

2016 Peace Teachers Program

New Resources for the Classroom



www.usip.org/public-education

This resource was developed by teachers participating in the 2016 Peace Teachers Program at the U.S. Institute of Peace. The content of this resource reflects the views of its author alone, and is not intended to reflect the views and work of the U.S. Institute of Peace. For the electronic version and additional information, visit www.usip.org/public-education.

The following resources were created by the 2016 Cohort of the Peace Teachers Program. The content is not intended to reflect the views or work of the U.S. Institute of Peace. We encourage other educators to adapt these resources for their own classroom use.

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About the Peace Teachers Program and the 2016 Cohort

The U.S. Institute of Peace's (USIP) Peace Teachers Program is rooted in the conviction that educators can be pivotal in bringing peace themes into their classrooms, schools, and communities. At a time when violent conflict regularly dominates headlines, teachers are the key to helping young people obtain the knowledge, skills, and perspectives to envision a more peaceful world and their part in creating it. While educators often welcome this role, many face challenges including curricular restrictions, limitations on class time, and a lack of information about how to teach peacebuilding.

Launched in 2015, the Peace Teachers Program selects four outstanding American middle and high school educators each year to receive training, resources, and support to strengthen their teaching of peace. Over the course of a school year, these teachers:

- Develop their understanding of international conflict management and peacebuilding through online coursework and other USIP opportunities.
- Discover new ways to teach about conflict and peace, and identify concrete actions for integrating these concepts and skills into their classrooms.
- Build connections with like-minded educators and with USIP through monthly virtual meetings.
- Serve as ambassadors and models for global peacebuilding education in their schools and broader communities by sharing their experiences and strategies on USIP's website, at conferences of educators, and in a special closing program in Washington, D.C.

The program is part of USIP's public education work. Grounded in the Institute's original mandate from Congress, public education serves the American people, providing resources and initiatives for K-12 students and educators, as well as others interested in learning about and working for peace.

Meet the 2016 Peace Teachers



Matthew Cone

Carrboro High School, Carrboro, NC

Matthew Cone is a social studies teacher at Carrboro High School in North Carolina. He became a teacher because he wanted to assist diverse groups of students in learning about international issues and in considering how they could use their talents to create a more humane world. Three years into his career, he recognized that his students performed at a higher level and became more animated when they opened up their classroom to experts with firsthand experience in connection with the issues that they studied. Since making this discovery, his students have engaged with a wide range of experts and channeled their knowledge into action. On a personal level, Matt has two sons and a terrific wife, he loves to read, and he has the misfortune of being a diehard fan of both UNC and the Golden State Warriors.



Latricia Davis

Lakehill Preparatory School, Dallas, TX

Latricia Davis recently completed her Master of Education with a specialization in Gifted and Talented at the University of North Texas. In 2006, she graduated from Texas Tech University with a Master of Arts in History. This was followed by a Master of Arts in Museum Studies, with a specialization in Education, from University of Oklahoma in 2009. After spending a year working on research for her PhD at the University of London and British Library, Latricia briefly worked in the corporate world before entering the classroom. Since 2013, she has been a High School History teacher at Lakehill Preparatory School. She teaches World Geography, World History, AP U.S. History, and AP Human Geography. Latricia believes it is important that students realize how much they are a part of a larger interconnected world and how their actions can affect change in it.



Lori Raybold

Hamburg High School, Hamburg, NY

An English teacher for 18 years, Lori currently teaches freshmen and sophomores at Hamburg High School and is an Associate Director of The Summer Institute for Human Rights and Genocide Studies (Buffalo, NY). A native of Reading, PA, she attended Penn State and earned a Bachelor of Arts in English, a Bachelor of Science in Secondary Education, and was a member of the Marching Blue Band. Upon moving to Western New York, Lori earned a Master of Arts in English from SUNY Fredonia. In 2009, she had the honor of traveling to Rwanda with humanitarian Carl Wilkens to study the 1994 genocide. She was recently named a National Teacher Fellow for the US Holocaust Memorial Museum (2016-2017). As a member of the New Generation Initiative of the Holocaust Resource Center of Buffalo, Lori is in charge of coordinating an annual teacher trip to Washington, DC. In her free time she enjoys reading and hiking.



Rhonda Scullark

Perspectives Middle Academy, Chicago, IL

Rhonda Scullark is a teacher and Network Peace Ambassador at Perspectives Charter Schools, Chicago. She attended high school at Kenwood Academy, a Chicago public school, and went on to receive her Bachelor of Arts from the University of Illinois, Champaign-Urbana, on a full scholarship. She continued her education and earned her Master of Arts from Saint Xavier University, Chicago. Rhonda has been an educator in both the private and public sector for over fifteen years, and has taught students from preschool ages through high school. Her most recent accomplishments include the 2015-2016 Perspectives Charter Schools' A Disciplined Life Award, and travelling to schools in Flint, Michigan with Perspectives students to deliver water and share the "I Am For Peace" documentary. She is a member of the first African American sorority, Alpha Kappa Alpha Sorority, Inc, and as a breast cancer survivor serves as an advocate for awareness. In addition, Rhonda actively volunteers in her community and church. She currently resides in the Chicago area with her three daughters.

Unit: Becoming Activists

Developed by Matt Cone and Lori Raybold

Rationale

Using Lessons 3.1 “What Does It Take to Be a Peacebuilder,” 3.2 “Organizations Working for Peace,” and 3.3 “Becoming a Peacebuilder” from USIP’s [Peacebuilding Toolkit for Educators – High School Edition](#), this unit challenges students to reflect on the work of current/former activists, research current human rights issues, and create a plan for taking action to repair their world.

Objectives

1. To identify current human rights issues in the world today.
2. To carefully research and critically examine the ways in which these issues have been addressed in the past or are being addressed now (including a focus on individuals who have made a difference in these areas).
3. To identify the ways in which students can take action on these issues (education, fundraising, volunteerism, etc.) and create plans to do so.

Standards

- Individual Development and Identity
- Global / Local Connections
- Civic Ideals and Practices

Time: 1-2 weeks

Materials

- Individual notebooks or class easel to record notes from class discussions
- Laptops / Chromebooks for research
- Multiple copies of *The Last 1,000*, *The Idealist*, *War Child*, *Half the Sky* and *It's Our Turn to Eat* (if you choose to use these books)
- Brainstorming / Research Worksheets
- USIP’s [Peacebuilding Toolkit for Educators – High School Edition](#)

Procedures

This unit on activism has five stages.

Stage 1:

On the first day of the unit, students will grapple with the nature of activism. Students will be asked a series of questions that attempt to muddy the waters and provoke conversation about what makes someone an activist. A key goal here is to get students to think more deeply about what constitutes activism in the hope that doing so may make activism seem both less daunting and/or abstract.

Day One Procedures:

1. Ask students:
 - What does it mean to be an activist? How might activists contribute to peace?
 - Can anyone be an activist? (Are specific skills or actions required to be an activist?)
 - Can anyone be a peacebuilder? Are activists also peacebuilders (can the terms be used interchangeably)?
 - Can you name any famous activists? Do you know any current activists or peacebuilders?
 - Are there current issues you think need action? [Lori's Notes – I focused on human rights issues locally/nationally/internationally]
2. Record ideas on the board/class easel and / or have students take notes. Create a definition of an activist and include past/current examples of activists and/or human rights concerns.
3. Give the students the Stage 1 Resource handout that asks them to explain what makes someone an activist and then asks them to determine whether certain people are activists. [Matt's Notes: It is important that the list of people who students will be writing about is not on the handout, as seeing the list ahead of time might influence the students' initial response to the first question. The actual names on the list are far less important than picking a group of people who differ in important ways and are likely to push students to think critically about what constitutes activism. I held on to the students' work from the first day as we returned to this work at the end of the unit.]

Stage 1 Resource:

Activists

Name _____

What you are about to write will be used by you as the basis for a writing that you do when we finish the book. So, if you try hard now, you will find it easier to do the final.

Question 1: What makes someone an activist? Be as specific as possible.

Question 2: Is _____ an activist? Why?

Question 3: Is _____ an activist? Why?

Question 4: Is _____ an activist? Why?

Question 5: Is _____ an activist? Why?

Question 6: Is _____ an activist? Why?

Question 7: Is _____ an activist? Why?

Question 8: Is _____ an activist? Why?

Question 9: Given that your thinking about question #1 has likely evolved as a result of our discussion, please revise your response to the first question.

Stage 2:

Students will be given two days in which to find information on three activists who work outside the U.S. or who work on issues that are international in nature, take a quiz on the work of the activists they studied, and “pitch” these activists to their classmates. Students will take notes during these pitches. After hearing pitches about dozens of activists, each student will select an activist whose work she/he will study. There will be a rule that a student can only study an activist if at least two of their peers want to study that activist. In a class of 30 students, this means that there will be no more than 10 activists who are being studied at a time.

Day Two / Day Three Procedures:

1. Brainstorming: After discussing activism and current human rights issues, students will be given time to find more information about activists, organizations, and issues in

order to choose a person/topic that appeals to them. (If teachers did not brainstorm a list with their classes, they may want to provide a list of activists, such as USIP's *Name Bank of Peacebuilders* https://www.usip.org/sites/default/files/2017-01/Peacebuilding%20Toolkit%20Lesson%203_1.pdf or simply allow students to browse on their own.)

[Lori's Notes: I asked my students to research human rights activists and suggested they use these websites:

- http://nobelprize.org/nobel_prizes/peace/laureates/
- www.rfkcenter.org ("What We Do" > "Speak Truth to Power" > "Curricula")
- www.summerinstituteofbuffalo.org ("News and Information" > "Human Rights Social Media" & "Book Project Information")
- www.hrw.org (Search by topic, region, or keyword)
- www.usip.org (Search by region or issue area)]

[Matt's Notes: I asked my students to find books about activists.]

2. Students take a quiz (see Stage 2 Resource below) on the work of the activists they studied, and they "pitch" these activists to their classmates. Students take notes during these pitches as these notes will play an important role in Stage 3.
3. Students select an activist to research as part of a group, or individually select an activist and human rights issue to research independently.

Stage 2 Resource:

Students will take a brief quiz on each activist whose work they have studied. [Matt's Notes: The goal of this quiz is not to determine whether students have an exhaustive understanding of the activists' work but rather to signal to students that they must have more than a superficial understanding of the activist and his/her accomplishments. Since I had students look up books about activists, my quiz asks about books. In classes that are not using books as the primary vehicle for the unit, it might be wise to change the talk about books to talk about activists.]

Name of book/activist #1: _____

Specific fact #1 that makes the book/activist appealing to me:

Specific fact #2 that makes the book/activist appealing to me:

Specific fact #3 that makes the book/activist appealing to me:

Stage 3:

In their groups, students will explore the work of their chosen activist.

Day Four / Day Five / Day Six Procedures:

1. Students / groups will research their activists/human rights issues.
 - In the *Peacebuilding Toolkit for Educators – High School Edition*, USIP provides outline worksheets for researching peacebuilders (Lesson 3.1) or peacebuilding organizations (Lesson 3.2) that could be used or modified during the research process.
 - [Lori's Notes: In my class, I required three sources, minimum, and a 3-5 page paper illustrating the ways in which this human right has been threatened historically (and/or currently), and the ways in which this defender (activist) has acted to defend this human right. Here are some of the focus questions I gave my students to think about:
 1. What is the human rights issue? How has this right been threatened historically and/or how is this right currently being threatened?
 2. Who is the defender who has attempted to defend this human right? What actions has he/she taken to try to protect this human right?
 3. To what degree has this defender been successful in defending this human right? To what degree is this human right still being threatened?
 4. Why should people be concerned about this human rights issue? Are there any local connections to this issue? What can people do about this issue? What do you plan to do about this issue?
 - [Matt's Notes: In my class, the students used the following books for their research, which they selected: *The Last 1,000*, *The Idealist*, *War Child*, *Half the Sky* and *It's Our Turn to Eat*. In other classes, the resources would likely come from Internet research. I also had students conduct phone or Skype interviews with the author or subject of four of the five books. This activity led to increased student understanding.]

Stage 4:

Students will create presentations about their activist and will share these presentations with the class. This can be formal or informal - sharing what they learned with a neighbor or the whole class, making a poster or powerpoint to share, etc. It depends on how much time is available.

Day Seven / Day Eight / Day Nine Procedures:

- Students create their presentations. USIP's *Peacebuilding Toolkit for Educators – High School Edition* has an outline worksheet in Lesson 3.3 for drafting a Peacebuilding Speech.
- [Matt's Notes: I gave students the following Stage 4 Resource – Guidelines.]

Stage 4 Resource:

Guidelines for presentation on activist (25 points)

Your presentation will consist of the following elements:

- a) A two-three minute overview of the activist's work. Here, the focus should be on the essential details of this activist's story: What issue(s) did she focus upon? When and where did she do her work? What were the result(s) did she achieve? (4 points)
- b) A five-seven minute chronological history of the activist's work that starts with her inspiration for becoming an activist and concludes with her final actions. Your account should acknowledge both the struggles and successes of your activist. (10 points)
- c) A two-minute explanation of how this activist's work has influenced your thinking about activism and peacebuilding. (3 points)
- d) A two-three minute account of how this activist's approach could be directly applied or modified by students who are interested in addressing a contemporary issue. (3 points)
- e) Five minutes of answering questions from students in the class. (5 points)

Stage 5:

Students will work on a project that draws upon their current understanding of activism to explore how they can use their talents to become active on an international issue that is of interest to them.

Day Ten Procedures:

- [Lori's Notes: This is where I encouraged students to create an Action Plan, which is also the purpose of Lesson 3.3, "Becoming a Peacebuilder," in USIP's *Peacebuilding Toolkit for Educators – High School Edition*. Lesson 3.3 includes a worksheet for developing an "Action Project." This resource is especially useful because it also encourages students to be sure their goals are Specific, Measurable, Achievable, Realistic, and Timely (SMART).]
- [Matt's Notes: I asked students to write an essay to consolidate their learning. But here are three more options for concluding this unit:

- Option 1 (Individual Action Plan): In the first section of this paper, provide an overview of a contemporary issue that animates you and then explain why this issue matters to you. In the second section, write about an activist who you studied and explain how you could apply insights from her work to your issue. In the third and final section, create a one-year plan of action for yourself in which you identify the concrete steps that you will take over the next year to play a role in addressing this issue. It is essential that your plan explicitly applies the insights from the life of the activist.
- Option 2 (Identifying Solutions and Challenges): In the first section of this paper, provide an overview of a contemporary issue that animates you and then explain why this issue matters to you. In the second section, write about the three most significant challenges that peacemakers will face with respect to this issue. In the third and final section, explain three solutions that peacemakers could pursue with respect to this issue.
- Option 3 (this is the option I used): Answer the following questions in two essays:
 1. Look back on your handout from the first day of our unit on activism. What are the the two most important ways that your thinking about activism has changed since that time? Please be precise in explaining how and why the book impacted your thinking on these two topics. This piece must be a minimum of 600 words
 - 2a) Around the world, activists have won the fight on many global issues (slavery, the right to vote, child labor laws, etc.) that once seemed destined to endure for much longer periods of time. What is a global issue that currently seems unwinnable but that you believe could be won within the next 50 years through the efforts of activists? Why are you confident that this issue can be won? (300 words minimum) What specific steps will activists need to take in order to win this issue? (300 words minimum) One note: You cannot choose to write about an issue that was addressed in your book. OR
 - 2b) What is a contemporary global issue that is unlikely to be impacted by the efforts of activists? Please make sure that you explicitly address the reasons (historical, cultural, economic, etc,) why activists will struggle to impact this issue. One note: You cannot choose to write about an issue that was addressed in your book.

Assessment

Research Paper Rubric

Name: _____

The research paper final draft is due _____.
The paper must be 3-5 pages with a minimum of three sources cited.

Presentation

- Neatly typed, double-spaced, size 12 standard font, 1 inch margins on all sides
- Title page in correct format _____ 5 points

Introduction

- Thesis clearly stated
- Clear, effective lead _____ 5 points

Body: content

- All claims fully supported by facts, data, and/or expert opinion
- Minimum of three different sources cited at least once with correct parenthetical citation
- Must be at least three full pages, not including Title and Works Cited pages
- Facts and statistics properly cited; avoids plagiarism
- Shows independent thinking (elaboration); avoids the obvious and superficial; does not rely too heavily on the sources _____ 40 points

Body: language and organization

- Paper follows an organized and logical plan
- Topic sentence stated in each paragraph
- Appropriate use of transitional words and phrases
- Clarity: word choice is precise; meaning is clear; avoids repetition _____ 20 points

Conclusion

- Restates main ideas
- Restates thesis _____ 5 points

Works Cited Page

- In the correct form, including alphabetical order
- All sources cited in paper
- All references in paper on Works Cited page _____ 5 points

Mechanics

- Correct spelling, punctuation, capitalization; no contractions
- Correct usage; no agreement errors
- Correct notation of references (citations)
- Avoids run-ons and fragments _____ 20 points

(You will lose 10 points each day your paper is late.)

Total _____ 100 points

Lesson: Peace Organizations

Developed by: Latricia Davis

Teacher:	Latricia Davis	Date:	May 12-16, 2017	District:	Region 10	School:	Lakehi II Prep
Subject area:	Geography	Grade Level:	9th	Unit Title	Peace & Conflict	Lesson Title:	Peace Organizations
Purpose and Lesson							
Content Standard(s):	Understanding goals(s):			Essential Question(s):			
113.43(c)(14)(C) 113.43(c)(18)(B) 113.43(c)(23)(A)	Students will understand... Causes of conflicts around the world Reasons for creation and purposes of organizations (local, regional, national, and international) to address conflict resolution			What does peace look like in a conflict? What is the goal/purpose of a peacebuilding organization and how does it achieve its goals? What are ways we as students can be peacebuilders, both locally and globally?			
Student Objectives:	Activities					Timeline & Grouping	

<p>Students will be able to...</p> <ul style="list-style-type: none"> Identify peace organizations at various levels and describe their purpose Demonstrate ways to support various organizations Develop a peace organization geared at a specific region of the world discussed this year Organize their own organization based on personal interests 	<p><u>Introductory activities</u></p> <ol style="list-style-type: none"> My classes began this activity with a presentation from Dallas County Children’s Advocacy Center. Our students raised funds to create care bags for children who enter their doors to restore some peace to their world. She discussed the conflict their clients experience and how this small act helps restore some normalcy to their lives. Display journal questions “What is peace?” and “What is the purpose of a peacebuilding organization and how does it work?” on board and instruct the students they have 5 minutes to write their views Discuss responses as move into developmental activities. <p><u>Developmental activities</u></p> <ul style="list-style-type: none"> Peace Organizations <ol style="list-style-type: none"> Building on the introductory activities, we briefly discussed the various conflicts the students had examined throughout the year – Israeli-Palestinian, ISIS, Ireland/N. Ireland, among others. This step allows students to draw connections between the types of conflicts (religious, political, etc.) and their causes (wars, political decisions), in order to prepare for how peacebuilding can address the underlying issues in hopes of creating a satisfactory solution. Begin with clips of students acting as peacebuilders (found on the USIP website – including: https://www.usip.org/public-education/educators/seeds-peace-building-peace-summer-camp) *Note – More examples would be beneficial to help drive home to students that there are other students like them contributing to peacebuilding, even at the local level.* (Some suggestions to accomplish this is to set up a video call with student organizations such as the Students for Global Peacebuilding and Mothering Across Continents) After the clip, follow steps 1-3 under Procedure in Lesson 3.2 of USIP’s <i>Peacebuilding Toolkit for Educators – High School Edition</i>. As students respond make notes of answers and draw connections to peace movements discussed throughout various parts of the world (we did work earlier on the Israeli-Palestinian conflict & on Gandhi’s non-violent protest) Pass out the Researching a Peacebuilding Organization Worksheet from Lesson 3.2 of USIP’s <i>Peacebuilding Toolkit for Educators – High School Education</i>, & iPads, then instruct students to choose one organization (not already listed on the board) to research in 	<p>Introductory Activity (10-255 minutes)</p> <p>Developmental Activities</p> <p>A. Peace Organizations- (30-45 minutes)</p> <p>B. Creating Peace (45-60 minutes)</p> <p>Closing Activities (5 minutes)</p>
<p>Assessment of Objectives:</p> <ul style="list-style-type: none"> Students will be able to identify local, national, and international peace organizes and compare and contrast their 		

strategies, goals, and effectiveness

- Ability to develop their own peace organization about a topic that matters to them and construct an advertisement and commercial for their organization.

detail. Once they are done, challenge them to create a news story about their organization and their accomplishments.

- Creating Peace – (Variation of Extension Activity 1 from Lesson 3.2 of USIP’s *Peacebuilding Toolkit for Educators – High School Edition*)
 1. Building on their understanding of peace organizations, have the students choose an international conflict that interests them to design their own organization around.
 2. Students will design their organization's logo, mission, and purpose - which will be displayed on their advertisement.
 3. Once they’ve developed their organization’s poster/advertisement, instruct the students to create their own commercial (with script to be turned in) using the iPads that promotes their organization and challenges others to join in their cause.

Closing Activities

1. After students have presented their posters and commercials, have them reflect on what they found successful about the peace organizations they researched and how effective they believe theirs would be today. (Reflections are to be written on their exit slip, and collected as they leave).
2. Discuss the debriefing questions found at the end of Lesson 3.2.

Language Modifications	Special Needs Modification	Materials & Resources:	Technology:
N/A	N/A	USIP’s Peacebuilding Toolkit for Educators – High School Edition Lesson 3.2 - Researching a Peacebuilding Organization Worksheet Construction paper/cardstock Art supplies	Computer/projector iPads for research

Lesson: Defining Peace and Resolving Conflict

Developed by: Rhonda Scullark

Rationale

Building on USIP's [Peacebuilding Toolkit for Educators'](#) Lesson 1.2, Perspectives on Peace, students will continue their examination of conflict and explore the concept of solving conflicts peacefully.

Objectives

1. To continue to reflect and reshape one's understanding of peace and determine whether that may change in varying situations and circumstances.
2. To identify whether all must share the same definition of peace in order for peace to exist.
3. To analyze and apply the concept of solving conflicts peacefully.

Standards

- Culture
- Individuals, Groups, and Institutions
- Civic Ideals and Practices

Time: 2 days

Materials

- Student handouts
- Technology to show online video clip
- Paper, pens

Day One

Procedure:

1. Complete Lesson 1.2, Perspectives on Peace, from USIP's *Peacebuilding Toolkit for Educators*.

Day Two

Preparation:

1. Have PDN-Please Do Now handout on students' desks upon entry.
2. Select a video clip that shows individuals in conflict with each other. [Rhonda's Notes: I used a clip from PBS's documentary, "The Interrupters," about violence in Chicago, which is available online.]

Part 1

Procedures

1. Explain that today will be a continuation of the previous lesson examining Perspectives on Peace. Ask students to answer the following questions on their PDN handout. Give students 8-10 minutes to silently answer the questions.
 - a. What steps should a person take when faced with conflict? Give details.
 - b. Is the definition of peace universal? Is it circumstantial? Justify your answer.
 - c. Think about avoiding conflict and solving conflicts peacefully. Is one more important than the other? Is one more difficult than the other? Explain and give examples for your answers.
 - d. When individuals are involved in conflict, what are some non-physical things that may happen? Hint: Think language used, voice volume, etc.
 - e. What obligations, if any, do bystanders have when conflict arises? Why?
2. When students have completed the questions, have them pair up to discuss their answers. Explain that each pair will share out to the whole group after the partner discussion. Teacher circulates the room listening to the partner discussions.
3. Following the partner discussions, teacher reads out questions and facilitates whole group discussion from the PDN handout.

Part 2

Application

1. Explain that now students will put their views to the test by examining a conflict. Tell class they are going to silently watch a scene of individuals in conflict.
2. Pass out the video clip discussion guide, and read the questions out loud to the class. Instruct students to stop and jot WHILE they watch the video. Questions on handout:
 - a) Is peace present? Explain and give evidence.
 - b) Is conflict present? Explain and give evidence.
 - c) What actions did you observe from those involved in the conflict? What actions did you observe from those who were bystanders?
 - d) Which statement do you agree with? Explain your viewpoint.
The saying: Sticks and stones will break my bones but words will never hurt me.
OR Ameena's statement: Words will get you killed. [Rhonda's Notes: These are statements from the video clip I used. You can select others if you use a different clip.]
 - e) How do you think this situation could have been handled differently to come to a peaceful resolution? Was a peaceful resolution even possible?
3. After video, go over the written questions and discussion questions. Facilitate discussion on whether students changed their viewpoints after watching.

Part 3

Reflection

1. Have students reflect on the lesson and write a response to the following prompt:

After our USIP lessons on defining conflict, and perspectives on peace combined with today's lesson, my definition of peace is_____.

This definition can/cannot change in various situations. I say this because_____

_____. I can solve conflicts peacefully in my own life by_____.

How can you contribute to making your school, community and world a more peaceful place? Include actionable steps.