

FACTORS THAT CAN MAKE OUR LIVING TOGETHER PEACEFUL

3.20.2019

Subject

Social studies

Prepared By

[Instructor Name]

Grade Level

5

Overview

This lesson plan covers teaching content for;

1. Taking instructions from appropriate authority
2. How to Tolerate individual differences
3. Honesty and Readiness to serve with one another
4. Working hard for the progress of the community/society

Objectives

Students should be able to:

1. To explore some definitions of peace
2. To investigate and recognize characteristics, actions and symbols of peaceful activists
3. To begin to determine ways to incorporate peace into the classroom environment and the world around them

Activity Starter/Instruction

1. Find a few photographs that demonstrate peaceful and non-peaceful situations, e.g. prayer, friends, people shouting or being aggressive, a large peaceful rally, tanks, a protest with police.
2. Images should be chosen sensitively.
3. Show the pictures to students, then ask them to write down 1-3 words that they think describe each picture.
4. Ask them to discuss with a partner how each picture makes them feel and then share their ideas with the class.
5. Highlight to students the different words used to describe the peaceful vs non-peaceful situations and ask the question - "Why do you think the non-peaceful situations or situations involving conflict happened?"
6. Introduce the lesson's topic and objectives.

Guided Practice

Teacher Guide

Day 1/Lesson 1: 20 Mins

1. **What is Peace?** Ask students to choose which of these definitions of peace they think is most accurate or that they most identify with:
 - "freedom from trouble or worry"
 - "a feeling of mental or emotional calm"
 - "a time when there is no war or a war has ended"
2. **How would students describe peace?** Use the following questions to help students develop their ideas:
 - Can peace mean different things for different people? Why might this be?
 - How do we deal with conflict? What are some peaceful ways to deal with conflict?
 - Do we feel peace inside of us or outside? Maybe both?
3. Allow students to think quietly on their own for a few minutes before asking for responses.

Materials Required

- Plain sheets of paper/cardboard
- Markers
- Sheet of paper with blank
- Photographs of peaceful and non-peaceful pe
- Books
- Board of flip chart

Additional Resources

- <http://cdn.worldslargestlesson.globalgoals.org>
- <http://www.international-alert.org/what-pe>
- <https://www.sharedlife.org.il/ShowItem.aspx?01e64cf52e6c&lang=EN>

Additional Notes

Day 2/ Lesson 2: 15 Mins

1. Split students into small groups of about three or four.
2. Have students draw the name of a peaceful activist out of a bag or assign an activist to each group. Some examples of people to include are Malala Yousafzai, Nelson Mandela. Include others.
3. Have details of these people printed already in different papers.
4. Give students a blank sheet of construction paper or a poster board and some writing materials.
5. Have them create a poster with important facts about their activist and what they campaigned for.
6. Allow students to draw a picture of their activist.
7. Ask them questions such as: Who is your peaceful activist? What is their name? Where do they come from? What is/was their goal? How did they achieve or attempt to achieve their goal? Why are/were their methods peaceful? What characteristics do/did they have?

Assessment Activity

Assess if pupils can

1. Provide their own definition of peace
 2. Explain when a person is living in freedom.
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4. Write some key words and ideas from students' responses on the board or a flip chart.

Guided Practice**Day 3/ Lesson 4: 20mins**

1. Hand each student an index card and ask them to write their own definition of peace.
2. Allow students to draw their vision of peace if they are unable to put it into words.
3. Collect the notecards from the students (students do not need to put their name on the cards if they don't want to) and choose a few to read out loud or show to the class.
4. Try to pick note cards that state the definition in different ways

Summary

1. Living in peace is about living harmoniously with yourself, others, and all sentient beings around you.
 2. Living together peacefully builds confidence in the children. It helps the children and other member of the family to show love to their friends and members of the society.
 3. Living together as a family brings happiness, protection and growth in the family. It helps to build good reputation for the family.
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