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# CHAPTER 1

## DEFINING PEACE

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*Defining Peace* is the theme of the first chapter of the Peace Education volume and will provide learners with a common core of knowledge and experiences related to the concept of peace. By examining a series of photos depicting scenes of people working together to achieve harmony and understanding, students can establish a core vocabulary and shared concepts which will be the basis for discussing peace.

Using the photo series as the basis for discussions on the topic of peace, the teacher helps organize the information by using "webs" to introduce the concepts and "class word lists" to record key words and phrases. Dictionary and word-building activities engage students in working with the new concepts and lexicon. Learner notebooks will help students to record and organize the words and phrases for later use in their personal journals. The activities presented in Chapter 1 may be used in one lesson or presented over a series of lessons as a more extensive teaching unit in combination with the related Internet Resources, which are given at the end of this chapter.



### BACKGROUND INFORMATION

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Peace has been defined as the absence of conflict or violence and, conversely, as the presence of states of mind and of society such as **harmony, security, accord, and understanding**. In order to better understand how to achieve peace on the global level marked by the absence of violent conflicts or wars between nations, states, and communities, it is important for us to examine what personal attitudes, values, and knowledge provide the basis for working toward peace making and peace keeping.

While almost all of us want peace and prefer to live and work in a peaceful situation, few of us have examined situations in order to identify the elements that foster peaceful living. What beliefs, traditions, attitudes, and values lead to living in peace and harmony? Is it possible to have global peace if we do not reflect personally on how peace is achieved in our daily lives?

An exploration of the elements of peace includes examining the language we use in our discussions. **Tolerance, understanding, empathy, cooperation and respect** for differences in others are at the core of our peaceful coexistence on earth, but each of us may interpret these concepts somewhat differently based on our cultural values, our life experiences, and our beliefs about the world. It is important for us to share an understanding of these concepts as we talk about our attitudes and values and as we describe and analyze situations for elements of peace or conflict.

### CLASSROOM APPLICATIONS

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The following activities are meant to help students explore their own ideas about what peace is. The language objective is to develop a core vocabulary that will allow the students to talk about their attitudes, feelings, and opinions in subsequent lessons. The activities are based on a series of photos which depict situations in which people work together peacefully.



## PRELIMINARY LESSON PLANNING

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### Materials:

Large photos representing six groups of people working together in harmony (G = global, N = national, C = community, F = family, FR = friends, and P = personal). Smaller photos can be enlarged on a photocopier. If this is not possible, reproduce the photos for each student. More suggestions for materials preparation are given with each activity. A Glossary is provided in [Appendix A](#) with definitions and illustrative sentences using words commonly associated with the concept of peace. A model for the word form chart is given in [Appendix B](#).

Students will need a notebook in which to record the new words and phrases that are generated from the discussion of the photos and a journal for their personal responses to the discussions.

### Time:

Depending on the size of your class, you may want to use one photo and activities as a model for the full class and give the other photos to smaller groups for outside preparation and later in-class presentation.



## WARM UP ACTIVITY (APPROXIMATELY 15 MINUTES)

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### Purpose:

To develop concept readiness

### Procedures:

1. Ask each member of the class to think of several words that they would associate with "peace". Ask them to write the words on a note card, which they keep.
2. Ask students to share their words with the class and to give reasons why they chose the words. Record the words and reasons on the board during the discussion. Transfer the words and reasons to large chart paper and post the chart in the classroom for reference during the lesson in this chapter and the following chapters. The student created word chart provides a personal class reference as new ideas about peace are introduced in later lessons.

Note: If the class is large, the student sharing can be done in small groups. Students choose one or two of the words and reasons discussed in the small group and present these in a follow-up full class discussion.



## ACTIVITY #1 – PHOTO EXPANSION

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(approximately 25 minutes)

In this activity students are asked to interpret photos, with the guidance of the teacher, in order to establish some basic concepts related to peace — good-will, friendship, working together, sharing ideas, and so forth. The use of semantic webs and word lists to record the class discussion provides a graphic representation as the concepts and vocabulary develop. Students should begin to connect the conditions necessary for "peaceful" situations with new words and phrases as they present their ideas. The Glossary gives definitions and example sentences for the most commonly associated words.

*Purpose:*

- To establish a lexicon related to peace
- To assess students' personal attitudes and opinions

*Materials needed:*

- Large photos of scenes depicting "peaceful situations" with different groups
- Student notebooks
- English learner dictionaries.

*Procedure:*

1. Select photos of "peaceful" scenes to show the class, one to illustrate each category (G,N,C,FR,FA, P). Examples of possible photos are:

- **Global** - The United Nations in session
- **National** - Celebration of a national holiday
- **Community** - A town or neighborhood city gathering showing people working together on a community project.
- **FRiends** - Two or three people engaged in conversation
- **FAmily** - A family celebration (birthday, religious holiday, etc.)
- **Personal** - One person in a nature setting.....mountains, lakeside, seaside, etc.

Note: These photos can be shown over a number of lessons, perhaps grouping G, N, and C on one day and FR, FA and P on another. The ideas and concepts that are generated in the discussion of the photos should not be hurried or perfunctory. The goal is to encourage students to explore their ideas and the language that is needed to express them.

2. As photos are shown, ask the class to give each a "title" to designate the group in the picture (i.e., friends, family, etc.). Prompt the responses by asking *Wh* questions (e.g., who are they, where are they, what are they doing, and why? How do they feel?). Write the responses on the chalkboard as a semantic web, with the group title in the center. Six webs (for each of the categories) should be put on the board. Create a *class word list* of from five to eight words from the "how do they feel" question responses for each of the groups. These lists should be displayed in the classroom while students work on subsequent "peace" activities. Ask the students to record the words from the word list into their lexical notebooks. The [glossary](#) provides commonly used words related to the topic of peace that can be used as a reference or review for the students during the lesson.

Note: Depending on the time that can be devoted to this activity and the level of vocabulary of the class, the teacher can use one photo as a model and then have students work in groups to expand a photo of their choice. Groups then present their photo expansion with associated words to the class and the teacher records them in word lists.

*Example of expansion from prompts for family photo*

<b>At home</b> (Where are they?)	<b>Family</b> (Who is this group?)	<b>Birthday party</b> (Why are they together?)
<b>Singing and dancing</b> (What are they doing?)		<i>happy, friendly, relaxed</i>  (How do they feel? What are their emotions?)

The words generated in the "How do they feel?" quadrant of the photos will be used in Activity #2, Lexical Expansion.

3. Ask the students to work in pairs or triads to:

- Match their personal word from the [Warm-up activity](#) with the picture and web which they think best exemplifies its meaning.
- Find ways that their word can be matched with each of the other pictures/webs. For example, several students may choose the word *love* as associated with the concept of "peace". *Love* may be matched first with family and friends. To match *love* with the *global* category the class should explore the concept of *caring for others, responsibility for others*. (As students work with this activity, record the additional vocabulary and lexical phrases on the chalkboard, and add it to the class word list. Ask students to copy the new words and phrases in their lexical notebooks.)



## ACTIVITY #2 - LEXICAL EXPANSION

(approximately 10 minutes for in-class introduction, to be completed at home)

### *Purpose*

- To introduce students to lexical collocation and collocation frames
- To work on word form development
- To develop dictionary skills
- To expand vocabulary in a meaningful context

### *Materials Needed:*

- Learner Journals
- Word form charts

### *Procedure:*

1. Work on lexical collocation helps students to actively use the words generated from the photo activity in speaking or writing activities. Return to the word list for each photo and choose several key words. Discuss what other words occur most frequently in combination with each of them. Ask students to record one or two words of their choice from each picture in their lexical notebooks.

Examples of collocation frames using a key word (happy) from Activity 1:

Adjective + Noun	Verb + Adjective	Verb + Adverb
faces	look	work
voices	seem	sing
<i>happy</i> + memories	sound + <i>happy</i>	play + <i>happily</i>
occasions	appear	laugh
times	act	talk

2. Using the words from the "how do they feel" quadrant of the webs from [Activity 1](#), ask students to make a word form chart [Appendix B](#) and to fill in the other parts of speech, using dictionaries if necessary (e.g., happy, happiness, happily). Students can work with words from all of the photos, or work in small groups on photos of their choice. Ask students to add the word form chart to their lexical notebooks.

3. Using the words in the "how do they feel" quadrant of the webs from [Activity 1](#), ask students to find words with similar meanings in their dictionaries or lexicons. These words will probably be less frequently used words and new to the learners. Discuss the words they find as a class, and add them to the class word list from Activity 1 (e.g., happy = joyous; friendly = affectionate; relaxed = at ease). Ask the students to record the words with similar meaning in their lexical notebooks. Basic level classes can limit their discussion to the most frequently used words, while more advanced classes can explore low-frequency words as well.



## WRAP UP ACTIVITY: JOURNALS

(approximately 10 minutes introduction in class for out of class writing)

### Purpose:

A good way to immediately recycle vocabulary and capitalize on the concepts that are related to the photos and presented and discussed in class is to ask students to write about a related topic in their *journals*. Journals are different from the learner Notebooks (which are used to record new words and phrases) and can be either small notebooks just for journal writing or folders in which to keep separate journal entries. These journals can be used in many ways: Students can share them with each other or with the class; teachers can collect the journals to read privately and make comments; or the students can choose to keep the journals completely private. The goal is for the students to use the new language and ideas in a personal way, and any comments teachers write should be aimed at exchanging views and not at correcting language use at this time.

### Procedure:

1. Please refer to the [internet resources](#) guide listed at the end of this journal for more information and lesson planning ideas.

## APPENDIX A

Word Form Chart			
This is an example of a word form chart. Record key words from the lesson in the chart and keep the chart in your lexical notebook			
Noun	Verb	Adjective	Adverb
happiness	(to be) happy cooperate	happy	happily
tolerance		harmonious	
	respect		
empathy		cooperative	
	understand (to be in) accord		
security			

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## APPENDIX B

Word Form Chart			
This is an example of a word form chart. Record key words from the lesson in the chart and keep the chart in your lexical notebook			
Noun	Verb	Adjective	Adverb
happiness	(to be) happy cooperate	happy	happily
tolerance		harmonious	
	respect		
empathy		cooperative	
	understand (to be in) accord		
security			

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