

Lesson 5: One Small Peace Practice

Time: 20 Minutes

Objective:

To leave students with the ability to apply the lessons from this course in their daily lives.

By the end of this lesson, students will be able to:

- Identify ways in which they may have tendencies that go against peace.
- Explain their personal plan to promote peace in their community and the world.

Standards Alignment:

CCSS.ELA-LITERACY.SL.9-10.1 / SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions with diverse partners, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.RH.9-10.2 / RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas

Summary discussion (5–10 min):

Use three questions on the board:

- 1) "What does peace mean beyond 'no fighting'?"
 - a) *Make sure the discussion includes mention of: a culture of forgiveness, understanding of all sides of issues, community support, access to necessities, and protecting common resources.*
- 2) "How can anger become harmful, and how can it be handled differently?"
 - a) *Make sure the discussion includes mention of: community fragmentation, violence, hate, and Dennis's story of the Holocaust memorial vandalism.*
 - b) *Remind students that anger can be a useful tool in recognizing injustice.*
- 3) "How does checking information relate to peace?"
 - a) *Make sure the discussion includes mention of: inflammatory reporting and the necessity of being well-informed in order to meaningfully contribute to your community.*

Commented [AC1]: Check for accuracy

Commented [AC2]: good

Invite brief answers and link back to the story, the anger fork-in-the-road, and the headlines activity.

Personal Peace Commitment (10–15 min):

Students complete a short “United for Peace – My One Change” card or slip to keep or hand in.

Prompts:

- One situation where I’m likely to get very angry.
- One way I will try to respond differently next time so my anger doesn’t become hatred.
- One “pause before posting” step I will actually use.
- One sentence: “For me, peace means...”
 - Teacher may invite a few volunteers to share (optional).

Key Takeaway:

**We all individually have the choice to contribute to peace or to violence and hate.
Having the right tools and strategies can empower us to make better decisions.**