

SECTION 3



There are many ways to be a peacebuilder.

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

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

Lesson 3.1

What Does It Take to Be a Peacebuilder?



Rationale

Many people presume that peacebuilding is an activity beyond their own capabilities, probably best left in the hands of professionals. In this lesson, students will be challenged to explore who peacebuilders really are. What kinds of people are they? What kinds of activities have they done? What have been some of their accomplishments?

Objectives

1. To identify the characteristics and actions that have made effective peacebuilders in the past.
2. To recognize that each human being possesses many of the characteristics needed for everyday peacebuilding.

Standards

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

Time: 95 minutes

Materials:

- Poster boards/manila paper, markers, crayons, index cards
- Identify the Peacebuilders* Worksheet
- Name Bank of Peacebuilders* Teacher Resource
- Researching Your Peacebuilder* Worksheet
- Access to Internet or library for research—If no access to either for research during class time, print information about the peacebuilders prior to class.



95 minutes

Note: The peacebuilders quiz is not intended to make anyone feel ignorant. It is meant to highlight that peacebuilding is not always taught in schools. It is an opportunity to reinforce that, at a certain point, we have to become responsible for our own knowledge and decide that we want to learn more. We cannot rely on other people or the media to provide us with everything we should know.

Extension Activity 1 Research or Power Point or Video presentation

Teachers may choose to make this exercise a more formal research project with a written, cited paper; a Power Point presentation; a student-made documentary or a re-enactment of the peacebuilder and his/her work.

Extension Activity 2 USIP Witnesses

View any of USIP's witness videos at www.buildingpeace.org to reinforce the idea that a peacebuilder is an ordinary person who uses the skills that they have to accomplish extraordinary things.

Procedures

What do we know about peacebuilders? (20 minutes)

1. Ask students how many of them are peacebuilders. Remind them that perhaps in specific situations, they may have contributed to peace—toning down an argument, working for a charity, helping folks in their neighborhoods, having a bake sale and sending the profits to an organization that supports international causes. Remind them that there are many ways to contribute to a culture of peace between individuals, communities, and the world and that peacebuilders can possess a range of qualities and skills.
2. Ask the class to brainstorm qualities of an effective peacebuilder. Write these on the board.
3. Tell students that you want to check their knowledge of peacebuilders past and present. Distribute the *Peacebuilders Quiz Worksheet*. Tell students that the worksheet includes several categories of peacebuilders. You will give students one minute to fill in each category, one category at a time. They should not move on to the next category until you have directed them to do so. Students can repeat answers, if a person falls in more than one category. At the end of the quiz, you can give students one additional minute to try to fill in any remaining blanks.
4. At the end of the quiz, have students raise their hands if they completely filled one category, two categories, three categories, etc.
5. As a class, go over the different categories and have students fill in any blank spaces. You can use the *Teacher Resource: Peacebuilder Quiz* to add to students' lists.
6. Debrief the exercise using some or all of the following questions:
 - ◆ What made this quiz difficult?
 - ◆ Why do you think you had blanks on your sheet?
 - ◆ What can you do to ensure that the next time you take a quiz like this, you will be more informed?

Learning more by researching peacebuilders (60 minutes)

1. Divide the class into groups of three or four, and have each group draw one of the peacebuilders' names (from your *Name Bank of Peacebuilders Teacher Resource*) out of an envelope (take a copy of the handout and cut up to separate peacebuilders). Have each group research their peacebuilder, using the Internet, classroom/library books, or provide biographical information that you have downloaded prior to class, if there is no Internet or library access (www.nobelprize.org is a good source for brief bios).
2. Distribute the *Researching your Peacebuilder Handout* to each group and have them complete it based on their research.
3. Tell each group that they will make a poster of their peacebuilder attaching their picture, writing the person's background and accomplishments, and perhaps making a symbol of the cause that the peacebuilder espouses. At the bottom of each poster, students in their groups should identify the characteristics of their peacebuilder that contributed to them being effective. Have students hang their posters around the room.

Making personal connections (15 minutes)

1. Give each student an index card. Have students conduct a gallery walk, looking at each poster around the room. While they are reading each poster, have them write on one side of the card the characteristics of these peacebuilders that they think they, too, possess, and on the reverse side, the characteristics they would like to develop.
2. Return to the brainstorming that you did earlier as a class. Using the research that the students did, ask them to add to the list of characteristics of peacebuilders.
3. Lead a class discussion using some or all of the following questions:
 - ◆ How did the qualities of the peacebuilders you researched help them be effective peacebuilders?
 - ◆ What qualities do you have that can make you an effective peacebuilder?
 - ◆ What do you think you need to work on?
 - ◆ What do these peacebuilders tell you about what kind of person can be a peacebuilder? *Students should be able to conclude that peacebuilders are usually quite ordinary people who find themselves drawing on their natural strengths in the face of an extraordinary circumstance.*

Assessment:

Students' research and posters as well as the whole class discussion

Extension Activity 3
Online Peacebuilder Quiz

Have students visit the Global Peacebuilding Center's website at www.buildingpeace.org and complete the peacebuilders quiz to learn more about peacebuilders.

Lesson 3.1 WORKSHEET: IDENTIFY THE PEACEBUILDERS

Directions: Try to find five names to fill each category. You will have one minute to complete each category. You can select people who are dead or alive, and you can use a person more than once, if they fall within more than one category.

List five peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five American peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five female peacebuilders.

- 1.
- 2.
- 3.
- 4.
- 5.

List five peacebuilders from outside of the United States.

- 1.
- 2.
- 3.
- 4.
- 5.

List five winners of the Nobel Peace Prize.

- 1.
- 2.
- 3.
- 4.
- 5.

List five youth peacebuilders under the age of 30.

- 1.
- 2.
- 3.
- 4.
- 5.

List five peacebuilders in your local community.

- 1.
- 2.
- 3.
- 4.
- 5.

Lesson 3.1 TEACHER RESOURCE: NAME BANK OF PEACEBUILDERS

Below is a list of names that you could use to help students fill in their worksheets after the quiz is over. There are many sources for names of peacebuilders. All of the people listed below (with the exception of the youth peacebuilders) are winners of the Nobel Peace Prize. You can access their bios at http://nobelprize.org/nobel_prizes/peace/laureates/, where you can also read and watch their Nobel Lecture.

American peacebuilders (Nobel Peace Prize winners)

Barack Obama
Jane Addams
Jimmy Carter
Ralph Bunche
Martin Luther King, Jr.
Theodore Roosevelt
Woodrow Wilson

Women peacebuilders (Nobel Peace Prize winners)

Jane Addams
Mother Teresa
Aung San Suu Kyi
Rigoberta Menchu Tum
Shirin Ebadi

International peacebuilders (Nobel Peace Prize winners)

Albert Schweitzer
Kofi Annan
Mother Teresa
Lech Walesa
Dalai Lama
Henry Dunant
Aung San Suu Kyi
Bishop Desmond Tutu

Winners of the Nobel Peace Prize (all on this resource except Youth Peacebuilders are Nobel Prize winners)

Martti Ahtissari
John Hume
David Trimble
Liu Xiaobo
Nelson Mandela
Albert Schweitzer
Frederik Willem de Klerk
Mikhail Gorbachev
Elie Wiesel

Youth Peacebuilders (under 30 years old)

Mayerly Sanchez—Leader of the Children’s Movement for Peace in Colombia, and a Nobel Peace Prize nominee.

Awista Ayub—Founder of the Afghan Youth Sports Exchange which teaches girls in Afghanistan to play soccer (football).

Jakob Lund—Founder and Director of Play 31, an organization that brings soccer (football) to young children around the world.

Lesson 3.2

Organizations Working for Peace



Rationale

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

Objectives

1. To identify international, national, and local peace organizations, and describe their work.
2. To identify the strategies, goals, and impacts of various organizations.
3. To identify ways to support various organizations.
4. To understand the value of people working together in groups for peace.

Standards

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

Time: 90 minutes

Materials

- Researching a Peacebuilding Organization Worksheet*
- Access to library/computer lab or books for researching peacebuilding organizations. If you do not have access, you can prepare information sheets for students prior to class.



90 minutes

Procedures

1. Ask students:

- ◆ What does it mean to work for peace?
- ◆ What kinds of activities are considered peacebuilding?
- ◆ What kinds of organizations work for these various forms of peace? Local? National? International?

List the organizations that students may have heard about and suggest others.

2. Ask students:

- ◆ What do these groups have in common?
- ◆ How do they differ?

Share with students that peace organizations have many different goals, methods, sizes, and memberships. For example, the International Committee of the Red Cross, headquartered in Geneva, Switzerland, has many functions, including providing medical assistance to victims of wars and natural disasters. The United States Institute of Peace, located in Washington, D.C., works to prevent, manage, and resolve international conflicts.

3. From the list of organizations students listed, or from your own list of organizations (www.nobelprize.org lists organizations, as well as individuals, that have been awarded the Nobel Peace Prize), assign each group one organization to research that works internationally. They should identify the mission, goals, ways of carrying out the mission, accomplishments of the organization, and ways to contribute to the organization and its cause (donations, volunteering, etc.). Distribute the *Researching a Peacebuilding Organization* Worksheet and have groups complete it.

4. Have each group create a nightly news story about their organization, as if one of the organization's major accomplishments happened today. They should introduce their organization to the class by acting out their news story.

5. Debrief using some or all of the following questions:

- ◆ What patterns did you notice in the activities of the organizations presented?
- ◆ Were there connections between the work of local and international organizations?
- ◆ What is the value of people coming together to work in organized groups for peace?

Extension Activity 1 Create a Peacebuilding Organization

Divide students into groups and have each group form their own peacebuilding organization—identify an international peacebuilding goal and design an organization that would address this goal. What actions will your organization take to achieve your goal? Who will join your organization? As a culminating activity, have each group create an advertisement for their peace group for TV/radio/Internet and present their commercial to the class. The goal of the commercial is to educate the audience about the organization and its mission, and to motivate people to support to the cause.

Extension Activity 2 Peace Timeline

Have students create a peace timeline researching major international events from the twentieth century to the present, and the organizations that were formed in response to those events.

Assessment:

Completed worksheet, nightly news story, small group work and whole class discussion

Lesson 3.2 WORKSHEET: RESEARCHING A PEACEBUILDING ORGANIZATION

Directions: Select a peacebuilding organization to research and answer the questions below about your organization. After you have answered the questions, create a nightly news story about one of the activities of your organization, assuming that the activity occurred today. Be prepared to present your organization to the class by acting out your news story.

What is the name of your organization?

What are the mission and goals of your organization?

How does your organization carry out its mission?

What are some of the accomplishments of your organization?

How can people contribute to or support your organization (donations, volunteering, etc.)?

Lesson 3.3

Becoming a Peacebuilder



Rationale

In order to make peacebuilding a part of students' lives, they need to think about issues that are important to them and act on them in ways that create awareness for others and contribute to a global community. In these two lessons, students will think critically about peacebuilding and take action on an issue.

Objectives

1. To personalize conflict and develop empathy by stepping into the shoes of someone from a conflict zone.
2. To think critically about being a peacebuilder and taking action.

Standards

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

Time: 4 hours (While this is written as a lesson, it is more like a mini-unit with several parts, culminating in an action project. You can choose to do all of the parts over several days, or you can select one or two of the activities, depending on your time.)

Materials

- Peacebuilding Speech Worksheet*
- Action Project Worksheet*
- Access to the Internet for research and to show videos



4 hours

Procedures

Learning from the past (30 minutes)

1. Write the following quote by Gandhi on the board: “Be the Change You Wish to See in the World.” Ask students to take 30 seconds to write down what the quote means to them. Then have them share their thoughts with the person next to them. Ask for a few volunteers to share their responses with the whole class.
2. Now have them look at the response they wrote and think more specifically. Have them answer the following questions individually. They can express their ideas in any way—writing, poetry, drawing, etc. Give students 10 minutes and then ask volunteers to share:
 - ◆ What changes do you want to see?
 - ◆ What thoughts, feelings, actions, and habits do you need in order to be that change?
3. As a whole class discussion, ask students what they recall from Lesson 3.1 (What does it take to be a peacebuilder?):
 - ◆ What characteristics make a good peacebuilder?
 - ◆ Who is an example of an effective peacebuilder? Why?
3. Explain that students will interview their parents, grandparents, or elders that evening about who was an effective peacebuilder when they were growing up. Divide students into pairs and have them work together to generate three to five interview questions. They should write these down.
4. Ask a few students to share their questions.

The Next Day: From the past to the present (30 minutes)

1. Ask students for their general reactions to their interview experiences the day before.
2. Divide students into groups of three or four and have them share the information from their interviews.
3. Lead a whole class conversation using some or all of the following questions:
 - ◆ What were the issues of your parents’/grandparents’/elders’ time? How did peacebuilders respond to these issues?
 - ◆ What strategies did the peacebuilders use? Who helped them?
 - ◆ What challenges did they face? How did they overcome these challenges?
 - ◆ How effective were they as a peacebuilder?
4. Transition to present day and ask students to focus on the world today. Ask the following questions:
 - ◆ What do you consider the major issues of today? Local, national, or international?
 - ◆ What are the international issues involving conflict that you are passionate about or that need transformation? How are these issues tied to conflict? Here, you can revisit the brainstorming session from the day before when students reacted to the quote, “Be the Change You Wish to See in the World.”

Personalizing Conflict and Change (90 minutes)

1. Tell students they are going to write a Peacebuilding Speech, using the *Peacebuilding Speech Worksheet* to guide them. Have each student imagine that they are a person who has been involved in one of the international issues around conflict which the class has identified. They have been asked

to present a peacebuilding speech to the United Nations about their experience and about the impact of the issue. You may want to have students research their issue/conflict the night before for homework. This allows more time for class readings of the speeches.

Examples include:

- ◆ a child in a refugee camp in Darfur who isn't able to go to school. (issue: education; conflict: Darfur)
- ◆ a former child soldier in Colombia who had difficulty reintegrating into his community (issue: child soldiers; conflict: Colombia)

Share with students the content guidelines below for their peacebuilding speech and allow them time to research their issue and their conflict:

- ◆ Describe who you are.
 - ◆ Explain why this issue is important.
 - ◆ Describe how the issue affects people's lives and how it has affected your life.
 - ◆ Explain what we can do to change things for the better.
2. Have students share their peacebuilding speeches in small groups or in front of the class, depending on time.
 3. After the speeches, lead a whole class discussion using some or all of the following questions:
 - ◆ Which speech stood out to you? Why?
 - ◆ What personal impact do international conflicts have on us?
 - ◆ Have you ever heard testimony from a survivor of a conflict? What impact did it have on you? Why might it be important for people around the world, and particularly people in positions of power, to hear these stories?
 - ◆ What role can we play in making a difference in responding to international conflicts?

Taking Action (90 minutes)

1. Share with students that now they will make their own Action Projects to address an international issue of their choice.
2. Divide students in groups of three or four depending on what they are interested in (you can refer them back to the issues they said were important earlier).
3. Introduce the SMART (Specific, Measurable, Achievable, Realistic, and Timely) framework to help them develop their action plans.

Some examples of action ideas include:

Issue: Landmines

Project: Hold a "teach-in," in which you talk to classes about the number of landmines around the world and the impact on the lives of people who live near them, educating students about the conflict and how they can get involved.

Project: Hold a fundraiser to raise money to train a de-mining dog and give the money to an organization that provides the training.

Note: If time allows, you can access congressional testimony or download a video of a young person who was a victim of conflict giving their testimony and show it to students. Then ask students how they felt hearing the testimony. What kind of impact could such testimony have on the audience?

Extension Activity

After students have implemented their Projects, have them develop a creative presentation about it to share with younger students: "Use what you have learned in order to educate and motivate young people about peacebuilding."

Issue: Conflict in Uganda

Project: Have a creative fundraiser (bake sale, bracelets etc.) that shares information about the conflict and raises funds for a peacebuilding organization that assists orphans from the conflict.

4. Distribute the *Action Project Worksheet* on which students will develop their ideas. Students should develop a plan that they can implement and set a date when it will be achieved.

Alternative: Groups can present their action plans and the class can vote on the one they like the best. The entire class can then work together to implement this plan instead of each group implementing their own.

5. After the projects have been completed, lead a conversation using some or all of the following questions:
 - ◆ What were the highlights of the projects?
 - ◆ What did you do well?
 - ◆ What challenges did you face and how did you overcome them? What areas can you identify for improvement?
 - ◆ What did you learn as a group and individually about peacebuilding?

Assessment:

Peacebuilding Speeches, *Action Project Worksheets*, Project Implementation, group work and class discussion

