



# Lessons for Upper Elementary School

## Lesson 1: What Does Conflict Mean?

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 develop definitions of conflict.
2. To recognize that there are many associations with the term 'conflict.'
3. To explore the positive and negative aspects of conflict.
4. To reflect on conflict's role in our lives.

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

- Language Standards – Vocabulary Acquisition and Use: Grades 3-5 Standards 4, 5, and 6

### **Materials:**

Blackboard or whiteboard, chalk or markers, *Positive and Negative Conflict Words* worksheet, blank notecards, pencils, *Exit Pass* worksheet

**Time:** 45 minutes

### **Procedures**

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

1. How can we define conflict?
2. When can conflict be good?

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

1. Explain to students that today you will be talking about conflict.
2. Tell students that you will read a list of words that have to do with conflict. Share that each statement will begin with "When I say conflict, you think of..." Each time you finish the statement with a new word, they should clap if they think the word has a lot to do with conflict; snap if they think the word has a little to do with conflict; and stay silent if they think it has nothing to do with conflict. Encourage students to look around the room and listen with each word to be aware of their classmates' responses. Note that there are no right or wrong answers for this activity.

3. Have some or all of the following words written on the board. Start each statement round with, "When I say conflict, you think of..." and use the words to finish each sentence. You can leave some of the words out if students do not know their definitions.

war, difference, useful, right, disagreement, everywhere, anger, normal, fight, wrong, selfish, problem-solving, good, violence, learning, important, unfair, help, avoid, people, hopeful

After each statement, note how loud the response was for that word. One way to do so is to circle the words that get many claps, do nothing to the words that got lots of snaps, and put a line through words that got no response.

4. After you finish the activity, explain to students that the words that had the "loudest" response (the circled ones) were the ones that they think have the most to do with conflict, and the words that had the "quietest" response (the ones crossed out) were the words that they think have nothing to do with conflict. Briefly discuss the activity using some or all of the following questions:
  - Which words had the "loudest" response? Why do you think we were loudest for these words?
  - Which words had the "quietest" response? Why do you think we were quietest for these words?
  - Is a fight different than a disagreement? Why do conflicts become violent?
  - Do you think conflict is always bad or negative? Can it be positive or have a good ending?

### **III. Teacher Directed (10 minutes)**

1. Explain that often we only think of conflict as being bad or negative. But sometimes conflict can be positive or have a good ending. Tell students that we are going to explore how conflict can be both negative and positive in our lives.
2. Assign students a partner and pass out the *Positive and Negative Conflict Words* worksheet. Using the words on the board, students should work with their partner to write down the words they think are good aspects of conflict in the *Positive* column and words that are negative aspects of conflict in the *Negative* column. You should do a few first as a class to model the activity.
3. When everyone is done, or after 5 minutes, have one pair of students share where they placed the words. Have the two columns drawn on the board, and write the words in the appropriate column as they are shared. Encourage students to use thumbs up or down to show if they agree or disagree with the placement of each word. Take note of which words get any thumbs down.
4. If there are thumbs down for any words, tell students that you observed thumbs down for that word and ask them to share why they disagreed with the placement. You can do this for a few words.
5. Then, ask:

- When you disagreed about the placement of a word, was that a conflict? Why or why not?
  - Was it a positive or negative conflict? Why?
  - Did that conflict help us in our learning? How so?
6. Give students the following definition of conflict: Conflict is a normal part of everyday life. It happens when people or groups pursue goals that are not compatible with each other or when they want different things. (See [glossary.usip.org](http://glossary.usip.org) for USIP's official definition of conflict)
  7. Explain that conflict can be handled without violence, and can be changed into something positive. Conflict can be positive because it makes us see something from someone else's perspective, like you saw that there were different perspectives on whether a word is positive or negative. A conflict can also be positive because it gives us an opportunity to learn something or to solve a problem. Then give an example from your own life (ex: I told my friend some good news that was a secret. I found out that she had shared my secret with someone else, and I was mad at her. We argued about it, and she apologized. I was glad to know that she was sorry and that we could talk about what mad me mad.)
  8. Ask:
    - Why was this a positive conflict?

#### IV. Guided Practice (15 minutes)

1. Explain to students that they are going to think of some examples of positive conflict, too.
2. Divide students into groups of two and give each student a blank notecard.
3. Lead students in a Think-Pair-Share:
  - Ask students to silently think of one example of a positive conflict and to write it down on their notecards. They can refer to the words in the positive column to give them some ideas. Ask students to use complete sentences and their best handwriting, as you are going to display this notecard.
  - Students then share their examples with their partner.
  - Call on a few students to share their examples with the whole class.

Teacher note: For more advanced groups, divide students into groups of two, and provide each group with a notecard that has one of the positive words about conflict written on it. You can use the words in the positive column from the board, and can use them more than once, depending on class size. As a pair, students should define their word, discuss how it relates to conflict, and share a personal connection to that word. Following group work, students share with the class.

4. Collect notecards so that you can display them.

**V. Independent Practice/Exit Pass (10 minutes)**

Distribute the *Exit Pass* worksheet. Ask students to draw an example of a conflict that they have experienced that had a good ending in the box. On the back, they should describe the conflict and how it was positively resolved.

**Positive and Negative Conflict Words**

Positive Words	Negative Words

## Exit Pass

**Directions:** Draw an example of a conflict that you have experienced that had a good ending. On the back, describe the conflict and how it was positively resolved.



## Exit Pass

**Directions:** Draw an example of a conflict that you have experienced that had a good ending. On the back, describe the conflict and how it was positively resolved.





# Lessons for Upper Elementary School

## Lesson 2: Understanding the Levels of Conflict

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 recognize that there are different levels of conflict
2. To identify why it is important to understand these levels
3. To reflect on conflict's role in our lives and around the world

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

- Informational Text Standards – Craft and Structure: Grades 3-5 Standard 4
- Literature Standards – Key Ideas and Details: Grades 3-5 Standard 1

### **Materials:**

Blackboard or whiteboard, chalk or markers, dictionaries, blank paper, pencils, glue, *Conflict Scenarios* handout (cut into strips and placed in an envelope, with enough for each pair of students to receive one envelope), *Exit Pass* worksheet

**Time:** 45 minutes

### **Procedures**

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

1. Does conflict affect everyone?
2. What are the different levels of conflict?
3. Does understanding the different levels of conflict help us learn how to resolve conflict better?

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

Teacher note: You should have the words describing conflict displayed from the last lesson for students to reference.
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1. Tell students that they are going to brainstorm and write down a list of conflicts they are familiar with. These can be examples from their own lives, something they have learned about in school, or an example from the news.

- Remind them of some of the examples they came up with in the previous lesson.
2. Give students a little time to think of and write down some examples. Then ask for students to share. Write the examples they give you on the board.
  3. Ask:
    - What are some of the things you notice about these examples? Who is involved? Where do they take place?
  4. Explain that conflicts take place everywhere. Tell students that today you will be looking at different kinds, or levels, of conflict.

### III. Teacher Directed (15 minutes)

1. Write the four levels of conflict (personal, local, national, international) on the board, with space below each for a definition and to list student examples. You can also draw this as a picture, a map, or concentric circles. Select the most effective visualization for your students.
2. In small groups (3-4 students), have students use a dictionary to look up the definitions for the words personal, local, national, and international. Each group is assigned one word to research. They should choose the definition that they think applies to conflict and put it in their own words on paper.
3. Have students share their definition with another group that had their same word. They can adjust their definition as needed.
4. When finished, ask one group representing each word to share their definition. Write each definition on the board underneath the appropriate level.

Examples of definitions: Personal—something that directly involved you;  
Local—something that happened in your community, school, state;  
National—something that happened in your country; or International—something that happened in the world

5. Return to the student examples of conflict that you wrote on the board at the beginning of the lesson. Ask students where each example would go. Start by placing a few examples in the correct columns, and then have students share which level they think each fits under. Students can hold up their fingers (1-4) to vote.

### IV. Guided Practice (10 minutes)

1. Break the class into partner groups, and distribute one envelope of *Conflict Scenario* strips to each partner group. Have them sort the strips into the four different levels of conflict. You can provide them with paper or chart paper onto which they can glue the strips.
2. Once they are done, ask for volunteers to share how they have organized their Conflict Scenario strips. As they do, ask:
  - Why did you choose this category? Did anyone else put this example somewhere else? Why?

## **V. Discussion (5 minutes)**

1. Lead students in a discussion using any or all of the following questions:
  - Was it easy or hard to sort the conflicts into different levels? Why?
  - What happens at the different levels of conflict? Who is affected at each level?
  - Does knowing what level a conflict is make it easier to handle or resolve that conflict? Why or why not?
  - What might happen if you don't try to handle or resolve a conflict?
2. Explain to students that even though conflict happens everywhere, action can be taken at each level to address and resolve it. It helps to know the level of a conflict because the more information you have about the conflict, the better prepared you are you can handle or resolve it.

## **VI. Closure/Exit Pass (5 minutes)**

Distribute the *Exit Pass* worksheet. Ask students to answer the question in complete questions: "What are the three most important things you learned about conflict today?"



## Conflict Scenarios

*Teacher instructions: Cut the scenarios into strips. Place the strips into an envelope. Give each partner group one envelope.*

Your friend ate your cookies at lunch without asking.

Your city wants to make parking more expensive to help pay for other things in the community. Some people agree with this, but others do not.

Two candidates for president participate in a debate on television, and everyone is trying to decide who to vote for.

Several countries are trying to be the first to get people to Mars.

When Abraham Lincoln was President, the U.S.A. fought in a war called the American Civil War.

The city wants to tear down a playground to make more parking, but many kids and families want the park to stay.

Your sister wants to play one game, but you want to play a different one.

Parents and students across the United States are angry because several states want to limit recess to 15 minutes.

Your mom wants you to do your homework as soon as you get home from school, but you want to play first after sitting at your desk all day.

People in your city are protesting because their drinking water is dirty and often runs out.

A new island is discovered, and several countries want to own it.

Countries are trying to decide what steps to take to reduce pollution across the globe.

People in one country are protesting that they are not being paid enough at their jobs.

There is fighting between people of two different religious groups in another country.

Your city wants to make students go to school year-round, and many kids and parents dislike this idea.

# Exit Pass

**Directions:** What are the three most important things you learned about conflict today? Use complete sentences.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_

# Exit Pass

**Directions:** What are the three most important things you learned about conflict today? Use complete sentences.

1. \_\_\_\_\_  
\_\_\_\_\_
2. \_\_\_\_\_  
\_\_\_\_\_
3. \_\_\_\_\_  
\_\_\_\_\_



# Lessons for Upper Elementary School

## Lesson 3: What Does Peace Mean?

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 develop a common and individual understanding of the meaning of peace
2. To consider the importance of defining peace as an individual and as a class
3. To identify examples of peace in our own lives

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

- Informational Text Standards – Integration of Knowledge and Ideas: Grades 3-5 Standard 7

### **Materials:**

Blackboard or whiteboard, chalk or markers, blank paper, coloring utensils (optional), pencils, *Exit Pass* worksheet

**Time:** 45 minutes

### **Procedures**

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

1. Is there one way to define peace?
2. Why is it important to talk about what peace means to each of us?
3. Where do we see peace in our own lives?

#### **II. Introduction/Teacher Directed (5 minutes)**

1. Before the lesson starts, write the word PEACE in the center of the board. Then, distribute a blank piece of paper to each student. Have them write their name in the top left corner.
2. Share with students that this class, they will be discussing the meaning the peace. Tell students that they have 30 seconds to write down on their paper some words that make them think of peace.

3. After students have silently brainstormed their words, ask for volunteers to share, and write their words on the board around the word PEACE.

Teacher note: If you want to challenge your students, you could ask them to write a definition of peace instead of brainstorming words.

### **III. Guided Practice (20 minutes)**

1. Divide students into groups of 6-8. Tell students that on the blank side of their paper, they are going to draw a picture that shows what they think peace is. They should only use pictures and symbols, no words. They will have one minute to draw. Let students know that they will share their drawings with others who will add to them.
2. Stop them after 1 minute and have them pass the paper to the person next to them.
3. Direct the students to add to what they see on the paper, keeping peace as the theme.
4. Stop them after 30 seconds and have them pass the paper to the person next to them.
5. Direct the students to add to what they see on the paper, keeping peace as the theme.
6. Repeat this process until everyone gets their own drawing back.

### **IV. Independent Practice/Discussion (15 minutes)**

1. Ask:
  - What happened to your picture? Does it still show your thoughts about peace?
  - How did it feel to have others add to your picture? Possible answers might include: feeling unhappy that someone changed their ideas, feeling proud that someone built upon their ideas, feeling anxious about their ideas being changed or about other students seeing their drawing.
2. Direct students to turn their papers over and review their list of words based on their final drawing. They can add new words or take away words from their list.
3. Tell students that by revising their list of words, their lists about peace now reflect what others in their class also think about peace. Ask for volunteers to share any words they added to their list. Write these words on the board around the word PEACE. Add your own words, if you think any important ones are missing.
4. Share that the words on the board make up your class definition of peace. Note that peace can mean different things to each of us. Lead a conversation using the follow questions:
  - Why do you think we each might mean different things when we say peace? Elicit answers that involve multiple perspectives and experiences.
  - Why is it important to talk about what we mean when we say peace? Some answers can include that this helps us recognize peace when we see

it, it gives us a sense of what we're working towards when we say we want peace, etc.

- Are conflict and peace connected? If so, how?
  - What are some examples of peace in our classroom and school? In your home or community? In our world? Write these examples on the board/chart paper.
5. Tell students that you are going to create a Peace board in the classroom, where you will hang their words and their drawings.

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

Distribute the *Exit Pass* worksheet, in which students should select one of the examples of peace in their classroom, school, home or community, and illustrate it.

# Exit Pass

**Directions:** Draw an example of peace in your classroom, school, home, or community.



# Exit Pass

**Directions:** Draw an example of peace in your classroom, school, home, or community.





# 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.



# 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.





# Lessons for Upper Elementary School

## Lesson 5: Observing Conflict

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 understand the value of analyzing conflicts.
2. To identify elements to look for when observing conflict.

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

- Literature Standards – Key Ideas and Details: Grades 3-5 Standard 1

### **Materials:**

Blackboard or whiteboard, chalk or markers, pencils, role-plays, *Story Mountain* worksheet (double-sided), *Exit Pass* worksheet

**Time:** 50 minutes

### **Procedures**

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

1. What can you observe about conflicts that will help you understand them better?
2. What do you need to know in order to resolve conflicts in your own life?

#### **II. Motivation/Introduction (5 minutes)**

1. Prior to the lesson, select four students to act out Role-Play One and Role-Play Two. They should have time to read over the scenes and to discuss with each other what they will do. Encourage them to try to make it as realistic as possible, but remind them that there should be no name calling, physical contact, bad words, use of force, etc.
2. Ask the class what they remember about what conflict means. Remind them that conflict is a natural part of our life. It can be negative or bad when it becomes violent, but it can also be positive or good when it is nonviolent and leads to positive change.
3. Lead a Think-Pair-Share. Have students think for 30 seconds about a nonviolent conflict they have seen but in which they did not personally participate. This can be a conflict in a book, movie, or within their own life.

- Then have them turn to a partner and describe this conflict. What was the reason for the conflict? How did each person involved react? Was it resolved, and if so, how was it resolved? These questions can be written on the board to help guide them.
4. Ask for a few volunteers to share. Then, tell students that today they are going to learn how to tell the story of a conflict as a way to understand conflict better.

### III. Teacher Directed (5 minutes)

1. Divide the class into five groups.
2. Distribute the *Story Mountain* worksheet (double-sided) to everyone and review the questions. Assign each group one question to answer on the worksheet.  
Conflict Questions (and their plot relation):
  - Introduction: Who is involved in the conflict, and what is the relationship between those in the conflict?
  - Rising Action: What was the problem for each character?
  - Climax: Describe what happened (the facts) during the conflict.
  - Falling Action: How have the characters chosen to deal with the conflict?
  - Resolution: What could be done to resolve the conflict now?
3. Tell students that they are going to observe a role-play closely and answer their group's question when it is over.

### IV. Guided Practice (15 minutes)

Teacher note: You should have two Story Mountains (see below) drawn on the board.
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1. Have the first pair of students present Role-Play One.
2. After the role-play, direct students to answer their one question independently by writing the answer on piece of paper. Have them share answers with the people in their group. Have each group select a representative to share with the whole class.
3. Tell the class that conflicts are very similar to the plot of a fiction story. You are going to use a Story Mountain to help organize the information in this conflict.
4. In the order of the questions on the worksheet, ask each representative to share their answer. Write it on the Story Mountain on the board, and direct students to write it on their own Story Mountain, which is on the other side of the worksheet.
5. Discuss any misunderstandings about the questions, and ask if students need clarification.

## **V. Independent Practice (15 Minutes)**

1. Tell students that they will now have the opportunity to practice observing various elements of the conflict on their own. Instead of answering just one of the questions, they will answer all of them.
2. Make sure that students have a new, blank copy of the *Story Mountain* worksheet.
3. Share that they are to watch Role-Play Two and will answer the questions with a partner at the end of the presentation.
4. Have the second pair of students present Role-Play Two.
5. Students should get with a partner to answer the questions. Circulate around the room to address misunderstandings or remind students of parts of the role-play that they may have forgotten.
6. Ask students to share their answers. As they share, have them place their answers on the second *Story Mountain* while you record them on the board.

## **VI. Discussion (5 minutes)**

1. Lead a discuss with the following questions:
  - Why is understanding the parts of a conflict important when you are trying to resolve it?
  - What could have been done differently in the role-plays to create a more positive solution? You could ask for volunteers to act it out.
  - What do you think you need to learn in order to resolve conflicts in your own lives? Draw out different skills (active listening, mediation, communication), attitudes (kindness, nonviolence, friendship), knowledge, and behaviors.

## **VII. Exit Pass (5 minutes)**

Have students complete the Exit Pass worksheet, in which they will describe or sketch a conflict that they were part of and how they could have handled it differently.

### **Role-Play 1:**

Student A (playing a young person): Your mother/father is upset that you have not cleaned your room, which they have asked you to do for several days. Instead of cleaning your room, you have watched a lot of television. Your parents think you are watching too much television, and not focusing on your responsibilities in the house. They want to limit your TV watching to two hours on the weekend. You think this is unfair and want a second chance to prove that you can fulfill your responsibilities and still watch television during the week.

Student B (playing the mother/father): Your son/daughter refuses to complete the chores that you have assigned. He/she instead watches too much television. You have asked your son/daughter to clean their room several times, but instead of obeying, he/she continues to disobey. You want to change the allowed television time to two hours on the weekend until he/she can prove that they can do their chores and still watch television.

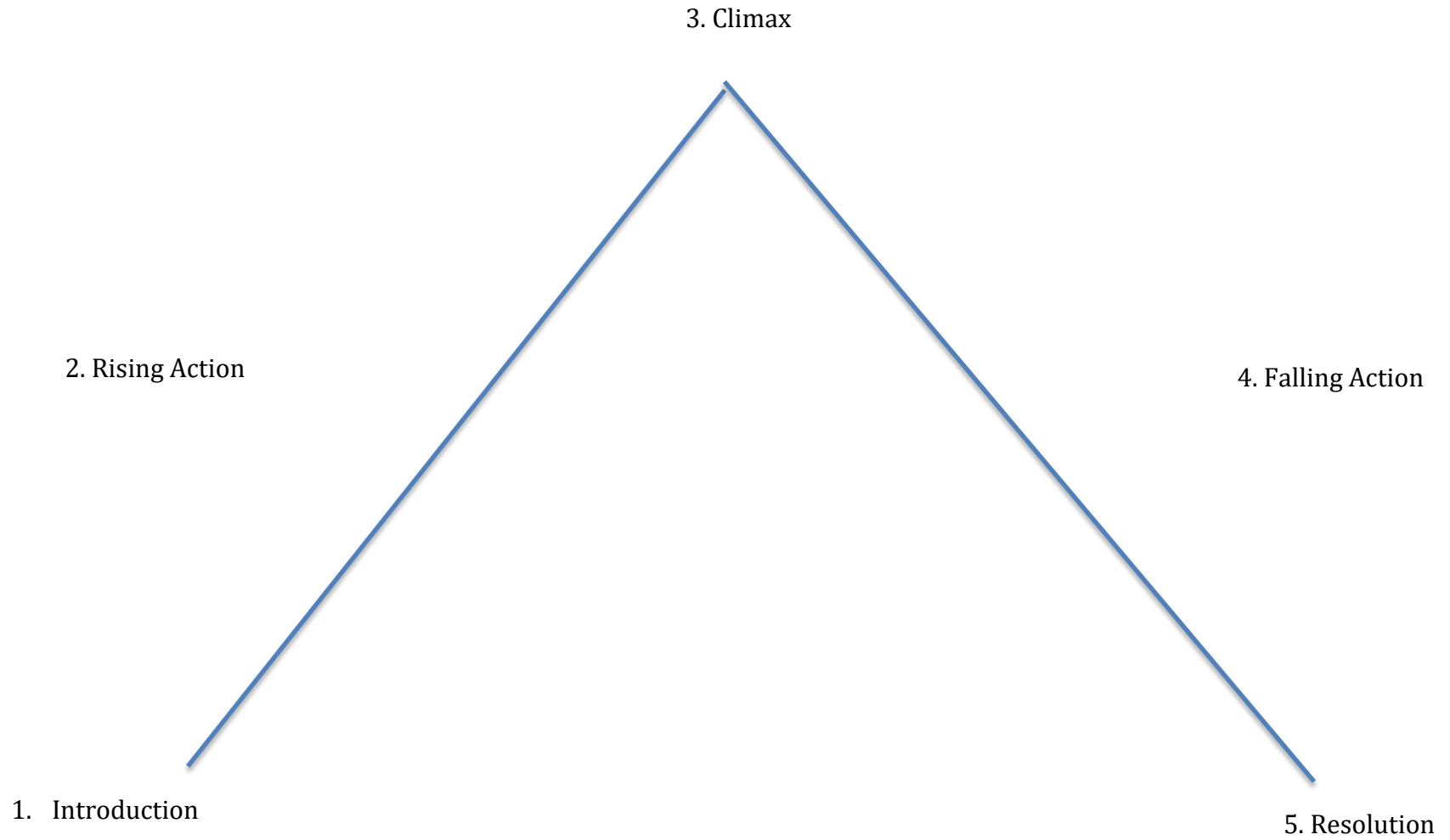
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### **Role-Play 2:**

Student A (playing a young person): You are sure your sister/brother has borrowed your favorite T-shirt again. You can't find it anywhere in the house.

Student B (playing a young person): You borrowed your sister's/brother's T-shirt. She/he wasn't home, so you couldn't ask for permission. When you get home from school, your sister/brother is there and very angry.

# Story Mountain





# Conflict Questions

1. Who is involved in the conflict, and what is the relationship between those in the conflict?

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2. What was the problem for each character?

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3. Describe what happened (the facts) during the conflict.

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4. How have the characters chosen to deal with the conflict?

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5. What could be done to resolve the conflict now?

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# Exit Pass

Describe or sketch a conflict that you were part of and how you could have handled it differently.



# Exit Pass

Describe or sketch a conflict that you were part of and how you could have handled it differently.





# Lessons for Upper Elementary School

## Appendix: Ideas for Action

As a peacebuilder, focusing on a large and abstract goal such as “building world peace” is far too general and unrealistic. Building peace involves concrete decisions and defined, measurable actions we take every day to promote the ideas and conditions necessary to build less violent communities. Below are ideas for action, developed by children for the organization Kids for Peace, that your students can take to contribute to peacebuilding locally and globally.

Source: Kids for Peace, [http://www.kidsforpeaceglobal.org/events\\_peace\\_day.html](http://www.kidsforpeaceglobal.org/events_peace_day.html)

**Kids for Peace**

**Peace Day Challenge**

In honor of the United Nations' International Day of Peace, we challenge you to complete as many acts of peace as possible.

**Acts of Peace**

- Smile at 25 people
- Learn to say "Peace" in 5 languages
- Volunteer or raise funds for a worthy cause
- Take a deep breath
- Design and display a peace-themed poster
- Say "Good Morning" to 5 people
- Make a wish for a child in another country
- Share food with someone in need
- Compliment 5 people
- Draw a peace sign in the sand or dirt
- Play a collaborative game
- Pick up litter in your community
- List 5 things you're grateful for
- Thank your caregiver creatively
- Help a sick or hurt person
- Write a peace poem
- Discuss the meaning of peace
- Plant or hug a tree
- Brighten an elder's day
- Do yoga for 10 minutes
- Write to a pen pal in another country
- Uplift a friend in need
- Read a book to a younger child
- Make a new friend
- Recycle or reuse your litter
- Recite the Kids for Peace "Peace Pledge"
- Advocate for a cause you believe in
- Design a gratitude card for someone
- Learn 5 facts about a Noble Peace Prize Laureate
- Send a note to your personal peace hero
- Be kind to an animal
- Connect with nature for 10 minutes
- Discover 1 fact about the United Nations
- Create a peace dove
- Make a treat for your neighbor
- Apologize and make things right
- Thank a community leader
- Speak in a kind way
- Start a peace chapter or club
- Meditate for 10 minutes
- Do a happy dance
- Construct a Pinwheel for Peace
- Hug your sibling or friend
- Forgive yourself or someone else
- Interview an elder about his or her life
- Lend your skills to help someone
- Learn about a different culture
- Look for the best in others
- Create your own act of peace
- Congratulate yourself for being a peacebuilder

**KidsforPeaceGlobal.org**