reflect on the discussion. Students on the outer circle should be taking notes both on the case study and discussion.

Students from the outside will turn in questions they have that could be covered when the group presents a brief on the conflict.

About ten minutes per group should be enough. You can cut the time short if you see them struggling, or extend it if the conversation is going well. Feel free to sit inside the circle and join the conversation.

Step 3: Briefing the Conflict

After reading and discussing their case study, students will prepare a group presentation briefing the class on their conflict. Students will follow the [Curve of Conflict](#) from the USIP to explain the conflict.

Students should focus on creating one slide for each section and keep the presentation under ten minutes.

Slides should be used to assist the presentation flow, they shouldn't be the focal point of the presentation. Encourage fewer slides and keep text to a minimum.

Use Google Slides or another preferred form of slides.

Sections to Cover

Slide 1: About the Conflict (General Overview)

Use the Curve Conflict to explain the process.

Breakdown the conflict into the following parts:

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- Slide 2: Prevention
 - Routine Diplomacy
 - Preventative Diplomacy
- Slide 3: Crisis Management
 - Crisis Diplomacy
 - Peacemaking
 - Peace Enforcement
 - Peacekeeping
- Slide 4: Peacebuilding
 - Post-Conflict Peacebuilding
 - Reconciliation

Step 4 (Optional): Practice Mediation

As a class, students should be prepared to act out a simulation. Simulations can be found on the [USIP website here](#). Two recommended simulations are *The Case of “Palmyra”* and *The Israeli-Palestinian Conflict*.

Step 5: Debriefing

After briefing a conflict and practicing mediation, it is important to dedicate a 45-minute class period to discuss everything. Alternatively, this could be completed as a writing assignment. Here are some discussion questions to help guide conversation.

- In what ways do you believe that your case study (research and briefing) was unique?
- What attributes from your case study applied to others?
- What three big ideas are you taking away about peacebuilding?
- How can we use the Curve of Conflict to prevent or mitigate future conflicts?
- Should more be invested in routine diplomacy to prevent conflict?

Rubric(s)

Deep Reading Discussion Rubric

	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
Preparedness	Student did not demonstrate any preparation prior to the conversation.	Student came to the conversation unprepared for a discussion.	Student came to the conversation prepared for a discussion.	Student came to the conversation with notes and prepared for a challenging discussion.

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Contribution	Student did not contribute to the conversation.	Student offered an idea to the conversation, but did not challenge the conversation.	Student offered questions and would attempt to answer questions raised by others.	Student challenged himself/herself by posing challenging questions and answering those raised by others.
Engagement	Student did not engage in the conversation and ignored contributions made by others.	Student would recognize contributions made by others, but did not respond.	Student demonstrated an interest in ideas proposed by others and struggled to add to the dialogue.	Student showed an active interest in the contributions made by others and would challenge ideas.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

Briefing a Conflict Rubric

	Does Not Meet Objective	Partially Meets Objective	Meets Objective	Exceeds Expectations
Preparedness	Student did not make use of time provided to prepare and used the slide as notes.	Student did the bare minimum in preparing for the presentation. Relied upon notes.	Student practiced for the presentation. Did not need to look at notes.	Student practiced the presentation multiple times and gave a strong presentation.

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Quality of Slides	Slides distract from the presentation. Providing either too much or too little information and serve as notes.	Slides have either too much or too little information and are relied upon as notes.	Slides do not include too much information, but do serve as a tool for the presentation.	Slides exceed expectations and strike a balance of capturing the attention of the audience without being overwhelming.
Verbal Presentation	Student was unable to present a clear message. Used multiple filler words that distracted from the presentation.	Student relied heavily upon notes and/or the slides.	Student gave a clear and concise presentation.	Student gave an engaging presentation that was clear and concise.
Q&A Engagement	Student didn't answer questions either due to an inability to or unwillingness.	Student struggled to answer questions, but gave a strong attempt.	Student provided good information and responded well to questions.	Student provides insightful answers with ease and comfort.
Points	1	2	3	4
Grade Equivalent	D	C	B	A

Laura Keldorf

Riverdale High School, Portland, OR

Subjects: 9th Grade English, History, and Writing

- **Laura KeldorfP. 31**
 - **Lesson: Brene Brown: “The Power of Vulnerability”P. 32**
 - **Lesson: The Human Cost of Cheap.....P. 43**
 - **Midterm Assessment: Meeting of the Minds.....P. 48**
 - **Final Assessment: Conflict Resolution and Peacebuilding...P. 52**

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 Vulnerability and Empathy.

- Lesson 2.6 Active Listening

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- 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.”

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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

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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

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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?

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- 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.

Michael Martini

Alice Deal Middle School, Washington, DC

Subjects: 6th Grade World Geography and Cultures

- **Michael MartiniP. 56**
 - **Lesson: “One Day” Peace Seminar.....P. 57**
 - **Module: Cultural Understanding Module.....P. 61**
 - **Lesson: Human Rights Seminar.....P. 66**
 - **Tool: What’s happening in my world?.....P. 72**

“One Day” Peace Seminar

Rationale: This lesson is intended to use music as an introduction to teaching peace and understanding in the classroom. Additionally, it is designed to establish group discussion protocols in a seminar format.

Objectives: Students will examine the lyrics of the song “One Day” by Matisyahu in order to better understand the artist’s views on peace. Students will participate in a seminar in order to share ideas about building a more peaceful world.

Standards:

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RI.6.6

Determine an author’s point of view or purpose in a text and explain how it is conveyed in the text.

Materials: Students will each need a copy of the lyrics to Matisyahu’s song “One Day” and a blank sheet of paper to make a name tent for the seminar. You can find the music at <https://www.youtube.com/watch?v=WRmBChQjZPs>. An optional extension is to show the music video either before or after the discussion.

Time: One 45-minute class period.

Procedures:

Engage – Ask students to jot down a response to any of the following questions: What do you think of when you hear the word peace? What songs make you think of peace? Describe a time when you felt at peace.

Explore – Today we will read and listen to a song by Jewish American, reggae & rock singer-songwriter Matisyahu. Distribute copies of the lyrics to Matisyahu’s “One Day.” As they listen to the song, ask students to put a * star next to one stanza that stands out to them and underline one line that they can best connect with.

Explain – Explain to students that we will have a seminar discussion in order to share ideas about how to create a more peaceful world. We will use the text to look at what Matisyahu thinks of a peaceful world and then discuss what role we play in building peace.

Explain that during the discussion students do not need to raise their hand to speak, but should try to focus on the main speaker and wait their turn to talk. We are going to practice building on what others say – agreeing and disagreeing in a courteous, respectful manner. As the facilitator, the teacher’s job is to ask challenging, open-ended questions and model how to listen to others.

At this time, instruct students to fold a sheet of paper in half to make a name tent. On the backside they should copy a selected class goal and a personal goal for the discussion. Some ideas can include:

- Use others’ names
- Make eye contact
- Refer to the text to cite evidence
- Build on others’ ideas
- Keep an open mind
- Ask an open-ended question

Elaborate – When ready, begin the discussion by asking students to go in a circle and share which stanza stood out to them or which line they most connected with. Once everybody has shared, open the discussion with one of the following guiding questions. The teacher should then actively listen and provide additional guiding questions to further the discussion:

- Describe Matisyahu’s vision for a peaceful world. How does it compare to yours?
- Which lines or stanzas stood out to us the most? Why do you think that is?
- What role do you think you play in building a more peaceful world?
- How does music help Matisyahu share his ideas? What other media might one use to share ideas about peace?

Evaluate – Towards the end of the discussion, thank students for being active participants in today’s discussion. Ask students to conclude by using one of the following sentence starters to share a final thought:

- Peace is...
- One day...
- I can...

- Imagine...
- I am a peacebuilder...

Assessment: At the end of the seminar, students should be asked to reflect on both the class goal and their personal goal. This can be done through a quick informal rating (e.g. fist-to-five) or a written response. Additionally, you can assign written reflection questions based on the discussion topics and ideas. Lastly, a good extension might be to have students design posters (or any other medium) illustrating what peace means to them using words and images.

Another unique tool for assessment is a teacher discussion tracker. Draw a large circle on a sheet of paper (or chart paper) and write each student's name or initials around the outside of this circle in the order that they are seated. Begin with the student who initiates the conversation and then draw a line connecting his/her name to the name of the next student to speak. Continue drawing lines to connect the names of each student as they thoughtfully contribute to the discussion. You will end up with a web of intersecting lines visually representing how often each student participated. This is a good tool to show students in the middle of the discussion in order to help them regulate their participation or prompt others to join in. It can similarly be used as a reflection tool at the end of the seminar.

Lastly, the teacher can use symbols to record information about the quality of comments and participation. For example, a "?" can be put next to a student's name who asked a thought-provoking question or an "E" for a student who used evidence from a text in his/her comment. This is another good visual for students to monitor the quality of their participation and set goals to improve.

“One Day” Lyrics

Peace day song

CEIP LA ARBOLEDA.

MATISYAHU LYRICS
"One Day"

Sometimes I lay
Under the moon
And thank God I'm breathing
Then I pray
Don't take me so on
'Cause I am here for a reason

Sometimes in my tears I drown
But I never let it get me down
So when negativity surrounds
I know some day it'll all turn
around because...

All my life I've been waiting for
I've been praying for
For the people to say
That we don't wanna fight no more
There will be no more wars
And our children will play
One day [x6]

It's not about
Win or lose
Because we all lose
When they feed on the souls of the
innocent
Blood-drenched pavement
Keep on moving though the waters
stay raging

In this maze you can lose your
way (your way)
It might drive you crazy but don't
let it faze you no way (no way)

Sometimes in my tears I drown (I
drown)
But I never let it get me down (get
me down)
So when negativity surrounds
(surrounds)
I know some day it'll all turn
around because...

All my life I've been waiting for
I've been praying for
For the people to say
That we don't wanna fight no more

There will be no more wars
And our children will play
One day [x6]

One day this all will change
Treat people the same
Stop with the violence
Down with the hate

One day we'll all be free
And proud to be
Under the same sun
Singing songs of freedom like
One day [x2]

All my life I've been waiting for
I've been praying for
For the people to say
That we don't wanna fight no more
There will be no more wars
And our children will play
One day [x6]

Cultural Understanding Module

Rationale: This series of lessons is intended to broaden student understanding of how to approach world cultures. It aims to develop open-mindedness as students are challenged to differentiate between observations and judgments as well as the visible and hidden aspects of culture. This lesson also serves to lay the groundwork for better understanding global conflicts by being prepared for understanding different perspectives.

Day 1 – What would you do?

Objectives: Students will identify ways in which our cultural background influences our judgments.

Standards:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.SL.6.1.D

Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Materials: Each student will need a copy of “What would you do?” and “What would you do NOW?” worksheets (courtesy of <http://www.afsusa.org/educators/teachers-toolbox/>)

Time: One 45-minute class period.

Procedures:

Engage – Begin by distributing the “What would you do?” worksheet. Instruct students to read each example and for each situation write one sentence of how they would react. What would they say, think, or do?

Explore – Ask students to get in groups of 2 or 3 and discuss which of these items they felt most strongly about. Each student should get approximate 30 seconds to share and partners should practice active listening by making eye contact. When finished, the partners may respond by saying what they might do in that situation before sharing their own.

Explain – Allow groups to share out. During this time get a feel for whether or not students mostly agree or disagree with each other’s reactions. Explain that most of our reactions are shaped by our expectations of a situation based on what we are most familiar with. Explain that

there is a key piece of missing information in each situation that might cause many people to act, think, or feel much differently about the situation.

Elaborate – Distribute the “What would you do NOW?” worksheet allowing groups time to discuss each item and to explain new answers of how they would react (think, feel, or do) now. Again, allow groups to share out focusing on how the new context changes our reactions to the situation.

Evaluate – Ask students to think about the purpose of the activity and how it might change how they view unfamiliar people or situations in the future. Students should then complete an exit ticket completing the following prompt: “I used to think..., but now I think...”

Assessment: The exit ticket as well as student discussions throughout the lesson can serve as an informal assessment of whether or not students understood the purpose of the lesson.

Day 2 – The Cultural Iceberg

Objectives: Students will be able to categorize the visible and hidden aspects of culture by creating a cultural iceberg graphic organizer.

Standards:

CCSS.ELA-LITERACY.SL.6.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RI.6.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Materials: Each student will need a few-post-it notes and a copy of the Cultural Iceberg graphic organizer.

Time: One 45-minute class period.

Procedures:

Engage – Ask students to write or illustrate on post-it notes: what do you think of when you hear the word culture? Students can post responses on whiteboard. When finished, have a volunteer read out a few of the responses. Explain that we will return to these at the end of the lesson.

Explore – In order to further get a sense of what culture is and means, group students by into 2s or 3s and distribute each one of the quotes from the “Quotes on Culture” worksheet. One

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student should read the quote and another should say what it means to them. Explain that for 5-10 minutes students should mingle around the classroom and trade quotes with another group. After each trade, one student should read the quote aloud and another student explains what it means to them. When finished, allow a few groups to share out their favorite quote from the activity.

Explain – Distribute the “Cultural Iceberg” worksheet and read aloud the following definition of culture “The values, beliefs and ways of life of a group of people. Culture shapes the way we live, think, and act.” Ask students to think about how these quotes and this definition might relate to yesterday’s “What would you do?” activity. Discuss how our culture shapes how we think about certain situations, but that what we see is not always enough to entirely understand someone’s culture.

Elaborate – Explain that students have a blank organizer shaped like an iceberg and ask them to describe an iceberg focusing on how most of it is hidden below the water’s surface. Explain that this is how culture is – only certain parts are visible but most of what makes up culture is a set of values and expectations of a society. Ask students to revisit the post-it notes from the beginning of class and categorize them as visible or hidden. They should physically move the post-it’s above a line or below it and explain why they chose that. As they work, display the Cultural Iceberg reference from <http://www.janinesmusicroom.com/the-rest-of-the-iceberg.html> for additional ideas. Students can take notes in order to create their very own Cultural Iceberg on their worksheet.

Evaluate – As an exit ticket ask students to complete the following prompts: “Culture is like an iceberg because...but...so...”

Assessment: The exit ticket can be used to assess student learning. Additionally, the teacher can ask students to complete a cultural iceberg about themselves or a culture they identify with. Another idea is to display images or a short text, or use background knowledge, about a foreign culture and ask students to complete a cultural iceberg of notes. Lastly, the Nacirema lesson (<https://mrwinandsclass.wikispaces.com/file/view/Nacirema+Lesson.pdf>) can also be a fun and engaging way to extend learning and have students think critically about cultures.

Quotes on Culture

“Culture is the arts elevated to a set of beliefs.”

– Thomas Wolfe

“A nation’s culture resides in the hearts and in the soul of its people.”

– Mahatma Gandhi

“Our culture, language, history, and values are vital to uniting us as a nation.”

– Bobby Jindal

“The beauty of the world lies in the diversity of its people.”

– Unknown

“A people without the knowledge of their past history, origin and culture is like a tree without roots.”

– Marcus Garvey

“Culture makes people understand each other better. And if they understand each other better in their soul, it is easier to overcome the economic and political barriers.”

–Paulo Coelho

“Without memory, there is no culture. Without memory, there would be no civilization, no society, no future.”

– Elie Wiesel

“Creativity is putting your imagination to work, and it’s produced the most extraordinary results in human culture.”

–Ken Robinson

“Preservation of one’s own culture does not require contempt or disrespect for other cultures.”

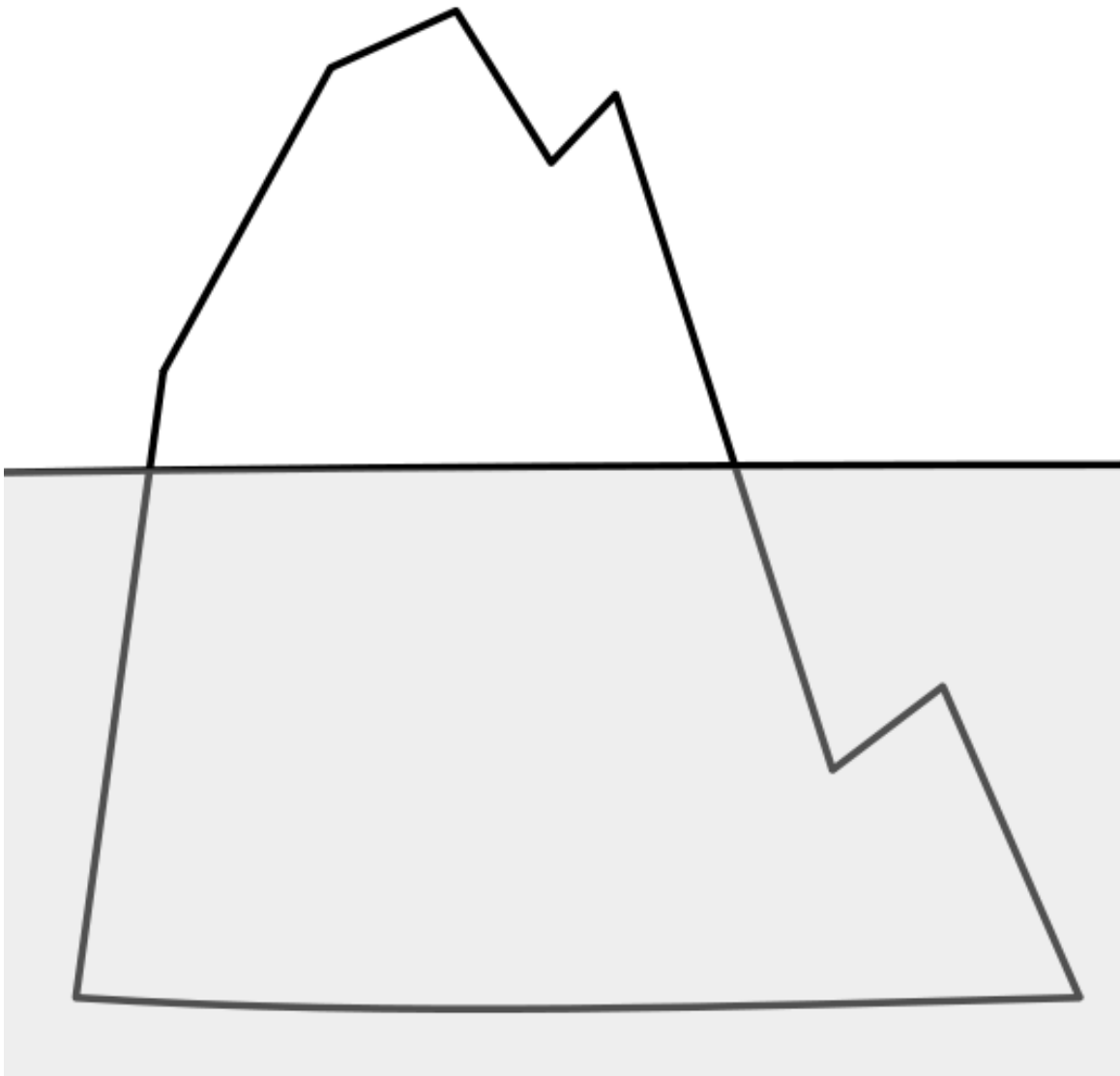
– Cesar Chavez

“Debate and divergence of views can only enrich our history and culture.”

– Ibrahim Babangida

Cultural Iceberg

Culture: The values, beliefs and ways of life of a group of people.
Culture shapes the way we live, think, and act.



What Would You Do?

1. You see a group of teenage boys throwing rocks at a dog.

Your response: _____

2. You see a mother struggle with her three small children while the man she is with does nothing.

Your response: _____

3. Your brother snaps his fingers several times at you to get your attention.

Your response: _____

4. You see a neighbor and he makes the OK gesture to you.

Your response: _____

5. You see a couple holding hands while they are walking down the street.

Your response: _____

6. A guest belches loudly at the table after dinner.

Your response: _____

7. Your friend agrees to meet you at a cafe' at 4 p.m., and it is now 5 p.m.

Your response: _____

8. You are told that you are getting fat.

Your response: _____

9. You are introduced to a woman and she offers you her wrist to shake.

Your response: _____

10. Your neighbor knocks on your door and asks to borrow something.

Your response: _____

Retrieved from <http://www.afsusa.org/educators/teachers-toolbox/>

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What Would You Do Now?

1. You see a group of teenage boys throwing rocks at a dog.
Your response if you were from a country where dogs carry rabies and are often wild:

2. You see a mother struggle with her three small children while the man she is with does nothing.
Your response if you came from a culture with strictly defined gender roles:

3. Your brother snaps his fingers several times at you to get your attention.
Your response if you came from a culture where snapping is considered an appropriate way to call for someone:

4. You see a former classmate and he makes the OK gesture to you.
Your response if you came from a culture where this gesture is obscene:

5. You see a couple holding hands while they are walking down the street.
Your response if you came from a culture where this is considered very promiscuous:

6. A guest belches loudly at the table after dinner.
Your response if you came from a culture where this is a way to show the host(ess) that the food was good:

7. Your friend agrees to meet you at a cafe' at 4 p.m. and it is now 5.
Your response if you came from a culture where time and dates are flexible:

8. You are told that you are getting fat.
Your response if you came from a culture where this is a compliment:

9. Someone offers you their wrist to shake.
Your response if you came from a culture where this is polite behavior from someone when her hands are dirty or she has been recently working with them:

10. Your neighbor knocks on your door and asks to borrow something.
Your response if you come from a culture where long greetings and inquiries about family members is the rule prior to "getting to the point":

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Human Rights Seminar

Rationale: This lesson is designed to introduce students to the Universal Declaration of Human Rights by allowing them to make personal connections to the document. It also allows students the opportunity to discuss with peers how it relates to the world we live in and make connections to important global issues. Additionally, it serves to establish protocols for future text-based seminar discussions.

Objectives: Students will critically consider the Universal Declaration of Human Rights and examine its relationship to our world by participating in a seminar discussion.

Standards:

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

Materials: Students will each need a copy of the Universal Declaration of Human Rights (abridged for youth version courtesy of www.humanrights.com) and a blank sheet of paper to make a name tent for the seminar.

Time: One 45-minute class period. Optional extension: www.humanrights.com publishes 1-minute public service announcement video clips for each of the thirty articles of the UDHR. They also have an engaging 10-minute video titled "The Story of Human Rights" that explores the development of human rights throughout history.

Procedures:

Engage – Ask students to jot down a response to any of the following questions: Use the word 'universal' in a sentence. Describe one right or freedom you believe all people should have.

Explore – Distribute copies of the Universal Declaration of Human Rights (abridged for youth). Explain that today we will read an important document written and adopted by the United Nations General Assembly in 1948. The document is organized into 30 articles, each describing a right that all humans deserve to have protected whenever and wherever they are. Instruct students to put a star next two articles that they personally feel are most important and to put an X next to the one that presents the biggest challenge in the world today. If they have enough time, on the back students should explain why they choose the articles they did.

Explain – Explain to students that we will have a seminar discussion in order to share ideas about the role of the Universal Declaration of Human Rights in the past, present, and future.

Explain that during the discussion students do not need to raise their hand to speak, but should try to focus on the main speaker and wait their turn to talk. We are going to practice building on what others say – agreeing and disagreeing in a courteous, respectful manner. As the facilitator, the teacher’s job is to ask challenging, open-ended questions and model how to listen to others.

At this time, instruct students to fold a sheet of paper in half to make a name tent. On the backside they should copy a selected class goal and a personal goal for the discussion. Some ideas can include:

- Use others’ names
- Make eye contact
- Refer to the text to cite evidence
- Build on others’ ideas
- Keep an open mind
- Ask an open-ended question

Elaborate – When ready, begin the discussion by asking students to go in a circle and share which article stood out or best connected with them. Once everybody has shared, open the discussion with one of the following guiding questions. The teacher should then actively listen and provide additional guiding questions to further the discussion:

- Many of you chose article #_____. Why do you think this is?
- Why do you believe this document was created? What need do you think was present in the world at the time?
- Who do you think is responsible for ensuring human rights for all? How do we make this happen?
- Do you believe any of these articles are controversial? Which ones might relate to a current world conflict?
- Do you believe this document will still be relevant in the next five years? Twenty years? One hundred years? If not, why? If so, how so?
- Notice human right # 30. What is the power of including this as the concluding article?

Evaluate – Towards the end of the discussion, thank students for being active participants in today’s discussion. Ask students to conclude by using one of the following sentence starters to share a final thought:

- I used to think...now I think...
- Human rights are important because...but...so...
- I can be a peace builder by...

Assessment: At the end of the seminar, students should be asked to reflect on both the class goal and their personal goal. This can be done through a quick informal rating (e.g. fist-to-five) or a written response. Additionally, you can assign written reflection questions based on the discussion topics and ideas.

Another unique tool for assessment is a teacher discussion tracker. Draw a large circle on a sheet of paper (or chart paper) and write each student’s name or initials around the outside of this circle in the order that they are seated. Begin with the student who initiates the conversation and then draw a line connecting his/her name to the name of the next student to speak. Continue drawing lines to connect the names of each student as they thoughtfully contribute to the discussion. You will end up with a web of intersecting lines visually representing how often each student participated. This is a good tool to show students in the middle of the discussion in order to help them regulate their participation or prompt others to join in. It can similarly be used as a reflection tool at the end of the seminar.

Lastly, the teacher can use symbols to record information about the quality of comments and participation. For example, a “?” can be put next to a student’s name who asked a thought-provoking question or an “E” for a student who used evidence from a text in his/her comment. This is another good visual for students to monitor the quality of their participation and set goals to improve.



Universal Declaration of Human Rights Abridged for Youth

1. **We are all born free and equal.** We are all born free. We all have our own thoughts and ideas. We should all be treated in the same way.
2. **Don't discriminate.** These rights belong to everybody, whatever our differences.
3. **The right to life.** We all have the right to life, and to live in freedom and safety.
4. **No slavery.** Nobody has any right to make us a slave. We cannot make anyone our slave.
5. **No torture.** Nobody has any right to hurt us or to torture us.
6. **You have rights no matter where you go.** I am a person just like you!
7. **We're all equal before the law.** The law is the same for everyone. It must treat us all fairly.
8. **Your human rights are protected by law.** We can all ask for the law to help us when we are not treated fairly.
9. **No unfair detainment.** Nobody has the right to put us in prison without good reason and keep us there, or to send us away from our country.
10. **The right to trial.** If we are put on trial this should be in public. The people who try us should not let anyone tell them what to do.
11. **We're always innocent till proven guilty.** Nobody should be blamed for doing something until it is proven. When people say we did a bad thing we have the right to show it is not true.
12. **The right to privacy.** Nobody should try to harm our good name. Nobody has the right to come into our home, open our letters, or bother us or our family without a good reason.
13. **Freedom to move.** We all have the right to go where we want in our own country and to travel as we wish.
14. **The right to seek a safe place to live.** If we are frightened of being badly treated in our own country, we all have the right to run away to another country to be safe.
15. **Right to a nationality.** We all have the right to belong to a country.
16. **Marriage and family.** Every grown-up has the right to marry and have a family if they want to. Men and women have the same rights when they are married, and when they are separated.
17. **The right to your own things.** Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.
18. **Freedom of thought.** We all have the right to believe in what we want to believe, to have a religion, or to change it if we want.
19. **Freedom of expression.** We all have the right to make up our own minds, to think what we like, to say what we think, and to share our ideas with other people.
20. **The right to public assembly.** We all have the right to meet our friends and to work together in peace to defend our rights. Nobody can make us join a group if we don't want to.
21. **The right to democracy.** We all have the right to take part in the government of our country. Every grown-up should be allowed to choose their own leaders.
22. **Social security.** We all have the right to affordable housing, medicine, education, and childcare, enough money to live on and medical help if we are ill or old.
23. **Workers' rights.** Every grown-up has the right to do a job, to a fair wage for their work, and to join a trade union.
24. **The right to play.** We all have the right to rest from work and to relax.
25. **Food and shelter for all.** We all have the right to a good life. Mothers and children, people who are old, unemployed or disabled, and all people have the right to be cared for.
26. **The right to education.** Education is a right. Primary school should be free. We should learn about the United Nations and how to get on with others. Our parents can choose what we learn.
27. **Copyright.** Copyright is a special law that protects one's own artistic creations and writings; others cannot make copies without permission. We all have the right to our own way of life and to enjoy the good things that art, science and learning bring.
28. **A fair and free world.** There must be proper order so we can all enjoy rights and freedoms in our own country and all over the world.
29. **Responsibility.** We have a duty to other people, and we should protect their rights and freedoms.
30. **No one can take away your human rights.**

Youth for Human Rights International • 1954 Hillhurst Ave. #416, Los Angeles, CA 90027 USA
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What's happening in my world? - Current Events in the Classroom

Rationale: This template provides guidance on establishing current events protocols with your students. It offers options and examples for helping students locate appropriate news related resources as well as interpreting and understanding global events. Early in the school year I noticed that my students had limited global awareness and background on how to find appropriate news articles. After introducing students & parents to the resources listed in this module I saw an immediate increase in student initiative to read about global issues. Similarly, I witnessed a huge increase in assignment completion as soon as I launched the online current events analysis form. Many students and parents were happy to hear that it was accessible on mobile devices and they could submit the assignment electronically.

Objectives: Students will be able to grow as consumers of information relating to current events and global news.

Standards:

CCSS.ELA-LITERACY.RI.6.1

Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

CCSS.ELA-LITERACY.RI.6.2

Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

CCSS.ELA-LITERACY.RI.6.5

Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

CCSS.ELA-LITERACY.RI.6.6

Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

News for Kids Resources

- www.Newsela.com - A great site with both free and paid versions that allow the user to search for and adjust the lexile level of articles published from popular newspapers. Teachers can also create classes and invite students to join. Students can search for articles, make and save highlights and annotations, and also take common core aligned quizzes.
- www.TweenTribune.com by Smithsonian – Also allows the user to search for and adjust the lexile level of articles published from popular newspapers. Teachers can also create classes and invite students to join.

- www.DogoNews.com – An interactive website for students to read and comment on news articles, popular books, and movies. Articles include embedded comprehension questions, critical thinking challenges, and discussion boards.
- www.cnn.com/studentnews – A weekly, 10-minute video recap of important news designed for middle and high school classrooms. Printable transcripts and quizzes are available with each video. You can also subscribe to the podcast to receive each new video using an RSS feed.
- www.OnlineNewspapers.com – A simple website to help you or your students navigate to the webpages of international newspapers from around the world. This is an excellent way to compare perspectives of geographically diverse sources and to build world language skills.
- www.newseum.org/todaysfrontpages/ - An easy way to quickly see the front pages of newspapers around the world! Perfect for comparing international perspectives and reactions to the most recent events around the world.

Current Events Analysis Online Form

In my classroom students are expected to use these resources to locate and report on one article of their choice each week. The report was created on Google Forms and I share the link with students. They can type into it on any device and submit electronically. I receive all student answers in a Google spreadsheet with a timestamp of when the assignment was submitted. The form is organized into three sections:

Section 1

<p>Title of Article * What is the title of the article? Don't forget to use "quotation marks"!</p> <p>Your answer</p> <p>Publisher * Who is the publisher of this article? ex. The Washington Post or WashingtonPost.com</p> <p>Your answer</p>
--

Section 2

WHEN: Date of Publication *

When was this article published?

Your answer

WHO is involved? (1-2 sentences)

Describe important groups or individuals involved.

Your answer

WHERE does it take place? (1-2 sentences)

What is the location? A particular city? An entire country? All over the world?

Your answer

WHAT is the main idea? (2-3 sentences) *

Describe what is going on in the article. What is the author's purpose in telling this story? Why does it matter?

Your answer

Section 3

WHY does this matter? *

Why is the event newsworthy? Why should people read and/or care about it?

Your answer

What is your opinion on the issue? *

If there is a conflict or problem, how do you think it could be resolved peacefully? If there is a central issue, tell me what you believe about it and why.

Your answer

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Subjects: IB Economics, History, and Theory of Knowledge

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 - Lesson: Peacebuilding in Economics.....P. 76
 - Lesson: The Limbic Brain and Peace.....P. 78
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Peacebuilding in Economics - A Discussion between supporters and critics of the World Trade Organization

Rationale: This lesson helps students to understand opposing viewpoints and, through negotiation, determine how they might improve the World Trade Organization.

Objectives:

- **Standards:** This exercise is meant to reinforce International Baccalaureate standards that include:
- **Knowledge and Understanding**
- **Communicating**
- **Thinking Critically**

Materials:

- USIP Negotiating Preparation sheet
- USIP Negotiating Styles handout
- List of WTO Opposing Arguments

Time: 90 minutes

Procedures:

1. Explain that students will have the opportunity to practice their negotiating skills with a partner.
2. *Students will combine a bit of theater with the negotiation by first identifying, then encouraging students to adopt unique negotiating styles. First, conduct with the students a session to identify their conflict styles using [USIP Peacebuilding Toolkit for Educators Lesson 2.4](#). When students have identified their own conflict style, ask them to select an alternative style to use during the WTO negotiation.*
3. Distribute a handout of WTO opposing arguments (in support of and critical of the WTO) along with an excerpt listing supporters' and critics' views of the WTO from *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Welker. (If time is a concern, distribute the scenario for homework the night before).
4. Remind students of the key elements of negotiation: be prepared, build a relationship, identify interests, and look for creative solutions.
5. Divide students into two groups and assign half of them the role of a WTO supporter and the other half the role of a WTO critic "Supporters' View and Critics' View of the WTO in *Pearson Baccalaureate Economics for the IB Diploma* by Maley and Walker.

Distribute roles from “Supporters’ View and Critics View of the WTO. *Students will be practicing their selected negotiating style with an “alter ego.”*

Alternative: Depending on the skill level of your students, you might choose to have the negotiation occur in groups of four, two Pro-WTO students and two students from the side that opposes the WTO. This allows people to work together in their role and during the negotiation they can take breaks to discuss strategy among themselves.

6. Prepare for Debate: Have the WTO supporters’ group meet on one side of the room and WTO critics the meet on the other side. Distribute the **Negotiation Preparation Worksheet** and have students work cooperatively in their role groups to complete it.

7. Have everyone pairs off with someone who has an opposing view and begin their negotiation. Give students 20 minutes to negotiate.

8. Lead a whole class conversation using some or all of the following questions:

- What were some of the results of your negotiations?
- What strategies did you use?
- What were some of the challenges you encountered while negotiating?
- How were you able to get beyond positions to interests?
- What did you learn from the role-play that will help you in future negotiations?

Assessment of student debate engagement:

20 Total Points Possible	
5 - Supporting Examples	<i>Examples used? Effectively?</i>
5 - Interpretation of Events Answer to the “So What” question	<i>Significance of events, ideas, or people stressed? Insights and connections made?</i>
5 - Evaluation Weighing of strategies	<i>Are ideas weighed effectively? Is there a concluding decision?</i>
5 - Organization/presentation	<i>Effective introduction? Effective conclusion? Clear theses shaped in body paragraphs? Ideas linked effectively?</i>

Supplementary Resources

[USIP Peacebuilding Toolkit for Educators Lesson 2.4](#) p. 51-55

[USIP Peacebuilding Toolkit for Educators Lesson 2.8](#) p. 84

The Limbic Brain and Peace – A Theory of Knowledge Exploration

Rationale: Students will gain an understanding of the human need for wise, strong consistent limbic bonds and the damage to those bonds caused by war.

For Theory of Knowledge (ToK), the goal is:

Objective: Students explore **by creating original art the extent to which art can reveal emotional truth about** the connection between limbic resonance and peace.

Standards: This lesson aligns with IB Theory of Knowledge Standards as follows:

- **Explore with depth & detail the implications and underlying assumptions of the question: To what extent can art give us the truth about the relationship between war and the limbic brain?**

Materials:

- Copies or a link to the article, “The Science of Scarcity”
- Copies of two statements (listed below in “procedures”)
- Paper and pencils for developing initial sketches and phrasing
- Sidewalk chalk for students to use in creating their works of interpretive art

Time: 2 hours (80 minutes for preparation/follow-up and 40 minutes to create drawings and do a “gallery walk”)

Procedures:

Part I – Background & Discovery:

What the human sciences tell us about “unpeace”:

1. Read the article, “The Science of Scarcity”
(<http://www.harvardmagazine.com/2015/05/the-science-of-scarcity>)
2. Discuss the article, along with the two statements below:
 - a. The poor are not poor because they make bad decisions; they make bad decisions because being poor creates such stress. Behavioral economists Sendhil Mullainathan and Eldar Shafir explain in their book; *Why Having Too Little Means So Much* that **scarcity steals mental capacity wherever it occurs—from the hungry, to the lonely, to the time-strapped, to the poor.**
 - b. Thomas Lewis, Fari Amini, and Richard Lannon in their book, *A General Theory of Love*, report that [when researchers created an environment in which food was not readily available, healthy monkey mothers became poor mothers. The unpredictability of circumstances preys on her mind and erodes parental attentiveness. That lack of attention, in turn results in offspring that are **unstable**. They have altered neurochemistry’s and become emotionally vulnerable, showing

- magnified levels of despair and anxiety.** They become **socially awkward neurotics and fail to attach as adults.**] These are conditions often faced by those subjected to war (loss of loved ones, families torn apart, refugees with lost communities, hatred, anger, poverty, trauma, lost mental capacity).
- c. Some consequences of war or “unpeace:”
- loss of loved ones
 - families torn apart
 - refugees with lost communities
 - hatred, anger
 - poverty
 - trauma
 - lost mental capacity
3. Which Ways of Knowing (faith, reason, intuition, emotion, sensory perception, memory, imagination, and language) are involved in these consequences of war? Explain.
4. Discuss which Ways of Knowing (faith, reason, intuition, emotion, sensory perception, memory, imagination, and language) are key to understanding in the human sciences? Explain

ToK and the Arts

5. Which Ways of Knowing do we find that the arts involve? Explain how the arts involve three of the following factors:
- listening
 - composing
 - arranging
 - analyzing
 - improvising
 - designing
 - problem-solving
 - teamwork
 - communicating
6. How can the arts help us, in way that other areas of knowledge cannot, to know the truth? **Use an example** to help explain three of the following:
- Are intuitive
 - Enhance cultural awareness
 - Result in greater love of the learning
 - Give feelings a form
 - Make us more human
 - Enhance creativity

- Increase social harmony
- Promote risk-taking
- Help us to understand our emotions and those of others
- Enhance spatial visualization skills
- Take time to get good at
- Result in a sense of what might be considered “good” art
- Require self-direction
- Energize us
- Are self-directed

Part II – The Artistic representation:

How might you use a drawing in chalk to give form to the feeling of unpeace or move viewers to resolve conflicts that create unpeace?

Design your chalk artwork to include all of the following:

- A **title** that includes “ToK” and the KQ – ***To what extent can the arts reveal the truth about human conduct?***
- An **illustration** to amplify the message (see examples of the consequences of unpeace from the discussion of scarcity above)
- A **creative border frame that states/explores WoKs** involved in human sciences and the arts

Part III – Follow-up:

Limitations of the Arts for Communicating Knowledge

7. Discuss some advantages of this art form for conveying for giving “form to feelings.”
8. What are some limitations of the arts in helping us to know the truth?

Limitations of Knowledge in Human Sciences:

- a. Are there problems with human sciences that do not exist in other sciences? Should the human sciences count as sciences?
- b. Are human sciences really sciences if the experience of the scientist is involved? For example, the human sciences require that the scientist use his/her own introspection and empathy - this form of subjectivity is sometimes collectively called the “Verstehen Problem”. Explain why you think this is or is not a problem.
- c. Is it possible in the human sciences to have constants, repeatable results, confidence in predictions, avoid biases, understand alien cultures, etc.?

- d. What does a *science* involve and do *human sciences* qualify as sciences? (For example, are human science findings falsifiable, simple, beautiful, general, etc.)
- e. Do social sciences (psychology, sociology, anthropology, economics, political science, law, philosophy, etc) follow scientific ideals: reliability, objectivity, precision, testability, comprehensiveness?
- f. How might we best pursue knowledge in the human sciences?

Assessment- Students should be given feedback on their responses to the questions above and to the verbal questions of their chalk art works as follows:

Which Ways of Knowing (WoK) inform the perspectives/claims in your artwork?

WoK Development: Go beyond just mentioning the WoKs to tell how each works?

What are your claims, counterclaims and conclusions about the relationship between war and the limbic brain?

How well does your artwork convey meaning?

Assumptions: What has to be assumed for your conclusions to hold true?

Implications: Given your conclusions, what are the implications?

The Economics of “Unpeace” – A Venn Comparison Measures of Development

Rationale: To help students understand and articulate ways in which *economics, peace, sustainability, and human development are linked*.

Objectives:

- To build understanding of various ways in which economic development can be measured
- To build skill in evaluating strengths and weaknesses of the various development measures
- To compose an effective comparison of the 3 measures

Standards: This lesson aligns with International Baccalaureate Standards dealing with *Knowing and Understanding, Critical Thinking and Communicating*

Materials:

- Provide links to 3 web sites on economic development (see links below):
- 3 –way Venn diagram template
- materials for writing essay (computer or pen and paper)

Preparation involves only providing links to the web sites and Venn template

Time: 90 minutes

Procedures:

Part 1: Create a 3-way Venn Diagram to compare the following three measures of stability and peace:

- And UN Human Development Index (<http://www.visionofhumanity.org/#/page/indexes/global-peace-index>)
- The Global Peace Index (<https://sustainabledevelopment.un.org/sdgs>)
- The UN Sustainable Development Goals (<http://report.hdr.undp.org/>)

Part 2: Write a 350-450 word essay to explain how the three indices compare: Using your Venn diagram explain how economics, peace, sustainability, and human development are linked. Explain which of the three measures seems most likely to influence positive change and tell why.

Assessment: The essay and Venn diagram should do an effective job of highlighting similarities and differences between the three indices. The level of interpretive insight should be assessed.

U.S. Independence Revisited through Puppetry

Rationale: Students will gain an understanding of the conflict over governance in the US British colonies during the 1760s and 70s. They will then convey through puppetry how the Colonial and British factions dealing with new British legislation and taxation during the 1760s and 70s might have used active listening and mediation to reach a solution without resorting to war.

Objectives:

- Use the art of puppetry to engage their creativity, empathize with historical characters with varying perspectives, and deepen their emotional understanding of events.
- Learn active listening techniques can help negotiations move from superficial positions to deeper interests.
- Learn mediation techniques for overcoming differences
- Become familiar with the changes taking place in Colonial America.
- Understand key personalities and opinions involved

Standards: This unit aligns with International Baccalaureate MYP standards dealing with:

- *Knowing and Understanding*
- *Communicating*
- *Critical Thinking*

Materials:

Handouts:

Thomas Paine's "Common Sense"

[Argument Positions of Patriots and Loyalists – from Interact Simulations "Independence" Unit](#)

Choices "Independence" Package (selected pages on the history of the US Independence movement)– Watson Institute of International Studies – Brown University.

"Active Listening" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Mediating Conflict" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Negotiation Preparation" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

"Non-verbal Communication" [Lesson from the USIP Peacebuilding Toolkit for Educators](#)

[Human Behaviors in History – from Facing History and Ourselves](#)

Puppet stage:

There are directions on the web for making puppet stages. I prefer one made from 2 pieces of 4'x8' 1/2" plywood – One piece becomes a 4' wide x 8' tall front piece (it has a 3'x2.5' cut-out for the opening at the top). The other 4'x8' board is split lengthwise then each half is attached with hinges on each side of the stage for concealing and supporting the stage. Attachable small 2"x4" pieces that extend a bit forward can supply forward stability.

A curtain rod and curtain can be attached and the whole stage folds up easily for storage.

Scripts pinned back stage with a flashlite source serve the readers well.

A microphone/speaker set-up helps with voice projection.

Puppet making:

Choose a 'How to make "sock puppet"' video on YouTube – (the puppet mouths tend to work better when 2.5" diameter round piece of folded thin cardboard is glued to the inside of the heel.)

Puppet - making Materials:

Fruit of the Loom Men's Crew Socks, 10 Pack – \$9.48 (\$20 for 2 packs)

Mini Glue Pack, 11-Piece (Glue guns with glue sticks) - \$4.85

[All Purpose Stik Mini Glue Sticks, .27" x 4", 100/Pkg](#)

\$6.95 per package (**\$21 for 3 packages**)

[Chenille Kraft Felt Sheet Pack, Rectangular, 9" x 12", Assorted Colors, 12 Pack](#)

\$4.08 (**\$20 for 5 packages**)

Paste-On Wiggle Eyes, 20mm, 56pk, Black - Price \$2.00 (\$4.00 for 2 packs)

A variety of colored yarns, pipe cleaners, etc for decorating puppets

Time: To prepare all of the lessons, make puppets, rehearse, and perform is likely to take about 20 hours. (Adaptations can be made to reduce the time required)

Procedures:

Initial Preparation:

1. Background Reading on events taking place in the British North American colonies, including Paine's "Common Sense".
2. Interpretation of original source material (perspectives on independence from the CHOICES unit).
3. Form teams and review the Positions and Arguments of each faction (Patriots and Loyalists) – these can be further divided into *staunch and patient* segments of each faction.
4. Discuss Patriot proposals for dealing with British taxation and legislative initiatives.
5. Learn definitions of terms that drive human behaviors
6. Conduct USIP Active Listening lesson
7. Conduct USIP Mediation lesson
8. Conduct USIP Lessons on Negotiation and Non-verbal communication

Scripting and Puppet Creation

9. Create a draft script to show emotionally charged characters demonstrating outrage and demanding action. As actions by the Sons of Liberty and reactions by the British get out of hand the groups are called in to a mediation session with amplified use of "active listening" to draw out deeply felt interests and illicit empathy. Key ideas to slow down

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.

and “frame” for the audience involve the interpretation of human behaviors as well as the benefits of active listening and mediation. Active listening phrases should be accentuated. A concluding statement should contrast the peaceful results of the mediation portrayed vs. the impacts of the war that actually occurred.

- a. Characters, event portrayal, and outcomes are left to groups to decide.
- b. Teams design and construct sock puppets (other puppet forms possible). Teams practice using the puppet stage, then perform for an audience.

References:

1. Choices Independence Unit – Watson Institute of International Studies – Brown University.
2. Interact Simulations “Independence” Unit
3. USIP Peacebuilding Toolkit for Educators
4. Facing History and Ourselves - Human Behavior Definitions

Assessment: *The student scripts and performances may be assessed for:*

- Clear depiction of 3 Patriot and 3 Loyalist arguments
- A mediation process
- Active listening dialogue
- Interpretation of human behaviors using at least 2 concepts
- Clear and well sequenced scenes
- Energetic and creative puppetry (both movements and voices)
- Teamwork

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Subjects: 8th Grade U.S. History, 6th-8th Grade Human Rights, and 2nd – 5th Grade Peace Classes

- **Monica Shah.....P. 86**
 - **Lesson: Street Photography.....P. 87**
 - **Lesson: Why Protest (Nonviolently)?.....P. 91**
 - **Ideas: “Make Art Not War”.....P. 95**
 - **Professional Development: Jenga – Stability and Structures of Peace in Schools.....P. 101**

Street Photography: Zooming in on Social Inequality

Audience: Middle or High School Students

Rationale: You live in a place and time where many social inequalities are still visibly present. The purpose of this activity is to demonstrate your awareness and perspective of social inequality through a form of art—photography.

Social inequality is the result of a society treating people differently on the basis of their age, sex, gender, race, ethnicity, sexual orientation, religion, education, occupation, class, language, country of origin, or other similar features. This leads to the unfair distribution of societal resources, prestige and power. Consequently, conflict often arises when inequality is present. The purpose of this assignment is to push students to use an everyday tech tool (cell phone) to critically examine and document social inequalities in their immediate community. Students will consider how these social inequalities affect their lives directly or indirectly.

This assignment could be provided to students at various points in a unit around social inequality.

Objectives: By the end of this assignment, students will be able to

- understand their ability to identify and document social injustices and inequalities in their immediate communities;
- analyze how inequalities in their community affect them directly and indirectly;

Standards: CCSS.ELA-LITERACY.W.6.-10.A

Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Materials:

Computer/Projector/Internet
Video
PowerPoint slide
Cell Phone
Street Photography Assignment

Time: 30 minutes

Procedures:

5 min: Do Now: What is inequality? Provide 5 examples of inequality in society (past or present).
5 min: Allow students to share their responses, and briefly preview/explain that their upcoming assignment will ask them to document inequalities.
2 min: Show this video of a journalist documenting air pollution on his cell phone.

<http://pulitzercenter.org/reporting/air-pollution-clouds-beijing-skies> (The purpose of showing this video is to highlight how a tech tool as simple as a cell phone can be used to educate others about local, national and global issues of concern).

8 min: Think, write, turn and ask: Ask students to independently come up with 4 questions each to ask their partner about the video and their partner must try to answer it.

10 min: Hand out and review assignment (this assignment is intentionally left a little vague to promote students' creative writing).

Street Photography Assignment

- ❖ Take and submit **4 photos*** that display social inequality in _____.
- ❖ All photos must be connected to a single theme that is **meaningful to you**. Think about the examples of inequality that you came up with during the Do Now.
 - What issue do you care about most? What do you know a lot about or want to know more about? What do you observe often? What issues are prevalent in your community?
- ❖ Include short captions and the location of where the pictures were taken under each photo.
- ❖ Write a **3 paragraph essay** that describes and analyzes your photos.
 - 1 paragraph should focus on the issue that you are “zooming” in on
Questions to consider: What is the social inequality you are displaying through photography?
How prevalent is this issue in _____? In the US? In the world? Who does it affect?
Is it an ongoing issue or recent phenomenon?
 - 1 paragraph should describe and analyze the photos in the context of the social inequality.
Questions to consider: How do your photos capture this societal inequality?
Does the public openly discuss this issue or is it ignored?
 - 1 paragraph should explain your experience taking these photos.
Questions to consider: What was your experience of looking at your community through a lens?
Did you interact with your subject? How did you feel when you were taking these pictures?

Recommendations:

- ❖ Take more than 4 pictures so then you can sort through them and pick out the best ones. **DO NOT FILTER THE PHOTOS.** Raw, real footage can be extremely powerful.
- ❖ Be ethical, be safe and use common sense. *Please be mindful that if you are taking pictures of humans that you may need their permission. Use your best judgment!
- ❖ Be aware of your surroundings. If it is safe and appropriate, engage in a dialogue with your subject if they see you taking a picture of them so you do not make them feel uncomfortable. Talk to them—what is their story? What do they want the world to know about them? Do not make people pose for you—this is not studio photography.

The photos and accompanying essay should be e-mailed to _____ by
_____.

Assessment: Students will be assessed using the following rubric (can be modified based on class)
 This will be an assessment grade for a total of **55 points**. You will receive credit as follows:

<p>Completion</p> <ul style="list-style-type: none"> ▪ Submitted on or before the due date ▪ Preparation and effort are apparent 	4 points
<p>Essay - Content</p> <ul style="list-style-type: none"> ▪ Reflective analysis of photography; ▪ Thorough understanding/curiosity of social inequality; ▪ Thoughtful connection between photos and social inequality; ▪ Answers many of the questions listed above ▪ Incorporates vocabulary discussed in class 	20 points
<p>Essay- Writing Written Expression (4); Writing Knowledge of Language and Conventions (3); Sentence Skills (4)</p> <ul style="list-style-type: none"> ▪ Aligned to PARCC Rubric 	11 points
<p>Photos</p> <ul style="list-style-type: none"> ▪ Must submit four <i>different</i> photos (cannot be one shot taken at different angles) ▪ Creative and clear photos (subject/image should be evident) 	20 points
Total:	55 points

Why Protest (Nonviolently?)

Audience: High School Students

Rationale: Social studies subjects often cover famous wars and tend to glorify military leaders. Once in a while, peace studies, peacemakers or peace advocates will be in the spotlight but usually superficially. In “Peace is Our Profession: Teaching Nonviolence in Schools,” Peter Schmidt explains that, “Our lack of imagination too frequently narrows the focus of our inquiry into nonviolence to the accomplishments of people such as Mahatma Gandhi and Martin Luther King, rather than the **tactics** which were employed in leading their respective struggles against British imperialism and American racial bigotry...To improve their abilities to think creatively about how to change the world, students must learn about nonviolence and the **strategies** used by pacifists in the pursuit of their causes.”[1]

[1] Schmidt, P. (1984) Peace is our profession: Teaching nonviolence in the schools. National Endowment for the Humanities, 1-23.

Objectives: By the end of this lesson, students will be able to:

- identify different types of power in society (past and present day) and discuss how power struggles can lead to forms of injustice and inequality in society.
- summarize a secondary source news article and primary source video in order to explain the role of individuals and institutions during the Civil Rights Movement.
- explain why people protest

Standard: CCSS - RH.9-10.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.

Compelling Question: Why do people protest?

Supporting Questions: 1) What is power? 2) What is the impact of using nonviolent tactics?

Materials:

Computer/Projector/Internet

PPT Slides w/ Do Now Prompt/Slides; Objective, 5 whys protocol.

Do Now – Photos on slides

<http://www.crmvet.org/images/imgcoll.htm>

<http://www.library.nashville.org/civilrights/photos.htm>

Right to Assembly Video: <http://www.youthforhumanrights.org/>

5 whys protocol – Flip Chart Paper

Power Chairs Activity – 5 chairs without armrests/attached desks

<http://dev.trainingforchange.org/tools/chair-power-three-types-power-0>

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Primary Source Newsfilm (Civil Rights Digital Library):

<http://crdl.usg.edu/cgi/crdl?action=retrieve;rset=002;recno=1;format= video>

Fifty years after the Nashville Sit-Ins (needs to be edited by teacher based on school rules around language)

<http://www.nashvillescene.com/nashville/fifty-years-after-the-nashville-sit-ins-the-students-who-challenged-the-nations-conscience-revisit-downtown/Content?oid=1227017>

Summary of Nashville Movement (Overview – edited):

<http://www.aforcemorepowerful.org/films/afmp/stories/nashville.php>

A Force More Powerful Clip: <https://www.youtube.com/watch?v= CGInjfJvHq&list=PLqT6HXIC198K-4B0RgayspMk2OCxE1hii>

Time: 90 minutes

Procedures:

90 minute class period:

- 1) Do Now: 5 min
- 2) Objective: 2 min
- 3) 5-Whys Protocol: 6 min
- 4) Power Chairs Activity: 7 min
- 5) Debrief/Discussion: 10 min
- 6) Notes (Power-Over; Power-With-Others; Power-from-Within) – 3 min
- 7) Feb 27, 1960 Newsfilm clip – 1 min
- 8) Fifty years after article – Reading + Summary: 22 min
- 9) Summary of Nashville Movement – 6 min
- 10) A Force More Powerful Video Clip – 4:30 min
- 11) Power Presentations (Groups) – 20 min
- 12) Exit Ticket – 5 min

- Do Now:** Why do people protest? - This activity support visual learners. Students will see a series of photos of nonviolent protesters (some of which expose violence) from the past and present-day. They will then be shown a one-minute clip that promotes the right to assembly. After seeing these photos and video, students will brainstorm and provide an initial draft response of the compelling question: Why do people protest?
- After they have drafted their initial response, students will be in groups of 3-5 depending on class size where they will participate in the 5 Whys process where each student has the role of asking “Why” to every question. The first question is: **Why do people protest?** The student who answers first can share their Do Now response. *Example response:* “Because they are mad.” Then the Why question-asker asks the next person, “Why are people mad?” Then that second person answers that question by explaining “Because...” It keeps going until the question WHY has been asked 5 times. The group will record the final response on the flip chart paper. This

activity is engaging and helps students get to the root of a deeper question. One group member will read their group's poster out and they will be posted around the room. This activity supports linguistic learners.

- Students will participate in the Power Chairs activity. This is a silent activity that will support kinesthetic and intrapersonal learners. -Provide instructions for the Power Chairs exercise (adapted from Augusto Boal's Theatre of the Oppressed) There are five chairs lined up. Students can volunteer to rearrange the chairs in a way to illustrate "Power". Rules: 1) No Talking 2) Only one student can get up and rearrange the chairs at a time 3) You can only go again if others have taken a turn and no one else wants to go. After activity is over, students who rearranged the chairs and observers will get a chance to explain what they saw or why they rearranged the chairs in a certain way and how that represented power in their mind. Eventually, people will come to similar conclusions about power being one person in control and/or power being with groups/numbers. This will lead into the quick note-taking and direct instruction on the three different kinds of power used by George Lakey (adapted from Starhawk).
- Students will watch a primary source news clip of African American students holding a lunch counter sit-in and the policemen arresting demonstrators in Nashville, Tennessee, 1960 February 27. Fast forward fifty years – students will explore that event by reading a complex news article (edited slightly by the teacher due to language) that starts with a dialogue which is actually a re-enactment from the actual lunch-counter protestors who visited Nashville 50 years after their movement. Students will be tasked with summarizing the article that piece together the ideas, actors, places and events during the sit-in movement in Nashville. This will lead them to being able to explain not just the role of individual leaders but also identify specific nonviolent tactics and strategies used during the Civil Rights Movement and reflect on their original compelling question from the beginning of class.
- Students will get a short summary of the Nashville Movement that is taken from the website of the book & documentary – *A Force More Powerful*. Students will compare this summary with the one they wrote and then watch a clip of James Lawson from that film showing how protestors were trained in nonviolence. This summary and video will clarify any misunderstandings or confusion from previous sources.
- Student Presentations: Class will break into three groups and each group will get a flip chart paper with either "Power-over," "Power-With-Others" or "Power-Within" written at the top. Based off the readings and chair exercise/debrief, students will be asked to define their assigned "power" and then identify power struggles and describe these powers in the context of the stakeholders and situations in the Nashville sit-in movement. The group will have 6 minutes to prepare and each group will have 3 minutes to present (including questions from other groups).
- Exit Ticket: Students have to respond in writing to the original compelling question: "Why do people protest?" Students will expand upon their Do Now response.

Assessment:

Students will participate in formative assessments throughout the class and will be evaluated on their participation and performance on the following tasks:

- 1) Group (5 Why Process – Final Response)
- 2) Individual (Article Analysis)
- 3) Group (Power – definitions/presentations)
- 4) Individual (Exit Ticket)

Possible Homework Assignments:

Option 1: Students will be provided a handout of Albert Einstein Institution's "198 Methods of Nonviolent Action." <http://www.aeinstein.org/wp-content/uploads/2014/12/198-Methods.pdf>. Student must pick at least one method of nonviolent action and find a movement that used that tactic. The student will be assigned to write one paragraph explaining the movement and methods (who, what, where, why, when, how). Teacher will show students online resource to help them locate nonviolent movements: Global Nonviolent Action Database - <http://nvdatabase.swarthmore.edu/>

Option 2: Connecting the past and present (reading/writing exercise). This activity will support reading comprehension and writing strategies, while allowing students to make connections between present day police and race issues with the training involved in learning about a "difficult history."

“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

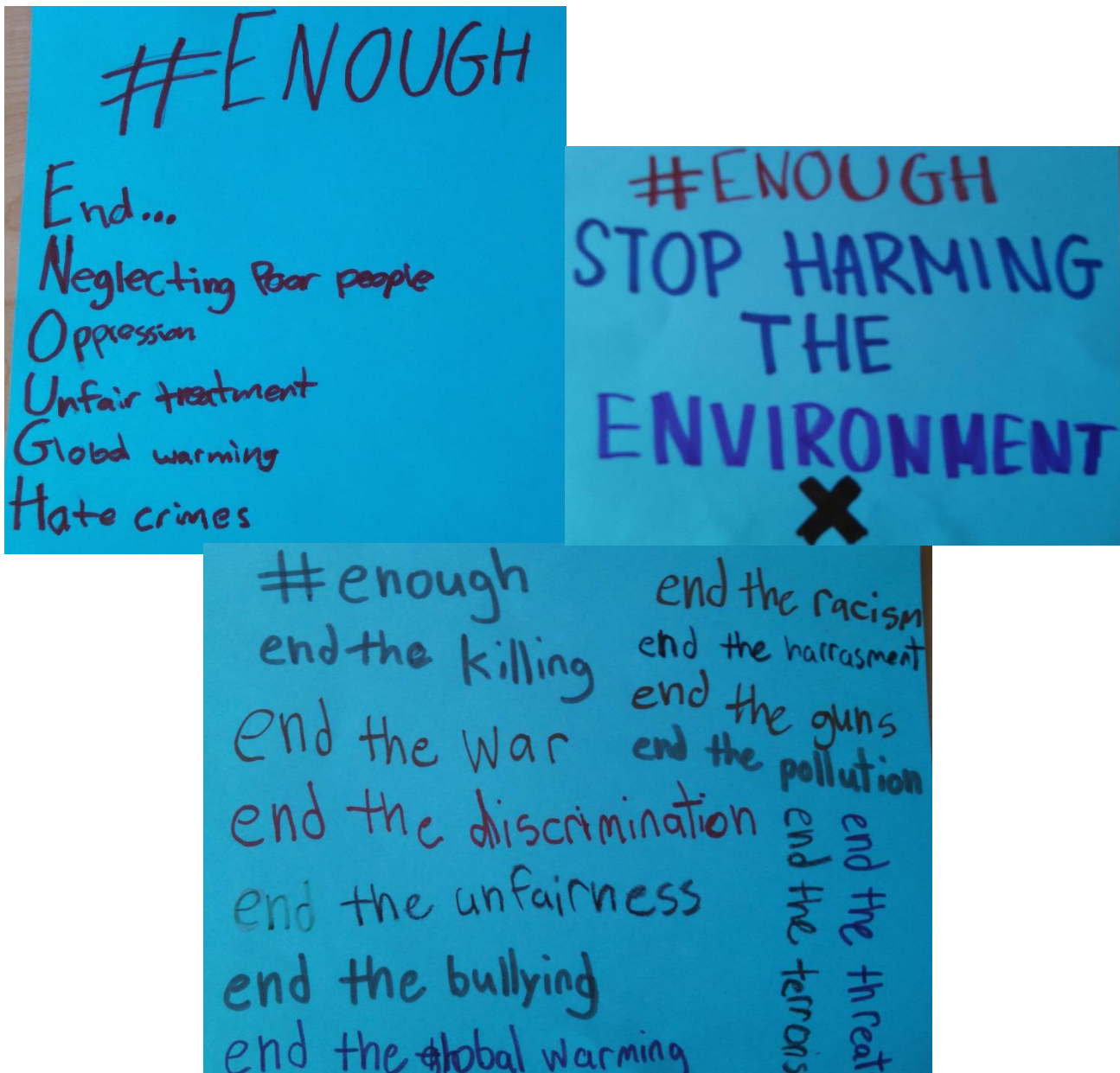
A. _____
B. _____
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#Enough

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 in 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.



Jenga – Stability and Structures of Peace in Schools

Audience: Teachers

Rationale: *In his article, “Safety from the Inside Out: Rethinking Traditional Approaches”, Alfie Kohn writes that zero-tolerance policies and technical fixes, such as installing dozens of surveillance cameras and metal detectors as a way to make schools safer, have paradoxically resulted in schools becoming less safe. With metal detectors and cameras, students might be “safe” but only because certain mechanisms are in place to restrict perpetrators or physical weapons from this environment. What happens when these mechanisms aren’t in place? This test will help initiating the process of determining the presence of an underlying problem of violent conflict in our communities. It is our mission as peace teachers to begin to address the needs of students and create a culture of peace – where peace in this sense is something greater and more profound than just the absence of violence. In this exercise, teachers will have the opportunity to reflect on this topic by engaging in an abstract (visual-spatial), analogous activity.*

Objectives: By the end of this activity, teachers will be able to:

- Recognize the relationship between peace and violence and also define each concept as itself and not as the absence of the other.
- Create a vision and “recipe” for a safe and peaceful school.
- Critically examine the policies and/or programs implemented in their schools to address violence.
- Discuss the ways in which a school could create, support, and sustain a peaceful environment without the use of zero-tolerance policies and technical fixes.
- Identify root causes of violence in their schools.

Materials:

- Two sets of Jenga
- Red and Green Round Stickers
- Peace & Violence Graphic Organizer
- Tables/Chairs

Time: 1 Hour

Procedures:

8 min: Independent- Teachers will first individually brainstorm and take notes on their conception and definitions of peace and violence in the graphic organizer (both as they relate to one another and as a standalone concept that does not comprise its definition by the absence of the other).

6 min: Small Group – Depending on the number of teachers present, participants will break up into small groups and share their ideas with one another.

15 min: Whole Group – Teachers add “ingredients” to a recipe for a safe and peaceful school. Facilitator adds participants’ comments and ideas to this recipe/vision and puts checks next to ideas that others agree upon.

7 min: (pre set-up time required): Two Groups – One group works with the premade Jenga structure on table 1. The second group plays with the Jenga structure on table 2. Some blocks are marked with red round stickers and the others are marked with green round stickers. Both groups must remove all the red pieces one by one while keeping the structure intact (this slight variation to original Jenga game as players will not add pieces to top of structure.)

Description of set-up: This activity involves two Jenga sets that each has pieces that are marked either red or green (with the round colored stickers). Table 1 has a Jenga structure where all of the bottom rows are green and the upper rows are red. Table 2 has a Jenga structure where the red and green pieces are mixed. Players are not yet told what each color signifies, and only that the red needs to be removed one at a time. The directions of the game vary slightly from the original version. After each red piece is removed, it should be put aside instead of placed on top of structure.

Essentially, the stability of the Jenga structure represents the stability of school safety & peace. The red pieces represent all of the defense mechanisms that many schools use to try and maintain a “safe” environment (i.e. surveillance cameras, metal detectors). And the green pieces represent the safety and peaceful environment of the students. In the first Jenga set where all of the bottom rows are green (student safety/peace) and all of the upper rows are red (school defense measures), the game is simple and straightforward because participants just take one piece off at a time without any worry about the structure breaking, but the result is that all of the green pieces (student safety/peace) remain stable the entire time. So this structure represents a peaceful school that has addressed other underlying issues that lead to violence, and thus will not break or be instable once/if technical defense mechanisms are removed from the environment. On the contrary, the second Jenga set has all of the pieces intermixed and it is difficult to keep the structure intact because “student safety/peace” is constantly at risk as each mechanism (i.e. surveillance, police, etc.) is taken away. The Jenga structure becomes progressively unstable until it finally topples over, thus showing that these defense mechanisms are not addressing the underlying violence and are just maintaining the perception of “peace” by monitoring, checking, restricting, and ridding violence temporarily and reactively instead of addressing it proactively or through preventative measures.

24 min: Whole Group – Post-Activity Discussion + Reflection – Teachers come back as a whole group and are asked to review their ingredients for a safe/peaceful school checklist and think about which one of those correspond to the green vs. red pieces. Facilitator will need to determine the direction of the conversation to decide whether to be facilitative or more directive in helping teachers come to the realization of the significance of the green and red pieces.

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Discussion Questions:

- Why didn't anything happen to the green pieces from table 1's set-up?
- What threatened the stability of peace when the red pieces were removed from table 2's set-up?
 - What are some of those forces and stressors that threaten to topple your school's "peaceful" environment if those mechanisms were removed?
- What are examples of current or proposed defense mechanisms, policies and programs implemented in your school to address violence?
- What kind of violence is most prevalent in your school?
- What are some of the root causes of these violent acts and conflicts?
- What are some alternative policies and programs that could be created to support and sustain a peaceful environment without the use of zero-tolerance policies and technical fixes?
- Could this work in your school? Why? How?

Assessment:

Teachers will research different school programs that support alternative approaches to school discipline, safety and peace, and draft a memo to the school district or administration to highlight and promote the implementation of this program in their school.

Amanda Terwillegar

Champlain Valley Union High School, Hinesburg, VT

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

- **Amanda TerwillegarP. 104**
 - **Activity: School Wide Dialogue Questions.....P. 105**
 - **Activity: Defining Conflict, Revisited.....P. 108**
 - **Activity: Identifying Patterns in Peacebuilding.....P. 112**
 - **Tool: Peacebuilder Standards.....P. 116**

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 flyer example

International Day of PEACE CVU Advisory schedule of events

“Each year the International Day of Peace is observed around the world on 21 September. The General Assembly of the UN has declared this as a day devoted to strengthening the ideals of peace, both within and among all nations and peoples.

The theme of this year’s commemoration is “Partnerships for Peace – Dignity for All” which aims to highlight the importance of all segments of society to work together to strive for peace.” *UN.org*

Hello CVU! Here’s the calendar of events for the week of September 21-25. You can pick up hard copies of this activity in your house office. You will be on your own to round up blank white paper, scissors, and decorating materials for the Thursday activity. Peace out!

- ★ **Monday, September 21 Day of Dialogue** (see Dialogue Activity on back of this sheet)
- ★ **Tuesday, September 22 School-Wide Recess** (details TBA: check the announcements!)
- ★ **Wednesday--No School!**
- ★ **Thursday, September 24 What does Peace look like?** Handprint Activity: Round up some blank white paper (from house offices, printers, or clerical), some markers and scissors. Everyone traces their hand, cuts it out, and then illustrates a response to the question: **What does Peace look like?** Use words, sentences, quotes, color... whatever you like! *Please deliver these to*



the Snelling house office by 3:30 pm on Thursday.

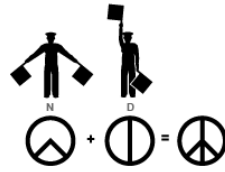
- ★ **Friday, September 25 Break Bread--(or apple pie!)--with a neighboring Advisory:** How well do you know your fellow CVU citizens? Bring some yummy treats to school on Friday (remember, it's APPLE season--so think pie, or homemade applesauce, or apple muffins...) and team up with another advisory. Introduce yourselves to each other, learn some new names and share some food!

Do you know where the Peace Symbol came from?

“It was invented by... Gerald Holtom as the badge of the Direct Action Committee against Nuclear War, for the 1958 Aldermaston peace walk in England. It was designed from the naval code of semaphore, and the symbol represents the code letters for ND.” The code ND for Nuclear Disarmament is shown on the right.⁴ The

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*

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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>

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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>

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