

High School Lesson Plan: Peace Poles and Global Peacemaker

Overview

This high school lesson plan expands on the original elementary-level Peace Pole project. It engages students in a collaborative, inquiry-based exploration of peace, language, and global activism. Students research global peacemakers, reflect on peace in their own communities, and design a multilingual peace pole that reflects their learning.

Grade Level:

High School (Grades 9–12)

Duration:

3–4 class periods (45–60 minutes each)

Objectives

- Investigate the role of peace poles as global symbols of unity and nonviolence.
- Research the lives and impact of diverse global peacemakers.
- Reflect on local and global issues and propose peaceful solutions.
- Collaborate to design a peace pole using four languages and meaningful visual symbolism.
- Develop public speaking, research, and presentation skills.

Guiding Questions

- What is a peace pole, and why are they created around the world?
- How do different individuals and cultures define and promote peace?
- How can we represent peace through language, art, and action?
- What can we do to foster peace in our own communities?

Materials

- Wooden stakes, cardboard tubes, or poles (one per group)
- Paint, markers, or collage materials
- Internet-connected devices or books for research
- Peace Pole Project Student Worksheet (provided)
- Suggested Global Peacemakers List (provided)
- Chart paper or whiteboard
- World map or globe

Lesson Outline

Day 1: Introduction to Peace Poles and Language Selection

1. Introduce peace poles with images and background. Discuss their global presence and the phrase 'May Peace Prevail on Earth.'
2. Facilitate discussion: What do peace and nonviolence mean across different cultures?
3. In small groups, students select four languages for their peace pole and justify their choices.
4. Mark selected countries on a world map and connect to global themes.

Day 2: Peacemaker Research and Community Reflection

1. Students choose a peacemaker from a suggested list or conduct their own research (with approval).
2. Using a guided worksheet, students investigate the peacemaker's background, challenges, actions, and legacy.
3. Reflect on a local issue where peaceful solutions could make a difference.
4. Students consider how their peacemaker might respond to this issue.

Day 3: Peace Pole Design and Creation

1. Groups plan their design, selecting imagery, colors, and words that reflect peace and the legacy of their peacemaker.
2. Begin decorating the peace pole using their four chosen languages.
3. Ensure all group members contribute to both the physical design and written components.

Day 4: Presentations and Reflection

1. Groups present their peace poles and share their research findings on the peacemaker.
2. Facilitate discussion: What can we learn from these peacemakers? How can we take peaceful action locally?
3. Optional: Display peace poles around the school or host a peace-themed event or exhibit.

Assessment

- Completion and quality of the Student Worksheet and peace pole design
- Group presentation clarity and understanding of concepts
- Participation in group collaboration and class discussions
- Optional written reflection or exit ticket on personal definitions of peace

Extensions and Enhancements

- Write a short speech or op-ed inspired by the peacemaker.
- Create a digital or virtual version of the peace pole.
- Watch and discuss a short documentary on youth activism or a peace movement.
- Invite a community guest speaker who works in mediation, activism, or service.
- Launch a “Peace in Our Community” campaign as a school-wide initiative.

Peace Pole Project: Student Worksheet

Part 1: Peacemaker Research

Peacemaker's Name: _____

Country/Region: _____

Language Spoken: _____

1. What challenge did this person face?

2. How did they promote peace in their community or country?

3. What can we learn from them today?

Part 2: Peace in Our Community

4. What is one issue in your school or community that could be improved through peacebuilding?

5. How do you think your peacemaker would respond to this issue?

Part 3: Peace Pole Design

6. What four languages will you include on your peace pole, and why?

Language 1: _____

Reason: _____

Language 2: _____

Reason: _____

Language 3: _____

Reason: _____

Language 4: _____

Reason: _____

7. What symbols, colors, or words will you use to represent peace on your pole?
