

Creative Lessons To Open Classrooms & Minds To The World.

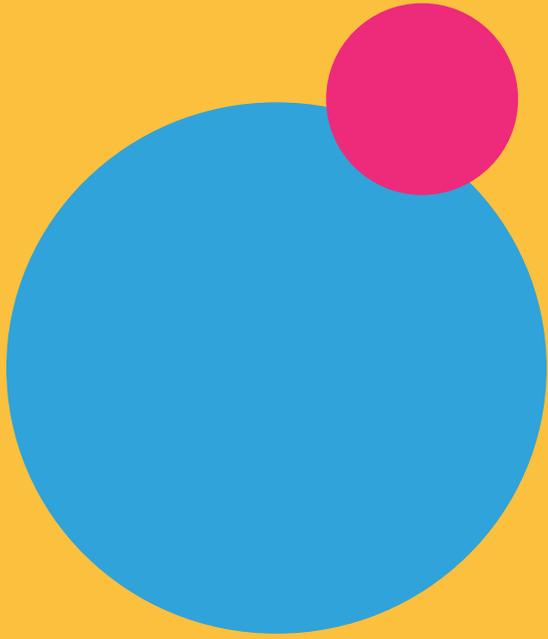


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First & Second Grade Lesson Plans

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LESSON PLAN TITLE

Take Action for Peace

DESIGNERS

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SUMMARY AND RATIONALE

This lesson encourages primary learners to explore the concept of peace, discover activists for peace, and determine ways in which they can make the world a more peaceful place.

GRADE

1st & 2nd
(appropriate for K-2)

TIME FRAME

1 hour and 15 minutes

SUBJECTS

Writing
Reading
Social Studies
Speaking
Listening

PREREQUISITE

Pre-read at a prior session: “What is Peace” by V. Radunsky and “Children Around the World” illustrated by Donata Montanari.

SPEAKING & LISTENING

<http://www.corestandards.org/ELA-Literacy/SL/K/>.

LITERACY

Reading informational text

<http://www.corestandards.org/ELA-Literacy/RI/K/>.

READING LITERATURE

<http://www.corestandards.org/ELA-Literacy/RI/K/>.

STANDARDS

This lesson addresses Sustainable Development Goal #16. This lesson supports systems thinking competency. Students will learn how systems operate to encourage peaceful interaction. The lesson also supports problem solving. During role-playing experiences, the students will identify problems and generate real-world solutions.

UNDERSTANDING

Children can be peacemakers by identifying problems and developing solutions. Children will create a more peaceful world through their actions. Children will understand the role activists play in promoting social justice.

ESSENTIAL QUESTIONS

- Why is peace important? Without peace, what would the world look like? Would it be the same or different?
- What does peace mean to you ?
- Can this mean different things for different people?
- How do communities deal with conflict?
- What are some peaceful ways to deal with conflict?
- How can we contribute to make the world a more peaceful place?

SUMMATIVE ASSESSMENT

Groups will complete “Response to Reading Template.”

4	3	2	1
The group defines a problem and offers two or more solutions to the problem.	The group defines a problem and offers a solution to the problem.	With prompting, the group defines a problem and offers a solution to the problem.	With prompting, the group defines a problem.

SUMMATIVE ASSESSMENT

Criteria checklist for “What does peace mean to you?”

4	3	2	1
The learner describes peace using words or pictures and provides examples of activists.	The learner describes peace using words or pictures.	With prompting, the learner describes peace using words or pictures.	The learner orally describes peace.

SEQUENCE OF ACTIVITIES

OPENING ACTIVITY - MOTIVATOR

⌚ 5 minutes

- Teacher asks class: What does the word peace mean to you?
 - › Write or draw it on the note card.
- Pair up students. Have them share with their partner (person next to them) what they think they know about what peace means.
- Teacher asks class: Why is peace important?“ accept all responses

“TAKE A STAND” - GROUP MOVEMENT ACTIVITY

⌚ 5 minutes

- The group will create a line with two endpoints “agree” and “disagree”. In this activity, students will find a place on the line to describe their feelings in response to these prompts.
- Quiet spaces make me calm
 - I sometimes make mistakes
 - I feel good when I help people
 - Listening is hard for me
 - I notice when someone is left out.
 - I think about how others might feel
 - I know what peace feels like

PEACE ROLE PLAY

- Teacher asks the class: “*What does peace look like in action?*”
- I want you to silently think about what peace looks like at school, in our community, and in our world.
 - › List responses on a “Peace Anchor Chart” - Ways to respond- list peaceful actions and not peaceful actions.
 - › Students are grouped into small teams of 2-3. Each group will have a different scenario describing a conflict. Groups will have a chance to demonstrate how they can respond to the conflict.
 - **Scenario 1:** “You and a friend are waiting in line to go up the ladder and go down the slide on the playground. Another child runs over and cuts in front of both of you in line. What do you do?”
 - **Scenario 2:** “There is a child in your neighborhood who often calls you names. You do not know why they call you these names, but you do know that it hurts your feelings. You think maybe this other child could be jealous of you. What do you do?”
 - **Scenario 3:** “You accidentally bump someone on the playground and they fall down and begin to cry. What do you do?”
 - **Scenario 4:** “Two students reach for the playground ball at the exact same time. They each say that they touched it first. What do you do?”
 - **Scenario 5:** “At story time, one learner keeps interrupting, and making noises. It is hard to hear the story. What do you do?”

GROUP REFLECTION

- How did it feel to be a peacemaker?
- There are many peacemakers in the world they are called activists?



INTRODUCTION TO VOCABULARY & ACTIVISTS

🕒 10 minutes

Vocabulary: Activist, Activism and Taking Action

ACTIVIST

An activist is a person who campaigns for some kind of social change.

Example: Someone who's actively involved in a protest or a political or social cause can be called an activist.



ACTIVISM

Activism is the use of direct action to achieve an end, either for or against an issue.

Example: When people tie themselves to trees to protect the forest from being cut down, it is an example of activism.



TAKING ACTION

The process or state of acting or of being active.

Example: When you participate in a march protesting the closing of a neighborhood library, you are taking action.

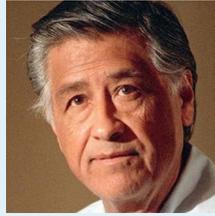


INTRODUCE ACTIVISTS

Share stories and photos of 5 global activists- brief overview of each



Malala Yousafzai



Cesar Chavez



Isatou Ceesay



Karim Wasfi



Wangari Maathai

BOOK: READ ALOUD

🕒 10 minutes

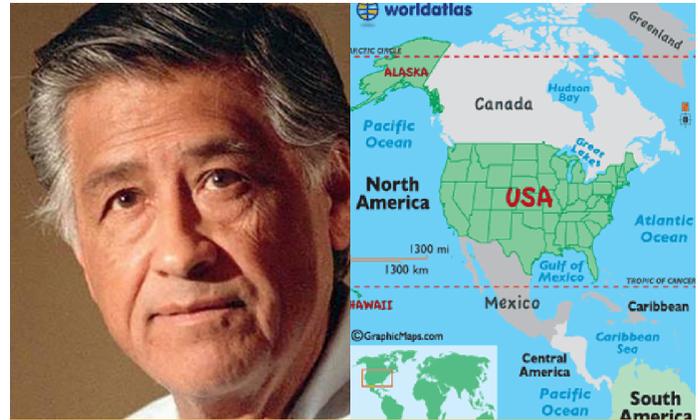
Students choose on which activist they want to learn more about.

- Wangari's Trees of Peace: A True Story from Africa
<https://www.youtube.com/watch?v=jK1NndEf6f0>
- One Plastic Bag: Isatou Ceesay and the Recycling Women of the Gambia
<https://www.youtube.com/watch?v=gHskUChyKgs>



MALALA YOUSAFZAI

As a young girl, Malala Yousafzai defied the Taliban in Pakistan and spoke out publicly against the Taliban's prohibition on the education of girls. She demanded that girls be allowed to receive an education. She was shot in the head at the age of 15 by a Taliban gunman, but survived and went on to be the youngest person to receive the Nobel Peace Prize, which is one of the most important awards that anyone can receive. Malala is fighting to give back to girls what poverty, war and discrimination tried to take away.



CESAR CHAVEZ

Cesar Chavez is best known for making people aware of the struggles of farm workers for better pay and safer working conditions. He knew all too well the hardships farm workers faced. Cesar succeeded through nonviolent tactics (boycotts, pickets, and strikes). Cesar Chavez and his United Farm Workers union sought recognition of the importance and dignity of all farm workers.



ISATOU CEESAY

Isatou has been empowering women and contributing to one of the most important issues around waste in Gambia by teaching plastic recycling and organic waste recycling for over 17 years. She has educated her fellow villagers not to let trash pile up around their homes. Instead she has taught them the importance to reclaim waste and do plastic recycling by making items with it to make money.



KARIM WASFI

The famous conductor of the Iraqi National Symphony Orchestra, played his Cello on the site of a car bomb in an act of defiance and appeal to the humanity of both terrorists and civilians. He established the Peace Through Art initiative. Karim has been appearing at the sites of explosions across Baghdad. Just hours after attacks, he can be seen seated in the ash and rubble in a black suit jacket, long hair combed back, playing his cello. For him, this combination of music and place has become a form of resistance.



WANGARI MUTA MAATHAI

Wangari was a Kenyan environmental political activist and Nobel laureate. She saw that in her country a lot of trees were being chopped down so she decided to do something about it to help her environment and the people. She ended up winning the Nobel Peace Prize, which is one of the most important awards that anyone can receive, for contribution to sustainable development, democracy and peace.

EVALUATE: RESPONSE TO READING

⌚ 15 minutes

- How will your group work to make the world a more peaceful place sheet?
 - › “How can you make the world a more peaceful place?”
 - › Explain the problem and what you can do.
- Connect it to the UN Sustainable Development Goals
- Groups share out with one other group and give them time to make revisions.

POST-ASSESSMENT

⌚ 5 minutes

- Teacher asks class: What does the word peace mean to you?
 - › Write or draw it on the note card.
 - › Share with a friend
 - › Add or revise What

GROUP NAME: _____

DATE: _____

HOW CAN YOU MAKE THE WORLD A MORE PEACEFUL PLACE?

- As a group look at the United Nations Sustainable Development goals. Circle the one you want to work on and talk about the problem and what you can do.



- Write and/or draw the issue and how you would fix the problem.

RESOURCES FOR STUDENTS

- Peacemakers, SDG cards, manila paper or other foldable
- One Plastic Bag (YouTube)
- What Does Peace Feel Like? By V. Radunsky
- Good People Everywhere by Lynea Gillen
- I am Human: A Book of Empathy by Susan Verde
- We Can Get Along by Lauren Murphy Payne

RESOURCES FOR TEACHERS

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