



# Lessons for Upper Elementary School

## Lesson 4: What Does It Take to be a Peacebuilder?

Adapted from the *Peacebuilding Toolkit for Educators – Middle School Edition*, United States Institute of Peace, <https://www.usip.org/public-education/peacebuilding-toolkit-educators>

**Grade:** 3<sup>rd</sup> – 5<sup>th</sup> grades

### **Objectives:**

1. To introduce students to peacebuilders and examine how they promote peace
2. To identify qualities of peacebuilders

### **Common Core State Standards:**

- Informational Text Standards – Key Ideas and Details: Grades 3-5 Standards 1 and 2

### **Materials:**

Blackboard or whiteboard, chalk or markers, blank paper, pencils, projector or hard copies of billboard examples, poster boards, craft supplies, peacebuilder biographies, *What Does It Take To Be A Peacebuilder?* worksheet, *Exit Pass* worksheet

**Time:** 70 minutes or more

### **Procedures**

#### **I. Essential Questions:**

1. Who are peacebuilders?
2. What qualities do peacebuilders have? Which of these qualities do you have?

#### **II. Motivation/Introduction (10 minutes)**

Teacher note: Have the peace words, drawings, and real life examples from the last lesson displayed during this lesson.

1. Share with students that they will be talking about peacebuilders today.
2. Distribute a blank piece of paper to each student. Ask students to answer the following question, using complete sentences: What does it mean to be a peacebuilder? Remind them that they can use the peace words, drawings, and real life examples from the last lesson for clues.

3. Invite students to share their answers. Tell students that peacebuilders are people who take action to make their community and the world a more peaceful place.
4. Ask:
  - Who are the peacebuilders in our world? (past or present, famous or not)

### III. Teacher Directed (5 minutes)

1. Tell students that they are going to make billboards that share the story of a peacebuilder.
2. Display, either as a printout or through a projector, some billboard examples. You can find them online (one example is [www.values.com](http://www.values.com)) or make your own example.
3. Ask students the following questions:
  - Why did they make billboards about these individuals?
  - Do you know any of these people? If so, do you agree with the quality they are labeled with, and why?
  - What are some characteristics or qualities of peacebuilders? Write the answers on the board.
4. Divide the class into groups of 3 to 4 students.

### IV. Guided Practice (15 minutes)

1. Tell students that they are going to learn about individuals who worked for peace using a short text that you will provide. They will use the text to learn about what their individual did to be a peacebuilder. They will then create a billboard with their group, similar to the examples, for their individual.
2. Distribute one peacebuilder biography to each group. You can find examples of peacebuilder biographies in many places online (one example is PeaceJam, [www.peacejam.org](http://www.peacejam.org), which provides biographies of Nobel Peace Prize winners). Tell students that they will have 10 minutes to read their biography (silently or as a group out loud) and to each complete the *What Does It Take to be a Peacebuilder?* worksheet with the elements of the billboard.
3. Review the *What Does It Take to be a Peacebuilder?* worksheet with the class.
4. Allow each group to work for 15 minutes. Circulate to answer any questions.

Teacher note: For added challenge, or for older students, they can identify individuals that built peace using their social studies books, trade books, the Internet (if accessible), or current events, and perform their own research.

### V. Independent Practice (20 minutes or more, as needed)

1. Distribute a poster board to each group, as well as the craft supplies they may need to complete the project.
2. Review the required elements for the billboard. You can show them an example, if helpful.

- Name of peacebuilder
- Photo or illustration of peacebuilder
- Short description of what peacebuilder did
- Most important quality of peacebuilder. They should choose the quality that was most important to their peacebuilder in their work.

Students can include additional elements, such as more pictures or quotes, if they would like. Remind students that someone looking at their billboard should be able to know what their individual did to be a peacebuilder without additional explanation.

3. Assist students in creating their billboard. This may require keeping them on track, answering questions, and helping them locate additional information or pictures.
4. Remind students every five minutes of the time they have left to complete the project.

## **VI. Discussion (15 minutes)**

1. Ask a representative from each group to share their billboard with the class.
2. After each group has shared, lead a discussion using the following questions:
  - What are the similarities between the different peacebuilders you researched? What are the differences?
  - Was it always easy for the individuals to build peace? What are some things that got in the way?
3. Remind students that these peacebuilders were regular people like you and me. They might be famous now, but they started as everyday people. There are also many other peacebuilders who are not famous.
4. Ask:
  - Can anyone be a peacebuilder? Why?
  - What is one characteristic or quality you think you have that makes you a peacebuilder?
5. Conclude by telling students that no one is born a peacebuilder. We can all learn from the actions of other peacebuilders and develop the skills and knowledge to build peace in our own way.

## **VII. Closure (5 minutes)**

Distribute the exit pass, which asks students to write down a few ways they are similar to their researched individual and one way they would like to become more like the individual.

# What Does It Take To Be a Peacebuilder?

**Directions:** Discuss the following questions about your peacebuilder with your group. Take notes on this worksheet.

1. Who is your peacebuilder?

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2. What did your individual do to be a peacebuilder?

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3. Was it easy or hard for your peacebuilder to take this action? Why?

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4. What characteristics or qualities did your peacebuilder have that helped them make peace?

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## Exit Pass

**Directions:** In the box, write down a few ways you are similar to the peacebuilder you researched. Then, write one way you would like to become more like them.



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