

## PEACE LESSON

For use with groups 6 years old, and older. Adapt as necessary

### Purpose:

World Peace lies in the hands of each of us, but what does peace mean? By putting together “Global Peace(s)” cooperatively-in small groups-the group members can share an *experience* of what peace means to each of them, from their own perspective, and gain the perspectives of others, as well. As a hands-on activity, putting together “Global Peace(s)” can enhance social skills, peer relations, teamwork, etc., all concepts closely related to peace building.

### Time Needed:

App. 1 hour (can be modified to fit any time frame)

### Materials:

- Tabletop cover that can be written on
- Writing implements, pens, markers, etc. (Be mindful about markers that may bleed through the tablecloth)
- Global Peace(s) jigsaw puzzle for each table (4-6 students per table is best)
- “Making Connections” table tent for each table (use reproducible pdf)
- Dictionary, Thesaurus

### Procedure:

- A. Cover table top with paper or similar material. Provide each table with one Global Peace(s) puzzle, table tent, pens, pencils, markers, etc.
- B. Explain to the group that today’s lesson will be about Peace, and it will involve working cooperatively at their table with their group members to put together a jigsaw puzzle. While they are putting together the puzzle, they are to read the questions on the table tent, and discuss them with each other. There are no right or wrong answers to the questions, simply different perspectives. Remind students that this is not a contest, and they are not trying to race with the other tables to finish. In fact, when other tables finish, they may assist the other groups if given permission to do so. Let them know that when they have a thought, or an idea, either alone or as a group, they may write it on the tablecloth. They may also draw, write poems, whatever inspires them. The tablecloths may be used in many creative ways, as wall hangings for a (designated) time, used to decorate a hallway, etc.
- C. Before starting, have each member at the table introduce themselves to the rest of the tablemates, even if they already know each other. Group members are to write down and say out loud their name, where they were born, and a wish for their future.
- D. When all the introductions have been made, each table may open the “Global Peace(s)” jigsaw puzzle, and spread the pieces on the table.
- E. Let each group put the puzzle together in their own fashion. Remind them that they must work together and cooperate.
- F. Because they will be intent on putting the puzzle together, groups may need to be reminded to discuss and answer the questions contained on the table tent.
- G. When their puzzle is complete, they are to discuss with their tablemates what they think the significance of the middle piece is. Have each person write down his or her own perspective about it.
- H. If there are groups who are struggling, you may wish to let those who have finished, assist them, thereby making this a true cooperative effort by all. Groups must be given permission before assisting.
- I. Use the questions and the collected writings to open a discussion with the entire group together about what they learned.
- J. Extend the activity into other curriculum (subject) areas.

### **Making Connections**

- What is the definition of peace? (Use a Dictionary)
- What does peace look like? Draw something peaceful!
- Use some words to describe peace. (Use a Thesaurus)
- Can one person make a more peaceful world? How?
- If you had a seed that was peace, where would you plant it?
- What obstacles to peace do you see in the world?
- Pretend you are all puzzle pieces, what makes each piece unique?
- Pretend you are all puzzle pieces, what do all of the pieces have in common? Explore the concept of being interconnected.
- Does our own peacefulness affect the world?