

Y1

LESSON 1
YOUTH
V.1



personal



social



political



institutional



ecological

MEMORIES OF PEACE: REMEMBERING RIGHT RELATIONSHIPS

YOUTH LESSON 1: 5 SPHERES OF PEACE

TIME REQUIRED

45 minutes to 1 hour

TEACHER PREPARATION

To prepare for this lesson..

- Read the [“5 Spheres of Peace” NPA Framework](#)
- If time permits, complete the [first lesson of the Adult Self-Study guide](#), which will familiarize you more thoroughly to the “5 Spheres of Peace” NPA framework
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Prepare any other needed materials for the lesson

MATERIALS

- Lined notebook paper
- Drawing paper
- Pencils, colored pencils/ markers
- Blackboard/whiteboard and writing utensils
- Tape

LEARNING GOALS

- Students will learn the five spheres of peace
- Students will learn that peace is built through creating “right relationships”
- Students will learn the interdependent nature of relationship

LEARNING OBJECTIVES

- Through personal reflection, students will think about their preconceived definitions of peace and peacebuilding
- Through reflection and inquiry, students will write or draw a memory of peace in order to further examine their thoughts on how they experience peace
- In order to practice reflective listening, students will share a partner’s memory of peace
- Students will critically think about their memories of peace and identify different spheres of relationships where peace can be built and experienced
- In the closing inquiry, students will be introduced to systems thinking through a group dialogue about the interconnectedness of these spheres

INTRODUCTION

This activity was designed to help youth connect their knowledge of peace to a concrete, action-oriented definition that is based upon the development of healthy, caring, interdependent and “right relationships.” During this session, students use personal memories of peace to begin

defining peace. The Earth Charter’s definition of peace is introduced, and students are challenged to think about peace as “right relationships” with oneself, other persons, other cultures, and other life. The National Peace Academy’s “5 Spheres of Peace” framework helps students identify spheres within our lives that need peacebuilding: the personal, social, political, institutional, and ecological. Although some of these concepts may be new, such as “institutional” or “political” relationships, this activity nurtures the idea that many different relationships beyond the walls of home and school play a role in our lives. Students identify the relationships involved in their memory of peace, and they create a web of peace images that demonstrates how peace can be experienced within each of these five spheres.

GUIDING QUESTIONS

- What is peace?
- What is peacebuilding?
- What are “right relationships?”

DIALOGUE

Explain to students that over the next eleven weeks they will be engaging in activities to learn about peace and how to build peace in their lives and communities. Ask students to share any words or images that come to mind when they hear the word peace. After students have given their initial thoughts have them explain what they think it means to build peace. Have they seen peace being built before? What about in history, are there any historical examples of building peace? Are there examples of peace in stories or movies? Ask students to think about what kinds of actions were being taken in their examples of peace.

ACTIVITY 1: MEMORIES OF PEACE

1. Pass out a blank piece of lined paper and/or drawing paper to students. Tell students that they are going to have the next ten to fifteen minutes to write or draw a memory of peace. This should be an event that they have experienced in their lives. It may be a big event or a tiny moment. Either way it should be vivid enough to write or draw their memory of peace.
2. Before students begin to write or draw ask them to close their eyes and think about the following questions as you read them aloud: What events occurred in this memory? Who took part in this experience? Were you alone, or did other people or animals share in this experience? Where were you? Was this a crowded place or isolated? What was the environment like? Do you remember any particular sights, smells, or sounds in this experience? Maybe there were words said which contributed to this peaceful experience. Maybe it was the lack of words or sounds. What contributed to this being a peaceful memory?
3. Give students time to write and/or draw their memories of peace. If students are struggling to come up with a peaceful memory, ask them what other words they think describe peace or a peaceful person. Students may come up with examples such as calm, quiet, happy, kind, powerful. Ask them to then think about a time when they experienced these traits. Could one of those experiences be considered peaceful? If individual students continue to be challenged, you can give them the option of drawing a picture of one peaceful action that does not necessarily have to be a personal memory.
4. When students have completed their writing or drawings ask them to turn to a partner and tell them about this memory of peace. After students have shared their memories ask for a few volunteers to share their partner’s story or picture. Before students speak, give them one minute to clarify with their partner any details they will share.
5. As students share memories with the class write down key words on the board you hear from students’ memories of peace. Look for key words that exhibit the actions, relationships, and institutions involved in the creation of peace.
6. When students are done sharing their memories, review the words you wrote on the board with the students. Ask students if they were going to create a description of peace what other words, relationships, actions, or experiences would they add to this list?

Dialogue

Next, tell students that you would like to share a definition of peace that is taken from a document called the Earth Charter. Ask students if any of them are familiar with the Earth Charter. If not, tell students that you can give them some Internet links to research the history of the charter if they are interested. Read the following definition to students:

“Peace is the wholeness created by right relationships with oneself, other persons, other cultures, other life, Earth, and the larger whole of which all are a part.”

Ask students what kind of relationships does this definition describe? Is peace found only within yourself? Where else can peace be experienced? Students should give the examples described in the definition and more.

Ask students what they think the Earth Charter means when they say that peace is created through “right relationships”? What do they think a “right relationship” looks like? Are there examples of a right relationship within the peace memories you just shared? Give students time to share their thoughts on what embodies a right relationship. If students do not come up with a clearer idea on the term “right relationships,” ask them to think about what actions are taken in a “right relationship” between themselves and another person. Ask them to think about what actions are taken in a “right relationship” between themselves and nature.



ACTIVITY 2: PEACE WEB

1. Draw five interconnecting circles on the board. In each circle write one of the following words: personal, social, political, institutional, ecological. Tell students that each of these circles represents a different type of relationship that we all have in our lives. The first represents our relationship with ourselves, the actions we take to support or hold back ourselves. The second represents our relationships with other people, how we act toward friends, family members, teachers, and other people in our lives. The third represents our relationship to the political sphere of life, how we act in regards to our political opinions, and how we engage in group decision-making processes and other actions we take together collectively to make change. The fourth represents our relationships with institutions we belong to, the actions we take in our schools, religious institutions, communities, and our responses to the laws or social norms these institutions uphold. Institutions play a major role in shaping our relationships to the other spheres. The fifth is our relationship with the natural world, our ecological relationships, how we act and think toward nature and all living things in the universe.
2. Tell students that over the next eleven weeks they are going to learn more about how to build peace in each of these relationships and how these relationships impact one another.
3. Ask students to bring up their memories of peace and identify which relationships were involved in their memory.
4. Have students tape up their pictures and stories within the circles that correspond to their memory. For example, if a person describes a mountain hike they took with friends they would tape their memory into the space overlapping the social and ecological circles. If there is not enough room, students can label their work with their corresponding relationships at the top of their paper, tape their work nearby, and draw lines to the circles their memories represent. Give students time to look at other examples and admire their collective work.

CLOSING

Once students have taped their memories of peace to the board and have been given time to make observations ask them the following questions in closing:

- Can you see any similarities among the memories? Are there any relationships, actions, or experiences that were similar?
- How many of these memories had more than one spheres of relationships within their peace memory (for example, ecological and personal)?
- How do you think these five different spheres are connected?
- Do you think it is enough to build peace in one area of your life but ignore the others?
- If applicable... Are there any spheres of peace on the board that do not have an example of a “right relationship?” Can you think of any actions that may help build peace in this sphere?

Tell students that over the next 11 weeks as they learn more about the five spheres of peace, they can continue to add examples of right relationships to this web.

FOLLOW-UP ACTIVITIES

Ask students to look in newspapers, magazines, or the news for media examples of peace. Ask students to bring in these examples and share them with the class. Have the students identify which spheres of peace these examples illustrate.