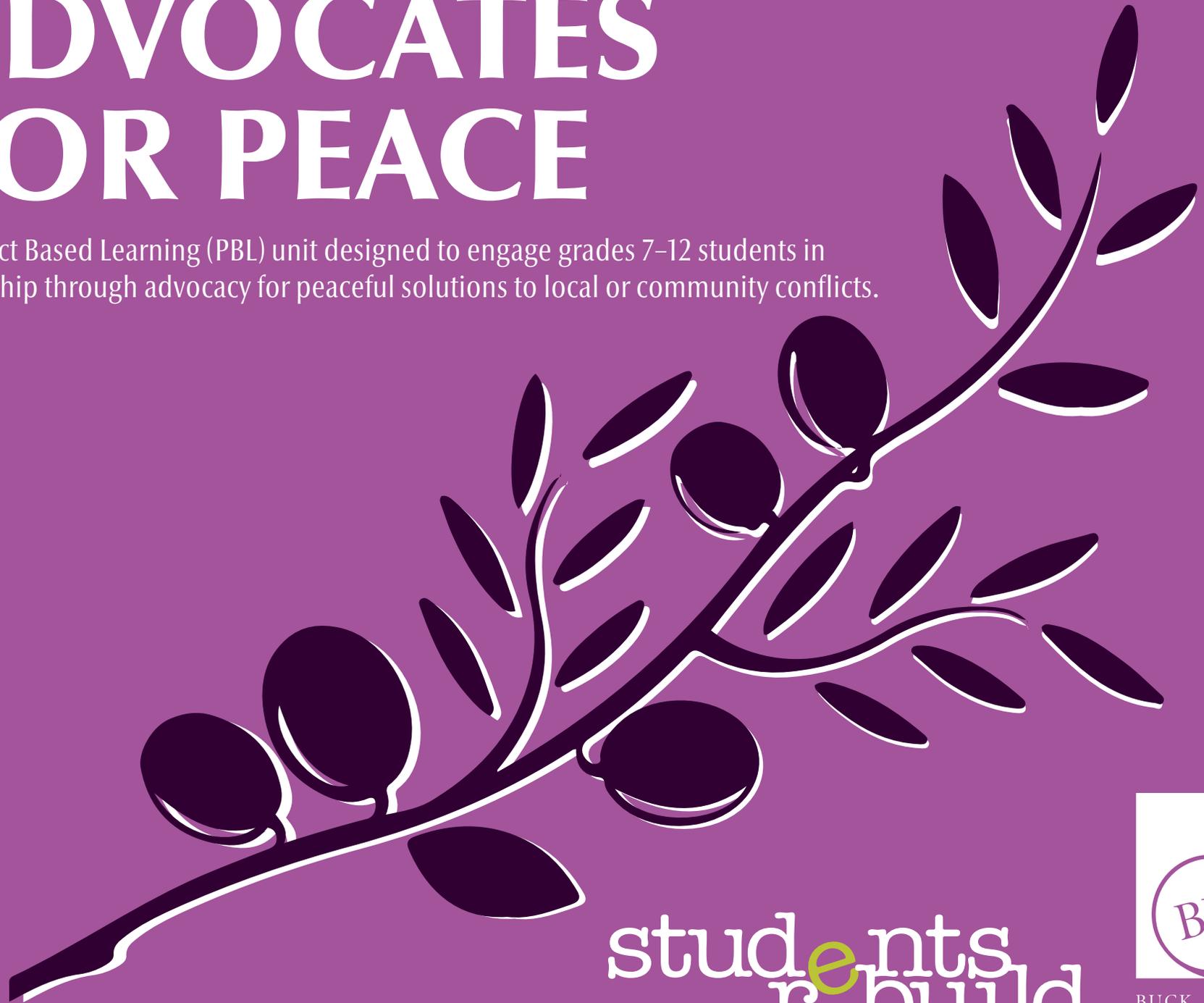# ADVOCATES FOR PEACE

A Project Based Learning (PBL) unit designed to engage grades 7–12 students in leadership through advocacy for peaceful solutions to local or community conflicts.

students rebuild

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ADVOCATES FOR PEACE

Welcome to the *Advocates for Peace* project! We hope that engaging in this project will be a deeply meaningful experience for you, your students, and the community in which you live.

Advocates for Peace was developed through a partnership with Students Rebuild for the **Facing Difference Challenge** that runs through May 4th, 2018. The Facing Difference Challenge provides a simple way for educators to support students to take creative action to build empathy, understanding and peace through facing and positively engaging difference. You can learn more about the Challenge **here** and register to participate **here**.

Informed by Students Rebuild teachers themselves, utilizing this unit can deepen the learning of students participating in the Challenge but also provides a meaningful learning experience for anyone wanting to engage students in high quality project based learning.

Advocates for Peace is an extended learning opportunity so to help you implement successfully, we have included a detailed project plan and set of resources. The following overview orients you to the materials and offers some suggestions for how to get started.

UNIT OVERVIEW

What is included in the unit?

Advocates for Peace is a Project Based Learning (PBL) unit designed to engage grades 7–12 students in leadership through advocacy for peaceful solutions to local or community conflicts. The unit includes the following components:
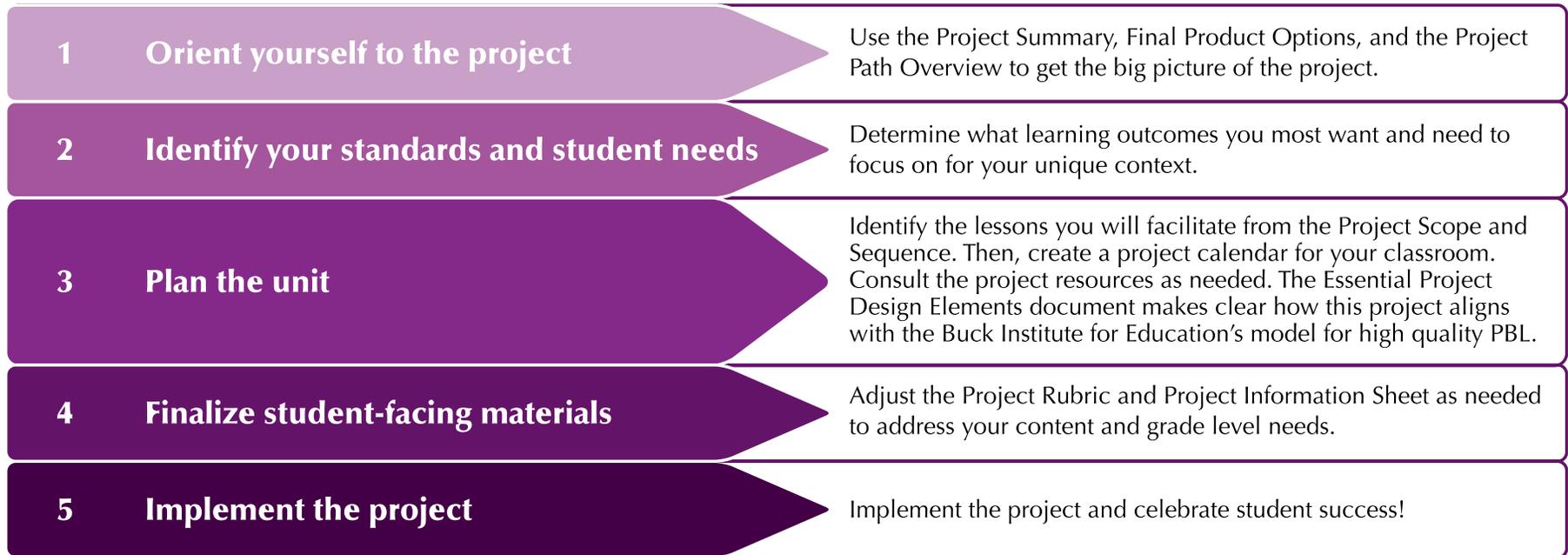
* **Project Summary**
* **Project Path Overview**
* Project Resources
  * **Educator Planning**
    * **Project Scope and Sequence** (includes lessons)
    * **Grades 7–12 Content Standards**
    * **How this project addresses the Essential Project Design Elements from the Buck Institute for Education**
  * **Student-Facing**
    * **Project Information Sheet** (student-facing)
    * **Project Rubric**
    * **Research and Investigation: Peacebuilding in Action**

How do I get started?

The project is designed to be adopted or adapted in grades 7–12 settings based on the needs of your students, time available, and the content and grade level that you teach. While the unit is primarily a literacy unit, there are a number of cross-curricular connections in Math, History/Social Studies, and digital/media arts. To that end, this project provides a robust set of materials.

Whether you are new to Project Based Learning or you are an experienced practitioner, review the suggested approach below to help you most effectively unpack and implement this PBL unit:

1	Orient yourself to the project	Use the Project Summary, Final Product Options, and the Project Path Overview to get the big picture of the project.
2	Identify your standards and student needs	Determine what learning outcomes you most want and need to focus on for your unique context.
3	Plan the unit	Identify the lessons you will facilitate from the Project Scope and Sequence. Then, create a project calendar for your classroom. Consult the project resources as needed. The Essential Project Design Elements document makes clear how this project aligns with the Buck Institute for Education's model for high quality PBL.
4	Finalize student-facing materials	Adjust the Project Rubric and Project Information Sheet as needed to address your content and grade level needs.
5	Implement the project	Implement the project and celebrate student success!

Three things you will notice about the lessons:

1. This project includes facilitation options for key lessons and the final products which we are calling "simple approach" and "complex approach." The "simple approach" keeps the scope of student work and project engagement more limited. This allows educators to facilitate the project in a shorter time frame and with more teacher direction. The "complex approach" is for educators who have the space and time for a longer project experience with additional student-centered inquiry opportunities. Use the lessons or products that best meet the needs of you and your students.

2. Some of the project lessons assume that educators already have strategies and resources for teaching key knowledge or skills, such as reading comprehension skills or how to compare and contrast ideas. In other cases, full lesson steps are provided.

3. Duration of the lessons is provided; however, all times are estimates. Shorten or extend lessons as needed.

How can I share my work with others?

First, let us know that you will be using the unit by filling out a simple form following **this link**. The link is also listed on the Students Rebuild website at **www.studentsrebuild.org/learning**. This will allow us to know who is using the unit to push any new supportive resources to you directly and share any other helpful communications.

Once you implement the project, we invite you to share your experience with this unit by emailing **info@studentsrebuild.org**. You can further share students' peacebuilding efforts on Twitter and Instagram **@studentsrebuild** using **#facingdifference**. Thank you for participating in this Challenge project and facing difference with us and others around the globe!

PROJECT SUMMARY

Title: *Advocates for Peace*	Grade Level: 7–12
Subject Area(s): ELA, Social Studies (Other Subjects: Probability and Statistics, Social Studies (embedded literacy)	Duration: 18–25 hours or approximately 4 weeks

Driving Question	How can we as student leaders advocate for peace?
Key Knowledge, Understanding, & Success Skills	**English Language Arts (ELA)*** **Reading** CCSS.ELA-LITERACY.RI.9-10.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Writing** CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. CCSS.ELA-LITERACY.W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. **Speaking & Listening** CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. ## College, Career, and Civic Life C3 Framework D2.Civ.13.9-12 Evaluate public policies in terms of intended and unintended outcomes, and related consequences. D4.3.9-12 Present adaptations of arguments and explanations that feature evocative ideas and perspectives on issues and topics to reach a range of audiences and venues outside the classroom using print and oral technologies (e.g., posters, essays, letters, debates, speeches, reports, and maps) and digital technologies (e.g., Internet, social media, and digital documentary). **Other grade level standards are noted in the Grades 7–12 Content Standards for Advocates for Peace document. While this project based learning (PBL) unit specifically names grades 9–10 Common Core State Standards (US-based standards), the content strands (e.g., narrative writing) were selected so that educators could adapt this project anywhere along the 7–12 span and in any context, Including those outside of the United States.*

Final Products *Note: See Final Product Options for other choices.*	**Individual:** Narrative Writing: reflection journal; Persuasive Writing (contribution to team policy proposal document) *Note:* Depending on grade level and subject matter, teachers may elect to have an additional summative assessment to gauge individual student learning (e.g., math teacher: performance task on reading and interpreting survey data or standard multiple choice assessment; history teacher: editorial outlining the rationale for the peacebuilding effort to the community that includes historical context for the conflict), or they may elect to modify the reflection journal prompts to better capture the necessary content learning.
	Team: Project teams will create a policy proposal for a solution to a local conflict using inspiration from international peacebuilding efforts. They will also present key components of the proposal in a presentation to local stakeholders/community members. **Extension Opportunity** (Optional): Implement the proposals and share lessons learned with local stakeholders.

PROJECT SUMMARY *(continued)*

In this project, students will explore peacebuilding efforts around the world, conduct research on local issues, and design a policy proposal for a possible solution. Learners will do the following:

PART 1. ➤➤ *Entry Event*

Students will begin the project with a deep dive into concepts of bias and stereotypes. Through video and close readings, students will explore how bias and stereotypes can lead to conflict. At the conclusion of this lesson, students write in their journals on their own biases and reflect on their views regarding these topics.

PART 2. ➤➤ *Research Global*

Building on their initial understandings of bias and its relationship to conflict, students broaden their scope to examine international conflicts and youth peacebuilding efforts. In predetermined groups, students will engage in a jigsaw activity in which they will choose one of three Students Rebuild focus areas to research. After watching videos and/or reading from various sites, students will share and teach group members about their focus area of choice. In preparation for Part 3, students begin to make connections between global and local issues.

PART 3. ➤➤ *Research Local*

In order to gain insight on local sources of conflict, students will design and conduct a survey of community members. Students will draft questions, seek out survey respondents and analyze results.

PART 4. ➤➤ *Solution Ideation*

Following analysis of the survey results, students determine one "class focus" for their policy proposals. Then in project teams, students ideate possible solutions to the local conflict drawing upon learnings about bias, global conflicts, and youth peacebuilding efforts for their team policy proposals.

PART 5. ➤➤ *Solution Analysis*

To ensure viability of the policy proposals, students will engage in a SWOT analysis exercise (Strengths, Weaknesses, Opportunities, Threats) to evaluate the solution idea. This critical step, completed prior to drafting the policy proposal, provides feedback to teams that helps them decide if they need to conduct more research or solicit advice in order to move forward. Teacher conferencing will further guide teams in this process.

PART 6. ➤➤ *Plan Creation*

Using proposal samples, students will create their policy proposals, integrating their research and their data, to draft a policy to solve the "class focus." This draft will be peer reviewed and students will incorporate feedback into the final version.

PART 7. ➤➤ *Presentation to a Public Audience*

As part of their final public product, students will develop a multimedia presentation with the major points of their proposal and share it with local stakeholders. This will be a showcase of students' oral communication skills. Should resources be available, project teams work to implement their proposals.

PROJECT PATH OVERVIEW

Project Step	Lessons	Key Activities	Key Resources	Assessment Opportunities
Launch Project: Entry Event & Driving Question				
Entry Event Students will explore the concept of bias and its relation to conflict.	**Lesson 1:** *What is bias and how might that lead to conflict?*	* Stereotypes lesson * Definitions of key terms * Narrative Writing	* Video * Notebook or writing journal * Wifi-enabled laptops	Frayer Square definitions Reflection journal Student need to know list questions
Build Knowledge and Develop and Critique				
Research & Investigation (Global) Beginning on a global level, students investigate the conflicts that young people face and the ways in which they engage in peacebuilding efforts.	**Lesson 2:** *What conflicts do young people face?* **Lesson 3:** *How have other student leaders advocated for peace within their communities?*	* Team Contract * Jigsaw reading activity * Team research * Narrative Writing	* Video * Wifi-enabled laptops * Readings * Print out of the Research and Investigation Graphic Organizer * Notebook or writing journal	Jigsaw presentations Research and Investigation Graphic Organizer Reflection journal Student need to know list questions
Research & Investigation (Local) Using the global conflicts and peacebuilding efforts as examples, students identify and analyze a local issue to address.	**Lesson 4:** *How might we as student leaders find out the issues that cause conflict within our community?* **Lesson 5:** *What are the most prominent local issues that cause conflict within our own community?* **Lesson 6:** *Which conflict is most important for our class to address?*	* Survey review * Survey development * Peer critique (Charrette Protocol) * Survey data analysis * Narrative Writing * Socratic Seminar	* Wifi-enabled laptops * Possible recording device for interviews * Calculators * Notebook or writing journal	Survey questions Charrette Protocol Socratic Seminar Reflection journal Survey data analysis
Solution Ideation For the class-selected local issue, project teams generate solutions.	**Lesson 7:** *How do we address the local conflict?*	* Take a Stand activity * Research * Generate, Sort, Connect, Elaborate Routine * Narrative Writing	* Chart paper * Sticky notes * Wifi-enabled laptops * Notebook or writing journal	Generate, Sort, Connect, Elaborate Routine Reflection journal Collaboration rubric: individual/team assessment

Project Step	Lessons	Key Activities	Key Resources	Assessment Opportunities
Build Knowledge and Develop and Critique *(continued)*				
Solution Analysis After selecting the primary solution, project teams interrogate the strength and viability of their solution ahead of finalizing their policy proposals and presentations.	**Lesson 8:** *How can I test the strength of my proposed solution?*	✱ SWOT analysis of solution	✱ Notebook or writing journal	SWOT analysis Work plan Teacher conferencing
Plan Creation Project teams prepare their policy proposals and presentations.	**Lesson 9:** *What are the components of an effective proposal?* **Lesson 10:** *How can we improve our proposal to make it more effective?*	✱ Review sample proposals ✱ Create an outline of policy proposal ✱ Create a draft of policy proposal ✱ Peer critique ✱ Narrative Writing	✱ Notebook or writing journal ✱ Video ✱ Sample proposal(s) ✱ Wifi-enabled laptops	Peer critique of draft proposal Debrief circles Exit ticket Student need to know list questions Project Management Log Reflection journal
Present Products and Answers to the Driving Question				
Presentation to a Public Audience Project teams present their proposals to a relevant and appropriate public audience which is based on the conflict issue.	**Lesson 11:** *How do we best communicate our ideas in a presentation to a public audience?* ***Simpler to Complex Option*** **Lesson 12:** *What is our answer to the driving question?*	✱ Review best practices/ sample presentations ✱ Connect, Extend, Challenge Routine ✱ Explanation Game Routine ✱ Practice presentations ✱ Presentation Day ✱ Self-evaluation with presentation rubric ✱ Project reflection (Chalk Talk Protocol)	✱ Notebook or writing journal ✱ Wifi-enabled laptops ✱ Presentation plan ✱ Presentation rubric ✱ Collaboration rubric	Connect, Extend, Challenge Routine Explanation Game Routine Class discussion Presentation plan Student need to know list questions Presentations Self-/team collaboration assessment Reflection journal

PROJECT SCOPE AND SEQUENCE

Launch Project: Entry Event & Driving Question

Lesson 1: *What is bias and how might that lead to conflict?*	2 hours 15 minutes

Student Learning Target:	I can define key terms related to bias and discrimination.

Lessons/Activities:	**Student Inquiry/Entry Event**

*Teacher's Note: Bias is at the root of many conflicts, including the global examples students will explore in this project. This opening activity provides students the opportunity to examine bias on a personal level before moving outward to local and global conflicts. The topic is deeply personal and can be deeply emotional for students. Teachers are encouraged to establish and/or co-create some classroom norms with students to help them feel safe enough to explore and share about this topic. **Norms may include:** What is shared here, stays here; We listen to understand; We are a community of learners, etc. See these resources from **Teaching Channel** and **Edutopia** about creating and upholding classroom norms.*

1. Facilitate the **"Stereotypes and Tonto" activity** from Teaching Tolerance.

   a. **Additional Resources/Options:**

      i. Teacher background resources:

         1. *Test Yourself for Hidden Bias - Teaching Tolerance*
         2. *4 ways you might be displaying hidden bias in everyday life - CNN*
         3. *6 Misconceptions of Native American People - Teen Vogue*

      ii. To add further authenticity to the launch, contact local lawyers, professors, or clinicians that can discuss how bias plays out in our daily lives.

2. In teams of 3–4, students create **Frayer Squares** on chart paper for one of the following terms. Depending on the class size, multiple groups will have the same key term. All definitions provided are from Teaching Tolerance.

   a. **Key Terms:**

      i. *Bias* is when someone unfairly favors one group over others.

      ii. A *stereotype* is an exaggerated belief, image, or distorted truth about a person or group — a generalization that allows for little or no individual differences or social variation. Stereotypes are based on images in mass media, or reputations passed on by parents, peers, and other members of society. Stereotypes can be positive or negative.

      iii. A *prejudice* is an opinion, prejudgment, or attitude about a group or its individual members. A prejudice can be positive, but in our usage refers to a negative attitude. Prejudices are often accompanied by ignorance, fear, or hatred. Prejudices are formed by a complex psychological process that begins with attachment to a close circle of acquaintances or an "in-group" such as a family. Prejudice is often aimed at "out-groups."

Lessons/Activities: *(continued)*	iv. ***Discrimination*** is behavior that treats people unequally because of their group memberships. Discriminatory behavior, ranging from slights to hate crimes, often begins with negative stereotypes and prejudices.
	b. *Note:* Students may have a difficult time understanding the differences between the key terms above and/or their relationship to each other. Consider showing a **resource like this** to help them understand it.
	3. Through a **gallery walk**, students rotate and reflect on how their team's term relates to the other terms.
	4. Students reflect in their project reflection journals (see prompts below).
	5. Introduce the driving question and project product and presentation via the Project Information Sheet.
	Teacher framing: "Our driving question is 'How do we as student leaders advocate for peace?'. In this project you are tasked with creating a peaceful solution to a local conflict. To do this successfully, you will need to understand the root causes and historical context for the conflict in addition to the ways in which bias has played a role. We will use examples of conflict and peacebuilding to inform the ways in which we aim to address the conflict."
	Then, have students generate questions. Record on a group chart (also known as **need to know (NTK) List**).
	Teacher introduces Project Information Sheet or **project wall** and location of materials for project management purposes.
Reflection:	**Narrative Writing**
	Introduce project journal for reflection. See list of prompts here:
	* What are my biases?
	* How do biases from others impact me?
	* How does bias turn into conflict?
	* Is it possible to prevent bias? Or is it inevitable?
	Teacher models writing a high quality journal entry.
	Scaffolding: Use sentence frames to jump start writing.

Lesson 2: *What conflicts do young people face?*   1.5 hours

Student Learning Target:	I can analyze an international conflict and use textual evidence to support my claims and draw inferences.

Lessons/Activities:

Students are placed in project teams (heterogeneous teams predetermined by teacher). Teams engage in team builder and complete a **team contract**. Project teams also review the **collaboration rubric** and use it to inform the finalization of the team contract.

Student Inquiry/Reading Comprehension

Using a **jigsaw format**, project teams choose an article read on one of the following three countries (note these are suggested readings):

* Nigeria "Opposition Candidate Wins Election" **http://bit.ly/2eOVsuk**

* Sri Lanka "The Sri Lanka Civil War" **http://bit.ly/srilankacivilwar**

* Armenia (facilitator's choice):
  ○ "Ethnic Conflict Between Armenia and Azerbaijan Flares Anew," The New York Times, **http://nyti.ms/2xo5Ioz**
  ○ "History Lessons in Armenia and Azerbaijan,"IWPR, **http://bit.ly/2vNLOin**
  ○ "Armenia-Azerbaijan Conflict Has Deep Roots," CNN, **http://cnn.it/2xeDM5u**

Students investigate the following questions:

1. Who are the major groups involved in the conflict?

2. What are the major differences between the groups?

3. What are the major stereotypes each group has about the other?

4. How do those stereotypes lead to conflict?

Project teams briefly present out their findings citing textual evidence to support their analysis.

Scaffolding: Given the complexity of the readings, teacher may meet with project teams in small groups to break down the text into smaller parts to support reading comprehension. Consider implementing scaffolding from the following resources: **¡Colorin Colorado!** and **Scaffolding Process and Content in PBL**.

Reflection:

Narrative Writing

Students free write in their journal about the conflicts and how bias ultimately plays a role in them. They are also encouraged to think about possible solutions to address these conflicts.

Lesson 3: *How have other student leaders advocated for peace within their communities?*	1.5 hours

Student Learning Target:	I can analyze multiple sources of information, use textual evidence to support my claims and draw inferences, and communicate my learning to others.
Lessons/Activities:	To help students understand the ways in which youth engage in or lead successful peacebuilding efforts, project teams review examples of peacebuilding in action for the conflict they researched in the previous lesson. Have students complete their investigation on this **graphic organizer**. The questions they investigate are as follows:
	✳ How does the context or nature of the conflict influence the peacebuilding effort(s)?
	✳ What factors will make the peacebuilding efforts successful?
	✳ What connections can you make to our local community?
	After completing the investigation, project teams share their findings in 2–3 minute presentations.
	Note: They are to cite textual evidence to support their analysis.
Reflection:	**Narrative Writing**
	Students reflect in their writing journal by responding to the driving question "How can we as student leaders advocate for peace?"
	Review DQ and NTK Questions
	"What questions have we answered today? What new questions have come up for you?"

Lesson 4: *How might we as student leaders find out the issues that cause conflict within our community?*	1.5–2 hours*

Student Learning Target:	I can construct a survey to be administered to community members, as well as explain my rationale for the survey items. I can critique the reasoning of other teams' survey items.
Lessons/Activities:	### Mathematics Teacher reviews how to craft a survey. This includes the following: * Quantitative and qualitative data (possible resource **http://bit.ly/QandQdata**) * Survey writing guidelines (possible resource **http://bit.ly/NCTEsurvey**) * Writing effective questions (possible resource **http://bit.ly/goodsurveyqs**) Project teams create a survey to be administered to an appropriate stakeholder group to answer the question "What are sources of conflict in our community?" Note: The survey participants can be students, parents, or other local community members. Select the survey participants that are best suited for the time and resources available. ### Feedback Protocol: Charrette (video) Project teams receive feedback from each other using a feedback protocol. Project teams finalize their survey. If needed, role play with students how to approach someone to request participation in a survey. Discuss ways to create a safe environment in which participants can respond honestly to the questions. Students collect survey data by hand or through a platform (e.g., Survey Monkey).
Reflection:	### Narrative Writing Students reflect on the following questions: * What assumptions am I making about survey participants? * In what ways may my bias be reflected in the questions? ### Review DQ and NTK Questions "What questions have we answered today? What new questions have come up for you?" --- *Note: Adjust this time as needed to allow for adequate data collection in the field as this will vary depending on the identified stakeholder group.*

Lesson 5: *What are the most prominent local issues that cause conflict within our own community?*	1.5–2 hours

Student Learning Target:	I can synthesize and interpret data.

Lessons/Activities:	### Mathematics/Critical Thinking
	Teacher models how to summarize and review data. Then, project teams analyze their survey results to identify the top 3 most named sources of conflict in the local community. They will include some notes as to why those issues rose to the top based on participant responses.
	Project teams share out the top 3 issues identified by survey participants. Teacher records on chart paper.
	Note: Teacher may elect to give a quiz or performance assessment on analyzing and interpreting survey results to determine individual student learning.

Reflection:	### Narrative Writing
	Students respond to the following questions and submit their reflections to the teacher as an exit ticket:
	* What was your experience collecting data from survey respondents?
	* Are there things you would do differently now that you have reviewed your results?
	* For which of the issues identified would you most like to generate solutions? Is there one or two that seem of greater importance?
	### Review DQ and NTK Questions
	"What questions have we answered today? What new questions have come up for you?"

Lesson 6: *Which conflict is most important for our class to address?*	1.5–2 hours

Student Learning Target:	I can engage in critical discussion by understanding, considering, and connecting to other viewpoints. I can explain my point of view using evidence to support my claims or reasoning.

Lessons/Activities:	**Critical Thinking/Social Studies**
	
	Teacher introduces the steps for Socratic Seminar. The purpose of the seminar is to provide an opportunity for discussion on the various conflicts impacting the local community and consider which issue is most important. Students review the issues charted from the previous lesson and generate questions for Socratic Seminar.
	
	Resources:
	    ○ **Socratic Seminar Overview - National Paideia Center**
	    ○ **Socratic Seminars - Patience and Practice**
	    ○ **Scaffolding for Socratic Seminars**
	    ○ **Socratic Seminars - Building a Culture of Student-Led Discussions**

Reflection:	**Narrative Writing** Students submit a response to the following question to the teacher as an exit ticket: "Which issue do you believe is most important for our class to address? Provide a brief rationale." *Note: Teacher reviews student responses and tallies the results. If there is a clear winner, that will be the conflict the class will take on. If there is no clear winner, teacher identifies the top 3 options and works with students to select one with which to move forward in the next lesson.* **Review DQ and NTK Questions** "What questions have we answered today? What new questions have come up for you?"

Lesson 7: *How do we address the local conflict?*	1.5–2.5 hours

Student Learning Target:	I can generate and prioritize ideas.

Lessons/Activities:	1. Teacher presents the conflict they will focus on or facilitates the class selection of one single conflict.
	
	   a. To facilitate the selection of a class topic, consider using the protocol **Take a Stand** to gauge students' interest in the different conflicts.
	
	2. As needed, project teams conduct more research to more deeply understand the local conflict ahead of generating solutions.
	
	3. Project teams participate in the **Generate, Sort, Connect, Elaborate Routine** to generate solutions for the identified local conflict.
	
	   a. *Generate* Create a list of as many ideas as possible for addressing or solving the conflict on individual sticky notes.
	
	   b. *Sort* Move the ideas that are most central to the conflict to the center. Move the ideas that are less so toward the outside of the page.
	
	   c. *Connect* Draw connecting lines between ideas that have something in common. Write a short sentence to explain the connection.
	
	   d. *Elaborate* Expand, extend, or add on to your initial ideas.
	
	4. Close the lesson with project teams ranking and prioritizing their top 2–3 solutions

Reflection:	**Narrative Writing** Project teams review the **collaboration rubric** and discuss the following prompt: "How successful do you think you were as a teammate? What about your collaboration has been a success? What are some adjustments you want to make?" Project teams submit a team evaluation and a self-evaluation of their current performance on the collaboration rubric. **Review DQ and NTK Questions** "What questions have we answered today? What new questions have come up for you?"

Lesson 8: *How can I test the strength of my proposed solution?* 45–60 minutes

Student Learning Target:	I can evaluate and improve my solution.
Lessons/Activities:	**Social Studies/English Language Arts** Teacher introduces the **SWOT analysis chart (http://bit.ly/SWOTforstudents)**. *Note: If project teams have not selected one solution with which to move forward, they should do so before completing the SWOT analysis. Encourage students to use the lessons learned from other peacebuilding efforts.*

Strengths	**Weaknesses**
What makes this solution strong and viable?	*What aspects of the solution might be difficult to implement or make the overall solution ineffective?*
Opportunities	**Threats**
Who are some external partners who may be able to help student leaders or community members implement the solution?	*Are there any external factors that may prevent student leaders and/or community members from implementing this solution?*

Project teams identify new questions they have and a plan for conducting more research or gathering more information to generate the best possible solution. Teams submit this plan to the teacher as an exit ticket.

Reflection:	**Review DQ and NTK Questions** "What questions have we answered today? What new questions have come up for you?"

Lesson 9: *What are the components of an effective proposal?*	2–4 hours*

Student Learning Target:	I can write an informative policy proposal.

Lessons/Activities:	**English Language Arts**
	
	Students review **sample policy proposals** to identify structures and strengths to inform their approach (see additional resources). Create a class chart to track student observations.
	
	✱ **Additional Resources:**
	  ○ **How to Write a Policy Proposal**
	  ○ **A Group Critique Lesson**
	
	Students review the required components of the policy proposal (see Project Information Sheet) and make connections to the observations captured from the review of the sample policy proposals. Project teams engage in a discussion about work responsibilities and outline who is responsible for which tasks on a **Project Management Log**. Then, they begin drafting an outline of their proposal. Outlines are given to the teacher for review or the teacher reviews during teacher conferences.
	
	Note: The lesson timing includes project development work. Each student is responsible for a distinct portion of the presentation.

Reflection:	**Class Discussion** Using **debrief circles**, students review their key learnings on and progress toward the writing of the policy proposals. Prompts may include the following: ✱ What did you learn about writing policy proposals? ✱ In what ways will your audience influence your approach to the policy proposal? ✱ What questions do you have about writing the policy proposal? How will you find out the answers to your questions? **Review DQ and NTK Questions** "What questions have we answered today? What new questions have come up for you?"

Lesson 10: *How can we improve our proposal to make it more effective?*	60 minutes

Student Learning Target:	I can utilize a rubric to evaluate peers' use of evidence to support their claims.
Lessons/Activities:	**Feedback Protocol: Teacher's Choice** Project teams receive feedback grounded in the project rubric using a feedback protocol (suggestions below). ＊ **I noticed & I wondered** Teaching Channel ＊ **Praise, Question, Suggestion** EL Schools *Note: The focus of this feedback should be on the team's use of evidence to support their claims.*
Reflection:	**Narrative Writing/Success Skills** As an exit ticket, project team write down the revisions and/or next steps they will take in the development of their product as a result of the feedback they received. **Review DQ and NTK Questions** "What questions have we answered today? What new questions have come up for you?"

Lesson 11: *How do we best communicate our ideas in a presentation to a public audience?*

Student Learning Target: I can communicate the central ideas of our proposal to an audience.

Lessons/Activities:	SIMPLE APPROACH 2–3 hours	COMPLEX APPROACH 2–3 hours
	Student Inquiry	**Student Inquiry/Critical Thinking**

SIMPLE APPROACH — 2–3 hours

Student Inquiry

1. Review a list of best practices for creating effective presentations.

2. Students do the **Connect, Extend, Challenge routine**. The purpose of this routine is to help students make connections between what they know and what they need to know about creating effective presentations.

Resources:

* **17 Tips Presentation Tips for Students Who Want to Stand Out**

* **8 Tips to Power Up Your Classroom Presentations**

* Teacher's Choice

COMPLEX APPROACH — 2–3 hours

Student Inquiry/Critical Thinking

1. Watch an example of a high quality effective presentation looking for strategies used by the presenter(s) to communicate information effectively, using the **Explanation Game routine**. The purpose of this routine is to engage students in thinking about why particular elements are used in a presentation and what makes them effective to communicate meaning to an audience.

2. Students share out the observed strategies while the teacher captures them on a group anchor chart.

3. Students use the anchor chart to inform the development of their policy proposal and presentation.

4. Then, students view the presentation again evaluating it using the **presentation rubric** focusing on stylistic features of the presentation (e.g., eye contact, voice, etc.).

Resources:

* **Boyan Slat**

* Teacher's Choice

Reflection:

Team Discussion

Project teams complete a **presentation plan** and determine how to collaboratively present their proposal and then begin preparing for their presentation.

Review DQ and NTK Questions

"What questions have we answered today? What new questions have come up for you?"

Lesson 12: *What is our answer to the driving question?*
<div align="right">1–3 hours*</div>

Student Learning Target: I can present information in ways that are effective and appropriate for my audience.

Lessons/Activities:

PRESENTATION DAY!

Pre-Presentation

Teacher meets with students to explain schedule and last minute details or changes.

Project teams present to public audience.

Note: *The lesson timing accounts for presentation time. Depending on the complexity of the presentations, the audience, and the venue in which the presentations are being delivered, this time is variable.*

*Given the subject of the presentation is policy recommendations to address a local conflict, audience members could include, but are not limited to, school administrators, parents, district level administrators, business leaders, and local elected officials. Due to scheduling demands, teachers should reach out to and secure audience members early in the project process. These audience members (or some subset of them) will be responsible for providing feedback to project teams on the viability of their proposals and the stakeholders interest in pursuing that solution. Considering use an **audience feedback form** to align and structure the feedback and prepare audience members to fully engage during the presentations.*

Post-Presentation

Class reviews the audience feedback and considers the successes and the opportunities for growth, Then, they discuss their answers to the driving question (see following *Reflection* section) and *celebrate a job well done!*

Reflection:

After Project Presentations

Using a **Chalk Talk**, students respond to the driving question: "How can we as student leaders advocate for peace?" (**classroom samples**). When finished, students review the finished chalk talk and look for patterns or trends. Teacher facilitates a brief discussion and then closes with students identifying one action they will take or behavior they will change going forward as a result of what they learned in this project in a **whip around format**.

Narrative Writing

Presentation

Using the **presentation rubric**, students reflect individually in their journals responding to the following prompt: "How successful do you think you were as a presenter?"

Team Collaboration

Using the **collaboration rubric**, students complete both a self-assessment and assessment of their team members. Then, they reflect individually in their journals about their successes and opportunities for growth as a collaborative team member.

GRADES 7–12 CONTENT STANDARDS

MATHEMATICS: Statistics and Probability

Grade 7	**CCSS.ELA-Literacy.RI.2.3** Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.
Grade 8	**CCSS.ELA-Literacy.RI.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

HIGH SCHOOL MATHEMATICS (GRADES 9–12): Statistics & Probability

CCSS.MATH.CONTENT.HSS.IC.A.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

CCSS.MATH.CONTENT.HSS.IC.B.4 Use data from a sample survey to estimate a population mean or proportion.

CCSS.MATH.PRACTICE.MP3 Construct viable arguments and critique the reasoning of others.

CCSS.MATH.CONTENT.HSS.IC.B.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

CCSS.MATH.CONTENT.HSS.IC.B.6 Evaluate reports based on data.

ENGLISH LANGUAGE ARTS: Reading

Grade 7	**CCSS.ELA-LITERACY.RI.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grade 8	**CCSS.ELA-LITERACY.RI.8.1** Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 9–10	**CCSS.ELA-LITERACY.RI.9-10.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Grades 11–12	**CCSS.ELA-LITERACY.RI.11-12.1** Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

ENGLISH LANGUAGE ARTS: Writing

Grade 7	**CCSS.ELA-LITERACY.W.7.1** Write arguments to support claims with clear reasons and relevant evidence.
Grade 8	**CCSS.ELA-LITERACY.W.8.1** Write arguments to support claims with clear reasons and relevant evidence.
Grades 9–10	**CCSS.ELA-LITERACY.W.9-10.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Grades 11–12	**CCSS.ELA-LITERACY.W.11-12.1** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

ENGLISH LANGUAGE ARTS: Speaking & Listening

Grade 7	**CCSS.ELA-LITERACY.SL.7.1.D** Acknowledge new information expressed by others and, when warranted, modify their own views. **CCSS.ELA-LITERACY.SL.7.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Grade 8	**CCSS.ELA-LITERACY.SL.8.1.D** Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **CCSS.ELA-LITERACY.SL.8.4** Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Grades 9–10	**CCSS.ELA-LITERACY.SL.9-10.1.D** Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented. **CCSS.ELA-LITERACY.SL.9-10.4** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Grades 11–12	**CCSS.ELA-LITERACY.SL.11-12.1.D** Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **CCSS.ELA-LITERACY.SL.11-12.4** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

HISTORY STANDARDS (Embedded in Literacy Standards)

Grade 6–8	**CCSS.ELA-LITERACY.RH.6-8.1** Cite specific textual evidence to support analysis of primary and secondary sources. **CCSS.ELA-LITERACY.RH.6-8.7** Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Grades 9–10	**CCSS.ELA-LITERACY.RH.9-10.1** Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. **CCSS.ELA-LITERACY.RH.9-10.7** Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Grades 11–12	**CCSS.ELA-LITERACY.RH.11-12.1** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. **CCSS.ELA-LITERACY.RH.11-12.7** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

HOW THIS PROJECT ADDRESSES THE ESSENTIAL PROJECT DESIGN ELEMENTS

Key Knowledge, Understanding, and Success Skills

In the project, *Advocates for Peace*, there is a strong curricular focus on writing with many cross-curricular touchpoints. Probability and statistics standards can be used in the survey collection and analysis lesson. Students employ critical thinking and meaningful collaboration as they work to develop viable solutions to a local conflict drawing from international examples of conflict and youth peacebuilding. Students also use presentation and argumentation standards aligned to the National Social Studies College Career and Civic Life (C3) framework. For their presentation, students have latitude to express the major points of their policy proposal using digital media. The success skills measured in this project, collaboration and critical thinking, align with Common Core and C3 framework standards.

Challenging Problem or Question

Students are challenged to address a local conflict through advocacy and action. The challenge calls for personal leadership, empathy, and a commitment to understanding the complexity of the conflict issue. Work throughout the project is guiding by the driving question, "How can we as student leaders advocate for peace?", which students return to throughout the project.

Sustained Inquiry

Sustained inquiry begins with students confronting the concept of bias and its relationship to conflict. From there, students closely examine global conflicts and the peacebuilding efforts of youth to inform how they will create innovative and effective solutions to conflicts on a local level. They will create and conduct surveys of community members, investigate international organizations, and when possible seek out local stakeholders to inform their policy recommendations and final presentations.

Authenticity

Personal reflection and local community action are the heart of this project. Students begin by taking a personal look at their own biases. They use their understanding of bias to investigate the root causes of conflicts within their local community. The chance to impact and alter the course of a local conflict is deeply meaningful for students and the communities in which they live. Presentations to the very community members students hope to serve further deepens the authenticity of this work.

Student Voice and Choice

This project provides students with multiple opportunities for voice and choice. Project teams make decisions about conflicts they will explore and the solutions they will offer to the local conflict, both of which uniquely speak to students' perspective and areas of interest.

Reflection

Through written personal reflection, class discussions, and protocols, students reflect on the project process, products, and content and skills. They use reflection to explore their own feelings, understand their learnings, and guide the development and revision of the final products.

Critique and Revision

To promote success on the final products, critique and revision is incorporated throughout this project. Project teams engage in peer critique using quality tools such as rubrics, exemplars, and protocols to inform their feedback and subsequent revisions. This happens at each stage of development, from initial ideation to presentation development.

Public Product

The project culminates with project teams creating a collaboratively written policy proposal to accompany their presentation to community members and local stakeholders to address a student-identified local conflict. The proposal includes a solution to a local conflict that is grounded in successful international examples and tailored to the community it is intended to serve.

ADVOCATES *for* PEACE

Driving Question: *How can we as student leaders advocate for peace?*

Overview: In teams of 4 – 5, you will work together to explore solutions to a local conflict. Each team will create a written policy proposal and presentation for how to carry out one possible solution. Presentations will be shared publicly to an audience of relevant community members whom you are trying to convince to implement or endorse the conflict solution. Your team will design a survey to gain insight into the issues affecting the community, use data to inform your solution, and derive inspiration from international youth peace-building efforts in Nigeria, Sri Lanka, and South Caucasus countries.

Major Product

Individual:

- Reflection Journal
- Informational Writing for Policy Proposal

Team:

- Collaboratively Written Policy Proposal
- Team Presentation on the Policy Proposal (4 – 5 minutes)

Presentation Expectations

During your presentation, be sure to review the rubric and address the following:

- Share your answer to the driving question.
- Explain the local conflict which includes the historical causes/effects and implications of this local conflict.
- Include a detailed and logical plan of how to implement the solution with evidence of how you know the solution will be successful.
- Make connections to the international conflict and peacebuilding examples from South Caucasus, Nigeria, and/or Sri Lanka.

Checkpoints

- Reflection journal
- Narrative drafts
- Teacher conferences
- Drafts of Team Presentation
- Charrette Protocol
- Tuning Protocol
- Presentation Rubric
- Collaboration Rubric

ADVOCATES *for* PEACE

Content Knowledge & Success Skills

Reading

Cite evidence and drawing inferences from a text

Writing/Critical Thinking

Write arguments to support claims

Conduct short research projects to solve a problem

Speaking and Listening

Responds thoughtfully to diverse perspectives in a discussion

Presents information in clear and organize ways for a target audience

Success Skill

Collaboration

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Resources

Informational books

Teacher-suggested websites

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Materials

- Chart Paper
- Markers
- Reflection journal
- Books, texts, or web sites for research
- Writing Materials
- Wifi-enabled laptops
- Presentation software (e.g., Keynote, Google Slides, Powerpoint, etc.)

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Supplemental Resources

- Project Information Sheet
- Rubrics (presentation and collaboration)
- Team Contract
- Team Management Log
- Presentation Plan

ADVOCATES for PEACE

Online Resources

Global Resources:

- Advocates for Peace - Background Information on Global Conflicts • http://bit.ly/2vUdbr2

Survey Resources:

- Quantitative and qualitative data • http://bit.ly/QandQdata
- Survey writing guidelines • http://bit.ly/NCTEsurvey
- Writing effective questions • http://bit.ly/goodsurveyqs

Peer Review:

- Peer Review Guidelines • http://bit.ly/2eVbHpD
- SWOT Analysis • http://bit.ly/SWOTforstudent

ADVOCATES for PEACE
PROJECT RUBRIC

	Feedback *Record any additional feedback to help the team improve.*	Developing	At Standard	Advanced *If the product exceeds expectations, how does it do so?*
English Language Arts Learning Target: I can write a policy proposal based on research and evidence to solve a local issue.[1]		* Makes a claim about the causes of and solutions to a local conflict * Provides some evidence to support the claim * Reasoning is generally valid, but may include some gaps in logic or may lack clarity * Ideas from multiple research sources are included, but may not be fully integrated or synthesized, or may demonstrate limited understanding of the subject under investigation	* Makes a substantive claim about the causes of and solutions to a local conflict * Provides relevant and sufficient evidence to support the claim * Reasoning throughout the proposal is valid and clear * Ideas from multiple research sources have been synthesized in a way that demonstrates understanding of the subject under investigation	
Collaboration Learning Target: I can respond thoughtfully to diverse perspectives during a discussion.[2]		* Responds to others' ideas and conclusions * Identifies points of agreement and disagreement with other speakers * Qualifies or justifies views in light of new evidence and reasoning, but does not make new connections * Identifies the differences but does not yet make connections between new ideas and previously held ones * Considers moving position when presented with new information or ideas	* Clarifies, verifies, or challenges ideas presented by others * Summarizes points of agreement and disagreement with other speakers * Qualifies or justifies views or understandings and makes new connections in light of new evidence and reasoning * Makes connections between new ideas and previously held ones * Adjusts position when presented with new information or ideas when necessary	
Presentation Learning Target: I can present information about my solution to the local conflict in a clear and organized way and is appropriate for my audience.[3]		* Uses some descriptions, facts, details and examples that support solution to the local conflict but there may not be enough, or some are irrelevant * States the context of the conflict and the rationale for the solution in ways that may not be clear or may be in the wrong order * Gestures, eye contact, and tone are appropriate for the purpose, audience, and context * Speaks clearly most of the time, sometimes too quickly or slowly; speaks loudly enough for most of the audience to hear	* Uses relevant, well-chosen descriptions, facts, details, and examples to support findings and solution to a the local conflict * Clearly and completely states the context of the conflict and the rationale for the solution in a logical order, emphasizing main points in a focused, coherent manner * Gestures, eye contact, and tone are appropriate for the purpose, audience, and context and enhance the impact of the presentation * Speaks clearly, not too quickly or slowly, and loudly enough for everyone to hear	

[1]*CCSS.ELA-LITERACY.W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.*
[2]*CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.*
[3]*CCSS.ELA-LITERACY.SL.9-10.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.*

ADVOCATES for PEACE

RESEARCH & INVESTIGATION: Peacebuilding in Action

Conflict/Region	Research Links	Investigation Questions
Nigeria	**Background** "Opposition Candidate Wins Election" http://bit.ly/2eOVsuk	How does the context/nature of the conflict influence the peacebuilding effort(s)?
	Peacebuilding "Holy Sites: Safeguarding Places of Worship in Northern Nigeria" http://bit.ly/2jfJHSN	What factors will make the peacebuilding efforts successful?
	"Naija Girls Taking the Lead on Peacebuilding" http://bit.ly/naijagirls	What connections can you make to our local community?
Sri Lanka	**Background** "The Sri Lanka Civil War"- http://bit.ly/srilankacivilwar	How does the context/nature of the conflict influence the peacebuilding effort(s)?
	Peacebuilding Youth Create (Video) http://bit.ly/YC2Bezos	What factors will make the peacebuilding efforts successful?
	Youth Create (Facebook Page) http://bit.ly/YC2facebook	What connections can you make to our local community?

ADVOCATES *for* PEACE

South Caucasus (Armenia and Azerbaijan)	**Background**	How does the context/nature of the conflict influence the peacebuilding effort(s)?
	"Ethnic Conflict Between Armenia and Azerbaijan Flares Anew," The New York Times	
	http://nyti.ms/2xo5Ioz "History Lessons in Armenia and Azerbaijan,"	IWPR http://bit.ly/2vNLOin	
	"Armenia-Azerbaijan Conflict Has Deep Roots," - CNN http://cnn.it/2xeDM5u	What factors will make the peacebuilding efforts successful?
	Peacebuilding	
	"Women Building Peace in the South Caucasus" http://bit.ly/2h28hFV	
	"Common Remembrance, Future Relations: An Exchange Programme on Remembrance Culture and Coming to Terms with the Past" http://bit.ly/2fceyLn	What connections can you make to our local community?
	"Community Youth Peacebuilding Through New Media" http://bit.ly/2fcrqkS	
	"Conflict vs Connection: A Training for Youth Peacebuilders in Armenia" http://bit.ly/2jpptpF	