



Agency for International
Programs for Youth
Republic of Latvia



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MOPYL

Mobile Program for Youth Learners



LESSON PLAN 29 PEACE IS THE WAY

PART A: LESSON METHODOLOGY

QUALITY	Peace
<p>GENERAL DESCRIPTION OF THE QUALITY</p>	<p>According to Wikipedia, Peace involves:</p> <ul style="list-style-type: none"> ● societal friendship, ● harmony, ● absence of hostility, ● non-violence, ● tranquillity. <p>What is Peace then? According to Merriam-Webster, Peace it is the following:</p> <p>1: a state of tranquillity or quiet: such as a: freedom from civil disturbance Peace and order were finally restored in the town. b: a state of security or order within a community provided for by law or custom a breach of the peace 2: freedom from disquieting or oppressive thoughts or emotions 3: harmony in personal relations The sisters are at peace with each other. 4a: a state or period of mutual concord between governments There was peace for 50 years before war broke out again.</p>

	<p>b: a pact or agreement to end hostilities between those who have been at war or in a state of enmity offered the possibility of a negotiated peace.</p> <p>There in Wikipedia is stated that throughout history, leaders have used peace-making and diplomacy to establish a type of behavioural restraint that has resulted in the establishment of regional peace or economic growth through various forms of agreements or peace treaties. Such behavioural restraint has often resulted in the reduced conflict, greater economic interactivity, and consequently substantial prosperity.</p> <p>Along with the absence of violence, peace is also associated with different other social characteristics and benefits that are considered desirable such as higher resilience, stronger economic outcomes, better measures of well-being, social inclusion and more sustainable environmental performance.</p> <p>Peace in Youth Young people will be a significant part of the future of their local communities and their development, and they will assume important roles in the resolution of conflicts. Thus, in order to strengthen democratic governance and address local and national challenges, it is important to strengthen their capacity as peace-building actors.</p>
<p>GENERAL DESCRIPTION OF THE LESSON</p>	<p>The lesson consists of three parts - introductory part (~ 10% of the time), main part (~ 75% of the time), final part (~ 15% of the time). The introductory part consists of: a) links with other lessons; b) introduction. The main part consists of theoretical and practical (individual, pair, group) parts. The final part consists of a lesson summary and conclusions, feedback, questions and answers.</p>
<p>AIMS OF THE LESSON</p>	<ol style="list-style-type: none"> 1) to promote the positive features of peace; 2) learn the features of a peacemaker and a peace-breaker; 3) to learn about the perils of disrupting peace; 4) to learn how to practice peace; 5) self-reflect on their experiences implying peace.

<p>NON FORMAL EDUCATION METHODS OF THE LESSON</p>	<p>1) theoretical training, 2) discussions, debates, learning to learn, simulation, observing, feedback, questions and answers, etc.</p>
<p>AGE GROUP</p>	<p>13-15 years old</p>
<p>EXPECTED OUTCOMES OF THE LESSON</p>	<p>1) students learn the positive features of peace; 2) Students get to learn that maintaining peace is more important than disrupting it; 3) Students learn how important peace is for their mental and physical health. 4) Students' discussion and critical skills are trained. 5) Apply their ideas, arguments to practical scenarios.</p>
<p>PART B: LESSON DESCRIPTION</p>	
<p>SLOGAN</p>	<p style="text-align: center;"><i>Peace is the only battle worth waging.</i></p> <p style="text-align: right;"><i>Albert Camus</i></p>
<p>DILEMMA</p>	<p>Peace was selected as one of the 13 values. Within the project life-time, 305 young people of age 14 – 15 years were questioned regarding the thirteen values promoted by the project MoPYL, which helped to see the focus of the young people and develop lesson plans taking into account needs and expectations of youth.</p> <p>The hexagon Figure 6 reflects the average position for each of Core values and country. It could be seen that Latvian participants are nearer to the Core Values centre, which means that all values are similarly equal to them, while Romanians are quite near in Joy, Love and Peace. Spanish participants are more similar to Romanian, with a slightly larger offset in Love, Joy and Peace. Thus, the Figure 6 clearly shows that ‘peace’ is among the top three values for the</p>



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	<p>young people (page 18). But peace was not highlighted in Focus Groups and other parts of the research. Even though grownups find peace a very important quality for themselves, the young people proved that they still enjoy the life and are not oppressed by the secular problems and feel peaceful enough. Therefore, less lesson plans were agreed to be developed on peace than on leaderships, responsibility, self-motivation, love and joy, but still ranking in the very middle of all the thirteen values.</p> <p>The results of the MoPYL Research Report helped the project consortium to decide upon the amount of values of joy to be promoted by the project plans.</p> <p>See the full project MoPYL Research Report in the project's homepage www.mopyl.eu.</p>		
<p>MATERIALS NECESSARY FOR THE LESSON</p>	<p>Projector, screen, computer, access to Wi-Fi or mobile internet, 2 flipcharts, white paper, markers, colours, pencils.</p>		
<p>LESSON LENGTH</p>	<p>1 learning hour, i.e. 45 minutes</p>		
<p><u>INTRODUCTORY PART</u></p>	<p>Anticipatory set</p>	<p>3 minutes</p>	<ul style="list-style-type: none"> ● greeting and engaging students ● connection with prior learning on the topic ● explanation of the current lesson's material ● explanation of tasks for the students ● connection to the future learning
	<p>Introduction of the new material</p>	<p>2 minutes</p>	<ul style="list-style-type: none"> ● direct instructions of the content ● modelling of new values – peace ● checking of students' understanding



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<u>MAIN PART</u>	Guided practice	30 minutes	TITLE: Peace is the way
<p>In human history, innumerable peacemakers have dedicated their entire lives to fighting against violence, abuse, dictatorships and terror. They have put themselves at risk to support the lives of others and to establish equal relationships through conflict resolution.</p> <p>Aung San Suu Kyi is one of these peacemakers. Aung San Suu Kyi is a Burmese opposition political leader and chairperson of the National League for Democracy (NLD). In 1988, she addressed half a million people at a mass rally, calling for democracy and reform after General Ne Win stepped down. When the military Junta took control, she continued to fight for human rights and equality. She would have been the new Burmese leader in 1990, if the military junta had not detained her under house arrest before the general election and later nullified the electoral results. In 1991, Aung San Suu Kyi was awarded the Nobel Peace Prize for “her unflagging efforts and to show its support for the many people throughout the world who are striving to attain democracy, human rights and ethnic conciliation by peaceful means.”</p> <p>After spending almost 15 years under house arrest from 1989 to her recent release in 2010, this brave woman was elected to the lower house of the Burmese parliament in 2012, announcing her intention to run for the presidency in Myanmar’s 2015 elections one year after. Although Parliament voted against most constitutional amendments on in June 2015, meaning that Aung San Suu Kyi could become president in the election, the party which she led, the National League for Democracy, won an absolute majority in both houses of the Assembly in November 2015, paving the way to democracy after decades of military rule in the country.</p> <p>Aung San Suu Kyi’s core beliefs are rooted in nonviolence and the rule of law, under the influence of Mahatma Gandhi. Burma’s Iron Butterfly said: “Democracy, like liberty, justice and other social and political rights, is not ‘given’, it is earned through courage, resolution and sacrifice” (<i>Yin</i>).</p>			

	<p>The teacher reads about the political leader and shows a picture of Aung San Suu Kyi.</p>
<p>GROUP PRACTICE</p>	<p>10 minutes</p> <p>At first, the teacher asks if there are any questions related to the story of the leader. The teacher answers and explains all related aspects. The teacher asks if the class can name any similar figures that are recognized as peacemakers around the world or even in their community. The teacher will also give an example from their side. For example, Mahatma Gandhi, as he was a real preacher against non-violent methods and dedicated his life to promoting embracing peaceful methods to fight for equality.</p> <p>After, the teacher asks a couple of questions to the group:</p> <ol style="list-style-type: none"> 1. What is peace? 2. Can peace mean different things to different people? 3. What are the traits of a peacemaker? 4. What peaceful methods can be employed to deal with conflict? 5. Is peace an inner or an outside value? 6. Why is peace so important to us?
<p>SITUATION</p>	<p>Peace makers vs. Peace breakers</p> <p>Situation: you are two brothers. Your grandpa just passed away without clearly separating to you both what each of you should inherit. There are two pieces of land (one bigger and one smaller) that you need to share:</p> <ol style="list-style-type: none"> 1. Peace-maker: The family of Peter analyses the situation, understands the issue, and wants to communicate with the family of John in order to come to an agreement without disrupting the harmony in the big family. They are always happy to meet with their relatives, discuss and agree on a final decision. 2. Peace-breaker: The family of John is very angry and almost wants to take all the land instead. They make up lies

	<p>and a big scandal and think of going to the judge to share thinking to avoid the situation of them remaining with the small part. They think conflict will best solve the situation as dialogue is not enough.</p> <p>Task: the teacher divides the students into two groups. One group is made up of the peacemakers and one group of the peace breakers. Every group received on a piece of paper their stance explained and the situation. They have 10 minutes to prepare: the peacemakers come with arguments that emphasise why solving the conflict peacefully is more important and the peace breakers come with arguments why conflict is necessary and peace stays out of discussion. After, the groups have 10 minutes (5 per each) to present their stance and respond to each other.</p> <p>Follow-up: the teacher prepares two flipcharts. On one it is written: The peacemaker is... On the other is written: The peace-breaker is:... The teacher asks the members from each group how they felt during the exercise and invites them to reflect on the traits of the peacemaker and the peace-breaker. They are invited to write these traits on the flip charts designed for these two characters.</p>	
MORAL	<i>Anything Violence can do, Peace can do better.</i>	
<u>FINAL PART</u>	12 minutes	<p>Brief summarizing of the lesson, discussion of the lessons learned, debates if the learners raise unclear, discussable issues.</p> <p>Feedback of learners for the best practices to be applied for future.</p>
REFERENCES	<ol style="list-style-type: none"> 1. Erasmus+ Project. 2022. <i>Mobile Program for Youth Learners. MoPYL Research Report.</i> Available at: www.mopyl.eu. 2. Merriam-Webster Dictionary. <i>Peace.</i> Accessed: 19.09.2022. https://www.merriam-webster.com/dictionary/peace. 3. Wikipedia. <i>Peace.</i> Accessed: 19.09.2022. https://en.wikipedia.org/wiki/Peace. 4. Yin, J., Y. <i>10 peacemakers who have promoted world peace (Part I).</i> Leaders League. Accessed: 19.09.2022. https://www.leadersleague.com/en/news/10-peacemakers-who-have-promoted-world-peace-part-i. 	