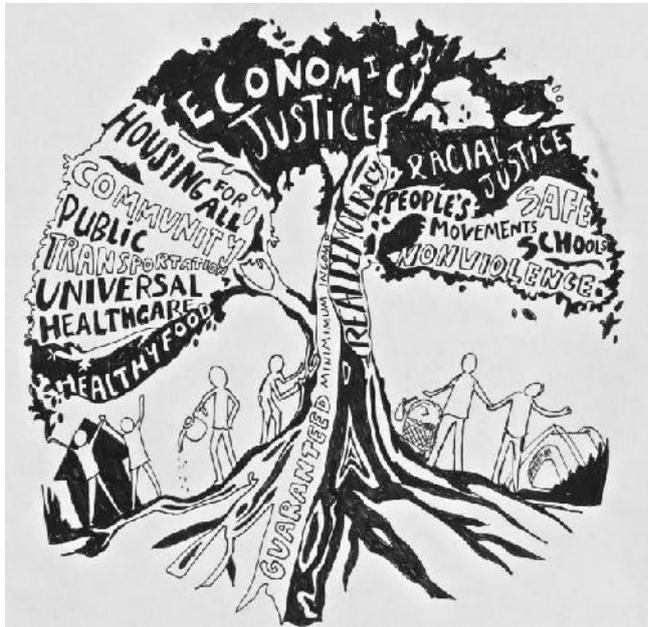




Theme: Hawks and Doves – Conflict

Section 3: What does it take to make peace?



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News reports and the stories of battles that fill history textbooks should not make us forget that there are, and have always been, people and groups working for a culture of peace. We want students to learn about some of them!

Learning outcomes of this section

Your students will be able to:

- Understand the contemporary and historical significance of peace activism
- Realise that peace is a challenge and requires action to be taken
- Develop their own understanding of what peace means and represents

Resources provided

Resource 7: Image of ingot

Resource 8: Extracts, quotes and images

Resource 9: Quote and images



Class activity 1: Peace-activists now and then

Students will be asked to choose someone famous from the past or present known for his or her efforts towards bringing peace locally, nationally or globally. They will research online the main biographical information about this person and try to answer the following questions:

- What is/was the context in which this person's action takes/took place and is/was of particular relevance?
- How does/did this person's actions affect people or communities today or in the past?
- Why do you think this person is worth remembering in the present day and in the future?

Students may be asked to present their findings visually on an A3 page, using pictures, drawings, press extracts, quotes, etc. These pages could be put on display to create a sort of 'Peace Gallery', and students, possibly also from other classrooms, will be invited to walk through it to learn about these people.

Group activity 1: The ABC of creating Europe

Give your students Resource 7 and ask them to look at the spelling of EUROP on this iron ingot from 1953. It omits the final letter 'E' as normally seen in French, and 'A' as normally seen in German, Dutch and Italian. In order to make them realise that this object is a striking example of the compromise at the heart of the European Coal and Steel Community, ask them to:

- Research how the word 'Europe' is normally spelt in the languages of the six countries that founded the European Coal and Steel Community.
- They should then observe how it is spelt on the ingot shown in the image. Prompt them to think of an explanation as to why it is spelt this way.

Group activity 2: The European Union, a peace project?



Nobel Peace Prize Medal, House of European History, Brussels

Organise a debate among your students on the topic 'Did the European Union deserve the Nobel Peace Prize?' using the documents in Resource 8. To help construct their arguments your students can try to answer the key questions accompanying the documents. Divide them into two groups, one taking the stance 'The EU deserved the Nobel Peace Prize' and the other 'The EU did not deserve the Nobel Peace Prize'. Ask each group to choose a spokesperson, who will defend the group's stance during the debate.



Class activity 2: Defining peace

This activity will help students understand peace as defined positively (see *Definitions*) and formulate their own vision of peace in a creative way. This way they will have a better understanding of how they can contribute to peace in their daily life.

Give students just the first part of this sentence from Baruch Spinoza: ‘For peace is not mere absence of war, but is a virtue that springs from force of character’, and ask them to rewrite the second part (‘but is...’).

Ask them to also sketch their own symbol of peace after looking at the examples provided in Resource 9. In a class discussion, have them share and compare their ideas for defining peace through words and drawings.