

A Vision of Peace: Peace Education for Upper Secondary Education

LESSON PLANS FOR EDUCATORS

Introduction: A Vision of Peace

This collection offers practical, ready-to-use lesson plans for educators in upper secondary education who want to bring themes of peace, wellbeing, and community into their teaching. We hope these peace education lessons inspire meaningful dialogue, nurture resilience, and encourage students to imagine—and help create—a more harmonious future.

This unit was created in response to some of the most pressing challenges facing young people today, including the war in Ukraine, rising levels of loneliness and depression among adolescents, and a growing sense of disconnection from the world around them. Created by teachers with feedback from students as an action-research cycle, and grounded in classroom experience, the lessons in this collection are designed for secondary students of various ages. Some units take the form of daily lessons, while others are extended modules which develop opportunities for deeper exploration and reflection.

A Vision of Peace: Peace Education for Upper Secondary Education is an Erasmus+ project (2023-2025) coordinated by Rauhankasvatusinstituutti Ry (Peace Education Institute, Finland) and developed in collaboration with schools from Finland, Latvia, and Norway. At the heart of this project is a desire to foster positive peace—a peace that is not merely the absence of conflict, but the presence of social justice, equity, empathy, and meaningful connection with ourselves, between people and people and nature. Through interdisciplinary approaches that reflect the wide range of topics explored during the project, these lessons aim to build community, cultivate a sense of belonging, and empower students to become thoughtful, compassionate contributors to a more peaceful world.

We would like to offer our sincere thanks, hugs and admiration, to the teachers and students in the schools in the project:

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What is peace?

Peace Education	Definitions of peace
Topic of lesson(s) or event	Defining peace and violence
Key concepts	Peace: Positive and Negative peace Violence: Direct, Indirect, Structural and Cultural violence
Subjects	Social Studies, Citizenship Education
Time needed	3 hours
Objective	Students are able to conceptualize, understand and use different definitions of peace.
Short explanation	This unit consists of 3 lessons. Session 1 starts with a warm-up and a personal reflection about peace, followed by academic definitions of Peace and Violence with guided questions. Session 2 is a group work/workshop on their common and shared understanding of the definition of peace. In the last session, students collaborate on a poster and present their vision of peace.
UNESCO (2023) competences	Self-awareness Analytical and Critical Thinking Anticipatory skills Empowerment, agency and resilience Peaceful conflict resolution and transformation skills
Materials needed	• Discussion questions and key terms • Poster supplies (paper, markers, or digital presentation tools)

Lesson structure

Session 1: Understanding definitions of Peace and Violence (75 minutes)

Task 1: Peaceful Feeling Warm-up (time spent depends on the size of the class)

Stand in a circle and share a memory or an experience where you have felt at peace. Use the *pop-when-you-are-hot* method for taking turns. This means you can start talking after the other person has finished and you find that your story somehow (loosely) relates to theirs. After you are all finished, you will have shared and connected memories and experiences about feelings of peace.

This can also be done as a feel-good and hopeful exercise at the end of this unit.

Task 2: Personal reflection (10 minutes)

- a) Spend 10 minutes on your own, writing down key words about your understanding of peace – think about it freely and broadly: what it means to you, within your group of friends, in hobbies, in class and school, locally and in your country, as well as globally.

Task 3: Teacher-led: Definitions (45 minutes)

Introduce key concepts regarding peace and violence in Handout 1. There are also some guiding questions. Have students take notes and tell them that they will work with these definitions next. Help students discuss the questions and come up with concrete, understandable examples of these concepts with the students.

Session 2: Workshop on 'our' definition of peace (75 minutes)

- a. Divide students into pairs or groups of 3.
- b. Each group member tells each other how they conceptualize peace. Have them discuss what similarities and differences they find in their concepts.
- c. Their task is to come to an understanding of their common definition of peace based on the definitions of peace they heard in class (you can supply the Handout 1 for support), including perhaps also research about the other definitions of peace.
- d. When students are ready, they can move on to the next step, the poster.

Session 3: Poster and Presentation (60 minutes)

Each group prepares a poster summarizing their definition. The poster can take any form – mindmap, sentences, drawings, pictures. Encourage students to visualize and be creative. Set up the posters around the classroom and have groups explain their definition and discussion to others.

Wrap-Up (10 minutes)

Summarize the collection of definitions – how they were similar and different. Emphasize that definitions of peace vary according to the context and people who make them. We cannot, or should not, attempt to impose a hegemonic and single view of peace. Instead, peace in its different forms is context-dependent. In conflict-situations that escalate, we need to build shared views and consensus on what peace means in those specific circumstances.

You can end the unit with the Peaceful Feeling Warm-up as a feel-good and hopeful exercise, if you didn't do it in the beginning.

Handout 1

According to Webel and Kaba (2019): There cannot be one universal definition, it depends on historical and cultural perspectives and context.

Key concepts regarding peace since 1920s:

- Inner peace
- Peace as non-violence
- Negative peace
- Positive peace

There are also several others you can look up, e.g., slow violence (Rob Nixon), epistemic violence (Gayatri Spivak), epistemological violence.

Inner peace:

can be understood as “peace of mind,” or “mental harmony,” of a peaceful person.

- How do you understand the term “inner peace”?
- How can you create inner peace?

Peace as non-violence:

Mohandas Gandhi and Martin Luther King Jr. practiced non-violence as the use of nonviolent resistance as both a spiritual and ethical approach to life and also as a practical technique for achieving political and social change.

A modern example of a non-violent protest is The Baltic Way/Baltic Chain on August, 23, 1989 when more than a million people joined their hands to form a human chain spanning 690 kilometers across Estonia, Latvia and Lithuania, which were at the time occupied and annexed by the USSR.

Additional resource: World Economic Forum (2016) 7 inspiring quotes for International Day of Non-Violence. Sep 30, 2016. <https://www.weforum.org/stories/2016/09/non-violence-day-inspiring-quotes/>

Discuss the Gandhi quote:

- “I object to violence because when it appears to do good, the effect is only temporary; the evil it does is permanent.”

Can non-violence achieve change? How and why? Look up examples.

Negative peace:

Western theories, especially prior to the twentieth century, defined peace as “the absence of war,” almost always referring to interstate political violence.

Galtung (1964) describes negative peace as a state or condition where there is an absence of direct violence.

Raymond Aron (1966) defined peace as a condition of “more or less lasting suspension of rivalry between political units”. His is the most common understanding of peace in the context of

conventional political science and international relations, and it epitomizes the so-called *realist* view that peace is found whenever war or other direct forms of organized state violence are absent.

Positive peace:

Positive peace describes not only the absence of direct violence but the absence of indirect violence and the presence of harmony and social justice (Galtung, 1968-9).

It means the presence of many desirable states of society, such as justice, equity, as well as ecological harmony and a sustainable economy. Positive peace thus stands for the creation of equitable and just society. (Webel & Kaba, 2019.)

Violence:

An understanding of violence is required in order to understand and define peace. Violence is commonly regarded as physical and readily apparent through observable bodily injury and/or pain but there are also more indirect types of violence in societies.

Direct violence:

both physical or psychological acts of aggression directed towards an individual or group. This violence is visible and of a physical or psychological nature. There is a perpetrator and a victim.

Indirect violence:

comprises both structural and cultural violence which are interdependent.

Cultural violence:

relates to the aspects of culture which are used to justify different kinds of violence (Galtung, 1990). It shows up as discourses, narratives and beliefs that enable devaluing of some human identities and ways of life. Shows in sexism/misogyny, ethnocentrism, racism, and other forms of moral exclusion that justify aggression, domination, inequity, and oppression of other groups of people.

Structural Violence:

represents ways in which some groups are systematically kept from equal access to opportunities, resources, and access to services that enable the fulfillment of human needs. Structural violence is often also called **institutionalized violence** because it is in our social and economic institutions. There is no single actor as such committing the violence; people are following protocols or rules in the workplace which are often unofficially transmitted, so, in other words, the violence is said to be built into the structures. They may be intended to discriminate, or they may be unintended, but all the same they cause a level of harm.

Examples of structural violence from the past include social structures such as apartheid, caste systems, segregation, and patriarchy which denied people important political rights, economic well-being, a sense of self-worth, and social and gender equality.

Today's examples are often happening to a minority group. This can include the minority group members being followed by surveillance in stores, police stopping them more often than others, not being invited to a job interview because of your recognizably ethnic name or nationality, being denied rental apartments or a hotel room, refusing entry or service at restaurants or stores, teacher bias, bullying in employment and schools, and so on.

Maltreatment of the natural environment can be perceived as a kind of structural violence. The climate emergency is causing a kind of slow structural violence that is harming millions already.

Structural violence is widespread yet often unacknowledged and often goes unrecognized. It is often rooted in and derived from cultural assumptions and beliefs and is shaped by political agendas. (Jenkins, 2023).

Questions to Answer:

- i. Give concrete examples of the different types of violence.
- ii. What kind of cultural and structural violence do we have in our society?
Please speak respectfully about everyone and do not use slurs or derogatory names given to groups, even if you are giving an example.
- iii. How are the types of violence and peace connected?
- iv. How did your perception of peace and violence change?

Promoting Peace with Ourselves and the Nature

Peace Education	Sense of connectedness and belonging to a common and diverse humanity and planet Earth
Topic of lesson	Nature and Peace, Connections to Nature, Activities for Nature Day
Key concepts	Inner peace and positive peace Scientific observation and using of senses Personal connection with nature close by Respecting nature
Subjects	Biology and Language Arts
Time needed	45-90 min + 45 min
Objective	Strengthen students' ability to sense nature and build their relationship to nature
Short explanation	Learn about biodiversity of ecosystem in nature and how to use scientific methods to observe the nature by using magnifiers Enjoy the beauty of nature and use it as a source for creative writing On Nature Day students go to a natural environment with their teacher(s) and do exercises to enjoy and observe nature. They use their senses and concentrate on sounds, clouds and small details of plants and trees surrounding them. Students are encouraged to build a work of nature art by using materials they find near them without harming nature. At the end of the day, students reflect on the experience of Nature Day and do creative writing practices in poetry and short stories.
UNESCO (2023) competences	Sense of connectedness and belonging to a common and diverse humanity and planet Earth Adaptive and creative skills Self-awareness
Materials needed	(Pens and notebooks and) magnifiers, printed instructions, tools for writing

Lesson structure

Task/day 1:

Reserve a time and place for the Nature Day, possibly a park near to your school or another accessible location. Prepare to have one magnifier at least per group of tree students. Print instructions to students (Handout 1).

Task/day 2:

Take your group of students to Nature Day location. Give them the instructions of how to sense and observe nature and assemble their art. Remind them not to harm nature in any way when collecting material for nature art works or using magnifiers. Ask them to make notes for creative writing activities which take place after the Nature Day.

Task/day 3

Ask students to use their notes from the Nature Day and remember how they felt being in nature. Ask them to write a short story (can be even only one paragraph) or a poem (tanka or haiku perhaps), where they describe as many senses as possible and also perhaps the nature art they did on Nature Day. Collect all texts done in class and let students read them in a classroom exhibition.

Handout 1

Promoting Peace within ourselves and the Nature

Instructions for Students:

- Find a comfortable spot in the park or forest and either lie down or sit against a tree in that spot. Ensure you have enough space so that if you extend your arms, you do not touch anyone else.
- Stay silent. Breathe calmly and feel the ground beneath you and the tree against your back. Do not use your cellphone.

Observe Your Surroundings:

- Look up at the sky:
 - What do the trees above you and sky look like?
 - What colors do you notice in your surroundings? Is the wind swaying the treetops? Are there birds flying in the sky or insects and butterflies in the air?
- Close your eyes and listen (5minutes):
 - What **sounds** of nature do you hear, or is it completely silent?
 - **Smell the air** and identify different scents:
 - What do the forest and the ground smell like? Do you notice any distinct scents around you?

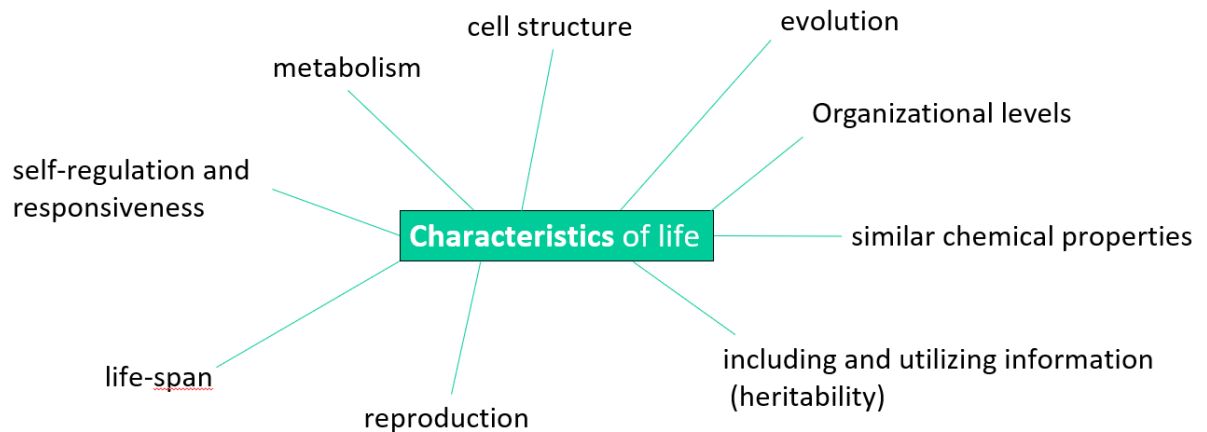
Change Your Position:

- Sit up or lie on your side and look at the inanimate and living things in nature right next to you.
 - Pay attention to their diverse **structures and colors**. What colors do you see?
 - Pay attention to which things next to you are part of **inanimate nature and which are part of living nature?** What **characteristics of life** do living organisms exhibit?

Reflect on a Species (10min):

- Choose a species and think about how it is **part of nature and its role in the ecosystem**. Select another species and consider whether its role in the ecosystem differs from the first.
- You can take fallen pieces of bark, moss, or plant leaves in your hand (do not pick live plants or fungi from the ground or trees).
- Consider which **characteristics of life** the chosen organisms exhibit. Use the image below of the characteristics of life as a reference:

Characteristics of life



Use a magnifying glass if you have one: What patterns do you see?

Nature art (5-10 min)

Arrange leaves, pine needles, and small twigs around you to create a small nature art piece. For example, build a tiny castle.

Afterward, discuss in the group: What happened in your body and mind during the nature moment? What memory did the nature moment leave you with? Which of your sensory experiences were the strongest during the nature moment?

In class, continue to reflect on the experience by doing creative writing exercises in poetry and short stories: Use your notes and remind yourself how it felt being in nature. Write a short story (can be even only one paragraph) or a poem (tanka or haiku perhaps), where you describe your multisensory experience (using as many senses as possible) and also perhaps the nature art.

Peacebuilder Podcast

Peace Education	Peace building
Topic of lesson	Podcast: Profile of a Peacebuilder
Key concepts	Peacebuilder Human rights International understanding
Subjects	Languages, Civics, History
Time needed	75 min lesson for introduction and planning, 3 x 75 minutes for making a podcast and listening to them in a classroom
Objective	Gaining knowledge about active citizenship and peacebuilding. Strengthen students' ability to understand their own attitudes and values and their willingness to act for peace.
Short explanation	Students interview a person they consider a 'peacebuilder' for a podcast, practice communication skills while planning and recording the interview and introduce the podcast in the classroom.
UNESCO (2023) competences	Peaceful conflict resolution and transformation skills Media and information literacy, communication and digital skills
Materials needed	Phone or another recording device, built-in voice recorder app on phone or third-party app

Lesson structure:

Task 1: Introducing the task of making a podcast and choosing a person (peacebuilder) to be interviewed for the podcast

Introduce what the term 'peacebuilder' can mean. For example, a peacebuilder is an individual who actively promotes peace and conflict resolution through various strategies and actions. They are not only concerned with stopping conflict or violence but also with addressing its root causes and creating a more just and equitable society. In essence, peacebuilders are agents of positive change who are committed to creating a more peaceful and just world. They work to prevent conflicts from escalating and to resolve them peacefully when they do occur. They focus on building strong, positive relationships between individuals, groups, and communities through communication and dialogue. They understand that lasting peace requires addressing the underlying issues that contribute to violence, such as poverty, inequality, and injustice. Peacebuilders advocate for policies and practices that promote a more inclusive and equitable society. Everyone can be a peacebuilder in their own communities and groups.

Famous peacebuilders include figures like Wangari Maathai, Mahatma Gandhi, Mother Teresa, Martin Luther King Jr., Aung San Suu Kyi, Nelson Mandela, Bertha von Suttner and the Dalai Lama. You can introduce some of them or have students do research. There are also lesser-known but equally impactful peacebuilders who work in diverse settings, often in conflict-affected areas, engaging in community-based initiatives and dialogue. Make sure you include female peacebuilders: <https://www.international-alert.org/stories/7-women-peacebuilders-you-should-know/>

Discuss and share ideas of persons suitable (and accessible) for the Profile of a peacebuilder and plan how to ask them to be interviewed.

Task 2 Instructions for students:

Plan the title, structure and timeline for making the podcast. Make contact with a person you want to interview and set a recording time and place. Discuss the questions you are going to ask and introduce them to the person that will be interviewed. Ask this person if there are some questions the person is not willing to discuss or answer.

Task 3 Instructions for students:

Recording the podcast and editing it. Use the built-in voice recorder apps on your phone or find a third-party app for editing. Trim, cut out sections, or replace parts to edit the recording.

Task 4:

Listen to podcasts in the classroom and discuss them. In closing discussion in the classroom there can be a reflective writing task for all students: What definitions of a profile of a peacebuilder can students notice they already have?

Banksy and Activism

Peace Education	Capabilities for civic engagement, political agency and advocacy skills
Topic of lesson	Art and Activism for Peace
Key concepts	Art Activism Peace
Subjects	Social science, English Language Learners
Time needed	60 min
Objective	Students will be able to practice the following lexis to critically evaluate (Banksy's) art: irresponsible, satirical; vandalism, a valid art form; controversial; provocative; anarchy-lite; defaces buildings; derivative; hideous; pioneering; iconic; subversive, distinctive. Students will understand that artists and their art might influence and change the world.
Short explanation	Students will engage in vocabulary-related activities, group discussion and research about Banksy, his art and activism.
UNESCO (2023) competences	Citizenship skills Media and information literacy, communication and digital skill
Materials needed	Sources: The story behind Banksy: Banksy Street Art, Bio, Ideas TheArtStory The Story Behind Banksy Arts & Culture Smithsonian Magazine etc Pictures by Banksy: UPDATED MARCH 2024! 152 Amazing Banksy Artworks 2024 UPDATED – Canvas Art Rocks Home - Banksy Explained

Lesson structure:

Task 1: Vocabulary: Tell students you're going to give them some useful vocabulary, written on cards or dictated by you: *irresponsible; satirical; vandalism; a valid art form; controversial; provocative; anarchy-lite; defaces buildings; derivative; hideous; pioneering; iconic; subversive; distinctive etc.*

Working in small groups, ask them to sort the vocabulary into two categories: *I'm confident about this word/phrase* vs *I'm not confident about this word/phrase*. **Feedback:** Students can peer-check any new words/phrases with the rest of the class or use dictionaries. Give teacher-led explanations only when students need them, e.g. perhaps with *anarchy-lite* or *pioneering*, where they might need a few more examples to get the idea.

Task 2: Speaking: Tell students they will look at some famous artwork (choose any of Banksy's works). In pairs, students should discuss the following two questions: *What do you think of this piece of art? Why do you think the artist painted this picture?*

Task 3: Guided discussion by asking: *Who can you see in the picture? What moral or message could be behind the picture? What kind of person do you think the artist is? What are his beliefs?*

Task 4: Research: In pairs, students have to find answers to some of these questions using the Internet: *What is Banksy known for? Is Banksy a pacifist? What is the name of Banksy's documentary film? What is Banksy's main message? Why has Banksy chosen to stay anonymous? Should graffiti be legalized? Would Banksy want graffiti to be legalized? What would have to happen for Banksy to consider his art a success? To what extent does his work encourage vandalism? To what extent does it cheapen the work of other contemporary artists? Who gets to decide what is art and what is not? For which Academy Award was Banksy nominated in 2011? What would happen if Banksy painted a mural in your town/city?*

Task 5: Writing. Write an essay on Banksy's quote: **"A wall is a very big weapon. It is one of the nastiest things you can hit someone with."**

Task 6: Create/ draw your own poster inspired by Banksy!

Should We Tolerate Being Offended?

Peace Education	Competencies in Peace Education and Freedom of Expression
Topic of lesson	Should We Tolerate Being Offended?
Key concepts	Freedom of Expression Media and Social Influence Tolerance and Respect for Diversity
Subjects	Social Studies, Citizenship Education
Time needed	3 hours (split into three 1-hour sessions)
Objective	Students will critically analyze the complexities of freedom of expression, the role of media, and societal tolerance of offensive views. They will explore how media affects public debate and understand how peaceful conflict resolution and respect for diversity contribute to a tolerant society.
Short explanation	This unit, <i>Should We Tolerate Being Offended?</i> , invites students to explore the balance between freedom of expression and societal tolerance. Through a structured gallery walk, students will investigate how social media and the internet shape public debate, influence expression, and challenge the boundaries of tolerance in democratic societies. By examining contemporary examples, students will gain insight into diverse perspectives on sensitive issues and reflect on the role of media in shaping public opinion. The unit aims to cultivate critical thinking, respect for diversity, and peaceful conflict resolution, promoting a thoughtful understanding of tolerance as a foundation for civic engagement and peaceful cohabitation.
UNESCO (2023) competences	Analytical and Critical Thinking: To question norms and critically analyze the impact of social media on freedom of expression. Respect for Diversity: To understand and value diverse perspectives. Collaborative Skills: To engage constructively in group discussions. Peaceful Conflict Resolution: To navigate debates respectfully and manage differing views.
Materials needed	• Printouts of discussion questions and key terms • Computers with internet access for research • Presentation supplies (paper, markers, or digital presentation tools)
Attributions, Collaborators	Iris Haugstad, Maria Goes
Lesson structure	

Session 1: Understanding Freedom of Expression and Tolerance

2. Introduction (15 minutes)
 - a. Brief overview of freedom of expression and its significance in democratic societies.
3. Group Work (45 minutes)
 - a. Divide students into pairs or groups of 3.
 - b. Each group answers questions based on their online research, analyzing at least three examples.
 - c. Questions to Answer:
 - i. Is freedom of expression threatened today, and if so, by whom or what?
 - ii. How has social media affected freedom of expression?
 - iii. Should society tolerate being offended?
4. Keyword Suggestions for Research:
 - a. Public debate, criticism of religion, minorities, feminism, hate speech, power, propaganda.

Session 2: Presentation and Poster Creation

1. Creating Presentations/Posters (1 hour)
 - a. Each group prepares a short presentation or poster summarizing their findings. Encourage students to present different perspectives to foster a respectful understanding of diverse opinions.

Session 3: Gallery Walk and Discussion

1. Gallery Walk (30 minutes)
 - a. Set up the posters around the classroom.
 - b. One member of each group stays by their poster to present, while others rotate to gather information.
2. Whole Class Reflection (20 minutes)
 - a. Discussion Prompt:
 1. Should society tolerate being offended? Support your answer with reasons.
 2. What influences have social media and the internet had on public debates?
 3. Can freedom of expression and tolerance coexist without conflict?
 - b. Wrap-Up (10 minutes)
 1. Summarize key takeaways, emphasizing the importance of tolerance, critical thinking, and respectful discussion in society.

End with Unit Reflection Questions:

- What was the most relevant example your group found?
- Did any of the perspectives you encountered change your view on freedom of expression?
- How do peaceful conflict resolution skills apply when discussing offensive views?

Exploring Echo Chambers

Peace Education	Competencies for critical thinking in the digital world
Topic of lesson	Echo Chambers
Key concepts	Echo chamber Polarization Conflict resolution Justice
Subjects	Social Studies, English
Time needed	120 minutes
Objective	Students will understand what echo chambers are, how they form, and their impact on public discourse and individual perspectives.
Short explanation	Students explore various platforms for digital interaction and reflect on how digital participation and interaction affect the shape and content of public debate. They describe key laws, rules, and norms and discuss the consequences of breaking them for individuals and society in the short and long term.
UNESCO (2023) competences	Analytical and Critical Thinking Respect for Diversity Self-awareness skills
Materials needed	Student PC, internet access, access to social media platform, optionally pen and paper and blackboard
Attributions, Collaborators	Maria Goes

Lesson structure

Introduction (10 minutes)

1. A brief explanation of echo chambers. Define the term and explain how echo chambers form, particularly in digital spaces like social media.
2. Discuss the potential impacts of echo chambers on public discourse and individual perspectives. Highlight how they can reinforce existing beliefs and limit exposure to diverse viewpoints. Example of social media algorithms.

Group activity 1. Identifying Echo Chambers (15 minutes)

1. Student individually think about their own social media feeds or online communities they are part of. They write down examples of echo chambers they have noticed.
2. Students to share their examples with their group and discuss common themes.
3. The group shares their findings with the others. What types of content or opinions are most often reinforced in these echo chambers?

Group activity 2. Research and Reflection (20 minutes)

1. Students continue working in small groups. Each group gets a different social media platform or online community to research. Examples could include Facebook, Twitter, Reddit, or Instagram.
2. Each group should investigate how echo chambers form on their assigned platform. They should look for patterns in the types of content shared, the interactions between users, and the algorithms that might contribute to the formation of echo chambers.
3. After researching, each group should reflect on their findings and prepare a brief presentation to share with the class.

Group activity 3. Class Discussion (15 minutes)

1. Have each group present their findings to the class. Encourage students to ask questions and engage in a discussion about the implications of echo chambers.
2. Discuss the impact of echo chambers on public discourse and individual perspectives:
 - Increased polarization
 - Difficulty in engaging in civil discussions
 - Spread of misinformation
 - Reinforcement of biases

3. Discuss strategies for breaking out of echo chambers and promoting more diverse and inclusive online interactions. What can individuals do to ensure they are exposed to a variety of viewpoints?

Activity 4. Reflection on polarization (45 minutes)

1. A brief introduction of term polarization . You can discuss following questions:
 - How often do you encounter viewpoints that contradict your own on social media? Why?
 - How can polarization affect political debates and decision-making processes?
 - How can polarization affect relationships between different groups in society?
 - What are the consequences of polarization?
2. Ask students to read the article "The Five Master Suppression Techniques". These techniques were popularized by Norwegian social psychologist Berit Ås. <https://kjonnsforskning.no/nb/de-fem-hersketeknikker> These strategies are used to dominate or humiliate others in a subtle, indirect way. Here are the five techniques:

Making Invisible: Ignoring or overlooking someone, making them feel invisible.

Ridiculing: Mocking or making fun of someone to undermine their confidence.

Withholding Information: Keeping important information from someone to control or manipulate them.

Double Binding: Damning someone no matter what they do, creating a no-win situation.

Shaming and Guilt: Making someone feel ashamed or guilty to control their behaviour

3. Students must choose a highly debated topic in the media today and an opinion piece or a reader's letter that addresses the topic and responds to another debater.
4. Students should find traces of master suppression techniques in the text.
5. After their research and analysis students should reflect on their findings and prepare a summary to share with the class

Class debriefs and reflection

1. What was the most challenging during our discussions?
2. Have you changed your opinion about social media?
3. Imagine a friend of your is involved in a heated discussion online and asks you for some advice. What would you say?

An Introduction to Indigenous Peoples: Global and Local Perspectives

Peace Education	Competencies in intercultural understanding
Topic of lesson	Indigenous peoples globally and locally
Key concepts	Identity, storytelling
Subjects	Language A, Theory of Knowledge
Time needed	3 x 75 min
Objective	Learning about indigenous peoples
Short explanation	Students research indigenous peoples through guided questions relating to their history, storytelling and challenges and solutions to the challenges by indigenous leaders, academics, activists, and artists.
UNESCO (2023) competences	Respect for diversity Self-awareness Sense of connectedness and belonging to a common and diverse humanity and planet Earth Agency and resilience
Materials needed	Sources in the Handouts
Attributions, Collaborators	

Structure of the lesson

Indigenous peoples globally and locally: 3 x 75 min

Lesson 1 (75 min): Introduction to Indigenous peoples globally and locally

Warm-up: Prior knowledge on Indigenous people (group discussion), eg.

- Explain the term “Indigenous peoples”.
- Name any Indigenous peoples you know and where they live.
- Share any facts or figures you know about Indigenous cultures, traditions, or populations.

Internet research on 1) key concepts, facts and figures on Indigenous peoples globally and 2) challenges faced by Indigenous peoples and solutions to overcome them.

Complete Handout 1 [An Introduction to Indigenous Peoples: Global and Local Perspectives](#)

Lesson 2 (75 min): Preparing oral presentations on Indigenous peoples in small groups

See the instructions in Handout 2 : [Indigenous Peoples Group Presentation](#)

Lesson 3 (75 min): Oral presentations and Indigenous storytelling

- Giving the oral presentations to the whole group.
- Getting familiar with Indigenous storytelling, also relating this to the Indigenous worldview, identity and mythology.

See the instructions in Handout 3: [Indigenous Storytelling](#)

Handout 1

An Introduction to Indigenous Peoples: Global and Local Perspectives

Explore the linked sources and collaborate with your small group to complete the following tasks.

Part 1: Indigenous Peoples – Key Concepts, Facts, and Figures

A. Define the following concepts and explain their relevance to Indigenous peoples.

1. Indigenous peoples
2. Land acknowledgement
3. Colonialism
4. Assimilation
5. Sovereignty
6. Self-identification
7. (Indigenous) governance
8. Worldview

Possible sources:

[Definition of Indigenous peoples](#) (Arctic Centre, University of Lapland)

[Unesco: Indigenous peoples](#) (Unesco)

[Indigenous peoples](#) (Worldbank)

B. Explore the Indigenous peoples world maps and discuss the following questions:

What do the maps reveal about the distribution of Indigenous peoples globally?

What historical, geographical, or social factors may have influenced this distribution?

Possible sources:

[Native Land Digital map](#) (native-land.ca)

[Arctic Language Branches](#) (Arctic Centre, University of Lapland)

[Mapped: The World's Indigenous Peoples](#) (Visual Capitalist)

C. Using information from the provided sources and your discussions, summarize the key facts and figures on Indigenous peoples.

Part 2: Challenges and solutions

Answer the following questions based on the provided sources. First, work individually by taking notes. Then, get together and share your findings orally with your small group. Everyone should listen to the first 8 minutes of the podcast, but then feel free to divide the remaining sections among your group.

1. What are the major challenges faced by indigenous communities globally?
2. In what ways are indigenous leaders, academics, activists, and artists working to overcome these challenges?

Sources:

[10 things to know about Indigenous peoples](#) (UNDP)

[Indigenous Peoples' Rights](#) (Amnesty International)

[Indigenous peoples around the world, Global News Podcast - BBC World Service](#) (podcast, 34:15)

0:00 → 8:00	Introduction, challenges globally
8:00 → 9:21	Asia (citizenship)
9:21 → 14:22	New Zealand, Hawaii (Language and tourism)
14:22 → 18:44	Brazil (deforestation)
18:44 → 23:27	Canada (food and health)
23:27 → 25:22	Africa (displacement)
25:22 → 28:20	The Sámi (discrimination, forced assimilation, reindeer, herding, mining)
28:20 → 34:14	The U.S. (food and health)

Part 3: Indigenous Peoples Today – Insights from National Geographic

Visit the [National Geographic: Indigenous Peoples](#) website. Browse the articles and choose the one that interests you most. **Write a brief summary or a list of bullet points** outlining the main ideas of the article.

Then **discuss** the following questions in your small group.

- Which aspects of the Indigenous peoples does the article highlight?
- Why is the topic interesting or important?
- What was the most interesting point you learned about Indigenous peoples through this article?
- How does it connect with Indigenous rights or identity?

What similarities and differences concerning Indigenous issues do the articles have?

Source:

[National Geographic: Indigenous Peoples](#)

Handout 2

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Indigenous Peoples Group Presentation

Work together as a small group to prepare an oral presentation on an Indigenous people. Choose one of the Indigenous peoples listed below, or suggest another one you are interested in. Conduct research to gather information about your chosen group. Below are some suggestions for what you might include in your presentation.

- Introduction – Who are they? Where do they live? A brief overview of their history and cultural identity.
- Cultural Aspects – Language, traditions, beliefs, or social structures.
- Historical and Contemporary Challenges – Historical events that shaped their experiences, present-day issues they face.
- Efforts Toward Recognition and Empowerment – How have they worked to preserve their culture, gain political rights, or improve their communities? Examples?
- Conclusion – Summarize key takeaways and why understanding this Indigenous group is important.

Choose one of the following Indigenous peoples, or suggest another one:

- First Nations
- Inuit
- Métis
- Aboriginal peoples
- Native Americans
- the Sámi

Some sources to begin your research:

First Nations, Inuit and Métis

[Learning resources about First Nations, Inuit and Métis across Canada](#)
[First Nations](#), [Métis](#), [Inuit](#)

Native Americans

<https://www.britannica.com/topic/Native-American>
[Native American History](#)

Aboriginal peoples

[Statistics about Aboriginal and Torres Strait Islander People](#)
[First Peoples of Australia](#)
[A Brief Aboriginal History](#)

The Sámi (in Finland)

[Facts about the Sámi](#) (faktalavvu)
[Sami in Finland](#) (Minority Rights Group)
[Rights of the Sami People](#) (Saami Council)

Handout 3

Indigenous Storytelling

Warm-up: Discuss.

- What role does storytelling play in different cultures?
- How do myths or origin stories influence the way people see the world?
- Can you think of any creation stories from your own background or other cultures?

Read, Retell and Reflect

1. Together with your partner(s), choose a different text to read.
 - a Sámi creation story
 - an Aboriginal Dreamtime story
 - a Native American creation myth
2. Read the story and make notes to help you retell the story later.
3. Get together with your partner(s) and take turns retelling the stories. Then discuss the following questions.
 - What key themes are present in the creation stories you read? How do these reflect each culture's relationship with nature?
 - How do these stories explain the origin of the world and humanity? What do these stories tell us about Indigenous worldviews?
 - What lessons or values do the stories teach?
 - What other similarities and differences do you notice between the stories?

Model Peace Council

Peace Education Model Peace Council

Topic of lesson Using stakeholder role play to explore different perspectives related to an issue of conflict

Key concepts Conflict resolution, stakeholders, communication and negotiation, peace education

Subjects English, Social Studies, Civics, History

Time needed 1 lesson to develop stakeholder role
2–4 hours to run the Peace Council

Objective This unit aims to help students engage with different aspects of an issue of conflict while coming to understand how different perspectives can contribute to the mediation of the conflict

Short explanation Students familiarize themselves with a larger conflict or an issue and take on a stakeholder perspective. They embody the stakeholder's role in negotiations and consensus seeking around the main issue of conflict. They participate in the Model Peace Council in their role and then reflect on the entire process.

UNESCO (2023) competences Analytical and Critical Thinking
Media and Information Literacy
Self-awareness
Respect for Diversity
Empowerment and Agency
Peaceful Conflict Resolution and Transformation
Decision-Making Skills

Materials needed

- Powerpoint
- Projector and screen
- Paper
- Stickers
- Whiteboard and markers
- Handouts:
 - Scenarios
 - Reflecting journal
 - Conflict styles printouts (to put on the walls)

Attributions, Collaborators Maria Goes, Eva-Jo Jylhä, Jari Vehkaoja

Council Structure

Step 1: Introduction (10 minutes)

- Brief overview of the Model Peace Council (MPC)
- Explanation of the objectives and key concepts

Step 2: Introduction to the Think Tank idea (15 minutes)

Introduce the role play: The government has invited different stakeholders to form a council in the form of a Think Tank to discuss and propose actions and solutions to several important issues in the area at the moment. The stakeholders will discuss and negotiate solutions from their perspective. Feel free to take on a role as the government official who has called the Peace Council! You can introduce one of the scenarios (see Handout 1.) or make your own scenarios and burning questions about a topic you want the students to learn about. The scenario building can be done with the help of AI, for example.

Step 3: Stakeholder Role-Play (60 minutes)

Students are divided into groups and assigned (or can choose different stakeholder roles), e.g., government officials, business interests, young activists, Indigenous representatives and members of academia.

Students should become familiar with the larger issue and well versed in their stakeholder perspective: what kind of interests do they represent, what kind of positions would they take, what could be their non-negotiables. Give students time to research the topic and think like the stakeholder.

Step 4: World Café (60 minutes)

Students participate in a World Café activity to share their ideas and solutions. Students are divided into groups, each of which consists of one representative from each stakeholder group.

Groups get an assignment (see **Handout 1.** or make your own scenarios and burning questions) to find a solution to a burning question. Each group can work on the same scenario or each can have a different scenario. They must take into consideration different opinions and perspectives of all of the stakeholders in the negotiations and produce several concrete suggestions, think of major concerns and make a list of non-negotiable points.

Students develop a communication plan to present their solutions (**Handout 2.**) Each group will present their plan to the class.

Step 5: End the role play by thanking the students.

Step 6: Reflection on Conflict Styles (30 minutes)

Set up a station with a print of each of the different conflict styles (see **Handout 3.**) around the room. Have students go around the room and look at the different conflict styles. Ask them to stay next to the conflict style response that they used in the Peace Council.

Ask questions:

What did you use in this imaginary scenario? Talk with the others why you used this strategy.

What kind of conflict styles were used by your group members?

Which conflict styles do you usually fall back on?

Which advanced consensus?

What did you learn about reaching consensus? Why is it important (in general)?

Step 7: Reflection (10 minutes)

Students reflect on the activity and discuss what they learned.

Reflection prompts (**Handout 4.**) will be provided to guide the discussion

Handout 1. Scenarios

Scenario 1: Water Resource Management and Mining

A mining company plans to extract minerals from a site near a major river in Lapland. The project promises significant economic benefits, including job creation and increased local revenue. However, the proposed mining site is close to a river that is crucial for local ecosystems and traditional fishing practices. Concerns arise about potential contamination of the water supply, disruption of aquatic life, and long-term environmental degradation. The debate intensifies as studies reveal the possible ecological impacts.

Burning Question: "How can we balance the economic benefits of mining with the need to protect our water resources and traditional fishing practices?"

Scenario 2: Social Media and Tourism

A viral social media campaign showcases a pristine lake in Lapland, quickly turning it into a popular tourist destination. The sudden influx of visitors brings economic benefits to local businesses but also leads to overcrowding, littering, and strain on local infrastructure. The increased human activity threatens the delicate ecosystem of the lake, including rare plant and animal species. Local communities face disruptions to their daily lives and cultural practices.

Burning Question: "What measures can we implement to ensure that the increase in tourism does not harm the pristine lake and disrupt local communities?"

Scenario 3: Digital Activism and Hydroelectric Projects

Plans for a new hydroelectric dam in Lapland spark a digital activism campaign. The project aims to provide renewable energy and reduce reliance on fossil fuels. However, the construction of the dam would flood large areas, displacing wildlife and altering river ecosystems. The dam's impact on fish migration patterns and water quality raises significant concerns. Online campaigns highlight these issues, gaining widespread support and putting pressure on authorities to reconsider the project.

Burning Question: "How can we balance renewable energy projects with their effects on the ecological and cultural landscape?"

Scenario 4: Social Media and Reindeer Herding

Social media influencers promote reindeer herding experiences in Lapland, leading to a surge in tourist interest. While this trend boosts local economies, it also commercializes a traditional practice, potentially altering its cultural significance. The increased tourist activity disrupts reindeer grazing patterns and raises concerns about animal welfare. The influx of visitors also puts pressure on the natural habitat, leading to habitat degradation.

Burning Question: "How can we promote reindeer herding experiences to tourists in a way that respects and preserves the cultural and environmental integrity of the practice?"

Scenario 5: Digital Activism and Forestry Practices

A digital campaign calls for changes in forestry practices to protect Lapland's old-growth forests. These forests are home to diverse wildlife and play a crucial role in carbon sequestration. The campaign highlights the ecological importance of preserving these areas and the negative impacts of logging, such as habitat destruction and loss of biodiversity. The proposed changes include stricter regulations on logging activities, promoting sustainable forestry methods, and designating protected areas. The campaign gains momentum, leading to public debates and policy discussions on how to balance economic interests with environmental conservation.

Burning Question: "What are the potential benefits and drawbacks of changing current forestry practices in Lapland?"

Handout 2. Communication strategy and public engagement

1. List of key stakeholders involved in the issue and their interests
2. Write down 2-3 recommendations how to ensure that you manage to gather diverse perspectives
3. Communication plan (which should include goal, target audience, communication method, frequency)

	Goal	Audience	Method	Frequency
Scenario 1	What is the purpose of you communication?	Who is your target audience?	How do you plan to communicate (email, social media, meetings, conferences etc.)	How often do you want to keep contact with them?

Handout 3. Conflict styles

Conflict Styles

Avoiding

This style involves withdrawing from a conflict situation—either physically or emotionally—or pretending that no problem exists. Individuals using this style tend to show low concern for both their own interests and those of others. Avoiding can be appropriate when the issue is minor or when addressing it could cause more harm than good. It is especially useful when there is no significant relationship with the other party or when you lack the power or resources to engage in the conflict effectively. However, overuse of avoidance can lead to unresolved issues and long-term tension.

Accommodating

In the accommodating style, a person prioritizes the needs and desires of others over their own, often giving in to maintain harmony. This approach reflects high concern for others but low concern for oneself. Accommodation may be appropriate when the issue is unimportant to you, when preserving the relationship is more valuable than winning the argument, or when you wish to show goodwill and build trust. While accommodating can foster cooperation, excessive use might lead to resentment or self-neglect.

Competing (or Forcing)

This style is assertive and uncooperative, with a focus on winning the conflict, often at the expense of others. It involves standing firm, defending your position, or pushing for a specific outcome regardless of opposition. Competing is suitable when quick, decisive action is needed, when the stakes are high, or when you're protecting vital interests against opposition. However, it may damage relationships if used excessively or insensitively.

Compromising

The compromising style seeks a middle ground, where each party gives up something to reach a mutually acceptable solution. It reflects a moderate level of concern for both self and others. Compromise is effective when time is limited, when both parties have equal power, or when maintaining the relationship is important but not at the cost of one side's total loss. While compromise can resolve issues efficiently, it may result in solutions that satisfy no one fully.

Collaborating

This approach aims to work with all parties to find a solution that fully satisfies everyone's concerns. It reflects high concern for both self and others and often involves in-depth dialogue and creative problem-solving. Collaboration is especially valuable in long-term relationships, complex issues requiring multiple perspectives, or situations where mutual gains are possible. Though time- and energy-intensive, collaboration often leads to stronger relationships, shared understanding, and more sustainable solutions.

Handout 4. Reflection prompts

1. What steps did you take to ensure that all voices were heard and respected during discussions?
2. How did you feel during moments of conflict or tension? What strategies did you use to manage your emotions, and were they effective?
3. What steps did you take to ensure that all voices were heard and respected during discussions?
4. How did you feel during moments of conflict or tension? What strategies did you use to manage your emotions, and were they effective?
5. How has participating in the Model Peace Council changed your perspective on global issues?
6. Can you recall a moment when you felt particularly challenged or proud of your contribution?
7. Reflect on the different conflict styles discussed during the debriefing session. How do you see these styles playing out in your own life or community?

Race, Justice, and the Prison System in the US – A Critical Analysis of the 13th Amendment

Peace Education	Understanding systemic racism and mass incarceration through Ava DuVernay's <i>13th</i>
Topic of lesson	Race, Justice, and the Prison System in the US – A Critical Analysis of the 13 th Amendment
Key concepts	The 13th Amendment and the criminalization of Black Americans Mass incarceration and systemic racism Media, language, and political rhetoric The role of private corporations and policy in the justice system Protest, activism, and civil rights movements
Subjects	English, Social Studies, Civics, History
Time needed	2–4 hours (flexible depending on class length)
Objective	This unit aims to help students understand systemic racism and mass incarceration through the documentary "13th" by Ava DuVernay. The unit will explore key concepts such as the 13th Amendment, the criminalization of Black Americans, mass incarceration, systemic racism, media and political rhetoric, the role of private corporations and policy in the justice system, and the impact of protest and civil rights movements.
Short explanation	Students will watch, analyze, and reflect on the documentary to evaluate how media, language, policy, and history intersect to shape inequality and discuss the broader implications for justice and human rights.
UNESCO (2023) competences	Analytical and Critical Thinking Media and Information Literacy Self-awareness Respect for Diversity Empowerment and Agency Peaceful Conflict Resolution and Transformation Decision-Making Skills
Materials needed	Link to <i>13th</i> : YouTube: https://www.youtube.com/watch?v=1WU608Z2678 Handouts: Viewing tasks (Handout 1) Discussion questions (Handout 2) Internet access and student devices

**Attributions,
Collaborators** Iris Haugstad

Lesson Structure

Part 1: Introduction and Preview (30 min)

Activity: Media Framing and Guiding Question

Guiding question: *How does the media present race and justice through narrative, language, and image?*

1. Introduce the documentary **13th** and its relevance (mass incarceration, racism, the 13th Amendment).
2. In pairs, students make predictions and discuss expectations about the documentary they are about to watch.
3. Distribute the Viewing Task (Appendix 1).

Part 2: Watch **13th**

- Students watch the documentary and take structured notes using the Viewing Task grid.
- Focus points:
 - Language manipulation (*super predator*, *war on drugs*)
 - Use of primary sources (news footage, speeches, stats)
 - Emotional and logical appeals
 - Connections between past and present forms of oppression

Part 3: Small Group Discussion

Activity: Deep Dive Discussion

Using the Discussion Questions handout (Appendix 2), students work in groups to:

- Identify the documentary's main message
- Trace how history, policy, and media converge to support systemic racism
- Reflect on corporate profit from incarceration
- Discuss how language is used by politicians and institutions
- Consider the role of media in either amplifying or challenging injustice

Part 4: Class Debrief and Reflection (30 min)

Whole-class discussion:

- Is the US justice system broken? Why or why not?
- What emotions did the film evoke? Why?
- What is the responsibility of individuals and institutions in challenging racism?

Individual Reflection (written or oral):

What is one thing that surprised or shocked you and how does it change the way you view justice or equality?

Handout 1

Viewing tasks

Guiding question:

How does the media present race, and issues related to race, through narrative, language and image?

Step 1: Taking Notes

Time stamp	What major point does the documentarian make in this section of the documentary?	What choices support the communication of this point in the documentary?	Notes (key moments, patterns, observations, etc.)

Step 2: Revisit key moments

Focus on the moments you identified as significant or interesting. Select two that highlight, discuss, or develop a similar issue related to race (identity, injustice, cultural beliefs, etc.).

Examine the connections and contrasts between the two passages. You might consider:

- The ways in which content is approached: directly, through analogy, data and statistics, narrative, discussion and dialogue, or from one person's perspective (whether that be an expert, an anecdotal experience, a represented narrative perspective, etc.).
- The way in which content is presented: framing a scene, using rich imagery, graphs, symbols, concept maps, descriptions, highlighting particular words or images, arrangement, etc.
- The target audience.
- The creator's attitude toward the content.

Consider how the reader receives and responds to the material: logically, emotionally, empathetically, with shock or intrigue, etc.

Issues raised/developed in the Key Moments	
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Key Moment #1	
[insert moment or passage with still images and/or dialogue]	
The most important point made in the passage	
Notes about the way the content is approached or presented.	
Notes about the viewers response	
Note down stylistic features that play a significant role in communicating ideas, feelings, or eliciting a viewer's response	

Key Moment #2	
[insert moment or passage with still images and/or dialogue]	
The most important point made in the passage	
Notes about the way the content is approached or presented.	
Notes about the viewer's response	
Note down stylistic features that play a significant role in communicating ideas, feelings, or eliciting a viewer's response	

Handout 2

Discussion questions – 13th

1. What is the main message of this documentary? What is this documentary really about: crime, racism, drug abuse, incarceration, justice, the history of America, drug abuse, politics, inequality, immigration or poverty? After watching the documentary, make a mind map which shows how all of these issues are connected to one central issue. What is this central theme?
2. How does the documentary make use of various 'primary' sources (original photographs, speeches, feature films, recordings, songs, commercials, news stories) in order to construct its message? To what effect does this documentary combine primary sources, such as Trump speeches and video footage of civil rights demonstrations? As you watch, make a list of primary sources that you would like to research further.
3. How is the English language used and abused by people in power? How do politicians say one thing but mean another? Make a list of 'curious phrases' such as "national crusade," "super predator" or "war on drugs," that capture your interest and make you think about how meaning is constructed. How have politicians used language to get elected and pass harmful policies?
4. How have corporations, such as Walmart, CCA, Victoria's Secret and American Bail Coalition, benefited from federal legislation on crime?
5. In what ways is the US system of justice 'broken'? Why do most cases not go to trial? Why do people admit to crimes that they have not committed? Why are people in jail for years without being convicted of crimes? How are felons tainted for life?
6. What is the role of the media in portraying racially charged violence? Should people see more or fewer images of racially charged violence? Are social media streams effective in solving this problem?

The Cold War - A Critical Analysis

Peace Education	Causes, Conflicts, and Consequences of wars
Topic of lesson	The Cold War - Causes, Conflicts, and Consequences
Key concepts	Cold War tensions between the USA and the USSR Ideological rivalry: Capitalism vs. Communism The role of nuclear weapons and deterrence "Hot" conflicts within the Cold War (e.g., Korea, Vietnam)
Subjects	History
Time needed	6 hours, one hour per discussion task.
Objective	Students will critically analyze the Cold War by engaging in structured discussions. They will use multiple sources to examine key events, ideological tensions, and the role of nuclear deterrence. The lesson emphasizes research, analytical skills, and structured argumentation.
Short explanation	This lesson helps students develop a nuanced understanding of the Cold War, encouraging critical engagement with historical sources. By analyzing ideological conflicts, military tensions, and diplomatic negotiations, students gain valuable skills in critical thinking, research, and debate.
UNESCO (2023) competences	Analytical and Critical Thinking: Questioning norms, critically analyzing historical events, and understanding power dynamics. Decision-Making Skills: Evaluating historical actions and policies based on evidence. Media and Information Literacy: Using diverse sources for research and critically assessing their reliability. Collaborative Skills: Engaging in discussions, debating arguments constructively. Peaceful Conflict Resolution: Understanding diplomatic strategies and Cold War negotiations. Citizenship Skills: Recognizing the global implications of Cold War policies and their impact on modern politics.
Materials needed	Internet access Printouts or digital access to discussion questions Whiteboard or digital collaboration tools for group work
Attributions, Collaborators	Iris Haugstad

Lesson structure

Instructions for students:

In this assignment, you will explore various aspects of the Cold War by engaging in key discussion tasks. To complete this assignment, you must use a range of sources. Below are detailed instructions on how to approach each task effectively.

General Guidelines for students

1. **Research Thoroughly:** Start by gathering information from the recommended sources. Take notes on key points, arguments, and evidence related to each discussion task.
2. **Organize Your Thoughts:** Before writing your answers, outline your main ideas. This will help you structure your responses logically and coherently.
3. **Cite Your Sources:** When referring to information from your research, make sure to cite your sources properly. This demonstrates academic integrity and strengthens your arguments.
4. **Engage Critically:** Don't just summarize the information; analyze and evaluate the arguments. Consider different perspectives and the implications of the events discussed.

Discussion Tasks

Task 1: The Cold Relationship Between Allies

- Investigate the Context: Examine the relationship between the USA and the Soviet Union during/after World War II. Look for specific events or policies that contributed to the tension.
- Identify Key Factors: Consider factors such as ideological differences, post-war goals, and mutual suspicion.
- Discuss: Write a detailed response discussing how these factors contributed to the "cold" nature of their relationship after the war. Use examples to illustrate your points.

Task 2: The Marshall Plan and Eastern Bloc Relations

- Understand the Marshall Plan: Investigate what the aid of the Marshall Plan was and its intended purpose in post-war Europe.
- Analyze the Soviet Response: Examine why the Soviet Union opposed this aid to Eastern European countries. Look for political, economic, and ideological reasons.
- Discuss: Explain in your response how the Marshall Plan affected the relationship between the Western and Eastern blocs, and why the Soviet Union's rejection was significant.

Task 3: The "Cold" War vs. "Hot" Conflicts

- Define the Terms: Clarify what is meant by "cold" in the context of the Cold War and identify the "hot" conflicts that occurred, such as the Korean War and the Vietnam War.
- Evaluate the Conflicts: Discuss whether the presence of these conflicts undermines the term "cold." Consider the nature of these wars and their connection to the broader Cold War context.
- Discuss: Formulate your argument on whether it is appropriate to label the Cold War as "cold," providing evidence from your research.

Task 4: Nuclear Weapons and Their Impact

- Research Nuclear Capabilities: Look into the nuclear arsenals of both the USA and the Soviet Union during the Cold War.
- Balance and Fear: Analyze how the existence of nuclear weapons created a balance of power while also instilling fear in both nations and their allies.
- Discuss: Write about the dual nature of nuclear weapons as both a deterrent and a source of anxiety, using historical examples to support your points.

Task 5: Ideologies as Driving Forces

- Identify the Ideologies: Investigate the core ideologies of the USA (capitalism and democracy) and the Soviet Union (communism).
- Analyze Their Influence: Discuss how these ideologies shaped the actions and policies of both nations during the Cold War.
- Discuss: Consider to what extent these rival ideologies were the primary driving force behind the conflict. Think about other factors that may have played a role.

Task 6: The West's Ideological Victory

- Understand the Claim: Investigate what is meant by the statement that the USA and the West "won" the ideological war.
- Examine Evidence: Look for evidence that supports or contradicts this claim, including political, economic, and cultural factors.
- Discuss: Formulate your response to discuss the validity of this claim, providing examples and counterarguments to create a balanced analysis.

Researching the SDGs: a unit on Academic Writing

Peace Education	Critical thinking, analysis and futures thinking
Topic of unit	Principles of academic writing and research skills and the SDG2030
Key concepts	United Nations Sustainable Development Goals 2030 Academic writing, research
Subjects	Language Unit, Social Studies
Time needed	Approx. 8 lessons of 75 minutes
Objective	Students will • engage in critical reflection and introspection • engage in world-view reflection and foster political agency • provide critical and factual knowledge in a formal register • develop formal presentation skills in oral and written methods • develop an awareness of issues of justice and equity • consider ways to settle differences • develop an awareness of relationships of self to others and living systems.
Short explanation	In this unit students develop academic writing skills in the form of a 'Global Advancement for Peace' (GAP) Conference. The conference is a place to present, exchange, and develop research amongst peers. The assessment includes Problem/Solution Paper (summative), Oral Presentation (summative) and Journal Writing (formative).
UNESCO (2023) competences	Analytical and Critical Thinking Citizenship skills Decision-making skills Self-awareness Collaborative Skills Adaptive and creative skills Media and information literacy, communication and digital skills
Materials needed	Handouts Access to UN SDG 17 material on the internet
Attributions, Collaborators	

Unit structure

Lesson 1 (75 min) Introduce the unit

Introduce the GAP conference by providing invitations to each student via email or physical form (see **handout 1**).

Introduce the UN SDG2030 Goals.

Break students into small groups and direct them to go to the website and find the following information.

1. Look over the UN SDGs. Choose the two that seem either most important or interesting.
2. Summarize the goal in a few sentences, explain why it matters, and find a current event/piece of research in the media that demonstrates its relevance in the world.

Students can then present their choices to each other in groups or to the class as a whole.

End the class with the following questions:

- What kinds of research are important for solving conflicts?
- Can research be used in both good and harmful ways?
- How can you use research to support peace in your own life or community?

Lesson 2 (75 min) Review how to form a research question

Ask students to complete **handout 2**. The handout is broken into steps.

Ask students to create two potential research questions. If students find the process difficult, you can provide them with a sample question.

Lesson 3 (75 min) Discuss the principles of sound research.

Begin by asking students the following question: "Why do we do research?" Let them work in pairs or small groups and discuss. After, ask for their answers.

Show the following list of reasons:

- It's a tool for building knowledge and facilitating learning.
- It's a means to understand issues and increase public awareness.
- It helps us succeed in business.
- It allows us to disprove lies and support truths.
- It is a means to find, gauge, and seize opportunities.
- It promotes a love of and confidence in reading, writing, analyzing, and sharing valuable information.
- It provides nourishment and exercise for the mind.

Explain to the students that good research is based on reliable source material. Open the CRAAP test (see **handout 3**) Please note that you might need to tweak the links for your own countries or purposes.

Lesson 4 (75 min) Evaluate sources and discuss what constitutes an “acceptable” source

Go through the results. After finishing, allow students to find one research source and ask them to decide if it passes the CRAAP test.

Lesson 5 (75 min)

Review proposal writing. Explain to students that before presenting at a conference, it's customary to write a proposal for those attending. Remind students that all proposals are published for attendees before the conference.

Show students the sample proposal (**handout 4**) This is what the final product should look like, although please note that sample is not directly linked to any SDG in the text, while the students research should be. There is also an annotated version of the same proposal with guiding questions for the students (see **handout 5**). You can provide them with both. After, tell them to begin researching and writing their proposals.

Lesson 6 (75 min) Research

Allow students class time to research. Make sure to help them consider the main concepts.

Lesson 7 (75 min) Presentation preparation

The final part of the GAP conference is the presentation. The presentation is the oral component of the course and provides a formal setting for students to present their research in small groups.

Allow students time to prepare their presentation (see handout 6).

The teacher should be looking over the proposal and dividing students by themes and topics (or as best as possible). The closer the topics are, the better the discussion.

Tell students to read the proposals from each group member before the day of their presentations.

Lesson 8 (75 min) Students present in small groups

Let each student present. As they present, ask students to write down two questions to ask after the presentations. Guide them on the types of questions they can ask because we have to remember the students are not experts in their fields.

After each member has presented, ask students to address the following questions as a group.

1. What did you find interesting or thought-provoking? Was there anything you found problematic or unnerving?
2. In general, what do you see as the most challenging issue in the future? Why do you feel that way and how can we solve the problem?
3. What did you learn about research during the course? What did you learn about the SDGs? Have your opinions changed over the course, why or why not?

Handout 1:

We are pleased to announce that the annual conference for the Global Advancement for Peace (GAP) will be held [FILL IN]. GAP provides a forum for young researchers to present their findings on emerging issues related to peace. The conference seeks research connected to peace studies.

The conference aims to bring together researchers to exchange and share their experiences, thoughts, and concerns. The conference will address the following themes of the United Nations' Sustainable Goals 2030.

All research topics should connect to the SDGs in some way and focus on advancing peace. The research is expected to have a clear problem/solution structure. In addition, all research papers should adhere to academic writing and integrity standards.

Researchers should prepare a short proposal before their presentation. Proposals should be structured using the following format:

1. Theme
2. Tentative research question
3. Tentative title
4. Key Terms [List 4-5 key terms with definitions]
5. Motivations for researching the topic
6. Previous knowledge of the research topic
7. Potential knowledge needed to complete research

The proposal should be no longer than 1.5 pages, including sources. Please submit your proposal before the conference.

Best regards,

[SIGNATURE]

Conference Coordinator

Handout 2: Research Question

Research should be meaningful! List some of the things that are meaningful to you or things that you are interested in.

--

Are there any pressing issues or events in the world that you'd like to know more about? What are they and what would you like to know?

--

Our conference, GAP, desires research that addresses global issues, or in this case, the UNSDG 17 goals. Earlier we looked at the SDG 17 goals.

Identify the relevant SDGs for your research topic.

- Which of the 17 SDGs is most relevant to your research topic?
- What kinds of specific questions or problems arise from the SDG?

--

Reflect on peace.

- How will your research address the rights, dignity, and diversity of the people and the environment?
- How will your research enhance social responsibility and contribute to a peaceful world?

--

Based on your notes, write down two/three potential research topics.

E.g., Green spaces in cities

1	
2	
3	

Forming a Research Question

Forming a research question is the key to a good research paper. Choose one of the potential topics in the last entry and use the following questions to create a research question.

What is my interest?	
Why am I interested in it?	
So, what do I want to investigate?	

Create a research question from the information in the boxes.

RQ:	
-----	--

Another key part of the process is exchange and re-evaluation. Partner up and show your question to another person. Use the checklist to help revise the question. After the discussion, rewrite the question (if needed).

- ✓ connects to UNSDG
- ✓ topic of interest
- ✓ researchable
- ✓ can find/access information
- ✓ no suspicious words
- ✓ direct and clear

Create a revised research question (if needed):

RQ:	
-----	--

Handout 3:

CRAAP Test

1. **Currency:** *The timeliness of the information:*

- When was the information published or posted?
- Has the information been revised or updated?
- Does your topic require current information, or will older sources work as well?
- Are the links functional?

Keywords: “Finnish education” and “PISA”

Go to the site and determine if the site passes the currency test.

- <https://okm.fi/en/pisa-2022-en>

2. **Relevance:** **The importance of the information for your needs.**

- Does the information relate to your topic or answer your question?
- Who is the intended audience?
- Is the information at an appropriate level? (i.e., not too elementary or advanced for your needs)
- Have you looked at a variety of sources before determining if this is one you will use?
- Would you be comfortable citing this source in your research paper?

Keywords: “Dada” and “history” and “depiction of reality”

Go to the site and determine if the site passes the relevance test.

- https://www.youtube.com/watch?v=H_lPg4ysuE

3. **Authority:** **The source of the information.**

- Who is the author/publisher/source/sponsor?
- What are the author's credentials or organizational affiliations?
- Is the author qualified to write on the topic?
- Is there contact information, such as a publisher or email address?
- Does the URL reveal anything about the author or source? examples: .com .edu .gov .org .net

Keywords: “Depression” and “Medication” and “Wellness”

Go to the site and determine if the article passes the authority test.

- <https://www.verywellmind.com/possible-prozac-side-effects-in-children-1067011>

4. Accuracy: The reliability, truthfulness and correctness of the content.

- Where does the information come from?
- Is the information supported by evidence?
- Has the information been reviewed or refereed?
- Can you verify any of the information in another source or from personal knowledge?
- Does the language or tone seem unbiased and free of emotion?
- Are there spelling, grammar, or typographical errors?

Keywords: "Online" and "Bullying" and "Research"

Go to the site and determine if the article passes the reliability test.

- <https://www.dosomething.org/us/facts/11-facts-about-cyber-bullying>

5. Purpose: The reason the information exists.

- What is the purpose of the information?
- Is it to inform, teach, sell, entertain or persuade?
- Do the authors/sponsors make their intentions or purpose clear?
- Is the information fact, opinion or propaganda?
- Does the point of view appear objective and impartial?
- Are there political, ideological, cultural, religious, institutional or personal biases?

Keywords: "surveillance" and "technology" and "news"

Go to the site and determine if the article passes the purpose test.

- <https://www.breitbart.com/europe/2023/08/03/uk-govt-quietly-backs-facial-recognition-in-stores-to-stop-shoplifting/>

Find your own source:

Title and link of the source:

--

Apply each part of the CRAAP test to your source. Please justify why it passes in the box to the right.

Currency	
Relevance	
Authority	
Accuracy	
Purpose	

Handout 4: Sample Proposal

Name: XXXX

Theme: Technology and the Beyond

Tentative Research Question:

What persuasive techniques did Donald Trump use on Twitter during his 2016 US presidential campaign in order to gain support and attention?

Tentative Title:

Look at me: an examination of the persuasive techniques in Donald Trump's tweets during his presidential campaign

Keywords: Donald Trump; Post-Truth; Social Media; 2016 US Elections

Motivations:

The United States presidential election of 2016 was well-known around the world because of the media coverage it received. Unlike previous elections, social media played a very special role in its outcome. A survey conducted by Allcott & Gentzkow indicates that social media was the "most important" source of news by 14 percent of Americans during the 2016 presidential election (Allcott & Gentzkow, 2017). Specifically, Twitter (now X) played an important role in the campaigning of the candidates leading up to the elections. President Donald Trump is a prime example of how Twitter can be used to gain support and attention for election purposes. For my conference presentation, I wish to examine how this process came about and its potential consequences on future elections.

Previous Knowledge:

Firstly, it is important to understand how Twitter as a platform can impact elections. Twitter is an extremely fast form of communication that reaches a large amount of people in seconds. With a 140-character limit, Twitter allows the writer to publish short, powerful messages with far global reach. This means that the message is condensed into a small space allowing the author to create simple messages that audiences can understand effortlessly.

Secondly, it is essential to acknowledge how the 2016 United States presidential elections demonstrated a clear shift towards post-truth politics. Post-truth can be defined as "relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief" (English Oxford Living Dictionaries, 2017). The use of the word increased by around 2,000% in 2016 compared to 2015 because of events such as the US elections and Brexit (Flood, 2016). Fallacies and lies are not unusual or new to politics but Trump shows the most extreme example of a compulsive liar whose,

“lies are the product of a mind apparently unable to recognize the border between fact and fantasy” (Jenkins, 2017). The lies that he spreads through social media are spread quickly and efficiently which is extremely dangerous because, as Jenkins argues, “a lie can be halfway round the world while the truth is putting on its shoes” (Jenkins, 2017). The main problem, therefore, rests in people’s inability to find out the truth. Trump benefits from deception when the truth is not discovered.

Potential Knowledge Needed: Social media, and in this case Twitter (X), poses a serious threat to democracy. Since no filter restricts content, Trump uses the freedom that he has on Twitter (X) regardless if the statements are false or downright lies. Politifact’s analysis of Trump’s Twitter statements showed that only 20% of his statements were completely true before the election (Stolberg, 2017). For Zeynalov, this raises the pressing question: “How are you going to hold leaders accountable for their false statements when millions of their supporters buy them?” (Zeynalov, 2017) This is a serious question because even though the truth has been brought to public knowledge, there is seemingly no effect on public opinion. The key issue with post-truth politics that we should be concerned with isn’t the election of Donald Trump but his “reinforcing dangerous beliefs and isolating people and limiting people’s open-mindedness and respect for truth” (Weaver, 2017). Considering these points, this conference paper requires a deeper understanding of social media and its effects on its users’ opinions, which requires more research on how social media affects public knowledge and opinion.

Sources:

Allcott, Hunt, and Matthew Gentzkow. (2017). "Social Media and Fake News in the 2016 Election." *Journal of Economic Perspectives*, 31 (2), 211-36.

Flood, Alison. (2016 Nov 15). "'Post-truth' Named Word of the Year by Oxford Dictionaries." *The Guardian*. <https://www.theguardian.com/books/2016/nov/15/post-truth-named-word-of-the-year-by-oxford-dictionaries>.

Jenkins, Simon. (2017 Jan. 26). "Post-truth Politics Will Be Debunked by Online Facts." *The Guardian*. <https://www.theguardian.com/commentisfree/2017/jan/26/post-truth-politics-online-facts-donald-trump-lies>.

“Post-truth.” *English Oxford Living Dictionaries*. Oxford University Press, Web. 5 July 2017. <https://en.oxforddictionaries.com/definition/post-truth>.

Stolberg, Sheryl Gay. (2017 Aug. 7). "Many Politicians Lie. But Trump Has Elevated the Art of Fabrication." *The New York Times*. <https://www.nytimes.com/2017/08/07/us/politics/lies-trump-obama-mislead.html>.

Zeynalov, Mahir. (2017 Nov. 4). "Trump, Erdogan And Post-Truth Politics." *The Huffington Post*. Berggruen Institute. https://www.huffingtonpost.com/mahir-zeynalov/trump-erdogan-and-posttru_b_12090684.html.

Handout 5: Annotated Version of Sample Proposal

Name: XXXX

Theme: Technology and the Beyond

1. Note the formal requirements. The committee needs your name and the theme.
2. Also note the formal requirements of the proposal:
 - ✓ 11/12 font
 - ✓ Times New Roman
 - ✓ Double Spacing (Under paragraph settings)
 - ✓ Bold subheading

Tentative Research Question: What persuasive techniques did Donald Trump use on Twitter during his 2016 US presidential campaign in order to gain support and attention?

3. Note how the research question is formed. There is a) a problem, b) focus, c) context, and d) point of exploration. Can you locate each from the question above?

a)	
b)	
c)	
d)	

Tentative Title: Look at me: an examination of the persuasive techniques in Donald Trump's tweets during his 2016 US presidential campaign

4. The title should tell us what the task is about and be interesting. A good title uses key phrases from the research questions but doesn't just copy and paste them. This repetition highlights the focus of the paper. Which phrases are repeated?

Keywords: Donald Trump; Post-Truth; Social Media; 2016 US Elections

5. Keywords help others find information on your topic and anticipate its content. Keywords can be concepts, jargon, or people. What do these four keywords help us predict? Write a summary:

Motivations: The United States presidential election of 2016 was well-known around the world because of the media coverage it received. Unlike previous elections, social media played a very special role in its outcome. A survey conducted by Allcott & Gentzkow indicates that social media was the “most important” source of news by 14 percent of Americans during the 2016 presidential election (Allcott & Gentzkow, 2017). Specifically, Twitter (now X) played an important role in the campaigning of the candidates leading up to the elections. President Donald Trump is a prime example of how Twitter can be used to gain support and attention for election purposes. For my conference presentation, I wish to examine how this process came about and its potential consequences on future elections.

6. The motivation section summarizes the primary reasons or interests behind the research. The motivation a) acknowledges a problem, b) tells why the problem is important to address, c) and informs what the research wants to achieve. Can you locate each of these ideas?

a)

b)

c)

Previous Knowledge: Firstly, it is important to understand how Twitter as a platform can impact elections. Twitter is an extremely fast form of communication that reaches a large amount of people in seconds. With a 140-character limit, Twitter allows the writer to publish short, powerful messages with far global reach. This means that the message is condensed into a small space allowing the author to create simple messages that audiences can understand effortlessly.

Secondly, it is essential to acknowledge how the 2016 United States presidential elections demonstrated a clear shift towards post-truth politics. Post-truth can be defined as “relating to or denoting circumstances in which objective facts are less influential in shaping public opinion than appeals to emotion and personal belief” (English Oxford Living Dictionaries, 2017). The use of the word increased by around 2,000% in 2016 compared to 2015 because of events such as the US elections and Brexit (Flood, 2016). Fallacies and lies are not unusual or new to politics but Trump shows the most extreme example of a compulsive liar whose, “lies are the product of a mind apparently unable to recognize the border between fact and fantasy” (Jenkins, 2017). The lies that he spreads through social

media are spread quickly and efficiently which is extremely dangerous because, as Jenkins argues, “a lie can be halfway round the world while the truth is putting on its shoes” (Jenkins, 2017). The main problem, therefore, rests in people’s inability to find out the truth. Trump benefits from deception when the truth is not discovered.

7. The previous knowledge section is the background. To summarize, imagine this being the most essential concepts for understanding the research. This part is the lengthiest and most detailed. By the end of this section, the reader should be able to identify the most important aspects of the problem. Which two contextual events are mentioned above?

--

Potential Knowledge Needed: Social media, and in this case Twitter (X), poses a serious threat to democracy. Since no filter restricts content, Trump uses the freedom that he has on Twitter (X) regardless if the statements are false or downright lies. Politifact’s analysis of Trump’s Twitter statements showed that only 20% of his statements were completely true before the election (Stolberg, 2017). For Zeynalov, this raises the pressing question: “How are you going to hold leaders accountable for their false statements when millions of their supporters buy them?” (Zeynalov, 2017) This is a serious question because even though the truth has been brought to public knowledge, there is seemingly no effect on public opinion. The key issue with post-truth politics that we should be concerned with isn’t the election of Donald Trump but his “reinforcing dangerous beliefs and isolating people and limiting people’s open-mindedness and respect for truth” (Weaver, 2017). Considering these points, this conference paper requires a deeper understanding of social media and its effects on its users’ opinions, which requires more research on how social media affects public knowledge and opinion.

8. The "Potential Knowledge" section builds off the previous one to introduce new, unresolved issues. It also states what the researcher must do to continue their research.

a) What is the link between the previous knowledge and the potential knowledge sections?
b) What is the "bigger" issue the researcher wants to confront?
c) What does the researcher need to know more about?

Sources:

Allcott, Hunt, and Matthew Gentzkow. (2017). "Social Media and Fake News in the 2016 Election." *Journal of Economic Perspectives*, 31 (2), 211-36.

Flood, Alison. (2016 Nov 15). "'Post-truth' Named Word of the Year by Oxford Dictionaries." *The Guardian*. <https://www.theguardian.com/books/2016/nov/15/post-truth-named-word-of-the-year-by-oxford-dictionaries>.

Jenkins, Simon. (2017 Jan. 26). "Post-truth Politics Will Be Debunked by Online Facts." *The Guardian*. <https://www.theguardian.com/commentisfree/2017/jan/26/post-truth-politics-online-facts-donald-trump-lies>.

"Post-truth." *English Oxford Living Dictionaries*. Oxford University Press, Web. 5 July 2017. <<https://en.oxforddictionaries.com/definition/post-truth>>.

Stolberg, Sheryl Gay. (2017 Aug. 7). "Many Politicians Lie. But Trump Has Elevated the Art of Fabrication." *The New York Times*. <https://www.nytimes.com/2017/08/07/us/politics/lies-trump-obama-mislead.html>.

Zeynalov, Mahir. (2017 Nov. 4). "Trump, Erdogan And Post-Truth Politics." *The Huffington Post*. Berggruen Institute. https://www.huffingtonpost.com/mahir-zeynalov/trump-erdogan-and-posttru_b_12090684.html.

There are many forms of referencing. This student chose to use APA (American Psychology Association). There are two things needed for citations: an in-text citation and a bibliographic reference. The in-text citation acknowledges the source within the text itself. For APA, in-text citations have 3 elements: punctuation, last name, and year of publication. Find the in-text citation for Alison Flood's work in the text.

In text:

9. The bibliographic reference comes at the end. Different types of text require different formulas. Here are the ones used in this proposal:

Periodicals: Newspapers, Magazines, Online Magazines with Author

Author, A. A (Year, Month Day). Title of article. Title of Periodical, volume number, issue number, pages. <https://doi.org/xx.xxx/yyyy>

Which source is an online periodical source?

Periodicals: Scientific Journal

Author, A. A., Author, B. B., & Author, C. C. (Year). Title of article. Title of Periodical, volume number (issue number), pages. <https://doi.org/xx.xxx/yyyy>

Which source is an example of scientific journal?

Handout 6: GAP

Conference Presentation Structure and Formalities

Recommended Structure

- I. Introduction
 - Attention Getter
 - Introduce the problem
 - Describe your motivation for researching the problem
 - Present the research question (and describe if it changed while researching)
- II. Summarize the problem
 - What are the most important things we need to know to understand your problem?
 - Are there key terms or concepts that must be defined? What are they?
 - What are the causes of the problem? Have no more than **three**.
- III. Describe the potential solutions (**These solutions must be real; you cannot invent them**)
 - What solutions did you find for your problem and who provided these potential solutions? Give **two or three**.
 - What did you discover? What was shocking or interesting?
- IV. Further discussion [**most important section**]
 - What is still unclear or undiscovered after your research?
 - What are the larger social/political/economic issues to consider? **Provide two**.
- V. Conclusion
 - **How does your research contribute to peace education and benefit the greater good? Provide a reason or two.**

Formal requirements: (The conference accepts all formats such as PowerPoint, Prezi, or Google Slides)

- ten slides maximum
- four rows maximum of text per slide
- at least two visuals
- swearing or insensitive language is prohibited unless it suits the nature of the presentation (e.g., investigation of swearing or taboo language).
- no reading from your slides, know your information