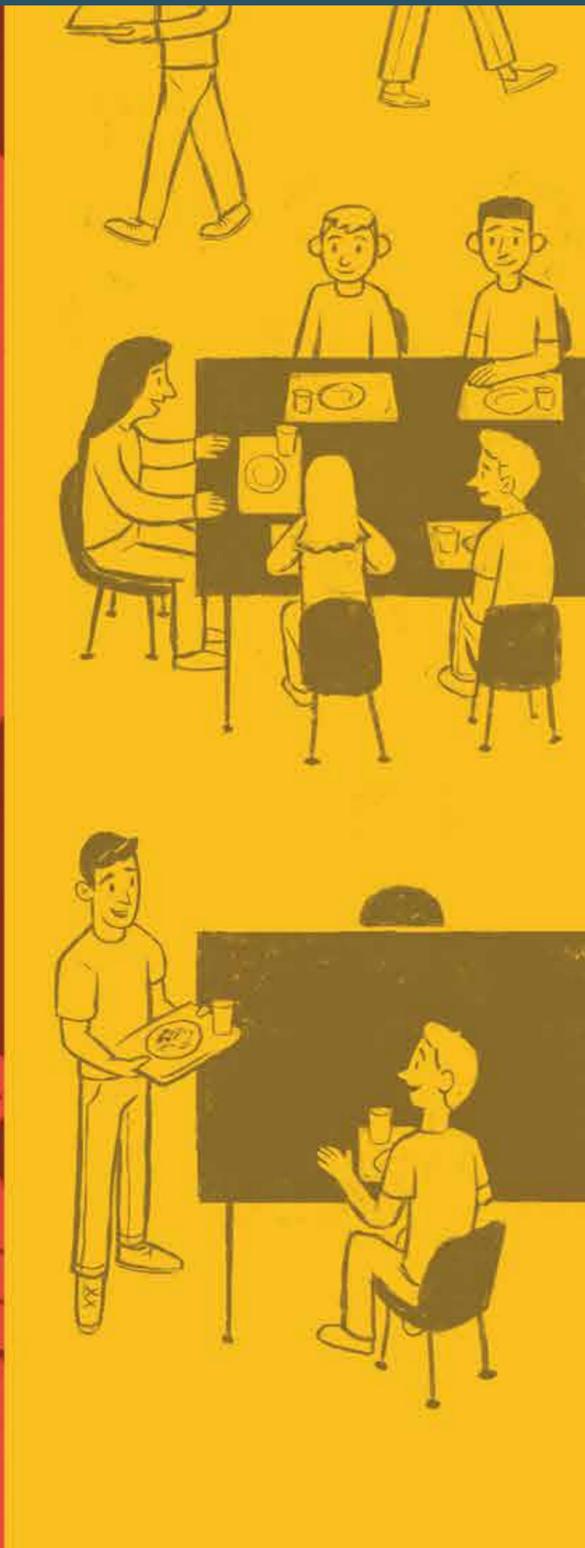


# TAKE THE PEACE DAY CHALLENGE

INTERNATIONAL DAY  
OF PEACE | September 21



Help resolve a disagreement.



Share a meal with someone new.



Read a book about peace to a younger sibling.



Volunteer to help those in need.



Learn about a person working for peace.

# TALKING ABOUT PEACE AT HOME

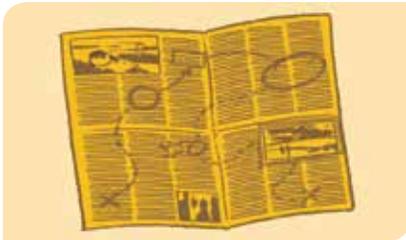
Dear Parents,

In school, your child has been learning about the importance of resolving conflict and building peace. With lessons developed in collaboration with the United States Institute of Peace, the program encourages students to become peacebuilders in their everyday lives.

An important part of building peace is working with the people around you to resolve conflict and find practical ways to make a difference. Use the activities below to start building peace with your family.



## GO ON A HUNT



**Identify examples of people and organizations who are building peace.** As a family, go on a peacebuilding scavenger hunt using newspapers, magazines, or news websites. Find an example of a conflict and an example of conflict resolution. Discuss what you can learn from the examples you found. Use them to write tips you can follow as a family for more peaceful interactions.

## GET IN ACTION



**Create a peacebuilding action plan together.** Research organizations that work to make the world a more peaceful place. Then, develop a realistic plan for how you can contribute to one of those organizations. Tailor your plan to your family's resources. You might donate items the organization needs, choose days when the family can volunteer, or raise money to donate to the organization.

## LIST IT! SOLVE IT!



**Have your family compile a "worry list" of world issues.** Let each person discuss why the issues concern them, then brainstorm ways to help. Consider addressing the world's problems with small actions. For example, to help the environment, your family might make a plan for reducing energy use. To resolve an international issue, you might write a letter to Congress.

## LEARN MORE

For more information about how to be a peacebuilder, visit the United States Institute of Peace website at [USIP.org](https://www.usip.org).



# INSPIRING



High-interest nonfiction lessons that spark student analysis of resolving conflict and building peace.

GRADES 6–8



UNITED STATES INSTITUTE OF PEACE

# BUILDING PEACE

Help your students build critical thinking and analytical skills as they develop solutions for supporting peace around the world.

## LESSON 1 UNDERSTANDING CONFLICT

**Goal** Students will identify different points of view in a nonfiction text; demonstrate an understanding of conflict resolution; and propose possible solutions.

**Time required** 45 minutes

**Standards-based skills** Identifying central ideas

### Materials

- “Understanding Conflict” student activity sheet
- A nonfiction article or video involving a real-life conflict from current events or history
- Internet access

### Instructions

1. Work with students to define the word “conflict.” The definition should include the fact that conflicts can be violent or nonviolent, and that they occur between people with differing points of view. Ask students to provide examples of conflict from the world around them. If needed, share an example from your life or from the local community.
2. Briefly introduce the conflict your students will investigate. Start by showing them a short video about the conflict, such as the two videos listed above. You may choose to complete this activity with a historical conflict to support history classes, or you may want to focus on current events for social studies classes.
3. Distribute the activity sheet and challenge students to complete online research to find the answers to the questions posed on the sheet. If students are reading about a historical conflict, have them use the bottom box to explain how the conflict was resolved and share ideas for how it could have been done differently.
4. Allow groups to share their ideas in a class discussion. Remind students that conflicts involving large groups usually don’t have a simple solution. Sometimes a resolution is reached only after ongoing peace work for an extended period of time.

### Conflict Videos

- ▶ Building Peace in Northern Ireland [bit.ly/USIPireland](http://bit.ly/USIPireland)
- ▶ Seeds of Peace: Building Peace at Summer Camp (Israel & the Palestinian Territories) [bit.ly/USIPseeds](http://bit.ly/USIPseeds)

## LESSON 2 MEETING THE PEACEBUILDERS

**Goal** Students will identify the common themes in multiple nonfiction texts as well as actions and qualities that can contribute to building peace.

**Time required** 1 hour

**Standards-based skills** Analyzing primary and secondary sources; citing evidence in texts

### Materials

- Three short articles and/or videos about real-life peacebuilders
- Markers
- Poster board

### Instructions

1. Introduce students to the concept of being a “peacebuilder.” Explain that peacebuilders work to make the world more peaceful by helping people understand or resolve conflicts.
2. Instruct students to read or watch three different short articles or videos about peacebuilders. Ask them to take notes after each one.
3. Have students share the qualities of peacebuilders. Require them to cite evidence for each suggestion. Give an example such as “brave,” and explain that Malala Yousafzai in Pakistan showed bravery by standing up for her right to education even though it was dangerous to do so.
4. Write the students’ words on the board. Challenge them to use the words to craft their own Peace Pledge. Distribute markers and poster board so students can make posters of their pledges. Ask them to describe how they will build peace in their everyday lives.

### Peacebuilders Spotlight

- ▶ Malala Yousafzai, Pakistan [bit.ly/USIPmalala](http://bit.ly/USIPmalala) (video)
- ▶ Juanes, Colombia [bit.ly/USIPjuanes](http://bit.ly/USIPjuanes) (video)
- ▶ Colonel Constantine, United States [bit.ly/USIPbj](http://bit.ly/USIPbj) (article)
- ▶ Andy Blair, United States [bit.ly/USIPandy](http://bit.ly/USIPandy) (interview)
- ▶ Ajing and Francis, South Sudan [bit.ly/USIPajifra](http://bit.ly/USIPajifra) (video)

**TAKE THE NEXT STEP**

- ▶ For information about global conflicts and peace efforts, visit [USIP.org](http://USIP.org).
- ▶ Post photos of your students’ Peace Pledge posters on Instagram and spread their messages of peace! Tag [@usipeace](https://www.instagram.com/usipeace) and include [#peacedaychallenge](https://www.instagram.com/peacedaychallenge).

# UNDERSTANDING CONFLICT

NAME: \_\_\_\_\_

 Who are the people on Side 1 of the conflict? What do you know about them?

 Who are the people on Side 2 of the conflict? What do you know about them?

 What do the people on Side 1 want? Why do they want this?

 What do the people on Side 2 want? Why do they want this?

 What obstacles stand in the way of them getting what they want? Why are these obstacles challenging to overcome?

 What obstacles stand in the way of them getting what they want? Why are these obstacles challenging to overcome?

 What are some ideas for resolving this conflict? What are some advantages to your ideas? What are some drawbacks?