

Bring Global Peacebuilders into Your Classroom Through Video Resources

The U.S. Institute of Peace (USIP) encourages educators to bring global peacebuilding into their classrooms via multimedia resources like the following from USIP. Each short video tells the story of individuals who are working to build peace amid some of the world's most difficult conflicts. We have included activity ideas and discussion questions to help your students explore these diverse issues, develop a deeper understanding of peace as an active process, and consider local to global connections.

IMPORTANT NOTE: These videos represent personal stories of peacebuilding from around the world. Some of them contain graphic images and make reference to violent acts as part of their content. For many of them we have suggested appropriate ages and grades for the associated educational content, but we recognize that every student and classroom is unique. Teachers should preview the videos with their students in mind.

Activity Ideas:

- **Define Peace and Peacebuilders:** Prior to showing a peacebuilder video, complete Part 1 of Lesson 1.2 in the *Peacebuilding Toolkit for Educators – High School Edition* or Part 1 of Lesson 1.2 in the *Peacebuilding Toolkit for Educators – Middle School Edition* (available for free download at www.usip.org/toolkit). Then, ask your students: Who is responsible for building peace in a society? Emphasize that all people can be peacebuilders, and that peace requires all members of society to contribute. Then show the class a peacebuilder video, followed by a class discussion.
- **Create Peacebuilder Posters:** Divide students into small groups and have each group watch a different video. You may need to provide each group with background information on their peacebuilder video (included in the lesson plan or primary source article that accompanies each video). Have each group create a poster pictorially representing their peacebuilder's story, divided into the following sections: 1) Who is my peacebuilder? 2) What does he or she do to help build peace in their communities? 3) Why does he or she work for peace? 4) What can I do to help build peace in my community or world? Have groups present their posters to the class and explore common themes.

Peacebuilders Around the World (by country)

1. [Colombia:](#) Juanes
2. [Iraq:](#) LTC William Zemp
3. [Iraq:](#) Lourd Hanna
4. [Israel and the Palestinian Territories:](#) Tamar and Suma (Seeds of Peace summer camp)
5. [Northern Ireland:](#) Senator George Mitchell
6. [South Sudan:](#) Ajing Chol Giir Magot and Francis Banychieng Jor
7. [South Sudan:](#) Aluel Atem
8. [Syria/Lebanon/Palestinian Territories:](#) Mahmoud Khalil
9. [Uganda:](#) Betty Bigombe
10. [Post-conflict peacebuilding:](#) Mine detection dogs (Marshall Legacy Institute)

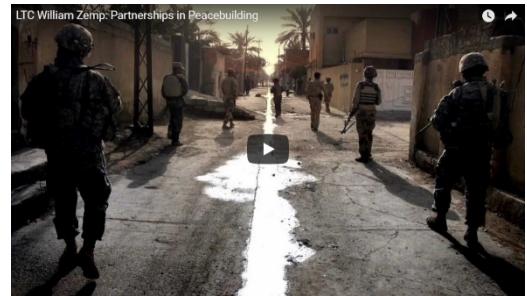
Colombia: Grammy Award-winning musician Juanes shares his work to engage young people in Colombia in peacebuilding through his music. <https://www.usip.org/public-education/educators/juanes-building-peace-through-music> (with lesson plan)



Discussion questions:

- What did you like most about this story?
- What did Juanes do to help build peace? What motivated him to take these actions? How might his actions have helped build peace?
- Based on what you saw and heard in the video, what are some of the effects of war on young people? Why use music to engage young people affected by war?
- Juanes had a creative idea to use his talent to build peace. Why is it important to be creative in peacebuilding?
- How can you use creativity to build peace?

Iraq: Lieutenant Colonel William Zemp recounts a reconciliation initiative in Iraq, in which partnerships were essential to peacebuilding. www.usip.org/public-education/educators/ltc-william-zemp-partnerships-peacebuilding (with lesson plan)



Discussion questions:

- What image or words resonated most with you?
- The video opens with the statement: "Peacebuilding can be possible, even in the most difficult circumstances." What was difficult about these circumstances?
- What actions were taken to resolve the violence in Mahmoudiya?
- Who were all the different groups working to resolve the violence? How did they work together?
- Why was it important in this case for civilians and the military to work together?
- What challenges might all the different groups have faced when partnering together?
- When in your own life has it been better to work as a team instead of independently? What were some challenges, and how did you overcome them?

Iraq: Youth leader Lourd Hanna discusses how she resolves conflicts with dialogue and by building bridges among different Iraqi religious and ethnic groups. Lourd was one of 25 young civil society leaders from a dozen nations facing violent conflict whom USIP gathered in 2017 for training and mentorship with the Nobel peace laureate and spiritual leader, the Dalai Lama.

<https://www.usip.org/blog/2018/02/letter-erbil-dalai-lamas-message-iraq> (with primary source article)



Discussion questions (on article and video):

- What stood out to you in this story?
- Why is Lourd Hanna a peacebuilder? What does she do? What qualities does she have?
- Lourd says, "There are going to be frustrations in life. When a frustration appears, the question is not: 'How do I escape it?' The question is: 'How can I use this as something positive?'" How does Lourd's work as a peacebuilder reflect this approach? When have you channeled your frustration into doing something positive around an issue of conflict or peace?

Israel and the Palestinian Territories: Two teenagers, one Israeli and one Palestinian, talk about their experience at the Seeds of Peace summer camp in Maine.

<https://www.usip.org/public-education/educators/seeds-peace-building-peace-summer-camp> (with lesson plan)

Discussion questions:



- What struck you most about this story?
- What activities did you see and hear about the campers doing? Why are the activities in the camp important for people who might not get along with each other?
- What is the impact of bringing these young people together? How can it help their future?
- What challenges might they face when they return home, and how could they overcome them?
- Tamar and Suma are young peacebuilders. What are some benefits of youth as peacebuilders? What are some of the challenges youth face as peacebuilders?
- How do you and your peers build peace in your school and community? How can you build peace globally?

Northern Ireland: U.S. Senator George Mitchell was appointed by President Clinton to help broker peace in Northern Ireland. He became the architect of the Good Friday Agreement, signed in 1998, which ended decades of violent civil war between Catholics and Protestants. <https://www.usip.org/public-education/educators/george-mitchell-building-peace-northern-ireland> (with lesson plan)



Discussion questions:

- What struck you most about this story?
- Why was Senator George Mitchell invited to Northern Ireland? What was the biggest obstacle to overcome in bringing both sides together?
- What skills did Senator Mitchell use to achieve his goal?
- Why was trust so important in this peace process? How can you build trust? What happens when it is broken?
- Why is it sometimes important to have a third party mediator? What is one example of a time you helped two parties resolve a conflict? What skills did you use?
- Senator Mitchell says that “hope and opportunity are essential to political stability and peace in every society.” Why are hope and opportunity essential to peace? What gives you a sense of hope and opportunity?

South Sudan: Two of South Sudan's promising young leaders – one from each side of that conflict – travel to Washington, DC, to live and work together on ways to heal their country's rifts.

<https://www.usip.org/publications/2017/07/south-sudan-friendship-over-fear-video> (with article)

Discussion questions (on article and video):



- What struck you most about this story?

- What approaches are Ajing and Francis researching that they think will help build peace in South Sudan? How is bringing these two individuals to Washington, DC, an effective peacebuilding tool?
- What challenges might they face when they return home, and how could they overcome them?
- Ajing and Francis are youth peacebuilders. Why is it important for young people to be involved in peacebuilding? What particular perspectives or advantages might they bring?

South Sudan: Aluel Atem from South Sudan discusses the role youth can play in halting the world's violent upheaval and warfare. Aluel was one of 25 young civil society leaders from a dozen nations facing violent conflict whom USIP gathered in 2017 for training and mentorship with the Nobel peace laureate and spiritual leader, the Dalai Lama.

<https://www.usip.org/blog/2018/08/international-youth-day-my-generation-will-bring-peace-world> (with primary source article)



Discussion questions (on article and video):

- What stood out to you in this story?
- Why is Aluel Atem a peacebuilder? What does she do? What qualities does she have?
- The Dalai Lama served as a mentor for Aluel. Who has served as a mentor for you, and what impact has he or she had on you? Why are mentors important in peacebuilding?
- How can you serve as a peacebuilding mentor to someone else? How might you already do so?

Syria/Lebanon/Palestinian Territories: Mahmoud Khalil, a Syrian-Palestinian-Algerian refugee and student living in Lebanon, discusses the universality of refugees' struggles. Mahmoud was one of 25 young civil society leaders from a dozen nations facing violent conflict whom USIP gathered in 2017 for training and mentorship with the Nobel peace laureate and spiritual leader, the Dalai Lama.

<https://www.usip.org/blog/2018/06/world-refugee-day-young-refugee-reflects-meeting-dalai-lama> (with primary source article)



Discussion questions (on article and video):

- What stood out to you in this story?
- Why is Mahmoud Khalil a peacebuilder? What does he do? What qualities does he have?
- Mahmoud says he is a "double refugee." What does that mean? What surprises him about meeting the Tibetan refugee community in India? What does he learn?
- What is one quality you have in common with Mahmoud? How might you use that quality to build peace in your own community?

Uganda: For more than two decades, Betty Bigombe was involved in negotiation and mediation efforts in Uganda to resolve the long-running conflict between the government of Uganda and the Lord's Resistance Army. <https://www.usip.org/public-education/educators/betty-bigombe-building-peace-uganda> (with lesson plan)



Discussion questions:

- What stood out to you about Betty Bigombe in this story?
- What did Betty do to help end the conflict in Uganda?
- How did being a woman affect Betty's ability to work with the Lord's Resistance Army?
- How would you describe Betty? Why might these be important qualities for someone working for peace to have? How can you develop these qualities in yourself?
- What concerns might you have had to overcome to do what Betty did, and how would you have overcome them?
- Who are some other women working for peace around the world, and what do they do?
- When might you use negotiation skills in your own life? Why might negotiation be difficult? Why is it important?

Post-conflict peacebuilding: Mine detection dogs, trained by the Marshall Legacy Institute, sniff out landmines that litter the regions where conflict has taken place.

<https://www.usip.org/public-education/educators/dogs-detecting-landmines-building-peace> (with lesson plan)

Discussion questions:



- What surprised you about this story?
- What did you see dogs doing in this video?
- What are the effects of landmines, as described in the video? In addition to landmines, what are some other lasting effects of war?
- The Marshall Legacy Institute, like the United States Institute of Peace, is an American organization. What other American organizations work in countries affected by conflict, and what do they do? How might their work help build peace in those countries? How can you get involved in these organizations?