

**Educating for Peace through Countering Violence:
Strategies in Curriculum and Instruction**

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Chapter 4

**Creating an Intercultural Peace Education Course with
High Ability Teenagers from Different Backgrounds and World Regions**

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Appendix A

Sample Lesson Plan

Topic: Letter “Righting” for An International Day of Peace

Peace Education Standards:

Students will develop knowledge in human rights; skills in analysis of communication, empathy, and envisioning peace; and the dispositions of empathy, involvement, courage, and commitment.

Lesson Objectives: Students will

1. explore the United Nations International Children’s Emergency Fund (UNICEF) and identify its missions, programs, and locations for their work at <https://www.unicefusa.org/>;
2. select one of locations where UNICEF works, identify the mission undertaken there (e.g., nutrition, water, child trafficking, equity for girls, climate change, emergency relief, etc.), and design a recruitment-oriented, PSA video to encourage others to give their time, talents, and/or money to support this effort; alternatively, students may choose one of the UNICEF’s missions first then find the location(s) where this work is being done to create their recruitment video;
3. summarize UNICEF’s International Day of Peace;
4. create a collective, virtual mural to learn about and celebrate UNICEF’s International Day of Peace;
5. brainstorm ideas about how they might bring attention to the International Day of Peace in their schools, churches/synagogues/mosques, and/or communities; and
6. create their own plans (individually or with others) to celebrate this special day (in September each year).

Materials and Resources Needed:

1. UNICEF website: <https://www.unicefusa.org/>
2. Online tool (student's choice) to create a recruitment flyer
3. Description of UNICEF's International Day of Peace activity at <https://www.unicefusa.org/internationaldayofpeace>
4. Large, individual letters on 8.5" x 11" paper that spell out *International Day of Peace*
- 5.

Table 4.3 Learning activities of the lesson plan

Note: Class sessions are 3 hours long.

20 minutes	Warm-up Activity	Creative Dramatics: In round-robin fashion, read <i>M is for Melanin: A Celebration of the Black Child</i> by Tiffany Rose by assigning each student an alphabet letter (or letters) to read aloud. • Encourage the students to act out the words and to use their voices in bold, creative ways. • Encourage students to look for meaning in the illustrations and consider why the author-illustrator chose to illustrate the way she did. After the reading, ask a few students to share their reactions, feelings, and ideas about the book, the activity, and/or the author's purpose in writing the book.
30 minutes	Introductory Activity	Introduce the lesson topic: Letter "Righting" for An International Day of Peace, adding that this is not your typical letter writing campaign but that the letters of the alphabet will play a key role in the lesson. • Share the link to United Nations International Children's Emergency Fund (UNICEF) with the students. • Encourage students to explore the site <i>for 15 minutes</i> to identify UNICEF's missions, programs, and locations for their work. After the exploration, ask a few students to share their discoveries about UNICEF's missions, programs, and locations. Prepare specific questions if students miss key information and/or are hesitant to offer information.
5 minutes	Brain Break	Encourage students to stretch, walk, go to the restroom, eat a snack, etc.
65 minutes	Creative Dramatics	Independent Work: Select one of locations where UNICEF works, identify the mission(s) undertaken there (e.g., nutrition, water, child trafficking, equity for girls, climate change, emergency relief, etc.), and write and record a recruitment-oriented, PSA video that encourages others to give their time, talents, and/or money to support this effort; alternatively, students may choose one of the UNICEF's missions first then find the

		location(s) where this work is being done to create their recruitment video. • Allow students to select their own online tool for recording and sharing their videos. • Encourage students to use strong, persuasive words and impactful images. • Tell students that great recruiters know all about the mission, programs, and locations, and you will expect them to add two interesting facts about UNICEF's work at the end of the recruitment video. • Allow students to take breaks as needed. <i>After 30 minutes</i>, bring students together to share their recruitment videos and two interesting facts about UNICEF's mission(s) in those locations. • To build empathy, include observations about the needs of the people UNICEF helps and the skills their staff needs to conduct the missions in the specific locales. • Ask whether any of the students are interested in doing this kind of work. Why or why not? What would motivate someone to join UNICEF in their work?
5 minutes	Brain Break	Encourage students to stretch, walk, go to the restroom, eat a snack, etc.
55 minutes	Creative Product	Summarize UNICEF's International Day of Peace using information from the webpage above. Inform students that they will create a collective, virtual mural to learn about and celebrate UNICEF's International Day of Peace. • Assign one letter to each student to spell out <i>International Day of Peace</i>. Students may volunteer to take two letters, if needed. • Ask students to think of a word that begins with their letter and relates to messages of kindness, compassion, and hope. Follow Tiffany Rose's example in <i>M is for Melanin: A Celebration of the Black Child</i> to include their words and to decorate their letters with bold colors, drawings, symbols, and images that also relate to kindness, compassion, and hope. • While students work, brainstorm ideas about how they might bring attention to the International Day of Peace in their schools, churches/synagogues/ mosques, and/or communities. <i>After 35 minutes</i>, bring students together to share their letters and words and explain their drawing, symbols and images. • Ask students to save and send their completed letters to you to assemble and share the virtual mural that spells out <i>International Day of Peace</i>.
	Homework	Students will work individually or with one or two other students

		to create their own plans to celebrate this special day (in September each year) back home in their schools, churches/synagogues/mosques, and/or communities.
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Appendix B

Schedule: *Every class is 3hrs (180 minutes). *Breaks: (2) 5 min-breaks or (1) 10-min break.

Day 1

Themes: Introduction to peace; values and beliefs

- (10) – Introductions/Check-in
- (10) – Going Over the Course
- (30) – Warm Up
- (5) – 1st Piece- Origins (Explanation)
- (10) – Time to Work on 1st Piece
- (10) – Showing
- (5) – Comments
- (5) – 2nd Piece- Origins x2 (Explanation)
- (10) – Time to Work on 2nd Piece
- (5) – Showing
- (5) – Comments
- (10) – Break
- (5) – 3rd Piece- Connections (Explanation)
- (10) – Time to Work on 3rd Piece
- (10) – Showing
- (5) – Comments
- (30) – Begin guiding them through Bio-Sketch
- (10) – Check-out

Resources needed: <http://www.peaceeducation101.com/#peace101> and <https://worldpeacegame.org/>

Day 2

Themes: Emotional intelligence; empathy; self-awareness; tolerance/intolerance

- (10) – Check-in/Plan for the Day
- (30) – Warm Up
- (30) – Continue Bio-Sketch
- (5) – Haikus (Explanation)
- (10) – Time to Work on Haikus
- (10) – Showing
- (10) – Comments
- (10) – Break
- (5) – Haikus with Groups (Explanation)
- (15) – Time to Work on Haikus with Groups
- (10) – Showing
- (10) – Comments
- (10) – Check-out

Resources needed: The Girl Inside | Official Documentary - YouTube

Day 3

Themes: Negative peace vs. positive peace; conflict resolution

- (10) – Check-in/Plan for the Day

(30) – Warm Up
Story Weaving Exercise
Sound Machine
Resources needed: none.

Day 4

Themes: Democracy peace education; explicit vs. implicit bias/microaggression; bullying; abusers and victims

(10) – Check-in/Plan for the Day
(30) – Warm Up
Stop and Go (Questions about our Country)
Site Specific Exercise with Themes
Resources needed: none.

Day 5

Themes: Equality; equity; justice; freedom; past and present peacemakers

(10) – Check-in/Plan for the Day
(30) – Warm Up
Stop and Go (Questions about the World/Humanity)
Site Specific Exercise with Themes (Part 2)
Resources needed: none.

Day 6

Themes: Violence in the media; media's war on identity/ideal body, face, hair, etc.; difference as deficit/othering

(10) – Check-in/Plan for the Day
(30) – Warm Up
100 Questions Game
Resources needed: School Girls; or The African Mean Girls Play: School Girls; Or, The African Mean Girls Play |

Day 7

Themes: Intercultural/transnational peace; human rights; Past and present peacemakers

(10) – Check-in/Plan for the Day
(30) – Warm Up
Kids Games Rewrite
Resources needed: none.

Day 8

Themes: Promoting and practicing peace in real life; peace organizations/awards

EDIT DAY
(10) – Check-in/Plan for the Day
(30) – Warm Up
Resources needed: none.

Day 9

DRESS REHEARSAL

(10) – Check-in/Plan for the Day

(30) – Warm Up

Resources needed: none.

Day 10

FINAL PRESENTATION DAY

(30) – Warm Up

Resources needed: none.