STTP LESSON PLAN "PEACE MAKING AND CONFLICT RESOLUTION"

PROJECT IDEA: *HOW ARE HUMAN RIGHTS BEEN THREATEN IN INTERNATIONAL CONFLICTS NOWADAYS?*

The idea is to encourage the students to research about some of the international conflicts that are happening nowadays. The students, organized in small groups, choose one conflict and research about it. After having summarized the main information , they must illustrate it in a digital poster using Picktochart, a digital tool. These posters can finally is included in the school magazine.

The information should include not only basic information concerning Geopolitics, but also the specific human rights that are violated or denied, making references to the articles of the Universal Declaration of Rights. The posters can also be printed and held in the corridor or the hall of the school.

AIMED AT STUDENTS of 4th year, after having studied Cold War (June)

LEARNING OBJECTIVES:

CONTENT :

- Getting awareness on international conflicts nowadays
- Understanding how HR are denied or violated when conflicts arise between countries;
- Considering peace-making as a challenging task in the past and present

METHODOLOGY

- Improving researching skills to get information
- Working in groups, distributing different roles
- Learning to use new technologies in the classroom

ATTITUDE

- Getting involved in the school, contributing to the school magazine
- Understanding the value of peace not only in a global but in a local scale.
- Encouraging students to take actions to prevent conflict and maintain peace

TIMING: 2 weeks, 6 sessions.

1 st session: Present the Project, make the groups, provide materials (classroom?

2nd and 3 rd sesion: research in groups (computer lab).

4th sesión: make the digital posters (computer lab)

5 th and 6 th session: presenting the posters in the classroom .

MATERIALS:

- Computer, projector in the classroom for the first and last sesión.
- Computer lab.

ACTIVITIES:

FIRST SESSION:

- Starting point: show a world map and ask the students to locate the "hottest" places in the world, clarifying that they can refer to war or just tensión between countries. :5 min
- Show the students the real map of international conflicts. 5 min
  - Discuss about why they only knew about few areas , the role of the media and the interest behind the conflicts. Highlight the African continent, whose conflicts are probably unknown.10 MIN
  - Show a short video about *challenges today and tomorrow for peace-keeping* 4 MIN https://www.bing.com/videos/search?q=peace+keeping+video&view=detail&mid=C4013098 9DE1BA69AC73C40130989DE1BA69AC73&FORM=VIRE, and ask the student to list those challenges mentioned in the video. Share in the big group. Ask the students to list them in order of importance.10 MIN
  - Finally, Project the Universal Declaration of Human Rights and ask them to write the rights that are threaten when conflict arise (work, education, shelter, food, free expression, safety…). 10 MIN
  - At home, ask the students to research about the meaning of peace-keeping (https://peacekeeping.un.org/en/what-is-peacekeeping)

- WHAT ARE THE MAIN PRINCIPLES?
- WHERE ARE THERE PEACE-KEEPING OPERATIONS
- LIST THE MAIN OBJECTIVES
- LIST THE MAIN AGENTS OF PEACE-KEEPING:

2ND SESSION

- Show the students some infographics provided by the UN oficial website. https://peacekeeping.un.org/en/infographics
- Provide them reliable sources to research about conflicts.
- Start researching

3RD SESSION

- Researching, following an outline:
  - Location
  - Countries involved
  - Causes of conflict (Access to natural resources, leadership in a region, ethnic conflict, military uprising, dictatorships, poverty, natural disasters…)
  - Human rights that are violated or denied

4th SESSION

- Explain how to use picktochart.
- Start making the posters. End at home.

5th & 6th SESSIONS:

- Present their posters to the class, explain the conflict and the HR affected.

ASSESSEMENT CRITERIA

The assessement will be based on the rubrics below, one for the poster and another for the oral presentation.

RUBRIC 1: POSTERS.

CATEGORY	4	3	2	1
Required Elements	The poster includes all required elements as well as additional information.	All required elements are included on the poster.	All but 1 of the required elements are included on the poster.	Several required elements were missing.
Attractiveness	The poster is exceptionally attractive in terms of design, layout, and neatness.	The poster is attractive in terms of design, layout and neatness.	The poster is acceptably attractive though it may be a bit messy.	The poster is distractingly messy or very poorly designed. It is not attractive.
Grammar	There are no grammatical mistakes on the poster.	There is 1 grammatical mistake on the poster.	There are 2 grammatical mistakes on the poster.	There are more than 2 grammatical mistakes on the poster.
Text&images	Text is clear and images are meaningful, uses diverse type of sources (photos, graphs, maps, charts…)	Text is clear and clarifies the content, images are good but not very diverse.	Text is not clear, doesn´t focus on key ideas, images don´t clarify the content	Too much text or not clear or images don´t match the text

RUBRIC 2: ORAL PRESENTATION

CATEGORY	4	3	2	1
Time-Limit	Timing is correct (10 mi)	Presentation exceeds the time (+10 min)	Presentation is quite short (-10 min)	Presentation is too short
Content and structure	Shows a **full understanding** of the topic, does not read, he/she has memorized the elements .Different parts are clear, starts with introduction, ends with conclusion	Shows a **good understanding** of the topic, reads a little, has not memorized all the elements Parts are clear, but introduction OR conclusion missing.	Shows a **basic understanding** of the topic, reads a lot, has only memorized some elements Parts are clear, missing introduction AND conclusion	Does not seem to understand the topic very well. Different sections are not clear or their exposure is not the structure announced.
Vocabulary	Uses vocabulary appropriate for the audience. Good use of connectors. Extends audience vocabulary by defining words that might be new to most of the audience.	Uses vocabulary appropriate for the audience. Good use of connectors and links between sections	Uses vocabulary appropriate for the audience.	Uses poor vocabulary
Captures interest, is entertaining	Captures interest, has researched about curious aspects, good use of voice and body language	Has researched about curious aspects but lacks clarity when it come s to expose them, some use of body language	Little use of body language, doesn´t look at the audience although has researched about interesting facts	Monotonous exposition, no use of body language