

UbD PLAN ON PEACE

TOPIC TITLE	Peace
TARGET AUDIENCE	High School Students
TRANSFER GOAL	Students will become peacemakers in their families, schools and communities.
TIME FRAME	5 sessions of 45 mins.

Stage 1: Desired Result

ESSENTIAL UNDERSTANDINGS:	ESSENTIAL QUESTIONS
<p><i>Participants will understand that</i></p> <ul style="list-style-type: none"> • Peace is possible despite differences in religion, race, and economic status. • Biases, prejudices and pride hinder us from relating with one another. • Everyone needs to work for peace through understanding, love, respect and acceptance of each other. 	<ul style="list-style-type: none"> • What does peace mean to you? • Why is peace important? • Why do you think peace is difficult to attain? • In what ways have we allowed biases and prejudices to hinder us from relating with other people? • How can we become peacemakers in our families, schools and communities?
KNOWLEDGE	SKILLS
<p><i>Participants will know</i></p> <ul style="list-style-type: none"> • the definition of peace. • That peace is possible if everyone will contribute to its attainment. 	<p><i>Participants will be able to</i></p> <ul style="list-style-type: none"> • define peace • communicate their reflections on the video • make an action plan to spread peace in their family, school and community.

Stage 2: Assessment (Dep-Ed UbD Framework)

PERFORMANCE TASKS	ASSESSMENT
<ul style="list-style-type: none"> • To create a comic strip on how to become a peacemaker in their personal lives. It should be 4-frame strip with dialogue. • To create radio drama. • To do a role-play. • To create a poster. • To write a reflective journal on the video. 	<ul style="list-style-type: none"> • Rubrics on comic strip, reflective journal, radio drama, role play, and poster. (Role-play rubric will also be used for news program)* • Use of questions to process information • Self evaluation and group work evaluation forms will be used. ** <p>*See links to sample rubrics **See links to sample evaluation forms</p>

Stage 3: Learning Plan, Experiences, and Instruction:

Learning Activities:

	The Teacher will...	The Student will...
W	...lead the students to make action plans to spread peace in their families, schools and communities	...create a comic strip that depicts how one can become a peacemaker in his/her own family, school and community.
H	Ask introductory questions: (See Learning Activities) Show the video	<ul style="list-style-type: none"> • Answer the introductory questions • watch the video and reflect on the message of the video on peace
E	<ul style="list-style-type: none"> • Use SDA framework 	<ul style="list-style-type: none"> • Answer the questions based on SDA framework
R	<ul style="list-style-type: none"> • Use Know-What-Learned framework 	<ul style="list-style-type: none"> • Explain how they can be peacemakers in their school, family and community
E	<ul style="list-style-type: none"> • Give reflection question for journaling 	<ul style="list-style-type: none"> • Write a reflective journal on their learning
T	<ul style="list-style-type: none"> • Use video; assign activities for journaling, comic strip making, radio drama, news program, role play and poster making 	<ul style="list-style-type: none"> • Create output in various media • Work with other students
O	<ul style="list-style-type: none"> • Use video as an opening activity and follow up with individual and group activities 	<ul style="list-style-type: none"> • complete the desired steps of the teacher's activities.

Learning Activities

Day 1

- Introduce the unit (activities and assessment forms)
- Discuss the definition of peace.
 - When you think of Muslims, what comes to your mind? When you think of Christians, what comes to your mind? Or What words do you associate with Muslims or Christians?
 - Do you think these impressions are right?
 - Do you think these impressions affect the way they relate with each other? How?
 - In one word, what is lacking in this situation?
 - So, what does peace mean to you?
 - Why is peace important?
 - Is peace easy to attain?
 - Why do you think peace is difficult to attain?
- Introduce the video

Dear Peace is a documentary on a unique peace project organized by the Communication Foundation for Asia (CFA) for Christian and Muslim high school students who gathered for a week-long Peace Camp to promote peace.

Kris and Dianne, both students from Ramon Avancena High School, narrate their stories in letter form in this video. Like a dove of peace, they are messengers of their generation. They share their experiences, ideas, dreams, and hopes of making peace through traditional and electronic media.

Peace Camp participants recount learning experiences on Essay and Poetry Writing, Painting, Theater Arts, Photography and Videography, Music and Speechcraft and how they put these skills in the service of peace-building.

- Give prompts to students on how to watch the video
 - Take note of the changes in the students before and after their camp experience.
 - Think of the messages of the video on peace
- Show the video

Assignment:

- What was the most striking message of the video to you? Write a short paragraph (5-7 sentences)

Day 2

- Paired sharing: share their assigned reflections with one another
- Class sharing: Students will share the reflections of their partner.
- Thematic diagram on the board regarding peace.
- Process the video further using additional questions like:
 1. What were the changes in the lives of the camp participants?
 2. Did you have the same impressions with Christians or Muslims before you watched the video? What were they? How do you see them now?
- Are there any other questions on the video?

Assignment:

- Make a plan of action on how you can become a peacemaker in your family, school and community (Show a sample of a plan of action)

Graphic Organizer



Day 3: Group Work

Group work:

- Share their assignments with their groupmates
- Based on their plan of action the groups will present the following: (See attached sample rubrics)

1. Comic Strip
2. Role-play (comedy)
3. Radio drama
4. News program

Day 4: Presentation

Presentation of the groups and self and peer evaluation (See attached sample evaluation forms)

Discussion:

- How did the presentation show how we can be peacemakers?
- What action did the character do? What quality or value was shown?

Day 5: Summary

Create a peace poster on influencing schoolmates to become peacemakers. Include your learnings from the video and past activities. (See link to rubric for posters)

Links to Sample Rubrics:

Role play, Group work and self assessment:

<http://education.alberta.ca/physicaleducationonline/edmonton2001/pdf/7-12/%28Q%29AssessmentSuggestionsp51-56.pdf>

Reflective Journal:

<http://www.aeei.gov.sk.ca/adx/asp/adxGetMedia.aspx?DocID=c8c59801-21cf-432e-aa84-d6175af16a34&MediaID=2034&Filename=Reflective+Journal+Rubric+Marking+Sheet.doc&l=English>

Radio Drama:

http://hbedge.net/edge/students/resources/proj_tools/Edge.ASSMT.UTPR.B5.fwo.pdf

Comic Strip:

www.guilford.k12.ct.us/sites/hayashk/documents/ComicStripRubric09.doc

Poster:

<http://www.flreads.org/contest/ReadingPosterRubric.pdf>

Other web sources on peace materials:

<http://wilderdom.com/games/PeaceEducationExperientialActivities.html>

http://www.abcteach.com/directory/theme_units/peace/

<http://peace.mennolink.org/fun.html>

<http://www.dosomethingforpeace.org/kids.html>

http://www.humanityquest.com/topic/art_activities/index.asp?theme1=peace

Prepared by:

Menchu Lacsamana (Assumption Antipolo) and Bob Lopez (Communication Foundation for Asia)