

Y1

LESSON 1
YOUTH
V.1



personal



social



political



institutional



ecological

MEMORIES OF PEACE: REMEMBERING RIGHT RELATIONSHIPS

YOUTH LESSON 1: 5 SPHERES OF PEACE

TIME REQUIRED

45 minutes to 1 hour

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 any other needed materials for the lesson

MATERIALS

- Lined notebook paper
- Drawing paper
- Pencils, colored pencils/ markers
- Blackboard/whiteboard and writing utensils
- Tape

LEARNING GOALS

- Students will learn the five spheres of peace
- Students will learn that peace is built through creating “right relationships”
- Students will learn the interdependent nature of relationship

LEARNING OBJECTIVES

- Through personal reflection, students will think about their preconceived definitions of peace and peacebuilding
- Through reflection and inquiry, students will write or draw a memory of peace in order to further examine their thoughts on how they experience peace
- In order to practice reflective listening, students will share a partner’s memory of peace
- Students will critically think about their memories of peace and identify different spheres of relationships where peace can be built and experienced
- In the closing inquiry, students will be introduced to systems thinking through a group dialogue about the interconnectedness of these spheres

INTRODUCTION

This activity was designed to help youth connect their knowledge of peace to a concrete, action-oriented definition that is based upon the development of healthy, caring, interdependent and “right relationships.” During this session, students use personal memories of peace to begin

defining peace. The Earth Charter's definition of peace is introduced, and students are challenged to think about peace as "right relationships" with oneself, other persons, other cultures, and other life. The National Peace Academy's "5 Spheres of Peace" framework helps students identify spheres within our lives that need peacebuilding: the personal, social, political, institutional, and ecological. Although some of these concepts may be new, such as "institutional" or "political" relationships, this activity nurtures the idea that many different relationships beyond the walls of home and school play a role in our lives. Students identify the relationships involved in their memory of peace, and they create a web of peace images that demonstrates how peace can be experienced within each of these five spheres.

GUIDING QUESTIONS

- What is peace?
- What is peacebuilding?
- What are "right relationships?"

DIALOGUE

Explain to students that over the next eleven weeks they will be engaging in activities to learn about peace and how to build peace in their lives and communities. Ask students to share any words or images that come to mind when they hear the word peace. After students have given their initial thoughts have them explain what they think it means to build peace. Have they seen peace being built before? What about in history, are there any historical examples of building peace? Are there examples of peace in stories or movies? Ask students to think about what kinds of actions were being taken in their examples of peace.

ACTIVITY 1: MEMORIES OF PEACE

1. Pass out a blank piece of lined paper and/or drawing paper to students. Tell students that they are going to have the next ten to fifteen minutes to write or draw a memory of peace. This should be an event that they have experienced in their lives. It may be a big event or a tiny moment. Either way it should be vivid enough to write or draw their memory of peace.
2. Before students begin to write or draw ask them to close their eyes and think about the following questions as you read them aloud: What events occurred in this memory? Who took part in this experience? Were you alone, or did other people or animals share in this experience? Where were you? Was this a crowded place or isolated? What was the environment like? Do you remember any particular sights, smells, or sounds in this experience? Maybe there were words said which contributed to this peaceful experience. Maybe it was the lack of words or sounds. What contributed to this being a peaceful memory?
3. Give students time to write and/or draw their memories of peace. If students are struggling to come up with a peaceful memory, ask them what other words they think describe peace or a peaceful person. Students may come up with examples such as calm, quiet, happy, kind, powerful. Ask them to then think about a time when they experienced these traits. Could one of those experiences be considered peaceful? If individual students continue to be challenged, you can give them the option of drawing a picture of one peaceful action that does not necessarily have to be a personal memory.
4. When students have completed their writing or drawings ask them to turn to a partner and tell them about this memory of peace. After students have shared their memories ask for a few volunteers to share their partner's story or picture. Before students speak, give them one minute to clarify with their partner any details they will share.
5. As students share memories with the class write down key words on the board you hear from students' memories of peace. Look for key words that exhibit the actions, relationships, and institutions involved in the creation of peace.
6. When students are done sharing their memories, review the words you wrote on the board with the students. Ask students if they were going to create a description of peace what other words, relationships, actions, or experiences would they add to this list?

Dialogue

Next, tell students that you would like to share a definition of peace that is taken from a document called the Earth Charter. Ask students if any of them are familiar with the Earth Charter. If not, tell students that you can give them some Internet links to research the history of the charter if they are interested. Read the following definition to students:

“Peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”

Ask students what kind of relationships does this definition describe? Is peace found only within yourself? Where else can peace be experienced? Students should give the examples described in the definition and more.

Ask students what they think the Earth Charter means when they say that peace is created through “right relationships? What do they think a “right relationship” looks like? Are there examples of a right relationship within the peace memories you just shared? Give students time to share their thoughts on what embodies a right relationship. If students do not come up with a clearer idea on the term “right relationships,” ask them to think about what actions are taken in a “right relationship” between themselves and another person. Ask them to think about what actions are taken in a “right relationship” between themselves and nature.

RESOURCES

- [The Earth Charter](#)
- [History of the Earth Charter](#)

ACTIVITY 2: PEACE WEB

1. Draw five interconnecting circles on the board. In each circle write one of the following words: personal, social, political, institutional, ecological. Tell students that each of these circles represents a different type of relationship that we all have in our lives. The first represents our relationship with ourselves, the actions we take to support or hold back ourselves. The second represents our relationships with other people, how we act toward friends, family members, teachers, and other people in our lives. The third represents our relationship to the political sphere of life, how we act in regards to our political opinions, and how we engage in group decision-making processes and other actions we take together collectively to make change. The fourth represents our relationships with institutions we belong to, the actions we take in our schools, religious institutions, communities, and our responses to the laws or social norms these institutions uphold. Institutions play a major role in shaping our relationships to the other spheres. The fifth is our relationship with the natural world, our ecological relationships, how we act and think toward nature and all living things in the universe.
2. Tell students that over the next eleven weeks they are going to learn more about how to build peace in each of these relationships and how these relationships impact one another.
3. Ask students to bring up their memories of peace and identify which relationships were involved in their memory.
4. Have students tape up their pictures and stories within the circles that correspond to their memory. For example, if a person describes a mountain hike they took with friends they would tape their memory into the space overlapping the social and ecological circles. If there is not enough room, students can label their work with their corresponding relationships at the top of their paper, tape their work nearby, and draw lines to the circles their memories represent. Give students time to look at other examples and admire their collective work.

CLOSING

Once students have taped their memories of peace to the board and have been given time to make observations ask them the following questions in closing:

- Can you see any similarities among the memories? Are there any relationships, actions, or experiences that were similar?
- How many of these memories had more than one spheres of relationships within their peace memory (for example, ecological and personal)?
- How do you think these five different spheres are connected?
- Do you think it is enough to build peace in one area of your life but ignore the others?
- If applicable... Are there any spheres of peace on the board that do not have an example of a “right relationship?” Can you think of any actions that may help build peace in this sphere?

Tell students that over the next 11 weeks as they learn more about the five spheres of peace, they can continue to add examples of right relationships to this web.

FOLLOW-UP ACTIVITIES

Ask students to look in newspapers, magazines, or the news for media examples of peace. Ask students to bring in these examples and share them with the class. Have the students identify which spheres of peace these examples illustrate.

Y2

LESSON 2
YOUTH
V.1



personal

JUMP JOURNAL: SELF-REFLECTION AND PERSONAL CHANGE

YOUTH LESSON 2: PERSONAL PEACE 1

TIME REQUIRED

60 minutes

TEACHER PREPARATION

To prepare for this lesson...

- Read the “[5 Spheres of Peace](#)” NPA Framework focusing on the personal peace sphere
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Try keeping a “jump journal” for two or more days to fully understand the benefits of this practice
- Prepare any other needed materials for the lesson

MATERIALS

- Jump Journal Template (or small notebook to write in)
- Staples or paper clip
- Pencil or pen

LEARNING GOALS

- Students will learn how to practice self-reflection
- Students will learn how to set goals for their personal development
- Students will learn how to hold themselves accountable for personal change
- Students will connect their attitudes and behaviors to the growth of personal peace

LEARNING OBJECTIVES

- Through class dialogue, students will be introduced to methods of self-reflection and personal change
- Students will create a jump journal to record their personal reflections
- Through reflection students will set an intention or goal for their day and complete their first journal entry

INTRODUCTION

“Jump Journal” is an activity based on the [Buddhist Six-Times Practice](#). This practice is designed to help individuals reflect on their values and actions throughout their day. Buddhists who use this practice engage in self-reflection six times a day, thinking about whether or not their actions are living in accordance with their principles. During each reflection they have a different principle to reflect upon, some of these values include honoring life or being truthful. This practice has been modified for this activity, to help students “jump” towards becoming the person they want to be through self-reflection and active decision-making. Each day students set personal goals or identify a value they want to work toward during the day. Students are given a short reflection period three times during the school day where they can reflect on their actions and be

empowered to make changes to meet their personal goals. The small positive changes students make to their behaviors day after day will lead toward deeper personal transformation over time.

GUIDING QUESTIONS

- When others think about you, what words do you think come to their mind? When you think about yourself, what words come to mind?
- Do these words make you happy or would you like to see some changes? What would these changes be?
- If you do not want any changes made in your life, what characteristics or qualities do you want to keep strong?
- Are there parts of our lives we cannot change? What might some of those parts be?
- How do we become the type of person we want to be?

OPENING DISCUSSION

Begin the lesson with the guiding questions above. Students can write down their responses independently, break up into small groups to discuss, or hold a class discussion to examine these questions. Students may feel most comfortable if they are given independent time to reflect on the first three questions. Students can come together and discuss the last two questions as a group.

After giving students time to share their responses, ask them to reflect on the following quote by Gandhi: “Be the change you wish to see in the world.” Ask students what they think Gandhi meant when he said these words. What about the aspects of our lives we cannot control, would Gandhi say in response to those? How can we be the change we wish to see in the world? Are there any methods that can help us act towards those changes?

Tell students that there are many different ways of making positive changes and these changes can help build peace in their lives, in the lives of others, and even the world. One way of building personal peace is through time for self-reflection. By spending time reflecting on our thoughts and feelings surrounding the events occurring in our lives, we can think about how we want to act on those feelings. Rather than just reacting to a situation, with time to reflect we can consciously choose to take actions that will build peace in our lives. We can think about the change we want to see in the world, and act in accordance with that change. One method of reflection that many people use is journaling. Ask students if any of them currently keep a journal? What do they record in their journals? What happened during the day, secrets, questions, dreams, and thoughts?

ACTIVITY 1: JUMP JOURNALS

1. Tell students that today they are going to try another way of reflecting by making a “jump journal.” This journal is different than a typical journal because it is designed specifically to make small changes to their lives, so as Gandhi said, they can be the change they wish to see in the world. As the name of the journal implies, it will help them “jump” forward toward becoming the person they dream of being.
2. Explain to students that the first step in making an entry in a “jump journal” is to start by thinking about the changes they would like to make. Have students think of one personal goal for today. Tell them that this goal should represent the type of person they want to be. How they want to act towards them self, their family, or friends. Maybe they would like to be more patient with others, gossip less, or be more helpful and considerate to people around them. This could be a change in their attitude or behaviors. Ask students if any of them have some ideas they would like to share. Explain to students, this process is called *setting your intention for the day*. You start by thinking of one change you would like to see in yourself, and you write that intention down so you can look at it throughout the day as a reminder.
3. Pass out multiple copies of the “jump journal” template and have your students staple these together making a journal. As an alternative, have students write in a notebook their intention for the day. If students are writing in a notebook, have them write down the numbers 1, 2, 3 on their papers where they will write three reflections that will occur during the day. Under each of these numbers have students write a + sign and a – sign (as seen on the template).

RESOURCES

- [Buddhist “Six-Times Practice”](#)
- [Mindfulness practices for children](#)

4. Explain to students that some changes are difficult to make. Changing our thoughts and behaviors takes a lot of practice. Unless we reflect on our intention multiple times a day, we risk forgetting about our goal. Let students know they will be given three times during the school day to reflect on how they are keeping their intention and what changes they want to make.

5. Model for students the reflection process by writing a few words on how you kept your goal during the last few hours of the day next to the + sign. Then write a few words next to the – sign that states something you would like to change or an action you want to take in the future to keep your goal.

Below is an example that can be used to model the reflection process. However, it is important that the example be age-appropriate and relevant to the students in the class. Provide a relevant example to your students.

Intention: To be friendly to more people beyond just my close friends

Reflection

+ I asked Jane if she wanted to sit with me at lunch

- I didn't invite Carlos to play soccer with my friends at recess, I will next time

6. Give students time to set up their jump journals and set their intention for the day. Set three times during the school day for students to reflect and write down their thoughts. These reflections should take no longer than 3 to 5 minutes. The more practice students have with reflecting on their behaviors the faster the reflection sessions are completed. Students can continue this practice through the 12 weeks of the curriculum.

CLOSING

In closing, ask students:

- Do you think making changes in your behavior and attitudes will increase your personal peace? How?

FOLLOW-UP ACTIVITIES

Take ten minutes once a week and ask students how their jump journals are helping them build personal peace. What changes have they noticed in their attitudes and behavior? How are they becoming the change they want to see in the world?

JUMP JOURNAL

Date:

Intention:

Reflection 1:

+

-

Reflection 2:

+

-

Reflection 3:

+

-

Y3

LESSON 3
YOUTH
V.1



personal

MANDALA MINDFULNESS

YOUTH LESSON 3: PERSONAL PEACE 2

TIME REQUIRED

45 minutes

TEACHER PREPARATION

To prepare for this lesson...

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

MATERIALS

- Markers, colored pencils, crayons, pencils, pens
- Paper with a circle drawn in the middle

LEARNING GOALS

- Students will learn what a mandala is and how they can use it as a tool for self-reflection and mindfulness

LEARNING OBJECTIVES

- Through self-reflection students will create a mandala that embodies their present thoughts and feelings
- Through inquiry students will reflect upon the process of creating a mandala and think about whether or not this practice would help them build a sense of personal peace

INTRODUCTION

Sustaining personal peace is an ongoing process of being mindful of our thoughts and feelings and consciously acting upon these feelings in ways that uphold our values and relationships. The practices of self-reflection and mindfulness are essential skills in building personal peace. Creating a mandala can be an excellent tool for students to begin thinking about and expressing their thoughts and feelings in a safe and contained space. Mandalas have been used for thousands of years in the Buddhist and Hindu traditions as meditational tools to clear the mind. They have also been used in many therapeutic settings to help individuals uncover feelings that need to be expressed. The process of creating a mandala can help students become more conscious of their inner thoughts. This awareness can facilitate reflection on how the individual chooses to act upon these thoughts and feelings. This process can be very empowering, helping young people make positive changes in their lives through building clarity and consciousness.

GUIDING QUESTIONS

- Have you ever heard the phrase “think before you speak” or “think before you act”? What do you think these phrases mean? Is this an important practice? Why?
- Is it difficult to “think before you act” in everyday life? What do you think gets in the way of us thinking before acting? What are some ways you’ve tried thinking before acting?
- Do you think reflection is important to sustaining personal peace? Do you think reflecting before you act would have an impact on your own sense of peace and well-being?

OPENING DISCUSSION

Use the guiding questions to open up a class discussion on reflection and mindfulness. Give students ample time to respond and discuss the importance of reflecting on their lives and the methods they may have used in the past to accomplish this task. As student responses are wrapping up, inform students that today they will be given the opportunity to try another method of reflection. Today they are going to make mandalas.

ACTIVITY 1: CREATING MANDALAS

1. Ask students if they have seen or made a mandala in the past. What did it look like? Why did they create one? Tell students that a mandala is a special or sacred circle, a circle that for our activity today represents this moment in their lives, their thoughts, feelings, and actions. They can use this circle to create their moment on paper and afterwards they can decide if they want to let this moment go or hang onto the feelings present in this moment. The circle on the paper acts as a place for expression. It holds your thoughts and feelings on paper, expressing your joys, anxieties, fears, and triumphs. Tell students that sometimes we can be surprised by what we express on paper and the process of drawing within the circle can reveal feelings we were not conscious of before. This process is an opportunity to gain clarity about feelings surrounding the events occurring in your life. This can help you think about how you want to act upon these feelings.

2. Tell students that mandalas are traditionally used as a meditation tool and often pictures of deities or patterns are created within the circle. The repetition of these patterns over and over again helps clear the mind from any unwanted thoughts. Tell students that today they can use this process to draw anything they like. If you want to clear your mind you may want to draw repeating patterns. If you seek clarity, you may want to draw whatever comes to your mind. You may use colors, words, images, symbols, or patterns to express how you are currently feeling or what you are thinking about.

3. Pass out paper and markers to students. Instruct students to draw a circle in the middle of their piece of paper.

4. Give students 20 minutes to complete their mandalas.

5. As students are nearing completion ask them whether or not they want to keep these thoughts and feelings or whether they want to let go of these thoughts. For students who want to let go tell them they are free to rip up their paper and put it in the recycling bin. For students who want to keep their mandala, ask if anyone would be willing to share their work and their thoughts about the process of creating their project. What did they express with their drawings? Were any surprises or insights gained from the experience?

RESOURCES

- [The Mandala Project](#)
- [12 Yoga Poses Teenagers Should Know](#)
- [Mindfulness Activities for Children & Youth](#)

CLOSING

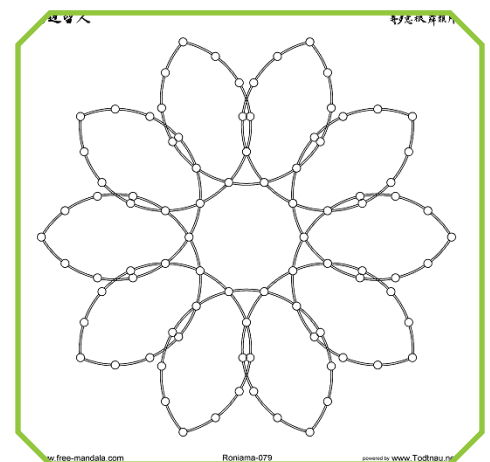
In closing, ask students the following questions:

- Was this process useful in clarifying their thoughts and feelings?
- Did anyone recognize a change or action they want to take in life?
- For those students who chose to throw out their mandalas, how did it feel to release their thoughts?
- Would this practice be useful in building a sense of personal peace? Why?
- If not, what other processes are helpful in gaining clarity and reflecting?

FOLLOW-UP ACTIVITIES

Create a group mandala by drawing a large circle on butcher paper and giving each student time to contribute to this mandala. When complete have students reflect together on the many different thoughts and emotions that occur at any given time within the group. This activity can build a sense of community and awareness for the needs of others within the class.

A research project on the history and use of mandalas could be an excellent complement to this activity. This research should examine the different uses of mandalas and other mindfulness activities.



Y4

LESSON 4
YOUTH
V.1



social

THINKING ABOUT CONFLICT

YOUTH LESSON 4: SOCIAL PEACE 1

TIME REQUIRED

1 1/2 hours

TEACHER PREPARATION

To prepare for this lesson...

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

MATERIALS

- Paper
- Pencils
- Markers
- Whiteboard or poster paper
- Graphic novel template

LEARNING GOALS

- Students will experience processes that can be used to help solve interpersonal conflicts in peaceful ways

LEARNING OBJECTIVES

- Through reflection and discussion, the students will examine processes that are helpful in solving conflicts peacefully
- Through the collaborative experience of brainstorming and acting, students will become familiar with a three-step conflict resolution process

INTRODUCTION

Peace in the social sphere can be understood in the context of relationships. Often students can tell you what they think social peace looks like: helping someone in need, hugging your sister or brother, spending time with someone special. Many students have a difficult time envisioning how peace can be built in the midst of conflict. Conflict in the typical classroom usually leads to a disciplinary action by an authority figure. These actions have the potential to stunt students’ problem-solving capacities, teaching them to rely on authority figures or institutions to change circumstances for them. When students learn practices for resolving conflicts they build skills to listen to one another, resolve differences peacefully, and hopefully over time transform conflict rather than only resolve it. One way to support the development of these skills is through the establishment of a peace place within the classroom. A peace place, where students can go to openly problem-solve, sets the tone for open communication and collaboration rather than competition or domination. A quiet corner with two chairs and a table is ideal. Students can decorate the corner with posters of the simple three-step conflict resolution process introduced in this lesson. If you cannot provide a peace place within the classroom, reviewing the conflict resolution steps presented here though the follow-up activities will reinforce these concepts and empower students to resolve conflicts peacefully inside and beyond the classroom walls.

GUIDING QUESTIONS

- What does it mean to have peace between people?
- What does peace between people look like?
- How can peace be built between two people if they have a conflict?

OPENING DISCUSSION

If students completed Youth Lesson 1, reference the relationship web that was created to answer the questions below. If students did not complete lesson 1, split students into small groups and give each group a large piece of butcher paper. Tell students to brainstorm together what they think peace looks like between two people. Students can use pictures and words to express their ideas. Tell students to try and give specific examples about individual's behaviors and actions toward one another. When students are finished have them share their thoughts with the class. As student groups are sharing ask some of the questions below:

What kind of actions are people engaged in? How do people feel when they experience peace with each other? How do individuals communicate when they experience peace in their relationships? How do they show one another they care? Make a list of the peace processes students identify from their brainstorm or their relationship web (from lesson 1) on the board.

ACTIVITY 1: THINK ABOUT CONFLICT

1. Have students think of a conflict they engaged in recently. Pass out the graphic novel template. Instruct students to use each box to draw the actions that were taken during the conflict. Ask students to include as much of the dialogue and actions as possible. If students are uncomfortable drawing a personal experience, they can draw a hypothetical conflict.
2. Once students have finished their graphic stories ask them the following questions:

Do they think the conflict was resolved peacefully? Why or why not? Do they wish it might have been resolved differently? When the students are finished with their drawings, have a few students volunteer to share their experiences. Ask students if the conflict was resolved in a preferred way, what do they think helped the process? What did each person do to help the situation? Reference the list of peace processes students had created on the board. If a new process is discussed add it to the list. If one that has already been mentioned, for example "listening," then reference that process and bring it to the student's attention that it is on the board.

If they do not think the conflict was solved peacefully, what happened that prevented a positive outcome? Based on the list of peace processes on the board, are there some actions that could have been taken to change the outcome?

3. If time permits, give students an extra copy of the graphic novel template. Have students redraw certain boxes of the conflict in order to create a peaceful outcome.

RESOURCES

- [Conflict Resolution Education: A Guide to Implementing Programs in Schools, Youth-Servicing Organizations, and Community and Juvenile Justice Systems](#), by Donna Crawford

ACTIVITY 2: INTRODUCING CONFLICT RESOLUTION

1. Explain to students there are many different ways to resolve conflicts peacefully. Sometimes it is difficult in the middle of a conflict to remember the peace processes we discussed earlier. One way to remember these processes is by thinking of three steps or the three words that start with "T."

T-one is "Take time": take time to calm down if you are upset, take some deep breaths and get some space before you respond. Sometimes taking a break and coming back to a problem later gives us more clarity and helps us emotionally prepare to resolve the conflict.

T-two is "Talk and listen": talk about what happened and how you felt. This works best when both people give each other time to talk and take turns listening to each other's point of view. Thinking about the other person's perspective and

feelings can give you ideas on how to solve the problem. If you are still really upset about the situation go back to T-one and take another break or ask a teacher or friend to come and mediate.

T-three is “Think and Solve”: think together about possible solutions to your conflict. If one person does not agree, keep thinking of more solutions until you come to an agreement. A mediator can help you think of alternatives.

Ask students to share their thoughts on how these steps might help solve a conflict peacefully.

ACTIVITY 3: PRACTICE CONFLICT RESOLUTION

Break up students into small groups to create “conflict resolution sketches.” Students will use one of the conflicts they drew in the graphic story and resolve this conflict using the three Ts. Give students 20 minutes to create their sketch and practice acting out the steps.

CLOSING

Request student groups to present their sketches to the rest of the class. Students can explain their drawings and thoughts about representing the steps of the conflict resolution process.

FOLLOW-UP ACTIVITIES

It is important for students to practice using peace processes and the conflict resolution steps in order to integrate these processes into their daily lives. Activities to introduce conflict resolution, like the one above, are essential to laying a foundation for students, however, without consistent modeling of these steps the information will not be used. Some ways of integrating these steps into the classroom routine include:

- Modeling these steps through story telling
- Create a peace place in the classroom with the conflict resolution steps posted where students can go to solve their conflicts
- Have students re-write conversations in stories or books using the conflict resolution process
- Have students write scripts to silent movies which help resolve conflicts
- Practice other skills such as active listening, expressing emotions, perspective-taking
- Learn more about conflict resolution such as win-win situations and different approaches to solving and transforming conflict

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.

*This curriculum was developed by [Tony Jenkins](#) and [Tiffany Jenkins](#). Reproduction and distribution is permissible and encouraged, however credit should be given to the authors and the [National Peace Academy](#).

CONFLICT STORIES (GRAPHIC NOVEL TEMPLATE)

Directions: Use each of the boxes below to draw events that occurred during a conflict. Include actions and dialogue. Don't forget to draw how the conflict was resolved.

The template consists of five empty rectangular boxes arranged in a layout suitable for a comic book or graphic novel. The first row has two boxes of equal size. The second row has a single, wide box. The third row has two boxes of equal size. The fourth row has two boxes of equal size. All boxes are outlined in a light green color.

Y5

LESSON 5
YOUTH
V.1



social

ACTIVE LISTENING

HEAR MY VOICE, BE MY VOICE

YOUTH LESSON 5: SOCIAL PEACE 2

TIME REQUIRED

1 1/2 hours

TEACHER PREPARATION

To prepare for this lesson...

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

MATERIALS

- paper
- pencils

LEARNING GOALS

- Students will experience processes of active listening that can be used to help understand other’s thoughts, feelings, emotions and opinions

LEARNING OBJECTIVES

- Students will play an active listening game
- Students will ask clarifying questions and summarize the thoughts, feelings, and opinions of their partner
- Students will reflect on the process of active listening as a strategy for building peace in the social sphere

INTRODUCTION

Many conflicts arise over miscommunication, not understanding someone else’s perspective, feelings, or intentions. Miscommunication can occur for many different reasons. Sometimes we have too many external or internal distractions to be a good listener. Sometimes we do not clarify what others say and misinterpret their intentions. Often we are not aware of how our statements impact the feelings of those around us. The process of active listening can be an important tool helping students communicate their wants, needs, and opinions effectively with others. Differences in opinions can become a catalyst for deepening their relationships rather than creating conflict. There are many different ways to practice active listening. Two essential steps are taking turns while listening or speaking and clarifying what others have said. The active listening game described in this lesson gives students the opportunity to practice active listening skills in a non-confrontational environment. This practice can strengthen these skills for use in everyday communication as well as during the conflict resolution process.

GUIDING QUESTIONS

- What makes a good listener?
- How do you know when someone is listening to you?
- How do you know when someone understands what you are feeling?
- Do you think being a good listener is important to building peace between people? Why?

OPENING DISCUSSION

Begin by asking students the guiding questions above. Take time to listen to student responses. Explain to students that many different skills can be learned to become an effective listener. One process is taking turns listening and speaking. Listening to someone without interrupting signals to that person that you want to hear what they have to say and you are thinking about their feelings and opinions. You do not have to agree with someone to make them feel you value their thoughts. The second is the processes of clarifying and/or summarizing what the other person said. This process involves asking questions to clarify someone's intentions. Asking questions about what was said can deepen your understanding of why a person has certain thoughts and feelings.

Asking some clarifying questions might help you understand a person's perspective; other clarifying questions might provide more information or give the chance for the other person to expand on their ideas. Write the following questions on a large piece of paper or board for students to reference.

If you want to understand the other person's perspective:

How do you feel about . . . ?

What is the most important . . . ?

Where do you think your idea/opinion comes from?

Do you have any experience in this area?

Is there a value you have that underlies this issue?

If you want the other person to expand on their ideas:

Why do you think . . . ? (Example: Why do you think school uniforms should be banned? Why do you think uniforms are restrictive?)

What if "x" were changed? (Example: What if uniforms were changed to include ways of individualizing the clothing?)

RESOURCES

- ["Active Listening Games" by Lily Mae, eHow Mom](#)
- ["Active Listening Games" by Mukulika Mukherjee, Buzzle.com](#)

ACTIVITY 1: CLARIFYING PRACTICE

1. Ask the students to turn to a partner in the class. Tell them their first job is to practice taking turns speaking and listening. When each person has spoken the other will ask a clarifying question. Give students one of the following topics or a topic you feel is appropriate for your class to practice these skills.

Share what you think about gun control. Should it be outlawed? Should the laws be more relaxed?

What do you think about wearing uniforms to school? Is it good or bad and why?

Share what you think about the legal drinking age. Should it be changed?

What do you think about the death penalty?

2. Once both partners had a chance to speak and ask a clarifying question, ask the students to share their clarifying questions with the group. Add any new questions to the clarifying list you introduced to students. Ask students if clarifying was helpful to learning more about the ideas of the other person. Ask students how taking turns listening and speaking was helpful in building peace within the communication.

Discussion

Explain to students the process of summarizing or rearticulating what another person has said can prevent misunderstandings, as it gives the other person a chance to explain their ideas a second time if they were not understood. One way this can be done is by saying, **"What I hear you saying is . . ."** and restate what you think the person is trying to articulate. Give the person a chance to affirm or clarify your statement.

ACTIVITY 2: SUMMARIZING PRACTICE

1. Tell students they will be given another statement to discuss. This time, as they take turns speaking and listening, they should try and summarize or restate the other person's ideas after each have shared using words such as "So what I hear you saying is . . . is that correct?"

In addition to being a clarifying process, when the listener attempts to express the speaker's words in their own words it demonstrates that they are seeking to understand. By seeking to understand, the learner demonstrates empathy and compassion.

2. Give students another statement/issue to discuss. Give the partners 5 to 7 minutes to take turns listening, speaking, and summarizing.

3. When students have completed their practice, ask if they felt the process of summarizing or restating what their partner said was helpful. Were there any cases where they had misinterpreted their partners' ideas the first time? Did they learn something new from summarizing? How did it feel when your partner summarized your thoughts? Did this help you feel understood? Can you think of an instance in your life where summarizing or restating another person's ideas would have been useful?

ACTIVITY 3: ALTOGETHER NOW

1. Arrange students into two circles of equal numbers. There will be one internal circle and one external circle. The internal circle should be comprised of students sitting in chairs facing outward. The external circle wraps around the internal with the students of both circles facing each other.

2. Explain to students that they are going to play a game using their active listening skills of turn taking, clarifying, and summarizing. During the game the students who are seated do not move. The students who are standing will move one person to the right after each round. In each round students will be asked a question.

They will be given three minutes to take turns speaking, listening, clarifying, and summarizing to understand as deeply as they can their partner's response to this question. (*You may wish to give students a warning to switch to the other partner after 1 1/2 minutes.) Once time is up, standing students will move to the right to face a new partner. They will then be given a new question. During each round, both partners must either ask a clarifying question or summarize and get a response from their partner.

Ask students if there are any questions before they start the game.

TEACHER TIPS

- As the facilitator you can change the questions to be as silly or serious as you think your group would enjoy. The important part of the exercise is that students practice the processes of listening, rephrasing and clarifying.
- If there are an uneven number of students in your group, act as a participant and join the circles to even up the numbers.

3. Give students the opportunity to arrange chairs in a circle and find a place on the internal or external circle.

4. Give students one of the questions below, or other questions you feel are appropriate for your students.

- If you found a thousand dollars (you can convert this to local currency) on the street, what would you do with it?
- Would you rather walk backwards for a day or have to hop wherever you go for a day?
- What would you say to the President (or your country's nation-state leader) if you met him/her for dinner?
- If you could invent something to change the world what would it be?

5. Once the students have answered a question, ask the standing students move one person to the right. The following question can then be asked. When multiple rounds of active listening have been completed students can answer the closing questions independently or as a group.

CLOSING

In closing, have students reflect on the following questions:

- Do you feel like your partners were actively listening to you?
- What actions did your partners take that made you feel like they were listening?
- Were there actions they took which made you think they were not listening?
- How do you think the processes of active listening can help build peace between two people?

FOLLOW-UP ACTIVITIES

This game can be played again with questions that relate to science, social studies, or language arts curriculum you are learning about!

Students can practice active listening techniques by using silly questions from the board game “[Would you rather?](#)”

Integrate active listening into the conflict resolution process used in the classroom. When students “talk about it” or discuss what happened have them take turns listening, speaking, clarifying, and summarizing the other person’s feelings.

REGISTRATION, FEEDBACK & ACKNOWLEDGEMENTS

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Y6

LESSON 6
YOUTH
V.1



political

MODELS OF ENGAGING IN POLITICAL DISCOURSE: DEBATE

YOUTH LESSON 6: POLITICAL PEACE 1

TIME REQUIRED

1 1/2 hours

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

- Debate format handout
- Printed list of possible debate topics or a computer to access the Internet

LEARNING GOALS

- Students will reflect upon how values and life experiences inform political opinions
- Students will engage in one model of political discourse and reflect upon the benefits and deficits of using this model for peacebuilding in political conflict
- Students will think about what informs their political opinions

LEARNING OBJECTIVES

- Students will discuss the connection between political rights and the responsibility of political engagement
- Students will engage in a political debate over an issue of their choosing
- Students will reflect on the process of debate – how decisions are made and what if any skills used in debate can build peace in political conflict

INTRODUCTION

Political experiences during adolescents can help prepare students to take part in the political sphere as adults. In preparation for joining the larger societal political discourse, youth need ample experiences to explore their personal values and political opinions, as well as analyze the different methods used to engage in political discourse. Understanding the different social purposes, outcomes, benefits and deficits of models of political dialogue can nurture an awareness of how and why these models of discourse are used. Given the opportunity, youth can be a powerful voice of change and creative problem-solving within schools and communities.

The two activities for youth included within the Political Sphere will give students the opportunity to explore: 1) How do individuals form political opinions? Why do they hold on so tightly to their political ideals? 2) What are different methods of entering political discourse? Do all of these methods serve the same purposes? What skills within these methods can be used to help build peace within families, communities, and nations?

The first activity takes the form of a political debate. Political debates are a form of discussion

most youth are familiar with. From high school debate teams, community forums, and presidential elections, debates are often used to present differing political perspectives. The polarizing nature of a debate makes it possible for students to analyze two opposing sides in a conflict, and see their own opinions and values regarding the issue arise. This polarization, although perhaps easier to analyze, can potentially exclude a diversity of opinions, solutions, and voices as the discussion is presented purely for or against a political statement. It is important for students to have experience with this commonly used format, while critically thinking about what this process contributes and what is missing. In preparing for the debate students will get the opportunity to reflect on why they hold specific political opinions. They will begin to recognize the values and life experiences that inform their political opinions and the opinions of others as they listen to the persuasive arguments made by the other team. The guiding questions below will help students reflect through this process on the benefits and deficits of engaging in political discourse using the debate model.

GUIDING QUESTIONS

- What does it mean to be politically active or involved?
- Are there any skills or knowledge you need to be politically active?
- What are the benefits of being politically active? What happens if people choose not to be politically active?
- What skills, knowledge, or methods facilitate peacebuilding while discussing political issues?

OPENING DISCUSSION

Begin by posing the “Guiding Questions” to students. Give students time to think and respond to each. You may want to have the questions posted on the board and give students five minutes or more to write down their thoughts before engaging in a class discussion. If students do not bring up the issue of rights and responsibilities, ask students what happens to political rights if individuals are not engaged in politics? Is there a responsibility to stay aware of what is happening politically? Why or why not? Ask students what skills or knowledge is needed to be politically active? How do people develop political opinions? Where do political opinions come from?

Share with students that peoples’ political opinions are driven by their values on what they believe is the right way for individuals to act towards others and how citizens should be treated by their government. Because each person has a different set of values and principles, formed by their life experiences, there are often conflicting opinions when it comes to political issues. There are many different ways of engaging in political discussions so these differences in opinion can be explored. Let students know over the next two lessons they are going to try two of many different models of engaging in political discussion. The first is the debate model. Ask students if they have ever seen a debate. If yes, ask students why they think a debate was used. What is the purpose of having a debate? What are the benefits? Who is given the opportunity to debate? How does a debate present different opinions and ideas? The second model of political discussion students will try is a dialogue model. Ask students if they have heard of the word “dialogue.” Ask them what the word “dialogue” makes them think of. When would a dialogue be used and for what purposes? Do you think a debate and a dialogue are used for the same purpose? Do you think they have similar or different outcomes? Why?

ACTIVITY 1: POLITICAL DEBATE

1. To begin the debate process, first have students pick a political topic they feel passionate about. In the United States there are many political issues students may be knowledgeable about that can be used in a debate: abortion, the death penalty, gay marriage, nationalized health care, immigration policies, and energy sources. If students are not familiar enough with these larger political issues, think about what issues are specifically relevant to your students. Some of these issues may or may not include: Legal driving OR drinking ages, school uniforms, vending machines with junk food/soda on school property, illegal downloading, parental blocks on television or computers. (More debate topics can be found by clicking on the link “Debate Topics” in the resources section.)

TEACHER TIP

Laying some ground rules for the debate such as no name-calling or belittling can be useful. Not only will this help students stick to the facts of their discussion it will provide a safe atmosphere for students to voice differences in opinion.

2. Have students rewrite their topic into an affirmative statement. For example, if the debate topic is the legal drinking age, it could be stated: “If resolved by the following debate, the legal drinking age should be changed to 18” or “If resolved by the following debate, the legal drinking age should remain at 21”. Your debate teams are then referred to as the affirmative, those in favor of the statement, and the negative those against the statement.

3. Ask students to break into two teams, those in favor of the issue and those against. The teams do not need to have an equal number of students. However, if one team is much smaller than the other you may want to ask if any volunteers would be interested in switching sides or as the teacher you can join the team with less students and support them in their research.

4. Explain the format of a debate to students, by passing out the debate format handout. In the interest of time and to include more members in each group presentation, the debate format has been slightly altered from [official debate formats](#) but the process is still true to form.

5. Give students 30 minutes to collaborate with their group members to prepare evidence, construct their arguments, and decide on their presenters for a simple debate. If you have more time available, groups can conduct research and work on creating a persuasive argument to present to the class. In order to help guide the group preparation, let students know that the following items are helpful in preparing a convincing argument:

- Statistical evidence
- Personal accounts or stories
- The values that inform their perspective
- The possible social, economic, ecological consequences of affirming or denying the statement

6. Once students have completed their preparation, conduct the debate.

7. After the debate is over, give students a few minutes to independently reflect on the following questions. After reflection, invite students to share their thoughts with the class.

- Why did you join the affirmative/negative team? What life experiences or values do you have that influence your political opinion on this issue?
- Do you think everyone in your group had the same reasons for joining your team?
- What were some persuasive arguments or points made by the other team?
- What values and/or experiences do you think informed the other team members' political opinions?

CLOSING

In closing, ask the class the following questions:

- Which team, if either, do you think won the debate? Why?
- Do you think this model is helpful in finding solutions to political issues? Why or why not?
- Do you think this model looks at the chosen issue from enough angles? Where there many different ideas, opinions, or solutions presented?
- Why do you think this model is commonly used to discuss political issues?
- Do you think the debate process facilitates peacebuilding? Why or why not?

TEACHER TIP

Teachers are highly encouraged to conduct another debate as described in the follow-up activities. By conducting a second debate where students prepare for both sides of the argument, students are challenged to take the perspective of others which can illuminate the thinking and values behind others opinions, as well as, challenge their personal assumptions and ideas.

FOLLOW-UP ACTIVITIES

1) Have students pick another political issue they are interested in debating. Tell students to prepare for both sides of the debate. On the day of the debate you will tell students which side they will be representing. Having students prepare the debate from both sides will challenge them to think deeply about the motivations, values, and statistics that may support another person's political stance. This is an excellent activity in perspective-taking.

2) Give students two or more political cartoons, illustrated from different perspectives on the same political issue. The [political cartoon analysis sheet created by the National Archives](#), is a resource which can be used to challenge students to think critically about the symbols and messages seen in these cartoons. When students have done the analysis ask them if this form of political discourse is effective. Ask students how the media plays a role in influencing political opinions and discourse.

3) There are many different ways to empower students to be politically engaged in the school environment. Opportunities for political engagement can include: letter writing to local and state representatives, student created petitions, student government, weekly town hall meetings where students can share their ideas for changes needed at school, hold mock elections – just because students are too young to vote in the local or national elections they can still voice their opinions through mock elections held at school.

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RESOURCES

- [Possible debate topic lists from the Middle School Public Debate Program](#)
- [Debate format handout modeled after the format found online at California State University Northridge](#)
- [Reading on class debates from the International Debate Education Association](#)
- [Political Cartoon Analysis Worksheet provided by the National Archives and Records Administration](#)
- [Making Informed Decisions & Critical Thinking. Lesson plan intended to help students develop opinions, think critically, and conduct research provided by PBS](#)

DEBATE FORMAT HANDOUT

Constructive Speeches – 16 minutes

Two members present a four-minute speech from each team. The evidence the team has collected to support or deny the claim should be presented here as a persuasive argument.

- Affirmative Team Member 1 presents – 4 minutes
- Negative Team Member 1 presents – 4 minutes
- Affirmative Team Member 2 presents – 4 minutes
- Negative Team Member 2 presents – 4 minutes

Notes:

Cross Examination –10 minutes

Each team will be given 4 minutes to prepare questions for the opposing side. Questions should be oriented towards finding holes in the opposing team's arguments. One person from your team will conduct the cross-examination.

- prepare questions for the opposing team - 4 minutes
- cross examination – 1 minute of asking questions; 2 minutes to respond for each team

Notes:

Rebuttals – 8 minutes

The Rebuttal is two short speeches, given by two team members. The rebuttal is a response to the other team's overall argument and includes closing remarks. For example: "Based upon the facts that the affirmative/negative has presented such as . . . I believe that . . ." Each team can decide who will conduct their rebuttal.

- Affirmative Team Member 1 presents – 2 minutes
- Negative Team Member 1 presents – 2 minutes
- Affirmative Team Member 2 presents – 2 minutes
- Negative Team Member 2 presents – 2 minutes

Notes:

Y7

LESSON 7
YOUTH
V.1



political

MODELS OF ENGAGING IN POLITICAL DISCOURSE: DIALOGUE & CONSENSUS BUILDING

YOUTH LESSON 7: POLITICAL PEACE 2

TIME REQUIRED

1 1/2 hours

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

- Dialogue Roles handout

LEARNING GOALS

- Students will reflect upon what knowledge and skills within the processes of dialogue and consensus building are useful for peacebuilding
- Students will think about the values and experiences that inform their own political opinions

LEARNING OBJECTIVES

- Students will practice active listening skills through the dialogue process
- Students will engage in a consensus building exercise around a political issue of their choice
- Students will compare the processes of debate, dialogue, and consensus building and reflect upon the social purposes of each
- Students will reflect upon which models of political discussion build peace and under what circumstances each would be used for peace building

INTRODUCTION

The activities provided within the political sphere of peacebuilding introduce youth to different models of political discourse and facilitate inquiry into how political opinions are formed. As students engage in these vastly different models of political discourse of debate, dialogue and consensus building, they will reflect on the benefits and deficits of these models. Students will think about what purposes these models serve.

This activity is an introduction to two important political processes: dialogue and consensus building. Both are used to resolve political conflict. Dialogue is intentionally used to explore the motivations, values, and perspectives or political positions of individuals within a group. Consensus building is a process used to find solutions to a conflict that meets the basic needs of all group members. Each group member has control over the final outcome. This model stands in stark contrast to voting or debate where one side wins out over the other. Dialogue used before

consensus building can help facilitate the group consensus process as the group begins brainstorming solutions with a clear understanding of the needs and values of each group member. Providing youth with the opportunities to engage in political discourse and reflect on these processes will nurture a deeper understanding of how they can utilize these skills to build peace when engaged in political conflict.

GUIDING QUESTIONS

- What is peacebuilding in the political sphere?
- Are there ways of engaging others in political discussion that build peace?
- How can we understand and discover the underlying motivations or values behind others' political opinions?

OPENING DISCUSSION

1. Begin by summarizing students' thoughts on using the debate model to discuss political opinions (refer to the previous lesson - Youth Lesson 6: Political Peace 1). Focus on the following questions:

- How do individuals form political opinions?
- Do you think the debate process is helpful in resolving conflicts of political opinion? Why or why not?
- Do you think the debate process helps build peace? Why or why not?

2. Explain to students that today they are going to try a different approach of engaging in political discussion. This model is the dialogue and consensus building approach. Using the dialogue model, each person shares their political opinions, motivations, and thoughts about the issue discussed. When not speaking, it is the role of the other group members to actively listen and try to understand the perspective, motivations and needs of the person speaking.

Through this process of sharing your thoughts and hearing the perspectives of others, you may come up with new ideas or solutions to the conflict. These new ideas can be shared during the second part of the process, during consensus building. Consensus building is a process where the group attempts to arrive at a mutually agreed upon solution to an issue or conflict. Although these processes do not have to occur together, what you learn about your group members during the dialogue process can bring a fresh outlook or new ideas as you attempt to resolve political conflicts through the consensus building process.

RESOURCES FOR FURTHER STUDY

Dialogue resources:

- [A list of dialogue projects published by the Conflict Research Consortium, University of Colorado, USA](#)
- [Article Summary of "A Public Peace Process" by Gennady I. Chufirin & Harold H. Saunders published by the Conflict Research Consortium, University of Colorado, USA](#)

Consensus Building resources:

- ["Coming to Consensus: Tips for Cooperation and Collaboration in Decision Making, or How to Run Meetings So Everyone Wins," By Mark Shepard](#)

ACTIVITY 1: DIALOGUE

1. Get started by having students pick a political issue to discuss. You may want to have students use the same topic they debated on in lesson 6. Using the same topic may be helpful when comparing the processes of debate and dialogue. The processes of dialogue and consensus building are very personal, so it is important for students to have a clear understanding of the issue and possibly personal experiences to share. You may want students to choose a topic that directly affects their lives. It is also important that students trust one another enough to openly dialogue about their thoughts.

2. Pass out the "Dialogue Roles" handout. Have a volunteer read over the tips for clarifying. Ask students if they think there are any other tips they should be mindful of when listening or speaking.

3. After reviewing the role responsibilities and tips, break the students into small groups of no more than 6 to 8, which they will remain with through the dialogue and consensus building processes. A volunteer speaker can begin the dialogue process in each small group once a political issue has been chosen by the whole class.

Teacher note: If students have a difficult time coming up with a dialogue topic, you can reference the suggestions and resources listed in the debate lesson.

4. Once the dialogue session is complete ask students to reflect on the following questions:
- Do you think it is important to understand the motivations or values of others while discussing political opinions? Why or why not?
 - Do you think respectfully asking questions about others motivations or values can help build peace in political discussions? If so, how?
 - Does understanding the motivations behind others opinions give you new ideas or solutions to the political conflict? If so, how?
 - Does understanding the motivations of others help you identify solutions that may not be viable for the group? If so, how?

ACTIVITY 2: CONSENSUS BUILDING

1. Explain to students that consensus building is a process, and unlike a debate that is timed it can take many sessions to complete. Consensus building is not like voting or debating where two sides are competing with one another to win their preferred solution. Instead, the purpose of consensus building is for the group to come to a mutually agreed upon solution to implement in response to a conflict. It is not a case of majority rules, rather each person in the group is given the power to veto the groups' decision at any time (even if they are the only one with an opposing opinion). With that in mind, all members come together to look for a solution that will work to meet the needs of the whole group. This can mean putting aside what you originally wanted to happen as long as you feel your basic needs are being met. Since we have spent time dialoguing, we have an understanding of the opinions and needs of one another. Ask students if during the dialogue session they had any new ideas that might help meet the needs of the group. Ask a volunteer from each group to record ideas of the group members on the board or on chart paper. Having a visual representation of the groups' conversation can help clarify ideas and keep the discussion moving.

2. Give students time to share their thoughts and reflections and begin brainstorming a solution to their political issue that all are willing to implement. If students struggle to come up with new ideas, give them the task of creating a needs list. For example, if students are debating whether or not school uniforms should be mandatory, their needs lists may include the following:

Person 1

I need to express my individuality

I need to make choices, and have control over my life

Person 2

I need to feel safe, that I or other students will not be teased

I need to feel cared about

Person 3

I need to focus on my learning

I need to have access to clothes I can afford

Notice that none of the basic needs actually mentioned uniforms. This is often the case, many political conflicts occur over the basic needs the issue represents. With the students lists of needs on the board, ask students if they can think of a solution that meets these needs. As the facilitator, continue to reference this list of needs by asking students questions about whether or not their proposed solutions meet the needs of the group members.

3. If students are still struggling to brainstorm solutions, have them draw pictures of how they want the issue resolved. By putting the pictures up on the wall students can sometimes see the similarities in their drawings and spark new ideas for the group.

Remind students that their purpose here is not to see their solution win, but to find a solution all would be willing to implement.

If a student vetoes another person's idea, ask them what part of the idea they see value in and why they are uncomfortable with the decision. This can lead to a reiteration of their values and needs to the group.

4. It may take a long time for the group to reach a consensus. You may need to give your students a second session of discussion. You can let them know that consensus or not, you only have an allotted time for the activity. Encourage students not to compromise their basic needs, but be open to having those needs met through a completely new solution. Also, not everyone has to agree completely with a solution; they need only be willing to implement it.

CLOSING

Once the group has reached a consensus, ask students to reflect individually or as a group on the following questions:

- Are there winners and losers in the dialogue model? Are there winners and losers when using consensus building?
- What is the purpose of presenting your argument in a debate versus the dialogue and consensus building process? What are you trying to accomplish with each?
- How do the benefits and deficits of the debate model compare with the dialogue and consensus building processes?
- Which model, the debate or dialogue approach would you use to discuss political opinions/ conflicts interpersonally, in a community setting, or nationally? Why?
- What approaches are used in these models that you find helpful in building peace in political conflicts?

FOLLOW-UP ACTIVITIES

1. Ask students to think about what would happen if the presidential debates were restructured to use a dialogue/consensus building model. What would it look like? What kind of outcomes might come from the candidates engaging with one another and the voters engaging with the candidates in this fashion? To take the activity further, students can watch a presidential debate online, and act out the debate from a dialogue/ consensus building process. Pick one issue that was discussed in the debate to focus on. Have volunteers select a candidate they want to represent and start by creating a list of what they think the candidate's needs, values, and experiences are surrounding the chosen political issue. The rest of the class will prepare their thoughts as prospective voters. Engage in dialogue and or consensus building then compare the process to the debate students watched online.

2. Give students the opportunity to research other methods of engaging in democratic deliberation. Have students research blogs, social media sites, theater and art surrounding a political topic. Challenge them to think about whether or not they feel this method of engaging is effective? What is the purpose of engaging in the discussion in this way? Can these methods help build peace? How?

3. World Café is a way for students to share their thoughts on any issue. This can be an excellent way to open dialogue and respond to the ideas of others. Large pieces of butcher paper are placed on a variety of tables. A topic or question is written on the butcher paper. Students find a seat at one of the tables (it doesn't matter which table). Students are then given a limited amount of time, around five minutes, to draw or write any of their thoughts about the topic or question on the butcher paper. They can also add comments or questions about others drawings/writing. After the five minutes, students switch to another table. Again it doesn't matter which table, as long as it is a new table. After students have visited all of the tables you can have them do another round, in order to read the comments of others and respond with new ideas or you can post the papers up on the wall and give students time to examine their creative discussions. [Click here to learn more about World Café.](#)

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DIALOGUE ROLES

Role A - Speaker

- State my perspective including my opinion, feelings about the issue, values informing my opinions, and my needs
- State my thoughts about the relationships of those involved in the conflict/debate
- State what I would like to see as an outcome of a resolution to the issue . . . envision the future

Role B - Listener

- Listen openly
- Clarify by asking questions
- Seek to understand the speaker's point of view
- If I still do not understand the speaker's perspective and motivations, I will think of more clarifying questions to ask. Without fully understanding the other person, it will be difficult to think of their needs when coming up with solutions.

Some important tips on clarifying:

- Monitor your tone of voice - demonstrate respect for the other person's opinion
- Rephrase what you think the other person said
- Ask the speaker: Why is this issue important to them?
- Ask the speaker: Do they have any experiences they would be willing to share that might influence their opinion?
- Ask the speaker: What are the underlying values and principles they think might be informing their position on this issue?
- Think about what underlying needs the speaker might have that could be met with the solution.