



Nancy Ajram

Singer and UNICEF Goodwill Ambassador

The Power of Peace

Subject

Social Studies, Citizenship, PSHE

Learning Outcome:

- To explore some definitions of peace.
- To investigate and recognize characteristics, actions and symbols of peaceful activists.
- To begin to determine ways to incorporate peace into the classroom environment and the world around them.

Preparation:

- Read appendix 1.
- Find photographs of peaceful and non-peaceful situations that your students would recognise.
- Ensure students have access to books or websites to support their research about peaceful activists, or print off the information in appendix 3 and 4.

Teacher Note

This lesson raises some sensitive issues. Teachers should be thoughtful to the experiences and needs of their students. See appendix 1.

Total Time:



Age Range:



World's Largest Lesson is a collaborative education project to support the announcement of the United Nations Global Goals for Sustainable Development. The project is living proof of the importance of Global Goal 17 "Partnerships for the Goals" and would not have been possible without the help of all of our partners working with us and with each other.

Thanks to our Founding Team:



Powered By:



Distributed By:



Translated By:



And special thanks to those who have worked with us across the world:



Lesson plans created in collaboration with Think Global www.think-global.org.uk. Promoting learning for a just and sustainable world.



Learning Activity

5
mins

Find a few photographs that demonstrate peaceful and non-peaceful situations, e.g. prayer, friends, people shouting or being aggressive, a large peaceful rally, tanks, a protest with police. Images should be chosen sensitively.

Show the pictures to students, then ask them to write down 1-3 words that they think describe each picture. Ask them to discuss with a partner how each picture makes them feel and then share their ideas with the class.

Highlight to students the different words used to describe the peaceful vs non-peaceful situations and ask the question - "Why do you think the non-peaceful situations or situations involving conflict happened?"

Introduce the lesson's topic and objectives.

Learning Activity

10
mins

What is Peace?

Ask students to choose which of these definitions of peace they think is most accurate or that they most identify with:

- "freedom from trouble or worry"
- "a feeling of mental or emotional calm"
- "a time when there is no war or a war has ended"

How would students describe peace?

Use the following questions to help students develop their ideas:

- Can peace mean different things for different people? Why might this be?
- How do we deal with conflict? What are some peaceful ways to deal with conflict?
- Do we feel peace inside of us or outside? Maybe both?

Allow students to think quietly on their own for a few minutes before asking for responses. Write some key words and ideas from students' responses on the board or a flip chart.

Read this short online article for more information on defining peace:

<http://www.international-alert.org/what-peace>.

There is a summarized handout in appendix 2 for people who do not have internet access.

Differentiation and Alternatives

If teaching this lesson to children over 11 years old or to more able students, you could share this statement taken from the Universal Declaration of Human Rights:

“Recognising the dignity and equal rights of all members of the human family is the foundation of freedom, justice and peace in the world.”

Ask students to reflect on, and discuss, what this statement means.

This discussion can then be linked to the later activity on peaceful activists: all of the activist profiles in appendix 3 refer to human rights.

Learning Activity

20
mins

Research on peaceful activists

Split students into small groups of about three or four. Have students draw the name of a peaceful activist out of a bag or assign an activist to each group. Some examples of people to include are Karim Wasfi, Leymah Gbowee, Mahatma Gandhi, Malala Yousafzai, and Nelson Mandela.

Think about how students are grouped.

Share the materials in appendix 3 or ask students to research more about their activist using the links in appendix 4. Some students may prefer printed handouts or books rather than reading off a computer screen.

Include any other peaceful activists you think might be relevant (see appendix 4 but be aware that some activists may be considered political in a particular national or local context and should be chosen with care.

Give students a blank sheet of construction paper or a poster board and some writing materials. Have them create a poster with important facts about their activist and what they campaigned for. Allow students to print off or draw a picture of their activist.

Instruct students to look for these specific things:

- Who is your peaceful activist? What is their name? Where do they come from?
- What is/was their goal?
- How did they achieve or attempt to achieve their goal?
- Why are/were their methods peaceful?
- What characteristics do/did they have?

Differentiation and Alternatives

For some students researching several peace activists might be too complicated. Instead, you could focus on one or two of these activists and study them together as a class.

Learning Activity

10
mins**Presentations**

Allow each group 1-2 minutes to share their posters and what they learnt with the rest of the class. Instead of reading directly from their poster, encourage students to come up with a creative way to demonstrate their knowledge (e.g. a short sketch) of their activists' beliefs or actions. Remind students to be careful and to avoid using stereotypes in their presentations.

After each group has presented, discuss what the presentations had in common. What character traits and qualities did each activist possess? Would you like to have some of these same character traits? If yes, which ones and why?

Learning Activity

10
mins**Student definitions of peace**

Hand each student an index card and ask them to write their own definition of peace. Allow students to draw their vision of peace if they are unable to put it into words.

Collect the notecards from the students (students do not need to put their name on the cards if they don't want to) and choose a few to read out loud or show to the class.

Try to pick note cards that state the definition in different ways.

Differentiation and alternatives

For younger or less able students, you could prepare a selection of images, words and phrases that they can incorporate into their definition.

E.g. Peace is... when everyone is happy, when people aren't fighting.

The notecards could be used to create a classroom display. Students could also find other quotes, images or poems, for example, which describe peace or the importance of peace. This could be a homework task.

This also allows other students and any visitors in the classroom to see what content is being taught and discussed.

Learning Activity

5
mins

Class discussion

- What have we learnt today that can change the way we behave in our classroom and with our friends?
- How can we contribute to making the world a more peaceful place?

Let the students first discuss with a partner and then call on a few students to share their thoughts with the class. Emphasize how students can make a difference in helping to make the world a more peaceful place even by the smallest of actions.

Look at appendix 5 for extension activities.

Differentiation and Alternatives

Alternatively, ask students to write their responses to these questions down, to check that all students have understood the concepts from this lesson.

Take Action for the Global Goals

As an educator you have the power to channel students' positive energies and help them believe that they are not helpless, that change is possible, and that they can drive it.

The Design for Change "I Can" School Challenge invites children to take action, make change for themselves and share it with children across the world.

Visit www.dfcworld.com to get started.

To download a Design for Change lesson pack or a simple advice pack for young people to take action themselves visit www.globalgoals.org/worldslargestlesson



The discussions you have with your students in this lesson need to be handled sensitively and with consideration given to students' backgrounds and experiences. You want to make the classroom a 'safe' place for your students to share their ideas and even experiences. Some students may want to be excused from certain discussions and this should be respected. You may find the following sources of advice, on how to approach controversial topics in the classrooms, useful.

Oxfam UK's guide to *Teaching Controversial Issues*

<http://www.oxfam.org.uk/education/teacher-support/tools-and-guides/controversial-issues>

The Historical Association's guide to *Teaching Emotive and Controversial History*

<http://globaldimension.org.uk/resources/item/1522>

Many teachers find the *Philosophy for Children* techniques useful when handling discussions of this nature, you can read more here: <http://globaldimension.org.uk/news/item/13650>

What Is Peace?

There are many different ways that people would describe peace. From a global perspective, peace is when conflict is able to be resolved without violence and improves the quality of life.

According to www.international-alert.org,

“Peace is when:

- Everyone lives in safety, without fear or threat of violence, and no form of violence is tolerated in law or in practice
- Everyone is equal before the law, the systems for justice are trusted, and fair and effective laws protect people’s rights
- Everyone is able to participate in shaping political decisions and the government is accountable to the people
- Everyone has fair and equal access to the basic needs for their wellbeing – such as food, clean water, shelter, education, healthcare and a decent living environment
- Everyone has an equal opportunity to work and make a living, regardless of gender, ethnicity or any other aspect of identity.”

Critical thinking questions:

1. Why is peace important to us?
2. Without peace, what would the world look like? Would it look the same or different?
3. What does peace mean to you?
4. What is similar about the ideas included in this definition of peace and any human rights that you have heard of?

Source: <http://www.international-alert.org/what-peace>

Peaceful Activists – Karim Wasfi

WHO IS KARIM WASFI?

The famous conductor of the Iraqi National Symphony Orchestra, who played his cello on the site of a car bomb in an act of defiance and appeal to the humanity of both terrorists and civilians. He established the Peace Through Art initiative.

WHAT DID KARIM WASFI DO?

Karim has been appearing at the sites of explosions across Baghdad. Just hours after attacks, he can be seen seated in the ash and rubble in a black suit jacket, long hair combed back, playing his cello. For him, this combination of music and place has become a form of resistance.

“Unlike what people think, we have a choice of fighting back,” Wasfi says. “We can’t just surrender to the impending doom of uncertainty by not functioning. But I think it’s an awakening for everybody to make a choice and to choose how they want to live, not how they want to die.”



Image Lovingly Provided By Getty Images

Peaceful Activists – Leymah Gbowee

WHO IS LEYMAH GBOWEE?

Leymah Gbowee received the Nobel Peace Prize in 2011 for her work in leading a women's peace movement that brought an end to the Second Liberian Civil War in 2003. A civil war is a war between different groups of people within the same country.

Leymah was born in central Liberia in 1972. She was living with her parents and sisters in Liberia's capital, Monrovia, when the First Liberian Civil War started. She clearly remembers the day the First Liberian Civil War started. "All of a sudden one July morning I wake up at 17, going to the university to fulfil my dream of becoming a doctor, and fighting erupted."



WHAT DID LEYMAH GBOWEE DO?

Seeing the effects of war on Liberians, she decided to train as a trauma counsellor to treat former child soldiers. A trauma counsellor helps people who have suffered in a war, violent or extreme situations to recover from their experiences.

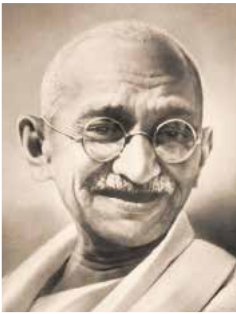
She organized her fellow Christian women to take action for peace. She then worked with Muslim women, bringing the two groups together for the first time.

Leymah was the group's spokesperson and led the women in weeks-long public protests that grew to include thousands of people. Leymah led the Women of Liberia Mass Action for Peace in public protests that forced Liberia's President Charles Taylor to meet with them and agree to take part in formal peace talks in Ghana.

Leymah is the founder and president of Gbowee Peace Foundation Africa based in Liberia. Her foundation provides educational and leadership opportunities to girls, women and youth in West Africa.

Peaceful Activists – Mahatma Gandhi

WHO IS MAHATMA GANDHI?



Mahatma Gandhi was born in India on October 2, 1869 to a wealthy family. His father, who was a leader in their community, wanted him to become a lawyer so he headed to London to attend school at the age of 19.

Three years later, he returned to India to attempt to start his own law firm but was unsuccessful. He decided to take a job with a different law firm and moved to South Africa. While Gandhi was in South Africa, he experienced racial prejudice against Indians. For 20 years he opposed discriminatory legislation against Indians. This discrimination is what led Gandhi to begin his work and passion for civil rights.

WHAT DID MAHATMA GANDHI DO?

When Gandhi went back to India in 1914 he was determined to help fight the British Empire for Indian independence. He became leader of the Indian National Congress and aimed to help poor farmers and labourers protest about taxes and discrimination (treating different groups of people differently). His other goals included reducing the number of poor people, ending the caste system (a Hindu system of dividing people so that some were more important and could do better jobs than others) and making women equal with men. In order to campaign, he organized civil disobedience acts. These acts involved large groups of people refusing to work, sitting in the streets, and boycotting the courts. If they were done all at once, they had the power to shut down the country.

Because these protests were illegal, Gandhi was placed in prison several times for organizing them. While he was in prison he would fast (not eat). Eventually, the British Government released him in 1931. The Indians loved Gandhi because he was fighting for their civil rights and the British government was worried what would happen if they let him die in prison.

One of his most famous and successful protests was the Salt March. When Britain put a tax on salt, Gandhi decided he would walk to the sea (241 miles away) to make his own salt. He was joined by thousands of Indians in this march.

HOW HE MADE A DIFFERENCE

Throughout his life, Gandhi was committed to living simply. Though he did spend a lot of time protesting, he always encouraged non-violence. He has remained a great inspiration to many other peace activists around the world.

Peaceful Activists – Malala Yousafzai

WHO IS MALALA YOUSAFZAI?

As a young girl, Malala Yousafzai defied the Taliban in Pakistan and demanded that girls be allowed to receive an education. She was shot in the head by a Taliban gunman in 2012, but survived.

Malala Yousafzai was born on July 12, 1997, in Mingora, Pakistan. As a child, she became an advocate for girls' education, which resulted in the Taliban issuing a death threat against her. On October 9, 2012, a gunman shot Malala when she was traveling home from school. She survived, and has continued to speak out on the importance of education. In 2014, she was nominated for and won the Nobel Peace Prize, becoming the youngest person to receive it.



WHAT DID MALALA YOUSAFZAI DO?

In early 2009, Malala began blogging for the BBC about living under the Taliban's threats to deny her an education. With a growing public platform, Malala continued to speak out about her right, and the right of all women, to an education.

On October 9, 2012, on her way home from school, a man boarded the bus Malala was riding in and shot her in the head. The shooting left Malala very unwell, so she was flown to a military hospital in Peshawar and later transferred to a hospital in Birmingham, England.

Though she would require multiple operations—including repair of a facial nerve to fix the paralyzed left side of her face—she had suffered no major damage to her brain. In March 2013, she was able to begin attending school in Birmingham.

Despite the Taliban's threats, Malala remains a staunch advocate for the power of education. In October 2014, Yousafzai received the Nobel Peace Prize, along with Indian children's rights activist Kailash Satyarthi. At age 17, she became the youngest person to receive the Nobel Peace Prize.

U.N. Secretary-General Ban Ki-moon described Malala as “a brave and gentle advocate of peace who through the simple act of going to school became a global teacher.”

Peaceful Activists - Nelson Mandela

WHO IS NELSON MANDELA?



Nelson Mandela was the first black president of South Africa. He was born in 1918.

Nelson was a clever child. He went to a mission school before attending college at Fort Hare University where he studied law. In 1939, Nelson left the university because students were protesting about the way things were run. He headed to Johannesburg and became a lawyer in 1942.

Nelson Mandela joined the African National Congress (ANC) in 1944. Their goal was for black South Africans to have the same rights as white South Africans.

ABOUT SOUTH AFRICA

The majority of the population in South Africa was black. In 1815, it became part of the British Empire and the government was all white. Black people had little control as to how the government was run, and most were poor and worked as servants in farms, factories, and gold mines.

In 1948, new laws were made by the government to keep white people and black people apart. These new laws were called “apartheid”.

WHAT DID NELSON MANDELA DO?

Mandela heard about Mahatma Gandhi and his peaceful protests in India. He wanted to get rid of apartheid without having to fight. In 1956, Mandela and 155 others were arrested and placed in jail for 5 years for speaking out. In 1962, he was arrested again and accused of plotting to overthrow the government. Mandela was given a life sentence in prison but did not give up.

In 1988, the government began to change and the world wanted Nelson Mandela to be free. He was released from prison in 1990 by the new president, FW de Klerk, and both men agreed to stop fighting.

In 1991, he became leader of the ANC and ran in the 1994 elections. This was the first time all black people in South Africa were able to vote. In 1994, Nelson Mandela became South Africa’s first black president and a hero to people all around the world. His hard work and dedication allowed him to achieve human rights for everyone and bring South African people together to live in peace.

Additional WEBSITES FOR STUDENTS TO RESEARCH PEACEFUL ACTIVISTS:

Karim Wasfi (included in appendix 3):

- <https://www.youtube.com/watch?v=3tyDtGAGoqI>
- <http://www.aljazeera.com/news/2015/04/interview-played-cello-baghdad-bombsite-150429191916834.html>
- <http://www.bbc.co.uk/programmes/p02q76y0>
- TedX Baghdad (in Arabic): <https://www.youtube.com/watch?v=aOJGCW9DY8c>
- <https://www.facebook.com/pages/Peace-Through-Art-Foundation-%D9%85%D8%A4%D8%B3%D8%B3%D8%A9-%D8%A7%D9%84%D9%81%D9%86-%D9%84%D9%84%D8%B3%D9%84%D8%A7%D9%85/1569083450009852>

Leymah Gbowee (included in Appendix 3):

- <http://nobelwomensinitiative.org/meet-the-laureates/leymah-gbowee/>
- http://www.nobelprize.org/nobel_prizes/peace/laureates/2011/gbowee-bio.html
- http://www.ted.com/talks/leymah_gbowee_unlock_the_intelligence_passion_greatness_of_girls?language=en

Mahatma Gandhi (included in Appendix 3):

- http://www.ducksters.com/biography/mohandas_gandhi.php
- <https://www.youtube.com/watch?v=GWhCniD9Vkl>

Malala Yousafzai (included in Appendix 3):

- <http://www.bbc.co.uk/news/world-asia-23241937>
- http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/yousafzai-facts.html

Nelson Mandela (included in Appendix 3):

- http://www.bbc.co.uk/schools/primaryhistory/famouspeople/nelson_mandela/
- <http://www.timeforkids.com/news/nelson-mandela-1918-2013/97361>

Additional Peace Activists to Explore

Kailash Satyarthi:

- <http://www.theguardian.com/world/2014/oct/10/nobel-peace-prize-winner-kailash-satyarthi>
- http://www.nobelprize.org/nobel_prizes/peace/laureates/2014/satyarthi-facts.html

Chico Mendes:

- <http://news.bbc.co.uk/1/hi/7795175.stm>
- <http://www.theguardian.com/world/2013/dec/20/brazil-salutes-chico-mendes-25-years-after-murder>

Javid Abdelmoneim:

- <http://www.msf.org.uk/node/27891>

Jane Addams:

- <http://www.scholastic.com/browse/article.jsp?id=4948>

Helen Keller:

- <http://mnrussbaum.com/helen-keller/>
- <http://www.biography.com/people/helen-keller-9361967>

Martin Luther King Jr.:

- http://www.nobelprize.org/nobel_prizes/peace/laureates/1964/king-bio.html
- http://www.bbc.co.uk/history/people/martin_luther_king.shtml
- <http://www.history.com/topics/black-history/martin-luther-king-jr>

Pope Francis:

- <http://www.newyorker.com/magazine/2013/12/23/who-am-i-to-judge>

The White Helmets in Syria:

- <http://www.bbc.co.uk/news/magazine-29666350>
- <http://wagingnonviolence.org/2014/09/syrias-white-helmets-dangerous-job-world/>

EXTENSION ACTIVITIES:**Create a class “Peace Contract”:**

- Work together with students to establish methods to keep the classroom peaceful. Write or type the contract on a sheet of paper and have the class sign it.

The Great Kindness Challenge:

- Participate in “The Great Kindness Challenge Week” at school by downloading the Acts of Kindness Checklist and Toolkit.
- Participate individually: <http://greatkindnesschallenge.org/event.html>
- Register your school and commit to making your campus a kinder place: <http://greatkindnesschallenge.org/School/event.html>
- Watch or listen to, then discuss, any of the video or audio resources on peace education: <http://teachunicef.org/explore/topic/peace-education>