



Agency for International
Programs for Youth
Republic of Latvia



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MOPYL

Mobile Program for Youth Learners



LESSON PLAN 39 PEACE WINDOW

PART A: LESSON METHODOLOGY

QUALITY

Peace

**GENERAL
DESCRIPTION OF
THE QUALITY**

According to Wikipedia, Peace involves:

- societal friendship,
- harmony,
- absence of hostility,
- non-violence,
- tranquillity.

What is Peace then? According to Merriam-Webster, Peace it is the following:

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>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><i>It is so easy to break down and destroy. The heroes are those who make peace and build.</i></p> <p style="text-align: right;"><i>Nelson Mandela</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</p>



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	<p>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 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




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	Introduction of the new material	2 minutes	<ul style="list-style-type: none">● direct instructions of the content● modelling of new values – peace● checking of students’ understanding
<u>MAIN PART</u>	Guided practice	30 minutes	TITLE: Peace Window
			
			‘Peace Window’ – Marc Chagall, 1964 Full title: “The Window of Peace and Human Happiness”



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This beautiful, vibrant stained glass window was given to the United Nations in 1964 as a memorial to its second Secretary-General, Dag Hammarskjöld, and the fifteen other people who were tragically killed in a plane crash three years earlier. It is one of many great creations in stained glass produced by Chagall late in his life. The work was inspired by the Biblical passage, Isaiah 9, 1-7:

*The people that walked in darkness
Have seen a great light;
On those who live in a land of deep shadow
A light has shone.
You have made their gladness greater
You have made their joy increase.
They rejoice in your presence
As men rejoice at harvest time...*

*For every footgear of battle
Every cloak rolled in blood
Is burnt
And consumed by fire.*

*For there is a child born for us,
A son given to us
And dominion is on his shoulders
And this is the name they give him:
Wonder-counsellor, Mighty-God,
Eternal-Father, Prince of Peace.
Wide is his dominion
in a peace that has no end.*

	<p>The teacher first shows the painting to the students on the screen. Then, it shares the information about the painting and the text of Isaiah that stood as inspiration for the painter.</p>
GROUP PRACTICE	<p>10 minutes</p>
	<p>At first, the teacher asks if there are any questions. The teacher answers and explains all related aspects. The teacher explains that the painting depicts several elements/ symbols of peace. The teacher asks the students to pay a close look at the painting and name some of the symbols. If the students are struggling to name any, the teacher names a couple: motherhood and people who are struggling for peace, a young child in the centre being kissed by an angelic face.</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. What are the features of peace? 3. What does a peaceful world look like? 4. Why do people in the world not always choose peace? 5. What does peace look like? 6. What does peace feel like? 7. How does peace help you and others?
SITUATION	<p>Peace and Senses</p> <p>The teacher divides the students into 5 groups. Each group represents one human sense, as there are 5 senses. The aim of the exercise is to brainstorm about how peace is felt when humans get various sensory information. Before letting the students know about the aim of the exercise, the teacher asks the students what are the 5 senses.</p> <ol style="list-style-type: none"> 1. Sight 2. Sound 3. Smell 4. Taste

	<p>5. Touch</p> <p>Task: the teacher asks the students to use the sense that they receive for their group and describe what peace feels like for them according to their sense. Afterwards, the students are invited to come in the front and present. They can employ singing, miming, and dancing in order to present their view of peace according to their senses.</p> <p>At the end of the exercise, the teacher explains to the students that one could use all their senses to practice peace and to find their inner peace.</p>	
<p>MORAL</p>	<p><i>Peace begins with a smile – Mother Theresa</i></p>	
<p><u>FINAL PART</u></p>	<p>12 minutes</p>	<p>Brief summarising 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>
<p>REFERENCES</p>	<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: 28.11.2022. https://www.merriam-webster.com/dictionary/peace. 3. Wikipedia. <i>Peace.</i> Accessed: 28.11.2022. https://en.wikipedia.org/wiki/Peace. 4. Yin, J., Y. <i>10 peacemakers who have promoted world peace (Part I).</i> Leaders League. Accessed: 28.11.2022. https://www.leadersleague.com/en/news/10-peacemakers-who-have-promoted-world-peace-part-i. 	