

BUILDING PEACE

Help your students build critical thinking and analytical skills as they develop solutions for supporting peace around the world.

LESSON 1 UNDERSTANDING CONFLICT

Goal Students will identify different points of view in a nonfiction text; demonstrate an understanding of conflict resolution; and propose possible solutions.

Time required 45 minutes

Standards-based skills Identifying central ideas

Materials

- “Understanding Conflict” student activity sheet
- A nonfiction article or video involving a real-life conflict from current events or history
- Internet access

Instructions

1. Work with students to define the word “conflict.” The definition should include the fact that conflicts can be violent or nonviolent, and that they occur between people with differing points of view. Ask students to provide examples of conflict from the world around them. If needed, share an example from your life or from the local community.
2. Briefly introduce the conflict your students will investigate. Start by showing them a short video about the conflict, such as the two videos listed above. You may choose to complete this activity with a historical conflict to support history classes, or you may want to focus on current events for social studies classes.
3. Distribute the activity sheet and challenge students to complete online research to find the answers to the questions posed on the sheet. If students are reading about a historical conflict, have them use the bottom box to explain how the conflict was resolved and share ideas for how it could have been done differently.
4. Allow groups to share their ideas in a class discussion. Remind students that conflicts involving large groups usually don’t have a simple solution. Sometimes a resolution is reached only after ongoing peace work for an extended period of time.

Conflict Videos

- ▶ Building Peace in Northern Ireland bit.ly/USIPireland
- ▶ Seeds of Peace: Building Peace at Summer Camp (Israel & the Palestinian Territories) bit.ly/USIPseeds

LESSON 2 MEETING THE PEACEBUILDERS

Goal Students will identify the common themes in multiple nonfiction texts as well as actions and qualities that can contribute to building peace.

Time required 1 hour

Standards-based skills Analyzing primary and secondary sources; citing evidence in texts

Materials

- Three short articles and/or videos about real-life peacebuilders
- Markers
- Poster board

Instructions

1. Introduce students to the concept of being a “peacebuilder.” Explain that peacebuilders work to make the world more peaceful by helping people understand or resolve conflicts.
2. Instruct students to read or watch three different short articles or videos about peacebuilders. Ask them to take notes after each one.
3. Have students share the qualities of peacebuilders. Require them to cite evidence for each suggestion. Give an example such as “brave,” and explain that Malala Yousafzai in Pakistan showed bravery by standing up for her right to education even though it was dangerous to do so.
4. Write the students’ words on the board. Challenge them to use the words to craft their own Peace Pledge. Distribute markers and poster board so students can make posters of their pledges. Ask them to describe how they will build peace in their everyday lives.

Peacebuilders Spotlight

- ▶ Malala Yousafzai, Pakistan bit.ly/USIPmalala (video)
- ▶ Juanes, Colombia bit.ly/USIPJuanes (video)
- ▶ Colonel Constantine, United States bit.ly/USIPbj (article)
- ▶ Andy Blair, United States bit.ly/USIPandy (interview)
- ▶ Ajing and Francis, South Sudan bit.ly/2ZouDHS (video)

TAKE THE NEXT STEP

- ▶ For information about global conflicts and peace efforts, visit USIP.org.
- ▶ Post photos of your students’ Peace Pledge posters on Instagram and spread their messages of peace! Tag [@usipeace](https://www.instagram.com/usipeace) and include [#peacedaychallenge](https://www.instagram.com/peacedaychallenge).

UNDERSTANDING CONFLICT

NAME: _____



Who are the people on Side 1 of the conflict? What do you know about them?



Who are the people on Side 2 of the conflict? What do you know about them?



What do the people on Side 1 want? Why do they want this?



What do the people on Side 2 want? Why do they want this?



What obstacles stand in the way of them getting what they want? Why are these obstacles challenging to overcome?



What obstacles stand in the way of them getting what they want? Why are these obstacles challenging to overcome?



What are some ideas for resolving this conflict? What are some advantages to your ideas? What are some drawbacks?