

INTERNATIONAL DAY OF PEACE
SEPTEMBER 21
LESSON PLAN

Learning Target(s): (What will students know & be able to do as a result of this lesson?)



- Understanding of International Day of Peace
- Study and analyze historical events
- Brainstorm creative nonviolent conflict actions to meet and resolve current conflicts/issues.

Relevance/Rationale: Why are the outcomes of this lesson important in the real world? How does it connect to curriculum?

- Deeper understanding of International Day of Peace
- Empowerment to meet complex societal problems
- Development of Critical Thinking Skills
- Study of Historical context of alternative nonviolent resolution



Techniques

- Cross curriculum Learning Standard(s) Addressed: Analytical skills, critical thinking skills, collaborative practice, problem solving (history, ELA, political science)



Activities/Tasks

- Partner share and report class discussion
- 2 Matching games
- Reflection
- Vocabulary: International Day of Peace, Alternative Dispute Resolution, Peaceful protest of societal and world conflicts (Forms of active non-violent participation within existing systems-sit-ins, protest



PROCEDURE

Warmup: Introduction

1 minute:

Display the meaning of International Day of Peace. (Included in attached Materials.):

Teacher says "Each year the International Day of Peace is observed around the world on September 21st. The UN General Assembly has declared this as a day devoted to strengthening the ideals of peace through observing 24 hours on non-violence and cease-fire and to otherwise commemorate the Day through education and public awareness on issues related to peace. Every year there is a theme. This year's theme is to " **End Racism.**"

un.org -UN website

STUDENT ACTIVITY:

2 minutes: TEACHER SAYS: "Can you think of one conflict which could be solved peaceably?"

Elbow partners, whole class, OR individual

(Suggested conflicts: Gun violence, Conflict in Ukraine, public land use, unhoused/homelessness, etc.)

3 minutes: Teacher/Students: Call on 1-2 students to share their own ideas.

1-2 minutes: Teacher says: "There is a legal term used in court cases to replace long, expensive battles in court. This term is ADR or Alternative Dispute Resolution. In ADR people who disagree sit down with a neutral person to work out a solution which benefits both parties."

Teacher says: "Likewise, there are many cases in history where people found creative ways of solving societal or political conflicts without suffering the consequences of violence. These cases in history are alternatives to violence and war called non-violent actions. A peaceful protest, also known as non-violent action or nonviolent resistance, is the act of expressing disapproval through a statement or action -with the goal of solving a conflict. There are many other PEACEFUL ways to resolve conflicts. Dr. Martin Luther King, Mahatma Gandhi and Cesar Chavez are examples of people who have used non-violent methods to bring about change. Although non-violence is peaceful, it is not passive either. One is compelled to act even if it causes others to become disturbed or angry. The idea is that people who follow non-violence do not react in a violent way, but they do organize and act. It's a creative way to resolve conflict and stand up for justice. It very effective and can bring about change without creating fear or escalating violence.

STUDENT Activity:

10 minutes

MATCHING GAME.

1 minute: Teacher says: "We will now do a matching assignment. Match each definition below to the correct term for this type of non-violent action." (SEE "MATERIAL ATTACHMENT" which can be printed out, or linked, or displayed.)

10 minutes: Class, partners, or individuals play game.

MATCH GAME:

1. Sit Ins
2. Protest March
3. Political mourning
4. Walkouts
5. Turning one's back
6. Singing
7. Consumer boycott

DEFINITIONS:

- a. Songs/music crafted to draw people together around a central mission.
- b. Public display of grief of deaths of everyday citizens to call for a healing of an injustice.
- c. Occupy a public or private place as a form of protest.
- d. The act of leaving a place of work, school, a meeting, a company, or an organization.
- e. Turning away from a public figure especially when speaking to a group.
- f. An act of non-violent, voluntary and intentional abstention from using or buying a product, or dealing with a person, organization, or country as an expression of protest, usually for moral, social, political, or environmental reasons.
- g. Involves a group of people walking from an assembly point to a predetermined destination, usually culminating in an informational/inspirational rally, and often evoking a march or parade.

3 minutes: Teacher goes over correct answers with class

TEACHER KEYS VOCABULARY MATCH GAME

- | | |
|-------|-------|
| 5. C. | 1. D. |
| 6. G. | 2. E. |
| 7. B. | 3. A. |
| | 4. F. |

STUDENT ACTIVITY: IMAGE MATCHING GAME

7-10 minutes: Teacher says: " I will now show images of famous examples of each method in action. Some are historical and some are current. As I read each term, raise your hand when you decide which image goes with each alternative resolution effort."

Students will: Match each type of alternative method used throughout history to the images (See Material attachments for images).

Teacher guides to correct answers



TEACHER KEY IMAGE MATCH GAME

- ❖ **Image 1:** SINGING PROTEST Singing Protest: Hong Kong students singing patriotic and protest songs: Protesting takeover of capitalistic democracy by Communist China
- ❖ **Image 2:** MOCK FUNERAL/MOURNING- Mock murder crime scene: March for Our Lives Students against gun violence
- ❖ **Image 3:** BOYCOTT Montgomery Bus Boycott: Blacks seeking end of segregation by riding bikes instead of paying for the bus.
- ❖ **Image 4:** TURNING BACK: United Nations staff protest ABC News (Australian Broadcasting Corporation)
- ❖ **Image 5:** SIT-INS: Lunch Counter sit ins used during Civil Rights protest to protest segregation in the American South
- ❖ **Image 6:** PROTEST MARCH: Women's March 1913: Protest March for women's right to vote.
- ❖ **Image 7:** BOYCOTT LABOR: Strike of the Mill Children-1903-a walk-out from textile mills children- protesting 60 hour work weeks by child laborers. The walk-out strike led to the banning of child labor and the suffrage of women.
- ❖ **IMAGE 8:** Standing Rock Protest: Sioux Native American tribe to protect the Missouri River from oil pipelines-which would poison their water supply.
- ❖ **IMAGE 8b:** PEACEFUL PROTEST: Veterans join Sioux Native American tribe to protect the Missouri River from oil pipelines-which would poison their water supply.

WRAP UP:

(OPTIONS: Journal entry OR partner discuss and report OR whole class discussion)

3-5 minutes: Teacher says: "The theme of this year's International Day of Peace is "End Racism". What form of nonviolent or alternative conflict resolution methods do you think will help end racism?"

Students will respond/journal to the one method he/she thinks works for the theme of International Day of Peace- Ending racism.

Cross curriculum Learning Standard(s) Addressed: Analytical skills, critical thinking skills, collaborative practice, problem solving (history, ELA, political science)

Relevance/Rationale: (Why are the outcomes of this lesson important in the real world? How does it connect to curriculum?)

- ✓ Empowerment to meet complex societal problems
- ✓ Development of Critical Thinking Skills
- ✓ Study of historical context of alternatives to war(non-violent actions)
- ✓ **Cross curriculum Learning Standard(s) Addressed: Analytical skills, critical thinking skills, collaborative practice, problem solving(history, ELA, political science)**