



## Core Curriculum: Elementary School

### *Introduction*

The core curriculum utilizes four 60-minute sessions to lay the **foundational groundwork** for peaceful thinking, dialogue, and action.

This age-appropriate curriculum particularly emphasizes understanding **individual and peer emotions** via kid-friendly, hands-on activities.

### *Overview & Objectives*

#### **Session One: Articulating Peace**

*Students will be able to communicate personal meaning of peace based on background and values*

#### **Session Two: Differences and Prejudice**

*Students will be able to celebrate similarities and differences while recognizing the roles of ignorance and fear in intolerance*

#### **Session Three: Conflict and Empathy**

*Students will be able to identify root causes of conflict and learn conflict resolution skills to solve it*

#### **Session Four: Becoming Peacemakers**

*Students will be able to name peacemakers in their communities and self-identify themselves as peacemakers*

## Session One: Articulating Peace

### Objective:

*Students will be able to communicate personal meaning of peace rooted in their background and values.*

### Materials & Resources

Projector (for displaying timer)
Stack of copy paper
Ice Breaker from Peace Team Manual
<u>WS: Pre Test</u>
<u>HO: Curriculum Objectives</u>
<u>WS: Connecting Background to Peace</u>
<u>WS: Ask Your Friend/Family about Peace.</u>
<u>HO: About TPI</u>

### Agenda

#### Part 1: Introduction

**2 minutes/2**

#### Aim:

✓ *To provide transparency on the role of TPI and yourself in the classroom.*

1. **Write** the official TPI website on the board:  
<http://www.teachingpeaceinitiative.org>
2. **Introduce** yourself.
  - Name
  - High School
  - *I am a peer educator for the Teaching Peace Initiative, a nonprofit organization which inspires high school students like me to talk to students like you about solving the problem of bullying in our schools.*
  - Your personal motivation for teaching for TPI. [Write it below]

3. **Emphasize** that this workshop is focused on peer-to-peer dialogue.
  - *We're not adults. We are peers, so this isn't a class and you are not being graded on anything you say or write. We'll be passing out worksheets and handouts, and you are not required to write anything down if you don't want to. However, we provide the resources anyway just in case you would like to take notes or review them later.*
4. **Distribute** a single sheet of copy paper to each student.
5. **Ask** students to create their name card. **Demonstrate** the following steps using your namecard as an exemplar:
  - Fold your paper into three sections.
  - Write your first name in big letters along the middle section.
  - Fold your paper into a triangular pyramid.

## Part 2: Ice Breaker

5 minutes/7

*Aim:*

- ✓ *To set the tone for a collaborative, vulnerable, and accepting learning environment through an engaging ice-breaker.*

1. **Select** one ice breaker from the Peace Team manual and **lead** the activity with your classroom.

## Part 3: Pre-Test

15 minutes/22

*Aim:*

- ✓ *To assess student understanding and application of the four curricular objectives*

1. **Distribute** WS: Pre-Test to each student.
2. **Read** the instructions on the pre-test worksheet aloud:  
*Answer the following questions with urgency and honesty. You will not be graded on this worksheet. The purpose of this worksheet is to help us understand how much you already know about peace. If you do not know the answer to a question, you may guess or skip the question. However, for questions that ask you to provide an answer on a scale of 1-5, please circle an answer. You have 10 minutes to complete the worksheet. Once you are done, flip over your paper.*
3. **Instruct** students to pass their WS's to the left and **collect** them.

## Part 4: Curriculum Objectives

10 minutes/32

*Aim:*

- ✓ *To provide transparency on the objectives of the curriculum.*
- ✓ *To set high standards so that students will rise to meet them.*

1. **Distribute** the HO: Curriculum Objectives to each student.
2. **Read** the HO instructions and Session One's objective. As you read, **ask** students to follow along on their individual handouts.  
*Our curriculum has four objectives, or goals. As we go through each session (there are a total of four), keep in mind these goals for yourself and see if you are accomplishing them. Today, the goal is to communicate your personal meaning of peace based on your background and values.*

#### **Part 4: Peace Drawings**

**10 minutes/42**

*Aim:*

- ✓ *To assess initial student understanding of peace based on a fast, surface-level brainstorm of peace definitions via a hands-on activity*

1. **Distribute** WS: Peace Drawings to each student.
2. **Pose** the question, "What does peace mean to you personally?" **Demonstrate** how to create a drawing that answers this question using your peace drawing as an exemplar.
  - *Write and draw words and pictures that describe what peace means to you. Provide specific examples.*
3. **Solicit** student responses and **discuss** how the responses are similar and/or different.
- 4.

#### **Part 5: Connecting Values to Peace**

**15 minutes/57**

*Aim:*

- ✓ *To guide students into communicating personal, specific meaning of peace based on their background and values*

1. **Transition:** *Now that we have brainstormed some general examples of peace, we are going to work to create meanings and examples of peace specific to our lives.*
2. **Distribute** WS: Connecting Values to Peace to the students.
3. **Demonstrate** the activity instructions using your response as an exemplar. [Fill out below]

- Instructions: *This activity first asks you to describe one of your values. Write this in the first column. Second, you have to connect this value to why peace is important to you personally. Third, you have to describe a time you demonstrated this example of peace. To help you understand, I'll share my response with you.*
- **Clarify** the definition of “value.”
  - Value: *things you live by. It can be a noun or an action.*
  - Examples: *Prioritizing family, helping others when we can, honesty, grit, optimism.*
- **Share** your response (use Sheila’s as an exemplar for yourself).

Student	Describe one important detail about your background or describe one of your values.	What does peace mean to you personally?	Describe a time you demonstrated this example of peace.
Sheila	One of my values is always being kind to everyone I meet.	Peace means showing kindness to people, even when they are mean to you.	My friend forgot her lunch, so I shared my lunch with her.
Peer Educator’s response			

4. **Ask** students to attempt the activity themselves and fill out two rows.
  - **Set** the timer for 5 minutes.
  - **Walk** around the room, **review** student responses, and **provide feedback** when necessary.
  - **Find** a student exemplar.
5. **Ask** the student exemplar to share their response with class.
  - **Clarify** what the student did well and how the students can implement the same strategies into their response.

## Part 6: Conclusion

3 minutes/60

*Aim:*

- ✓ *To wrap up the session*
- ✓ *To clarify remaining questions*
- ✓ *To express gratitude*
- ✓ *To provide an opportunity for learning beyond the curriculum*

1. **Express** your gratitude for the students and their enthusiasm in Session One.
2. **Emphasize** that learning doesn't have to stop here: *we can all continue developing our definitions of peace.*
  - **Distribute** optional homework: WS: Ask Your Friend/Family about Peace. **Read** the instructions aloud and ask students to follow along on their own sheets: *Today, you described your own meaning of peace. Now, ask a friend, a family member, or even a teacher to go through the same exercise (given below) and record their responses. Share your response with them first so they have an exemplar to learn from! You may have an opportunity to share your answer with the class in our next session or even have your homework featured on the TPI website!*
  - **Distribute** HO: About TPI. *This handout gives you more information about TPI if you have questions. We also list our website.*
3. **Ask:** *What questions do you still have about peace?*
  - **Answer** the burning questions if you have slack.
  - **Direct** remaining questions to the TPI website.
4. **Remind** students to bring their name cards and worksheets with them to Session Two

## Session Two: Differences and Prejudice

### Objective:

Students will be able to

- celebrate both similarities and differences between people
- define prejudice, stereotype, ignorance, intolerance, and fear
- understand the relationship between prejudice, stereotypes, ignorance, intolerance, and fear

### Materials & Resources

Projector (for displaying timer)
HO: Curriculum Objectives (extra copies)
Peer Educators' Puzzle Pieces
Puzzle Board
WS: Fast Five: Applying Concepts
WS: Danger of a Single Story

### Agenda

#### Part 1: Blast from the Past: Session One Review **5 minutes/5**

*Aim:*

- ✓ *To re-introduce peer educators*
- ✓ *To review concepts from Session One*

1. **Re-introduce** yourself.
  - Name
  - High School
  - *As you may remember, I'm a peer educator for the Teaching Peace Initiative, a nonprofit which inspires high school students like me to talk to students like you about solving the problem of bullying in our schools.*
2. **Select** 1-2 students who completed the WS: Ask Your Friend/Family about Peace and ask them to share their responses.
3. **Ask** 1-2 students to summarize the key takeaways from Session One. **Guide** them to hitting the following points:

- Everyone may have a different definition of peace based on their background and values. However, we all share similar ideas of peace as well.

## Part 2: Curriculum Objectives

**2 minutes/7**

*Aim:*

- ✓ *To provide transparency on the objectives of the curriculum.*
- ✓ *To set high standards so that students will rise to meet them.*

1. **Instruct** students to take out HO: Curriculum Objectives.
2. **Review** the HO instructions and **read** Session Two's objective. As you read, **ask** students to follow along on their individual handouts.
  - *As we discussed in Session One, our curriculum has four objectives. After our first session, you should be able to communicate your personal meaning of peace based on your background and values. Today, the objectives are:*
    - *celebrate both similarities and differences between people*
    - *define prejudice, stereotype, ignorance, intolerance, and fear*
    - *understand the relationship between prejudice, stereotypes, ignorance, intolerance, and fear*

## Part 3: Differences between People: Puzzle Pieces

**30 minutes/37**

*Aim:*

- ✓ *To guide students into understanding and celebrating the vital, unique pieces of their different identities while recognizing that differences should not impede cooperation, coexistence, and respect.*

1. **Distribute** WS: Differences between People to each student.
2. **Ask** students to raise their hand and answer the following question, *How are we all different?* **Instruct** them to write down answers on their WS. **Include** the following responses if the students do not provide them:
  - Color of your skin (race)
  - Religion
  - Culture
  - Who you love (sexual orientation)
  - Gender

- Appearance
  - Family traditions
  - Languages spoken
  - Ethnicity
  - Birthplace
  - Family structure
3. **Share** your puzzle piece that includes 3 unique aspects of your identity. It may refer to the differences above.
  4. **Distribute** puzzle pieces to each student. **Instruct** them to refer to your puzzle piece as an exemplar and create their own by listing 3 unique aspects of their identity. They may also decorate and draw pictures.
  5. **Ask** students to stick their puzzle piece on the Puzzle Board at the front of the room.
    - a. *On the back of your piece, you will find a number. Match your number with the number on the Puzzle Board.*
  6. **Review** some of the student responses with the class, highlighting similarities and differences.
  7. **Review the WS: Differences between People** discussion questions.

Do all students have the same identity? Why or why not?

*No, each student has a different identity. That's why we are all different people! However, we can have similarities too. We should celebrate both our similarities and differences.*

What is diversity? Why is it important?

*Diversity describes the existence of many different identities in society. It's important because we need a diversity in people means we can all learn something new about the world.*

What do puzzle pieces have to do with the idea of differences and identity?

*We are all different puzzle pieces, but each piece is important to the whole puzzle. If we are missing a puzzle piece, then the puzzle is incomplete!*

## Part 4: Defining Concepts

**10 minutes/47**

*Aim:*

✓ *To define prejudice, stereotype, ignorance, intolerance, and fear*

1. **Distribute** HO: Vocabulary Bank to each student.
2. **Ask** student volunteers to read each definition while other students follow along on their handouts.

**Prejudice (noun)**

- An opinion or belief that someone forms before meeting someone
- People can be prejudiced against one individual or a group of people
- It can be based on what someone learns from the media (news, TV, books), other people, etc.

### **Ignorance (noun)**

- Lack of knowledge or information
- Generally, we can all be ignorant about different things. We can be ignorant about a TV show we've never watched or a book we've never read.
- In this class, when we talk about ignorance, we are referring to the lack of knowledge about a particular person or group of people.

### **Stereotype (noun)**

- A widely held and oversimplified image of a group of people
- "A single story" = stereotype
- Stereotypes may be true in some examples, but they are not always true. We cannot assume things about people just because of a stereotype.

### **Intolerance (noun)**

- Unwillingness to accept views, beliefs, or behavior that differ from one's own
- Opposite from tolerance

3. **Answer** their questions about the concepts.
4. **Ask** student volunteers to rephrase the vocabulary in their own words and/or provide specific examples.

## **Part 5: Connecting Examples to Definitions**

**10 minutes/57**

*Aim:*

- *To understand and apply the relationship between prejudice, stereotypes, ignorance, intolerance, and fear*

1. **Distribute** WS: Fast Five: Connecting Examples to Definitions to each student.
2. **Review** the worksheet instructions and **set** the timer for 5 minutes.
  - *For each sentence below, **circle** the word (s) that best fits the example. Be careful: some of the answers may include two+ words.*
3. **Solicit** student responses to each example. Right answers are underlined below. However, more answers may also be appropriate. **Discuss** why some examples may fit multiple categories.

**1. Mohammed has never met a Muslim.**

Prejudice	<u>Ignorance</u>	Stereotype
Intolerance	Fear	<u>Differences between people</u>

**2. Mohammed has heard from other people that Muslims are terrorists.**

Prejudice	Ignorance	<u>Stereotype</u>
Intolerance	Fear	Differences between people

**3. Mohammed has still not met a Muslim, but she now believes all Muslims are terrorists.**

<u>Prejudice</u>	Ignorance	Stereotype
Intolerance	Fear	Differences between people

**4. Mohammed does not identify as Muslim. She does not want to accept people who are Muslim.**

Prejudice	Ignorance	Stereotype
<u>Intolerance</u>	Fear	<u>Differences between people</u>

**5. Mohammed is scared that Muslims will hurt her and her family since they are all terrorists.**

Prejudice	Ignorance	Stereotype
Intolerance	<u>Fear</u>	Differences between people

**Part 6: Conclusion**

**3 minutes/60**

*Aim:*

- ✓ *To wrap up the session*
- ✓ *To clarify remaining questions*
- ✓ *To express gratitude*

✓ *To provide an opportunity for learning beyond the curriculum*

1. **Express** your gratitude for the students and their enthusiasm in Session One.
2. **Emphasize** that learning doesn't have to stop here: *we can all continue developing our definitions of peace.*
  - **Distribute** optional homework: WS: Danger of a Single Story. **Read** the instructions aloud and ask students to follow along on their own sheets: **Watch the first 14 minutes of the video** on YouTube. You may also search "The Danger of a Single Story" TED and click on the first video. As you watch the video, **answer the following questions**. The answers will appear in order, so make sure that as soon as you hear the answer, write it down!
3. **Ask:** *What questions do you still have about peace?*
  - **Answer** the burning questions if you have any remaining time.
  - **Direct** remaining questions to the TPI website.
4. **Remind** students to bring their name cards and worksheets with them to Session Three.

## Session Three: Conflict and Conflict Resolution

### Objective:

*Students will be able to identify root causes of conflict and learn conflict resolution skills to solve it.*

### Materials & Resources

Projector (for displaying timer)
HO: Curriculum Objectives
WS: Conflict vs. Disagreements
WS: Conflict Resolution Strategies
WS: Bullying vs. Honesty

### Agenda

#### **Part 1: Blast from the Past: Session Two Review**     **5 minutes/5**

##### *Aim:*

- ✓ *To re-introduce peer educators*
- ✓ *To review concepts from Session One*

4. **Re-introduce** yourself.
  - Name
  - High School
  - *As you may remember, I'm a peer educator for the Teaching Peace Initiative, a nonprofit which inspires high school students like me to talk to students like you about solving the problem of bullying in our schools.*
5. **Select** 1-2 students who completed the WS: Danger of a Single Story and ask them to share their responses.
6. **Ask** 1-2 students to summarize the key takeaways from Session Two. **Guide** them to hitting the following points:
  - We are all different in a lot of ways, but we are also similar. We all make the mistake of falling for stereotypes, prejudice, intolerance, and fear, so we need to be aware of our own ignorance. Today, we're going to discuss how these concepts can lead to conflict.

#### **Part 2: Curriculum Objectives**

**2 minutes/7**

*Aim:*

- ✓ *To provide transparency on the objectives of the curriculum.*
- ✓ *To set high standards so that students will rise to meet them.*

1. **Instruct** students to take out HO: Curriculum Objectives.
2. **Review** the HO instructions and **read** Session Three's objective. As you read, **ask** students to follow along on their individual handouts.
  - *As we discussed in Session One, our curriculum has four objectives. You have all mastered two objectives so far! Today, we're focusing on identifying root causes of conflict and learn conflict resolution skills to solve it*

### **Part 3: Conflict vs. Disagreements**

**15 minutes/22**

*Aim:*

- ✓ *To provide a distinction between conflict and disagreement*

1. **Distribute** WS: Conflict vs. Disagreements and **review** the definitions of each term with the students.

#### **Conflict** (noun)

- a serious disagreement or problem between people
- can occur between two people or a larger group

#### Types of Conflict

- emotional vs. physical
- conflict between friends, family members, classmates, co-workers, etc.
- bullying

#### **Disagreement/Argument** (noun)

- when two parties do not agree on a topic

2. **Review** worksheet instructions and set the timer for 5 minutes.
  - *Based on the definitions we discussed, fill out the Venn diagram comparing conflict and disagreement.*

3. **Review** answers with the students. **Solicit** student responses. **Guide** them toward the following answers:

<b>Differences</b>	
<b>Conflict</b>	<b>Disagreement</b>
<ul style="list-style-type: none"> <li>● Natural but unhealthy &amp; dangerous</li> <li>● Lack of respect</li> <li>● Ex. bullying</li> </ul>	<ul style="list-style-type: none"> <li>● Natural and healthy part of life               <ul style="list-style-type: none"> <li>○ Why is it healthy? Because we all cannot agree on somethings because we are all different! We should voice our opinions respectfully</li> </ul> </li> <li>● Never physical</li> </ul>
<b>Similarities</b>	
<ul style="list-style-type: none"> <li>● Natural part of life that everyone experiences</li> <li>● Between two parties (either two individuals or two groups)</li> </ul>	

4. **Solicit** student responses for the question, “What causes conflict?” **Guide** them toward the following answers.

Difference in opinion/perspective
Lack of empathy <ul style="list-style-type: none"> <li>● Do not want to understand the other person’s perspective (stubbornness)</li> <li>● Cannot understand the other person’s perspective (haven’t listened to them)</li> </ul>
Stereotypes/prejudices/intolerance/ignorance <ul style="list-style-type: none"> <li>● Bullying</li> </ul>
Miscommunication/misunderstanding

## Part 4: Empathy and Inside Out

**18 minutes/40**

*Aim:*

- ✓ *To provide a visual example of the abstract concept of empathy*

1. **Play** the Inside-Out clip and **ask** students to pay attention to Riley’s feelings.

2. **Distribute** WS: Empathy and Inside-Out and **review** the discussion questions with the students. **Guide** them toward the following answers.

How does Riley feel? Why?	She feels disgust, fear, and anger because she had to leave home and she didn't have a choice.
How do Riley's feelings influence her behavior toward her parents?	She disrespects and argues with her parents.
Do the parents experience feelings too? If so, how do they feel?	Yes. They both have feelings of disgust, fear, anger, sadness, and joy. Their feelings influence their actions.
What would happen if they could all see into each other's minds and understand each other's feelings?	They would understand each other better. Right now, Riley cannot see her parents' feelings and she also does not express how she feels.

3. **Emphasize** the main idea from the activity.
- *Riley, just like all of us, has many different feelings. Her actions are controlled by her feelings and thoughts. It is sometimes difficult to understand how another person feels, and conflict can occur as a result. **Empathy** means being able to put ourselves in someone else's shoes and understand their feelings. Empathy can solve conflict.*

## Part 5: Conflict Resolution Matching Game

**15 minutes/57**

*Aim:*

- ✓ *To introduce concrete conflict resolution strategies*

1. **Distribute** WS: Conflict Resolution Strategies and **set** the timer for 10 minutes.
2. **Solicit** student volunteers for answers and **guide** them toward the following answers.

Empathy	The ability to put ourselves in someone else's shoes and understand their perspective.
Seek a New Perspective	Sometimes it is difficult to see a situation clearly and objectively when we are

	personally invested in it. If the parties cannot solve the conflict, we can ask a trusted friend of all the parties to intervene and provide their perspective.
Compromise	All the parties agree on a solution that requires each party to “give up something.” None of the parties will be 100% happy with the solution.
Discussion, not Debate	Each party needs a chance to articulate their perspective. During this time, the other parties may not interrupt. Sometimes conflict occurs when we are not listening to other people. Often, we agree on more than we disagree, but we remain too focused on winning.
Seek Guidance	Always call a trusted adult if you feel unsafe during a conflict, especially if the conflict becomes emotionally or physically abusive.
Take a Breather	If both parties have been arguing for a long time, they should take a break from the conversation. They can eat food, watch TV, sleep, or engage in some other relaxing activity. Then they can return to the discussion less stressed and angry.
Physical Distance	In-person, if you feel unsafe or if the other strategies did not work, ignore the person and physically distance yourself.
Block	On social media, block the person! You have the power to block their messages and control your privacy settings.
Separation	Separate the person from the argument. Respect and love the person, even if you do not agree with their stance on the issue.

**Part 6: Conclusion**

**3 minutes/60**

*Aim:*

- ✓ *To wrap up the session*
- ✓ *To clarify remaining questions*
- ✓ *To express gratitude*
- ✓ *To provide an opportunity for learning beyond the curriculum*

5. **Express** your gratitude for the students and their enthusiasm in Session One.
6. **Emphasize** that learning doesn't have to stop here: *we can all continue developing our definitions of peace.*
  - **Distribute** optional homework: WS: Bullying vs. Honesty. **Review** the instructions:
7. **Ask:** *What questions do you still have about peace?*
  - **Answer** the burning questions if you have slack.
  - **Direct** remaining questions to the TPI website.
8. **Remind** students to bring their name cards and worksheets with them to Session Four.

## Session Four: Peacemakers and Problem Solving

### Objective:

Students will be able to:

- name peacemakers in their communities and self-identify themselves as peacemakers
- begin identifying problems in their communities and brainstorming solutions

### Materials & Resources

Projector (for displaying timer)
HO: Curriculum Objectives
WS: Community Circles

### Agenda

#### Part 1: Blast from the Past: Session Two Review **5 minutes/5**

Aim:

- ✓ To re-introduce peer educators
- ✓ To review concepts from Session One

7. **Re-introduce** yourself.
  - Name
  - High School
  - *As you may remember, I'm a peer educator for the Teaching Peace Initiative, a nonprofit which inspires high school students like me to talk to students like you about solving the problem of bullying in our schools.*
8. **Select** 1-2 students who completed the WS: Bullying vs. Honesty and ask them to share their responses.
9. **Ask** 1-2 students to summarize the key takeaways from Session Two. **Guide** them to hitting the following points:
  - Conflict is very different from a disagreement. A type of conflict is bullying. We have all been in a disagreement, conflict, or bullied someone.

But now we also have conflict resolution strategies to prevent hurting others or ourselves in the future.

## Part 2: Curriculum Objectives

**2 minutes/7**

*Aim:*

- ✓ *To provide transparency on the objectives of the curriculum.*
- ✓ *To set high standards so that students will rise to meet them.*

1. **Instruct** students to take out HO: Curriculum Objectives.
2. **Review** the HO instructions and **read** Session Four's objective. As you read, **ask** students to follow along on their individual handouts.
  - *name peacemakers in their communities and self-identify themselves as peacemakers*
  - *begin identifying problems in their communities and brainstorming solutions*

## Part 3: Peacemakers at Multiple Levels: Community Circles

**20 minutes/27**

*Aim:*

- ✓ *To guide students in articulating their roles in their communities*
- ✓ *To demonstrate that peacemaking is tangible; we can identify examples of peacemaking and peacemakers in our communities*

1. **Distribute** WS: Community Circles and **review** the definition of a peacemaker and activity instructions.

**Peacemaker** (noun)

A person who...

- Tries to think and act peacefully
  - Questions their own prejudice, stereotypes, and intolerance
  - Reduces their ignorance about others by listening to others
  - Uses empathy

- Identifies and solves problems & conflict in their communities
  - They create peace between friends who are fighting
  - They do projects that make the world a better place by solving a specific problem
    - *Malala created the Malala Fund, an organization that fights for women's education*
    - *Abhinav Khanal from Nepal founded Bean Voyage, a startup that helps female farmers make a living wage from their coffee harvest*

Peacemakers can be any age, gender, ethnicity, etc.

### Peacemakers at Multiple Levels: Community Circles

On the next page, you'll see lots of smaller circles inside a larger circle.

**First, write your name** in the smallest circle in the middle.

**Second**, inside of each ring, **write down a community you are a part of**.

Communities can include families, classrooms/schools, programs and sports (Squash Haven), religious groups, cities, etc. **As the circles get bigger, your communities should get larger as well.**

You should have a total of **3 communities**.

**Finally**, in each community, **write down one peacemaker you know**. This can be a family member, friend, teacher, etc. In the blank space underneath the circles, **write one sentence** explaining how each person is a peacemaker. You should have a total of 3 sentences.

2. **Review** student answers.
3. **Review** instructions for the second part of the activity.
  - *Are you a peacemaker? Select three of your communities and describe how you are a peacemaker in each one.*

### Part 4: Self-Identifying as Peacemakers

**10 minutes/27**

*Aim:*

- ✓ *To guide students toward viewing themselves as active peacemakers in their communities.*

1. **Distribute** WS: Self-Identifying as Peacemakers and **review** the instructions.

On a scale of 1-5, how much do you agree/disagree with the following statement:

**I am a peacemaker in my community.**

**1**
**2**
**3**
**4**
**5**  
*Strongly disagree    Disagree    Neither agree nor disagree    Agree    Strongly Agree*

**List** your community circles below. **Circle** the communities where you are a peacemaker. For each, **provide two sentences** describing a specific moment you were a peacemaker in that community.

2. **Solicit** student responses.

## Part 5: Problem Solving and Taking Action

**10 minutes/47**

*Aim:*

- ✓ *To empower students to identify specific problems in their communities and generate tangible solutions*
- ✓ *To provide inspiration and framework for implementing solutions*

1. **Distribute** WS: Problem Solving and Taking Action and **review** the instructions and the good/bad examples.

Peacemakers identify and solve problems, small or big, in their communities. These problems can include poverty, racism, Islamophobia, cyber bullying, injustice, etc.

**Identify one specific problem in one of your communities.** This can be a problem in your family, friend group, school, or larger community.

Make sure your problem is:

- Specific
- Something you have actually observed or experienced yourself.

Review the bad and good example below.

Bad Example	Good Example
Poverty is a huge problem in Denver.	Some students in my school need to borrow markers from others because their families don't have enough money for school supplies.

Now, act like a peacemaker and solve this problem! **Come up with two possible solutions for the problem.** Make sure your solution is:

- Specific
- Actionable by you (you can take action to fix it)
- Immediate (you can start solving the problem NOW)
- Effective (it actually addresses the problem)

Review the bad and good example below.

<b>Bad Example</b>	<b>Good Example</b>
All families should get markers.  <i>This answer doesn't answer WHERE the markers will come from.</i>	I will organize a donation drive for school supplies. Families with extra school supplies can donate them to families in need.

2. **Review** student answers.
3. **Ask** students to revise their answers.

## Part 5: Pre-Test

**10 minutes/22**

*Aim:*

- ✓ *To assess student understanding and application of the four curricular objectives*

4. **Distribute** WS: Post-Test to each student.
5. **Read** the instructions on the pre-test worksheet aloud:  
*Answer the following questions with urgency and honesty. You will not be graded on this worksheet. The purpose of this worksheet is to help us understand how much you have learned about peace. If you do not know the answer to a question, you may guess or skip the question. However, for questions that ask you to provide an answer on a scale of 1-5, please circle an answer. You have 10 minutes to complete the worksheet. Once you are done, flip over your paper.*
6. **Instruct** students to pass their WS's to the left and **collect** them.

## Part 6: Conclusion

**3 minutes/60**

*Aim:*

- ✓ *To wrap up the session*

- ✓ *To clarify remaining questions*
- ✓ *To express gratitude*
- ✓ *To provide an opportunity for learning beyond the curriculum*

9. **Express** your gratitude for the students and their enthusiasm in Session One.
10. **Emphasize** that learning doesn't have to stop here.
  - **Distribute** optional homework: WS: Youth Peacemakers. **Review** the instructions.
11. **Ask:** *What questions do you still have about peace?*
  - **Answer** the burning questions if you have slack.
  - **Direct** remaining questions to the TPI website.