

C1

LESSON 1
CHILDREN
V.1



personal



social



political



institutional



ecological

PEACE IS RIGHT RELATIONSHIPS: SEEING THE BIG PICTURE

CHILDREN LESSON 1: 5 SPHERES OF PEACE

AGE(S)

Recommended for ages 8-12

TIME REQUIRED

1 hour to 1 hour 1/2

TEACHER PREPARATION

To prepare for this lesson...

- Read the [“5 Spheres of Peace” NPA Framework](#)
- If time permits, complete the [first lesson of the Adult Self-Study guide](#), which will familiarize you more thoroughly to the “5 Spheres of Peace” NPA framework
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Prepare index cards and other materials needed for activity two - see “Teacher Tip”
- Prepare any other needed materials

MATERIALS

- Board for writing or butcher paper
- Markers
- Ball
- Twine or yarn
- Index cards

LEARNING GOALS

- Students will learn that peace is experienced within the context of relationships
- Students will learn that they have many different types of relationships including personal, social, political, institutional, and ecological relationships
- Students will learn these different relationships are interconnected
- Students will learn that actions can be taken to help build peace within relationships

LEARNING OBJECTIVES

- Through cooperative experience, students will play a game that involves listening and group brainstorming about the definition of peace
- Through inquiry, students will identify many different types of relationships they have in their lives including examples of personal, social, political, institutional, and ecological relationships
- To develop systems thinking, students will identify how these relationships are all interconnected through creating a relationship web
- Students will engage in collaborative critical thinking toward identifying ways of building peace between these relationships

INTRODUCTION

This activity was designed to help children connect their knowledge of peace to a concrete, action-oriented definition that is based upon the development of healthy, caring, interdependent and “right relationships.” Students are given the opportunity to explore the different types of

relationships they experience in the world. As students begin to identify their personal, social, political, institutional, and ecological relationships they begin to think about the very nature of these relationships. Although some of these concepts may be new, such as “institutional” or “political” relationships, this activity serves as an introduction to the idea that many different relationships beyond the walls of home and school play a role in our lives. During this activity, students play a game where they build a web of relationships. This web is a representation of our interdependence. As students recognize the many different types of relationships that influence their lives, they are challenged to think about how their individual choices and actions influence those relationships. Through this game, students not only begin to realize how these relationships are dependent upon one another, but also how their actions can build peace.

GUIDING QUESTIONS

- What is peace?
- What does it mean to build peace? What might peacebuilding look like?
- What different types of relationships do we have?
- How do our actions impact our relationships?

ACTIVITY 1: DEFINING PEACE

1. Begin this activity by having students stand or sit in a circle.
2. Inform students that over the next 11 weeks they are going learn about peace and how they can build peace in different areas of their lives. In order to get started, they are going to play a game that will help them think about what the word “peace” means.
3. Tell students in order to play the game they will need to pass a ball from one person to another. Each person who gets the ball says a word that comes to their mind when they think of peace, for example “quiet” “blue” or “mom.”
4. The person with the ball must give their word AND repeat the words that were said before them.
5. If they cannot remember all of the words spoken before, the ball goes back to the first player and the game starts again with each player using the same words as before.

RESOURCES

- [Teaching Conflict Resolution Through Children’s Literature](#) (pg. 53) – Chart of peacebuilding actions that students can reference while engaged in activity two part two

Dialogue

After the game has been played, the teacher can write down the words students said on the board. Write the words under the headings of two categories: “Relationships” and “Actions/Experiences.” Words that can go in the relationship category are words such as friends and family. Words that are actions or experiences can include quiet, kindness, giving, or love. If the list is very sparse, feel free to add a few to the list to expand on this idea.

Tell students that peace is something that is experienced by certain actions taking place within relationships. All of us have many different kinds of relationships. Some of which we might think about more than others. Ask students if they can think of some examples of relationships they have.

After students have identified some of these relationships, tell students that peace can be built in relationships with our self, and between our self and our friends and family, our community, our government, businesses that impact our lives, and with our Earth. The nature of the relationships between these various actors depends on a lot of factors. How we treat each other and the actions we take make a difference in how well these relationships are working or how peaceful these relationships are. Ask students if they can think of more examples of relationships they might have with community members, businesses, government, or nature. Continue to add any student suggestions to the list on the board.

Tell students that they are now going to play a game that shows how each of these different types of relationships are connected.

ACTIVITY 2: RELATIONSHIP WEB

1. Have students stand in a circle.
2. Pass out a card to each student. As each student receives their card have them read the word on their card out loud.
3. The student with the “me” index card begins the game. Explain to students that the “me” card could represent any one of us. Each of us has relationships with many different types of people, institutions, and nature. Have this student hold a ball of twine. As they hang on to the end of the roll, have them pass the twine to any other student in the circle.
4. The student who catches the ball describes the nature of the relationship between their card and the “me” card. Specifically, they should express what it is their card receives from the “me” card. For example if the second person has a card labeled “teacher” they might say they receive a job from the student (“me” card).

TEACHER TIP

Prepare for this activity ahead of time by writing the names of different people, plants, animals, and institutions that may be commonly connected to students on a set of index cards. Be sure that one card says “me.” Some examples may include: schools, law enforcement, teachers, libraries, doctors, friends, parents, siblings, pets, trees, religious institutions, airports, shopping malls, etc.

The person holding the “me” card then explains what they receive from the “teacher.” They might say they learn about the world from the “teacher.” Responses can be framed within the context of what the participants receive or give to each other. There is no one right answer. If a student struggles to explain the relationship, anyone in the group can join in to help describe this connection.

5. Next, the student who caught the ball holds onto their end of the string and tosses the twine to a third student. The third student explains what they receive from the relationship with the second student. The second student explains what they receive from the third.
6. The game continues until everyone has had a turn at catching the twine.
7. When the teacher decides to stop the game, have students pause and look at their tangled web. Explain to students that the twine represents their relationships between one another, and everyone is somehow connected, depending upon the others for a healthy and peaceful life.

ACTIVITY 2 PART 2: BUILDING PEACE AND UNTANGLING THE WEB

8. Have the last student who received the twine toss it back the person who threw it to her/him. As they toss the twine have the student come up with one action that could help build peace between the relationships on their index cards. For example: if person one is holding a card that says “gardener” and person two is holding a card that says “hospital” one way a gardener could build peace in their relationship with an institution like a hospital would be to donate extra flowers to patients who may need something to cheer them up. The “hospital” might sell the “gardener’s” flowers in its gift shop to help the gardener’s business grow.

If students have a difficult time being creative in generating peacebuilding ideas, remind them of the original connection between the relationships. Remembering how one depends upon the other can often spark an idea for a peacebuilding measure.

9. When the student receives the twine they should try their best to roll it back into a ball. Have the students continue this process tossing the twine back to the person they received it from, each thinking of an action they could take to build peace within that relationship. Students should continue with this pattern until the twine is tossed back to the person with the “me” card.

CLOSING

In closing, tell students that in the following weeks they are going to learn many different actions they can take to help build peace in their relationships with themselves, their friends and family, their community, institutions such as government and businesses, and nature. Ask students to quietly close their eyes and think for a moment about one relationship in their lives they would like to build peace in.

FOLLOW-UP ACTIVITIES

Have students make cards or write letters to different people, institutions, or even aspects of nature they have a relationship with. In these cards students can thank the recipient for their relationship and explain the impact that relationship makes in their life.

Cut a large heart approximately 3 feet high by 2 feet wide out of butcher paper. Once the heart is complete draw lines through the heart to break it into five puzzle pieces. Cut the heart into the five pieces. Label each piece personal, social, political, institutional, and ecological. Have students form small groups and pass out one piece of the puzzle to each group. Give students time to brainstorm and draw peaceful relationships in each of these spheres. Once all groups have finished illustrating their puzzle piece, have all of the groups put their pieces together. Ask students what kind of relationships and actions or experiences are seen in this puzzle.

C2

LESSON 2
CHILDREN
V.1



personal

ACT OUT! IDENTIFYING THE EMOTIONS OF OTHERS

CHILDREN LESSON 2: PERSONAL PEACE 1

AGE(S)

Recommended for ages 7-12

TIME REQUIRED

45 minutes

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on personal peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- To prepare for this activity find a story where the main character experiences a challenging situation (suggestions are provided in “resources”)
- Prepare any other needed materials for the lesson

MATERIALS

- Children’s story where the main character experiences a challenging emotion, such as fear, anger, or worry - most fairy tales deal with challenging emotions
- Paper
- Pencil, crayons or markers

LEARNING GOALS

- Students will learn how emotions connect to our actions
- Students will learn how personal peace can be nurtured through identifying our emotions and thinking before acting on these emotions

LEARNING OBJECTIVES

- Through perspective taking, students will identify and label the emotions of a character within a story
- Through group dialogue the students will come up with peaceful responses to challenging emotions

INTRODUCTION

Students of all ages need practice in identifying and expressing their emotions. Young children often lack the vocabulary to express their emotions beyond words such as “happy” or “sad.” When challenging emotions arise, the physical nature of young children can lead some to react physically through hitting, biting, or kicking. With intentional practice in identifying and expressing emotions, students will be better equipped to understand and articulate their wants and needs peacefully. In order for an individual to sustain personal peace they must recognize strong emotions serve as a signal to stop and think about how they want to respond to the situation at hand. This consciousness takes a lot of modeling to be put into daily practice. Storytelling and acting

are engaging ways for students to practice stopping and thinking about emotions through taking on the challenges of characters within a story. In this lesson, students are given the chance to review vocabulary that can be used to describe their feelings, identify the feelings of others, and brainstorm multiple ways a character could peacefully respond to a challenging situation. With much practice students will begin to see the connection between their emotions and their actions. This recognition can help students build personal peace by acting upon these emotions in ways that nurture healthy relationships with themselves and others.

GUIDING QUESTIONS

- How do feelings influence our actions?
- When you feel scared what do you do? When you feel angry what kinds of actions do you take?
- When you feel happy or excited how do you treat others? What actions do you take?
- Is peace a feeling? When you have experienced peace in the past what actions were taking place?

OPENING DISCUSSION

Use the guiding questions above to dialogue with your students about emotions. Have students discuss these questions as a whole class or in small groups.

ACTIVITY 1: DRAWING PEACE

1. After discussing the last two guiding questions (“Is peace a feeling?” and “When you have experienced peace in the past what actions were taking place?”), have students draw a picture of a situation when they experienced peace.
2. Have students share their pictures of peace with one another and discuss some of the actions that were occurring in these pictures. Student pictures may show people engaged in positive acts or relationships with family members, pets, or even the environment. Ask students what emotions they were experiencing during the events represented in their pictures.

Dialogue

When students are done sharing, bring to their attention that most or all of the pictures showed peace being experienced when they were happy, excited, or calm with people they cared about and trusted. Ask students, how can we build peace within ourselves even when we feel angry, sad, or confused? Tell students that in these challenging moments it takes practice to build peace. It takes a lot of practice to know how to respond peacefully to difficult situations. Tell the students that today they are going to get a chance to practice building peace when it feels difficult.

ACTIVITY 2: ACTING OUT!

1. Ask for student volunteers to help you with some acting. Pick enough volunteers to represent the main characters in the story you prepared for this lesson. Bring volunteers to the front of the room and explain that you are going to read a story to the students.
2. Tell students the job of the audience is to listen very closely to the story and to raise their hands whenever they think one of the characters is experiencing an emotion. The actors will act out the feelings the audience describes. Then it is the audience’s job to come up with two or more ways the character can respond to these feelings. The actors then decide which of these suggestions they think will bring them the most peace. They will act out the motion/action they want to see happen in the story. Ask students if they think the character will choose an action that will bring them peace.

TEACHER TIP

If students are young they may struggle to come up with ideas for how to respond to challenging emotions. The teacher may then provide students with two different choices to pick from. One of these choices should be the obvious peacebuilding choice. For example, “Should the third little pig punch the wolf or should the pig go and find help?” The options you provide can be some typical student behaviors you see on the playground, with at least one option that would help build peace in the situation.

3. Continue the story. Ask the students if the character chose the same action or a different action? The activity repeats itself until the story has ended.

CLOSING

After the story is complete, ask students the following questions:

- What emotions did the character experience in the story?
- What differences were there between the actions you chose and the actions the character chose? What was the result in the end?
- Do you think it would have been helpful if the character could have stopped and thought about their actions before they responded to their feelings?
- What peaceful actions could you use when you feel challenged that you thought of for the character in the story?

Make a list of the peaceful actions students think of on the chalkboard or whiteboard. Refer to this list during the school year when students struggle with a personal or social conflict. Close the lesson by telling students that peace can be found in challenging situations when we stop and think about the actions we want to take. When we take this time to think, we can find solutions that bring us peace.

RESOURCES

- [List of books by emotional subject matter](#)
- [Teaching Conflict Resolution through Children's Literature](#)
- [Using Children's Stories with Conflict Themes to Help Four-Year Olds with Aggressive Behaviors in the Classroom](#)

FOLLOW-UP ACTIVITIES

Have the students act out another story and continue to add to your list of peaceful solutions to challenging emotions. Revisit the idea that personal peace isn't just a passing feeling; it is often found in our reactions to challenging circumstances.

C4

LESSON 4
CHILDREN
V.1



social

PERSPECTIVE TAKING: UNDERSTANDING THE NEEDS & WANTS OF OTHERS CHILDREN LESSON 4: SOCIAL PEACE 1

AGE(S)

Recommended for ages 6-12

TIME REQUIRED

45 minutes

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on social peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Prepare any other needed materials for the lesson

MATERIALS

- Pictures from newspapers & magazines that depict common human needs and wants (travel brochures and science magazines usually have pictures of “needs” such as water, air, food, shelter/ newspapers and advertisements have many pictures of “wants”)
- Collage template
- Paper
- Markers
- Pencils
- Scissors
- Glue

LEARNING GOALS

- Students will engage in perspective taking towards developing awareness of the needs and wants of others
- Students will become familiar with perspective taking as a foundational skill for nurturing social peace

LEARNING OBJECTIVES

- Students will create collages of their needs and wants
- Students will compare collages and identify similarities and differences between the needs and wants represented in the group, a first step toward perspective taking
- Students will explore how conflicts can arise when needs and wants are not met

INTRODUCTION

Many conflicts have been waged over the inability to share scarce resources. This is true whether it be between children or nations. The most common conflicts between children are over sharing an object of desire. For children to begin problem-solving ways they can share resources, they

need to first recognize the needs and wants of others. This lesson introduces students to the survival needs of all living creatures and compares differences in our personal wants. As described to students, needs may be for survival, such as food, clean water and air, or they can be emotional and physical needs. Wants fall more into the category of objects or experiences that make us feel momentarily happy but usually are not necessary for our long-term self-fulfillment. Thinking about the wants and needs of others is foundational for perspective taking, a capacity essential for conflict transformation. As students practice peacefully communicating needs and wants to others, they are taking important steps in building right relationships in the social sphere of peace.

GUIDING QUESTIONS

- What do all living creatures need to stay alive?
- What do people need to feel loved or cared for?
- What is the difference between something we need and something we want?
- Can you think of some objects you really want? Can these be hard to share?
- Have you ever had a conflict over sharing an object?
- How could this conflict have been solved peacefully?

OPENING DISCUSSION

Begin by asking students the guiding questions above. If possible bring in examples of living creatures (e.g. plants, insects, or even a pet) for students to observe while they think about what living creatures need to survive. Facilitate student thinking by asking follow-up questions about what similarities or differences these living creatures need for survival. Ask students what they need to survive or feel cared for. Make a list on the board of student responses. If the students are preliterate you can draw symbols for their responses.

ACTIVITY 1: NEEDS AND WANTS COLLAGE

1. After the students have responded to the questions, place students in small groups. Pass out magazines and newspapers to each group and a collage template to each student. Instruct students their task is to find pictures in the magazines or newspapers of their needs and wants. They should cut out pictures and paste them onto the collage into the section labeled “needs” if it is a need or “wants” if the picture represents a want. Tell students they can draw in pictures of needs and wants they can’t find in the magazine or newspaper clippings.

2. Give students 20 to 25 minutes to create their collages. Young children may need extra guidance from the teacher to reinforce the concept. It may be helpful to complete an example collage for students.

3. As students finish their collages, ask them to share their collages with the class. Bring attention to specific needs and wants they chose. Once multiple students have shared their work, ask students what similarities and differences they noticed between the collages. Ask students if they had to share one of their needs or wants, which would be the easiest and which would be the hardest to share? Why?

Ask students if they have ever had an argument with someone over sharing a need or want. What happened? Why was it hard to share? Was the outcome peaceful or not?

CLOSING

In closing, ask students to share with the person sitting next to them a need or want they have right now.

- Ask students if they learned something about the other person by communicating their needs and wants.
- Ask them if it is helpful to know what others need and want.
- Can this help build peace in their relationship? How?

Tell students that by peacefully communicating their needs and wants and listening to those of others they are taking

RESOURCES

- [ABC Teaching Human Rights: Practical Activities for Primary and Secondary Schools by the United Nations](#)

important steps toward building right relationships. Other people will feel respected and be more likely to respond kindly and help them find a solution to a conflict if they share their needs and wants and listen to the needs and wants of others.

FOLLOW-UP ACTIVITIES

Have students create another set of collages or even a list of needs and wants for another student, caregiver, or animal.

Connect the work on emotions in lessons 2 and 3 on personal peace with the concept of how receiving or being deprived of your needs or wants makes you feel – students can tell stories using the emotions words, draw pictures, or even identify the needs and wants of characters in stories.

REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

Use of this curriculum is free – no registration is required. However, we encourage you to take 3-5 minutes to complete our [registration/feedback form](#) so we may know how and where the curriculum is being used, what is most effective, and how we can continue to improve it.

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NEEDS & WANTS COLLAGE

NEEDS

WANTS

C5

LESSON 5
CHILDREN
V.1



social

“I FEEL”: COMMUNICATING NEEDS AND WANTS CHILDREN LESSON 5: SOCIAL PEACE 2

AGE(S)

Recommended for ages 7-12

TIME REQUIRED

45 minutes

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on social peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions

MATERIALS

- No materials required for this lesson

LEARNING GOALS

- Using “I feel” statements to express their emotions, students will experience communication skills that can be used to effectively communicate emotions, needs, and wants

LEARNING OBJECTIVES

- Through group dialogue, students will choose responses to conflict that best communicate wants, needs, and feelings
- Students will create “I feel” statements to express emotions

INTRODUCTION

In [lesson 4 \(social peace 1\)](#) students learned that all people have needs and wants. The ability to communicate needs, wants, and emotions in ways others can respond to peacefully is important in building social peace. When a conflict arises, expressing emotions using “I feel” statements can open up the conversation rather than put others in a defensive or reactive position. Using the words “I feel” communicates feelings clearly without blaming others for your emotions. Children can recognize the usefulness of “I feel” statements when they are given examples of responses to conflict: one using an “I feel” statement, the other without. This exercise will engage students in thinking about how they communicate their feelings during a conflict. It will also give students the opportunity to practice using “I feel” statements.

“I feel” statements are tools for children to use as they begin to communicate their emotions. As children get older and become more aware of how their feelings impact others, they may use “I feel” statements to try and manipulate others into doing what they want; for example “I feel like you don’t care about me because you won’t give me your doll.” “You don’t care” is not an expression of an emotion. A more proper expression might be “*I feel frustrated* when you don’t share

your doll.” When introducing these skills in a classroom environment, be aware of when this occurs and intervene. Help students recognize their own behaviors and intentions. Inform students that it is important to communicate wants and needs with one another in an environment of mutual respect and care; trying to manipulate or control another person will only create more conflict.

Communicating emotions and listening to others is a skill developed with much practice over time. This lesson is merely an introduction to the important communication skills needed to sustain peace within relationships.

GUIDING QUESTIONS

- How can we communicate our feelings to others?
- What feelings might be difficult for others to hear and how might we communicate them?
- What tone of voice might we use? What kind of body language?
- Are there words that can be helpful? Are there words that might be harmful?

OPENING DISCUSSION

Remind the class of lesson 4 (social peace 1) on needs and wants. Last week we discussed how people share some needs and wants. Sometimes when people share the same needs or wants problems or conflicts can arise. Can you think of time when you had trouble sharing something? What was it? What happened? How did it make you feel? How did you respond? What did you say? Do you think that helped the situation?

Explain to students that it can be hard to know what to say to someone who has hurt our feelings. Other people aren’t always aware of what we want or need. Often they don’t know how it makes us feel when these wants and needs aren’t met. In order for us to solve our problems peacefully we need to communicate our wants, needs, and feelings to others in a way that doesn’t hurt the other person.

Use the guiding questions above to explore the concept of communicating our emotions with others.

ACTIVITY 1: RESPONDING TO CONFLICT

1. Ask students to listen to the examples below. Tell them to help the people in the stories by picking the response that will best communicate their wants, needs, and feelings. Listen to both options before choosing.
2. Read each situation and both response options. Let student volunteers pick between the two responses. Ask them why they think this response was a better way of communicating their wants, needs, and feelings.

RESOURCES

- [Women and Children’s Health Network - Conflict Resolution](#)
- [Center for Nonviolent Communication – Materials for Educators](#)

Situation One: The Case of the Green Pencil

There were two children sitting at a table. Both were drawing quietly. One child was drawing big beautiful trees, the other a field of wildflowers. It just so happened that at the very same moment, both children looked for the most important color to complete their masterpieces. They needed the green pencil. Their eyes glanced toward the shiny green color lying in the middle of the table. They saw each other eyeing what they needed most in the world. Hands flew out and the fastest child grabbed the pencil. The second child, with nothing in hand looked sadly in the others’ direction and said:

Option 1:

“You always do that! You always grab things from me, and I hate it. You are so mean, you never want to share!”

Option 2:

“I feel really sad. I really needed to use that pencil.”

Situation 2: Your Favorite Food

You arrive home from school and all you can think about is the cheesy crackers waiting for you in the cupboard. You are so hungry you can almost taste your favorite crackers even before you reach for the box. You grab for the box and open the lid only to discover nothing left inside. As you look over to the dining room table you can see your sister snacking on the

last of the cheesy crackers. She knows this snack is your favorite, and still she chose to eat the last of them. You feel a rush of anger and disappointment. You turn to her and say . . .

Option 1: “You know I love those crackers and you ate them anyway without asking me if I wanted some. I am never going to share with you again.”

Option 2: “I feel really hurt, the last of my favorite food was eaten and I wish you would have asked me if I wanted some.”

After the two situations have been discussed, bring it to the students’ attention the responses that best communicated the person’s wants, needs, and feelings started with the words “I feel.” By telling others directly how you feel, rather than blaming others by using “you did” statements makes a big difference in how the other person might respond. Ask students how they think the second person in the conflict might respond to each of the given options.

ACTIVITY 2: CREATING “I FEEL” STATEMENTS

Have students listen to or read the situations below and create their own “I feel” statements to respond to these conflicts. Remind students to use the words “I feel” to start their responses and to avoid blaming others for their feelings. After reading each, ask students to think about how this situation would make them feel before they respond. If students struggle to label their emotions, write down a list of challenging emotions on the board for students to reference. Some examples may include: frustrated, angry, hurt, lonely, distracted, irritated, anxious, annoyed, scared, powerless.

Situation One: You are playing a game and someone throws a ball towards you. It hits you in the head, which is against the rules.

Situation Two: You are studying hard in the living room at home. Your brother comes home and starts to sing loudly in the room next door. One, two, three minutes go by and he is still singing at the top of his lungs.

Situation Three: You are writing an original story for school about a carrot that comes to life and eats rabbits. You are so excited about your unique idea you call up your best friend and tell her about the story. The next day in class, when the teacher asks for volunteers to read their stories your best friend raises her hand. She shares a story about a mouse that eats cats. Everyone loves the story. You however think your friend stole your idea and changed it just enough to make it seem original.

Situation Four: Your best friend recently joined the soccer team. In the past, you spent all of your extra time together going to movies, listening to music, and playing video games. Now you rarely see him. You noticed he has been spending more time with his soccer teammates.

Situation Five: You and your sister received a joint present from your grandparents, a beautiful bike. So far you have both been able to share the bicycle without any problems. Today is different. You want to take the bike to your friend’s house but your sister wants to ride it around the neighborhood.

CLOSING

Have students share their responses to the five different scenarios.

- Ask students if they think using “I feel” statements could be helpful when they have conflicts with their friends or brothers and sisters?
- How does communicating our feelings help us have more peaceful relationships with other people?

FOLLOW-UP ACTIVITIES

Use a comic strip from the Internet or a local paper. White out the dialogue between characters and pass out copies to the students. Have students write in a dialogue using “I feel” statements in their storyline.

REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

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C6

LESSON 6
CHILDREN
V.1



political

“OUR TOWN”: CREATING RIGHTS & RESPONSIBILITIES FOR COMMUNITIES

CHILDREN LESSON 6: POLITICAL PEACE 1

AGE(S)

Recommended for ages 8-12

TIME REQUIRED

1 hour

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on the political peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions

MATERIALS

- “Our Town” worksheet
- Pencils/ Pens/ Markers

LEARNING GOALS

- To explore the connection between the fulfillment of rights, and individual and community responsibilities
- To consider political engagement through group decision-making

LEARNING OBJECTIVES

- Students are given the opportunity to engage in the process of political dialogue by identifying rights and corresponding responsibilities they feel are important for their fictional towns
- Students are given time to reflect upon their processes of group decision-making
- Through class discussion students can explore skills useful for building peace within group decision-making processes

INTRODUCTION

Political engagement is an experience unknown to many children. Students may be familiar with the voting process or community dialogue if their parents are active in schools, religious institutions, or politics. With the busyness of modern life, community involvement is becoming less common in family life. Even with parental modeling, many students have never been given the opportunity to engage in the decision-making processes that impact their lives. Teachers and schools often dictate the rules students abide by while on campus. At home, parents decide the rules and consequences for breaking those rules. Through their high school years, students are given behavioral guidelines by the institutions they belong to, leaving them ill-equipped to engage in the dialogue which awaits them in the larger community. Students not only lack the skills to advocate for themselves, they also have little experience with processes that can help build peace in political decision-making.

The purpose of this lesson is to introduce students to the political sphere of peacebuilding by ex-

aming processes used in group decision-making and the concept that individual and communal responsibilities work to ensure the rights of all community members. Facilitating group decision-making processes of many kinds such as voting, consensus building, and collaborative projects along with student reflections on experiencing these processes can nurture the skills needed to build peace while engaging in the political sphere. Through personal experience, students can reflect upon which of these processes are effective and contribute to peacebuilding. Introducing the concepts of rights and their corresponding responsibilities can help students begin to see political involvement as a social responsibility that can help ensure the rights they hope to enjoy.

This activity gives students the opportunity to see this interdependence by engaging in political discourse through the creation of rights and responsibilities for community members in fictional towns. It is vital that teachers do not dictate the rights and responsibilities of student groups. This can contribute to students being dependent upon institutions for behavioral codes rather than engaging students in thinking processes needed to engage in political dialogue. The role of the educator is to support students in this process by asking questions about how students are engaging with one another and how individual rights may impact the group.

GUIDING QUESTIONS

- What is a right?
- What rights do you have?
- Who guarantees or gives you these rights?
- Does everyone have these rights?
- Do you have any responsibilities or actions you need to take to be sure these rights will exist for yourself and others in the future?
- How does the process of agreeing upon rights and keeping individual responsibilities help build peace in communities?

OPENING DISCUSSION

Review with students the concepts of peacebuilding in the personal and social spheres. Asking the following questions may help students think back on the previous lessons:

- What are a few of the many ways people can build peace within themselves?
- What activities did we engage in when we studied the personal sphere of peacebuilding? Were these helpful to you? Why or why not?
- What are some of the many ways people can build peace with others?
- What are some of the activities we engaged in when we studied the social sphere of peacebuilding? Were these activities helpful to you? Why or why not?
- Thinking about these different peacebuilding skills, how do you think we can build peace in communities?

TEACHER TIP

Students belong to many different communities including their geographic community or neighborhood, school community, and communities built upon similar ideas, traditions or activities such as communities which are faith-based, ethnic, or even after school classes or clubs. Help students draw on their many different community experiences in order to think about how conflict is resolved and how peace may be built in these different settings.

ACTIVITY 1: RIGHTS AND RESPONSIBILITIES

1. Explain to students that the purpose of this activity is to think about how peace can be built in communities through finding ways of working together and making decisions as a group.

Teacher Note: The questions below have been grouped by age. The intention behind this distinction is to provide appropriate questions for students based upon their development, prior knowledge, and understanding. Regardless of the labels, teachers should examine all of the questions and choose which questions are most appropriate for their students based on these factors.

For younger students (ages 8-10): Today we also want to think about what rights and responsibilities mean. What does it mean to have the right to something? Do you have any rights in the classroom? At home? As a citizen? Who gives you those rights? How are those rights protected?

For older students (Ages 10 -12): Today we want to also think about how groups make decisions. Are these processes fair?

Do they include everyone? Are they effective? Do they help build peace? Why or why not? We also want to begin to think about what systems communities have that help build peace. Can systems of laws or rules build peace? How? How can these systems also cause conflict or inflict harm? What responsibilities do individual community members have that can help these laws work effectively?

2. Share with students that some laws were created to help protect people's rights. In order for these laws to work individuals have responsibilities that help protect rights. For example, the right to vote, the right to free speech, or even the right to feel safe at school. All of these rights are dependent upon other people acting in a certain way. Others need to give you the opportunity or access to vote, let you share your ideas and opinions, and act in ways that help you feel safe at school. These actions can be described as responsibilities. These responsibilities help ensure these rights are given to all people. If students feel they should have the right to learn at school, who would be involved in protecting that right? What responsibilities would they have? How would other students act to protect that right? What would the teacher do to protect that right? What about the individual student? If the community agrees that everyone deserves the right to learn at school then every person in the classroom has responsibilities to protect that right.

3. Ask students what other rights they think they should have in school. To follow-up, ask students who would guarantee they have these rights? How would these people act to protect those rights? What would their responsibilities be? Would all of these individual rights be fair to others?

Teacher Note: Some students may bring up examples such as having the right to do whatever they feel like while at school. Responding to those examples with questions about whether or not the rest of the group feels this right should be protected can be helpful in continuing the conversation and getting students to think about how individual rights can sometimes infringe upon the rights of others. It is then up to the group to decide whether or not this is a right they want to guarantee or protect.

4. Break students up into small groups and pass out one copy of the "Our Town" worksheet to each group. Tell students that today they get to be pioneers of sorts. Each group has just created a new town. This town has no current rules or laws for the citizens to live by. Their job today is to come up with the name of their town, a description of their town, and a new set of rights and corresponding responsibilities that group members agree to live by. Tell students at the bottom of the page or on a separate piece of paper they can draw pictures of their town and what their rights and responsibilities look like in action.

5. Give students 20 to 30 minutes to finish their community's rights and responsibilities list. Walk around to each of the student groups and help them by asking questions about how they want to feel in their community, how they want to be treated in their community, how should people act toward one another. Remind students of some of the peacebuilding skills they have been practicing such as active listening and the conflict resolution process. Tell students they can use these skills as they are trying to make decisions in their groups.

6. When students are done collaborating, have one or two students from each group present their town to the rest of the class. Have each group read their list of rights and responsibilities and explain their drawings to the class.

7. Once all of the student groups have shared, ask students if there were any rights and responsibilities presented that would be useful in building peace in a community. How would these rights and responsibilities work toward building peace? Ask students if they think being involved in deciding what rights and responsibilities were chosen is important? Why? Would they feel differently about having to live with these rights and responsibilities if they were new to town and this system was already put in place? If yes, how?

Ask students about the process they undertook in deciding upon their community rights and responsibilities. What did this process look like? How did students decide? Were there any skills they used which were helpful in decision-making such as voting, active listening, conflict resolution? Did everyone in the community agree to the list? If not, how do you think that might impact peace in your community?

TEACHER TIP

Before beginning activity 1, think about rights and responsibilities that will be relevant examples to your students. What rights do students have in your classroom? What rights do they have at school? Have they learned any historical examples of rights such as those gained through the Civil Rights movement, women's suffrage, the U.S. Constitution, the Universal Declaration of Human Rights? If the students have no background information or personal experience with rights you may want to facilitate some lessons on these historical examples or have some discussions on student rights within the classroom before continuing the lesson.

Some example activities may include creating a classroom chart of rights and responsibilities that students agree to uphold, or students can draw a picture of one way they want to be treated at school. Each of these drawings can be placed around the classroom, and the whole class can discuss what right and community responsibilities correspond with this drawing.

CLOSING

In closing ask students to reflect individually or as a group on the following questions:

For younger students (ages 8-10): How do rights and responsibilities help build peace in communities? What processes should be used to come up with these rights and responsibilities?

For older students (ages 10-12): What political processes are used in schools, communities, nations or internationally that give individuals the opportunity to participate in deciding which rights and responsibilities they live by? Are those processes peacebuilding processes? Why or why not?

FOLLOW-UP ACTIVITIES

1. Introduce students to the Universal Declaration of Human Rights by creating a passport of rights as provided in the book [Our World, Our Rights: Teaching about rights and responsibilities in the Elementary School](#) by Amnesty International.

2. Look at the Universal Declaration of Human Rights and have students draft a “Universal Declaration of Human Responsibilities.” These responsibilities uphold the rights of the UDHR.

RESOURCES

- [Abc Teaching Human Rights: Practical Activities for Primary and Secondary Schools](#) by the United Nations
- [We are all born free](#) by Amnesty International. A children’s book on the Universal Declaration of Human Rights
- [Our World, Our Rights: Teaching about rights and responsibilities in the Elementary School](#) by Amnesty International

REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

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“OUR TOWN” WORKSHEET

Name of town:

Description your town:

What does your town look like? Are there any geographic features of your town? How are the buildings arranged? What materials are used? Is there any features that make your town special?

Rights and Corresponding Responsibilities of Townspeople

Rights of townspeople



Responsibilities of townspeople

Group Decision-Making Process

In the future, how will your town make group decisions? (Ex. voting, coming to a consensus, have a leader that makes all of the decisions?) Why was this process chosen?

How will this process help build peace in your town?

Draw a picture of your town:

C7

LESSON 7
CHILDREN
V.1



political

UNDERSTANDING OPINIONS

CHILDREN LESSON 7: POLITICAL PEACE 2

AGE(S)

Recommended for ages 8-12

TIME REQUIRED

1 hour

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on the political peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions

MATERIALS

- Pictures cut into fourths from magazines, newspapers, or the Internet
- “Stranded” worksheet (included)

LEARNING GOALS

- Students will reflect on how individual experiences shape personal opinions
- Students will explore methods of resolving differences in opinion through practicing peace-building strategies such as: active listening, asking questions, communicating with care, using “I feel” statements, and looking for win-win solutions

LEARNING OBJECTIVES

- Students will guess what object is in a cut piece of photograph based on their previous experiences of seeing similar shapes
- Students will discuss how their previous experiences helped form their opinions of what object was in the photograph
- Students will brainstorm practices for building peace when differences of opinions arise between people
- Students will use these strategies while engaged in a group activity that challenges group members with differing opinions to come to a consensus
- Student will reflect on what strategies were most useful for building peace in the midst of differing opinions

INTRODUCTION

Intentional reflection on how opinions are formed and ways of managing differences in opinion can be useful for students of all ages. As students begin to develop opinions and see differences, it is important they are provided with many peacebuilding strategies they can utilize when faced with these conflicts. Through building perspective-taking skills, children can develop capacities to manage differences in opinions constructively. Knowing and acknowledging alternative perspectives can lead to new solutions and conflict prevention. Students can rely on the skills used for building right relationships in the social sphere as they navigate new relationship challenges in larger group settings and the political sphere.

The first activity of this lesson is intended to challenge students to think about how previous experiences shape their opinions through interpreting pieces of images. It is also important to

note during this activity that others' opinions are also based upon life experiences. The opinions of others, similar or different, are shaped by a variety of experiences, including encounters with school, family, church, entertainment/media, and friends. The second activity engages students in a group decision-making process where students start with personal opinions and try and reach a consensus. Reflection on decision-making process of the group and the strategies that were most helpful in building peace can nurture the peacebuilding skills needed for future political engagement.

GUIDING QUESTIONS

- What is an opinion?
- How are opinions formed?
- Why do people have different opinions?
- What strategies are useful for building peace when differences in opinion arise?

OPENING DISCUSSION

Begin the activity by asking students “What is an opinion?” Listen to student responses. Ask students to raise their hands if they like or dislike different foods, objects, TV shows, hobbies, etc. Think of relevant examples for your students where you know they may have differing opinions. Tell students that their opinion is their thoughts and feelings about an issue. As demonstrated by the show of hands, many of them have differences in opinion. Share with students that when groups of people have to make decisions together differences in opinion can sometimes cause conflicts. These differences can be an opportunity to learn something new or think in a new way. Sometimes it can be difficult to see these differences as a positive experience, especially when you may not understand where these differences in opinion are coming from. Inform students they are going to explore where opinions come from and practice some different ways to manage conflicts when differences of opinion arise.

RESOURCES

- [The Learning Network – Teaching and Learning with the New York Times: Student Opinion Section.](#) Provides questions that students 13 years and older can contribute their opinions to. Although this lesson is for younger students, many may still be interested in contributing their opinion to a classroom discussion on the questions and then read the thoughts of other students online.
- [Open-ended writing prompts that develop students' opinions](#) (developed by Minds in Bloom)
- [How to use open-ended questions with Children.](#) (Developed by Susan Syddall)

ACTIVITY 1: PIECING TOGETHER OPINIONS

To prepare this activity you will need to print pictures from the Internet or find pictures in magazines and newspapers. Cut these pictures into fourths (or more as needed to “disguise” the overall picture). Students will look at one piece to guess what they think the whole picture is. The best pictures for this activity are of close up items, where you will only see a small section of the subject by seeing a piece of the picture. The more abstract the picture the more differences there will be in student guesses.

1. Tell students that they are going to play detective. Hold up a piece of a picture (as described above) and have students guess what they think is on the picture. Give students time to make multiple guesses. As students make guesses, ask why they think their guess is correct. Ask what the picture reminds them of? Have they seen or owned the item before? Repeat this process multiple times with different pictures before going on to the following questions. Share with students the idea that similar to the different guesses they had on these pictures people have differences in opinions all the time. Just as the students used their previous experiences to help them guess what was in the pictures, people use their previous experiences to help form their opinions. Refer to some of the differences in opinion found when students raised their hands earlier. Ask a few students how they know they liked or disliked the item. This will provide more concrete examples for how previous experiences form opinions.

2. Once students have made guesses on multiple pictures, ask why they had different opinions/guesses. How did they come up with their guesses? Did they use previous experiences to help with their guess? Remind students that all of our opinions are shaped by our life experiences. Each of us has different life experiences, which can make our opinions different as well.

3. Ask students what happens when they have a different opinion than someone else. Can this impact the relationship between you and another person? Can differences in opinion be positive or helpful? How? Can differences in opinion

sometime create an argument? Ask students if they can give an example of a time when they disagreed with someone else.

TEACHER NOTE: You may want to ask students not to use examples of conflicts that involve people at school or to use names.

4. Once students have given a few examples, ask what kind of actions can help build peace when there are differences in opinion? Write down suggestions on the board. In addition to student suggestions you may want to add some of the following: Take turns listening and speaking, ask questions - remember your differences come from different experiences so ask why someone has this opinion, use “I feel statements”, if you need to make a decision together look for a solution that both people can agree upon.

5. After brainstorming some peacebuilding strategies, inform students they are going to try these skills today with their next activity.

ACTIVITY 2: STRANDED

1. In the following activity students will be working together in small groups. Each represents a group of people who will be stranded on an island for a full year. Their challenge is to survive that year with only ten items. Tell students that they will get a piece of paper and at the top will be a box with options of items they can pick from. Each group may also add one item to their supplies that is not in the box.

2. Pass out a “Stranded” worksheet to each student. Tell students that first they will form their own opinions on what items they think they will need to survive this challenge. Give students five minutes to fill out the worksheet individually then break students into small groups of no more than five or six students. Pass out another blank copy of the worksheet to each group.

3. Inform students their challenge is to work as a group to create a group list of ten items. Remind students of the different peacebuilding strategies they brainstormed such as: active listening, using “I feel” statements, taking turns listening and speaking, asking questions about why others have opinions, and coming up with win-win solutions that can be used to help them come to an agreement. Give students 15 to 25 minutes to complete their list. Walk around to different student groups and suggest different peacebuilding strategies as students arrive at conflicting ideas.

CLOSING

Have groups present the ten items they packed to survive the year on the island. After each group presents, ask the following questions:

- How did you decide what to pack? How did your previous experiences help you make these decisions?
- Were there any differences in opinions within your group?
- Are differences in opinion always negative? How can they be helpful?
- What were the most difficult items to decide upon within your group?
- What strategies did you feel were most useful in building peace when faced with differences in opinions?

FOLLOW-UP ACTIVITIES

1. Walk the line

Put colored masking tape in a long line across the floor of the classroom. On one end of the line put a piece of paper that reads, “agree.” On the other end of the line put a piece of paper that reads, “disagree.” In the middle, place a piece of paper that reads “neutral.” Ask students opinion questions and have them stand somewhere on the line between these words to demonstrate their thoughts and feelings on the issue. After students are on the line you can ask for volunteers to share why they agree, disagree, are neutral or somewhere in between. This activity has a similar format to the lesson “Where do you stand?” as included in the [Compasito Manual on Human Rights Education for Children](#).

2. Family Interview

Have students come up with an opinion question to interview their family or friends. Be sure to have students ask their interviewees why they have their opinion. After collecting interviews, ask students their own opinions about the issue. Did they learn anything about the issue from listening to the thoughts of others? Do they agree or disagree with these perspectives.

3. Question of the Week

Pose an open-ended question each week to students. Use an empty tissue box as a response box, where students can place their written opinions, with reasoning, either anonymously or not. At the end of the week, read the student responses to the class.

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STRANDED ON A DESERT ISLAND

You are stranded on a desert island for a whole year. Your challenge is to survive by choosing 10 items from the list below. You are also allowed one bonus item of your choice (it does not have to be from the list below).

Supply Choices (choose 10)

- | | |
|--|---|
| <ul style="list-style-type: none">• 100 cans of beans• Rope (unknown amount)• 50 gallons of water• Sharp machete• Compass• Journal• 5 books (contents unknown)• Field guide of poisonous plants & animals on the island• Guitar• Blankets | <ul style="list-style-type: none">• Plastic tarp• Flashlight• Box of 500 Matches• Map of the island• Water filtration system (to get clean water)• Toilet paper (20 rolls)• Toothbrush• 4 Cups, 4 plates, and 1 set of silverware• Can opener• 5 large Jackets |
|--|---|

My Supply Box

1)

2)

3)

4)

5)

6)

7)

8)

9)

10)

Bonus Item: