Find Your Voice: Student-led Advocacy as a Means for Peace

by Jessica Young, 2021 CTI Fellow
Myers Park Traditional Elementary

This curriculum unit is recommended for:
2nd Grade

Keywords: advocacy, justice, leader in me, peace, peace education, service, social emotional learning, student-led

Teaching Standards: See Appendix 1 for teaching standards addressed in this unit.

Synopsis: Peace has a myriad of meanings: a sense of calm within, the absence of violence, contentment or complacency. Prior to this unit, my students shared even more varied definitions like: peace means to relax, peace means doing yoga, meditating, or reading, being quiet alone, calm, and cozy, peace is not arguing or fighting, peace is being quiet, alone, and calm, or, that feeling puppies and dogs give me. Peace is all of this and more, but it is not quiet for quiets sake, nor is it the absence of conflict. We cannot have reconciliation without truth and honesty can be imperfect, messy, and unsettling. Peace, to me, is about recognizing injustice and speaking up for those in need. This unit will bridge the gap between my school's leadership program, the Leader in Me, and peace education by emphasizing student-led advocacy. Students will learn about their rights and study inspirational stories of other children that stood up against injustice. They will identify needs in our school community and beyond, and use their passion and talents to advocate for change. Children have a right to participate in the conversation and bringing peace education into the classroom is a crucial first step. If we want a more peaceful world, we must teach peace.[1]

I plan to teach this unit during the coming year to 20 students in grade 2.
I give permission for Charlotte Teachers Institute to publish my curriculum unit in print and online. I understand that I will be credited as the author of my work.

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[1] Weil, *The World Becomes What You Teach*.

Introduction

Rationale

I must admit to craving "peace and quiet" throughout the school day. However, true peace, the kind where everyone is heard and treated equitably, cannot be achieved through quiet complacency. Students must learn to advocate for themselves and others when confronted with injustice. As educators, we have a common goal, no matter the subject area we teach. Students leaving our classroom should be better equipped to face the world around them and, hopefully, improve it. We must integrate social emotional learning and peace education into every classroom if we want to create compassionate, free-thinking, hard-working global citizens.

World peace is a common goal for most of humanity, yet definitions of peace are subjective and based on our culture, upbringing, and personal experiences. However, whether it's defined as the absence of conflict or justice for all, peace is an elusive ideal. The gap we can address between our world and world peace is peace education. Peace education, like the definition of peace, may look different across cultures, but it should be culturally relevant in order to make a difference.[2] Peace research has a variety of frameworks and tools available to teachers and students. We, as educators, must not only learn the pillars and guiding principles of peace, but also develop the skills of peace-making in our classrooms. Children need to practice, from very early on, how to take actions to solve the problems in their community. We must equip students with the skill and tenacity to speak up and get involved.

In the past few years, especially during the pandemic, schools have placed a greater emphasis on social-emotional learning. Many have dedicated time for morning meetings and have invested in curriculum like Caring Schools and the Leader in Me. While I applaud the progress, the lessons provided by these programs are not always engaging for my students. Many seem more about addressing behavior problems than confronting inequality. Even after attaining the highest level of recognition within the Leader in Me program, my school sees an achievement gap between white and minority students. So, though we have a dedicated staff and acclaimed leadership program, we still have room to grow.

The district adopted new curriculums in math, literacy, science, and social studies over the past few years in an effort to bridge the achievement gap between students of high and low socioeconomic populations. As with all new curriculums, there is a learning curve as it is being adopted. However, if students are not attending school or engaging in lessons, even the best curriculum will not help them reach their academic goals. In my experience, students excel when they are given autonomy and choice. Even the most rigorous or engaging lessons will not serve students that don't feel safe or confident in the classroom. If a student does not feel understood or supported, they're not likely to attend or participate in school. To get students invested in learning, we must give them some control and choice throughout the school day. Student-led learning is key to engaging students. To produce future leaders, we should allow students to practice real life skills, like confronting injustice, cooperating, and reconciliation. I

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[2] need to cite where cultural relevance is important

may not be able to change the curriculum adopted by the district, but I can use my morning meeting time to encourage students to find and use their voice. Shielding students from hard truths does not change the world around them. If we educate our children about their rights and give them the tools to advocate for themselves and others, they can change the world.

School/Student Demographics

Myers Park Traditional Elementary School (MPTS) is a leadership magnet school for students from across the Charlotte-Mecklenburg School District. As of the 20-21 school year, the student demographics include 0.30% Native American, 7.50% Asian, 44.90% Black or African American, 9.50% Hispanic/Latinx, 35.20% White, and 2.60% Multiple Races. Five percent of our students have limited English proficiency and six percent receive special education services. We are considered a mid-low poverty school, with 25-50% of students identified as living in poverty. Most students have a long commute to and from school, whether on one of almost 20 school buses or in a car. While some students enter the classroom at 8:45, others don't arrive until 9:15 or later. With students eating breakfast in the classroom, necessities like taking attendance and ordering lunch, and a morning news broadcast that often lasts until 9:25, we are left with very little usable time for morning meetings before transitioning to specials at 9:40. While I wish there was more time, even 15 minutes per day can add up to make an impact. After all, some people have written novels with a dedicated 15 minutes per day.[3] Though our morning meeting time is short, our leadership program shapes our classroom culture and extends to the school and parent community. Our school improvement plan includes the following goals and performance measures:

> By June 2022, MPTS will use the Leader in Me and Caring Schools to create classrooms that meet the social/emotional needs of all students, including the transition with school around COVID. This will result in a decrease in student absenteeism, as well as student discipline incidents.
>
> Absenteeism: Reduce number of students chronically absent by 40%
> Discipline Incidents: Decrease number of in-school incidents by 25% for yearly average (compared to 18-19 data due to COVID) (A 4.06)

However, the achievement gap between students of color and their white peers persists:

> By June 2022, as a school, MPTS will meet and/or exceed growth according to EVAAS. The gap to 100% CCR proficiency in reading and math for each subgroup will decrease by 15% (A 2.04) (A 4.01) (B 3.03)

Reading	Math
All students: 11.25	All students: 9.4
African American: 15.25	African American: 26.6
White: 5.3	White: 4.4
Hispanic: 13.1	Hispanic: 25.7

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[3] Siobhan Adcock, "If I Wrote a Novel in 15 Minutes a Day, Then You Probably Can Too."

Unit Goals

According to their website, "Leader in Me" seeks to: create a culture of trust and engagement, empower students to lead their own lives and make a difference with others, provide students tools to better achieve goals, and develop student voice.[4] My unit will work in tandem with the Leader in Me program to support and expand upon these goals, culminating in service projects.[5] I would like for my students to observe their community and become aware of issues within it. The class, or groups, can research the causes of issues they see and possible solutions. Then, as a team, we can use our voices to lead and improve our school community.

A service project can look like anything a student wants it to be- developmentally, some students may only be ready to show empathy and send thank you notes or cards. Others may be ready to read to residents at an elderly home or be a penpal to someone in the hospital. However, the end goal of this unit is for students to see the systemic issue behind an unfair situation. Of course, at second grade, activism may need to start small. Being grateful, building compassion, recognizing difference, and asking questions are crucial steps. For example, if students are concerned about animal welfare, like sea turtles, making posters could provide awareness, but inland in North Carolina might not be the most impactful area. After researching causes, students may advocate for animal reservations without light pollution in turtle habitats. They could petition their school PTA, or even the district, to use paper straws and biodegradable utensils instead of single use plastic. They could even write lawmakers while getting other student in their community involved through informational posters and flyers.

Most importantly, students will leave my classroom with the agency and conviction to confront injustice and advocate for change. They need the tools and the confidence to enter the world, in and out of the classroom, knowing that they deserve answers to their questions, and if the ones they are given by the people in power are not satisfactory, they should ask again or find their own solution. I don't want to shape minds, I want students to shape their own. Through research, critical thinking, and persistence, students will come to their own conclusions about equity and peace.

Content Research

Peace is elusive. Not just because a utopian society is so far from our reality, but because the very idea of peace is subjective. It could mean an absence of conflict or justice for all. Throughout our seminar we have explored the various definitions, theories, and implementations of peace. Peace education, therefore, has a myriad of definitions, subjective to each culture, religion, and individual.

Negative peace is defined as the absence of violence, yet may include using violence as a means to a peaceful end. For example, a global power like the US or UN may use force or intimidation as part of peacekeeping. Violence is not limited to visible, direct incidents like war, genocide,

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[4] Stephen Covey. "Leader in Me." FranklinCovey, 2019. .
[5] "Service Learning and the 7 Habits." Leader in Me.

and murder. Structural violence, in which no single person is directly responsible, can still cause social, political, and economic distress. Examples of structural violence include preventable diseases, starvation, and poverty. Cultural violence is when direct and structural violence are justified through prejudice and discriminiation. Systemic issues, like inequitable access to healthcare, housing, education are perpetuated by popularly accepted narratives that other minorities. For example, mass incarceration is sustained not just by unjust policies, but by widely accepted narratives that support injustice. Drug addiction issues are criminalized, but alcoholism, which is just as dangerous, isn't. To change the narratives that perpetuate inequality, we need to be close to those in need. Without proximity to those in need, the 'politics of fear and anger' that shape our narratives are more easily believed. We tolerate injustice because we believe in narratives of othering. We need to identify needs and take action to confront injustice and inequity. We cannot continue to live in the dark, blindly accepting ideologies that make us comfortable. As Bryan Stevenson says, there can be no reconciliation without truth and recognition.[6] Confronting injustice and uncomfortable truths is a difficult, but necessary step towards peace. We are not doing the world, or the children that will inherit it, any favors by glossing over hard truths.

Positive peace is more optimistic than it's negative counterpart. Instead of focusing on the lack of violence, positive peace can be achieved through peaceful means like structural integration and prevention.[7] The Institute for Economics and Peace highlights eight pillars of positive peace: well functioning government, equitable distribution of resources, free flow of information, good relations with neighbors, high levels of human capital, acceptance of the rights of others, low levels of corruption, and sound business environment. However, current levels of civil unrest and distrust of the government would indicate that we, Charlotte, the United States, and the world, need to reinforce these pillars if we are to cultivate a positive peace.

Regardless of country, culture, or definition, peace is on the decline. The decade prior to 2016 saw measures of positive peace fall sharply in our country and across the world. Civil unrest, demonstrations, and riots have increased by 278% over the last decade in America. The elites of our political parties are unwilling to find common ground and the general populace feels that the government does not work on their behalf.[8] The 2018 Peace Perceptions Poll, given to 100,000 people from 15 different countries, found that violent action is most commonly motivated by a lack of job opportunities and ability to provide for their families.[9]

This is an unfortunate reality for Charlotte's poorest residents. In 2013, a study that analyzed 5o of the largest cities in the US found that Charlotte ranked lowest in terms of economic mobility. A subsequent report on "Breaking the Link" between poverty, race, and academic performance suggested that schools play an important role in creating equity in schools and communities. Schools can help break the link by expanding access, increasing rigor, and encouraging attendance. Attendance is encouraged through expanding opportunities for students to express

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[6] Stevenson, Bryan. "Just Mercy."
[7] Baljit Singh Grewal, "Johan Galtung" 4.
[8]
[9] Egan, Julian. "Peace Perceptions Poll 2018."

themselves creatively, culturally responsive teaching, engagement of students in their own learning, and stronger social emotional support systems. Ultimately, this report led to the current emphasis on Social-Emotional Learning within CMS.

When the Peace Perceptions poll asked how best to promote peace, teaching peace in schools was the second most common answer.[10] In today's world, education involves so much more than academics. It's imperative that educators help their students learn how to cooperate, feel confident, and cope with disappointment. Students that cannot move past frustration or handle making mistakes cannot learn. In fact, emotional intelligence predicts educational, health, and occupational outcomes better than IQ[11]. Teaching standards are important when preparing students for college, but social-emotional skills and peace education prepare kids for life.

Teaching peace in schools is not just a means to an end. Children have a right to participate in peace making. Resolution 2250 on Youth, Peace and Security, adopted by the UN Security Council in 2015, asserts that youth play an important role in peacebuilding. The resolution is framed around five pillars: participation, protection, prevention, partnership, and disengagement and reintegration.[12]

Boulding believed that community participation was essential to peace building. As a Quaker, she took inspiration from the Quaker process. Quaker meetings recognize the voice of each individual, and strive to fully satisfy everyone to reach unity on behalf of the whole community. Consensus, according to the Quaker process, is more than a simple compromise. Every member's voice should be considered while putting the good of the whole community ahead of that of the individual.[13] Elise Boulding combined her academic background in sociology with her experience as a Quaker. The experiential learning she gained in her daily life and Friends meetings was just as important as her expertise in the field of peace making. Similarly, students can gain an understanding of peace through practice.[14] Children can draw on their experiences to shape the world around them, if only we ask them to participate.[15] Children have an inherent understanding of fairness and a desire for equality. If adults listen, and are open to change, they can change society for the better.[16]

The youth of today have higher expectations for self-direction than previous generations. They are physically, geographically, and virtually more mobile than ever before. Young people have access to an expansive amount of information and various world views on the internet. With increasing awareness of their rights, young people notice the disparity between different populations at home and abroad.[17] Policies that focus on security and narratives that demonize

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[10] Egan, Julian. "Peace Perceptions Poll 2018."
[11] George, Jennifer M. "Emotions and leadership."
[12] "Promoting Youth, Peace and Security Peacekeeping."
[13] Stephenson, Carolyn M. "Elise Boulding and Peace Education."
[14] Stephenson, Carolyn M. "Elise Boulding and Peace Education."
[15] Stephenson, Carolyn M. "Elise Boulding and Peace Education."
[16] Stephenson, Carolyn M. "Elise Boulding and Peace Education."
[17] Graeme, Simpson. "The Missing Peace," 24.

urban youth are counterproductive and less effective than those that increase agency and mobility.[18]

Youth that are not part of a marginalized population are also aware of disparities and can mobilize on behalf of their peers through a variety of means.[19] They may assist multi-national organizations or express criticism through protest, media, and art. Grass roots organizations, made by and for locals, can have an even greater impact. By understanding local issues and building trust, grassroot organizations can meet community needs with dignity.[20]

Peace education now focuses on developing the skills and behaviors necessary to prevent and resolve conflict peacefully. It's not just learning about peace, but real-life practice implementing peace. Schools play an essential role in promoting peace. According to UNICEF, schools should function as a safe place for children, separate from community conflict. They should model respectful and peaceful relationships between community members. Schools should use effective, non-violent ways to solve conflicts that are relevant to the local culture. Peace instruction should be integrated throughout the curriculum. In addition to explicitly teaching the value of peace, schools should promote participation, cooperation, and problem solving so that students can put peace into practice.[21]

Peace education using the positive habits developed in social-emotional learning as a catalyst for change. Students do not simply need to "get along" with others and sustain the status quo, they need to advocate for a better world. The soft skills developed through our current SEL curriculum are important. They teach students to follow the rules and treat others with kindness. However, the curriculum does not teach students how to identify unfair rules and systemic issues that perpetuate inequality. This is especially true if those in power, their parents, teachers, and other providers, place status over inquiry. Children need to practice, from very early on, how to ask questions and, if unsatisfied with the answer, take action towards a solution. Social emotional learning should also develop social consciousness. Students should be a voice for what is right. They need support within the school community and beyond to achieve lasting peace.[22]

Instructional Implementation

Teaching Strategies

- Concept or Mind Mapping: This method allows students to collect and organize information visually, based on relationships and connections. The topic is typically at the top or center of the page, with other ideas branching out and linking to similar information.

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[18] Graeme, Simpson. "The Missing Peace," 24.
[19] Graeme, Simpson. "The Missing Peace," 41.
[20] Graeme, Simpson. "The Missing Peace," 42.
[21] Fountain, Susan. "Peace Education in UNICEF."
[22] Fountain, Susan. "Peace Education in UNICEF."

- Journaling: Students should have access to a journal or loose paper and a folder to save information related to their research and reflections throughout the unit. Some students are more comfortable writing than speaking with a partner, so I allow students to write their thoughts if they do not want to speak.
- T-Chart: A chart shaped like the letter 'T' used to organize information about two subjects.
- Think, Pair, Share: Students find, or are assigned, a partner. They should pause to think independently about a prompt, then find their partner, and share.
- WIGs: Students are used to tracking academic and behavioral "Wildly Important Goals" through the Leader in Me program.

Classroom Lessons

My team started the school year by focusing on one habit per week, but plan to transition to a full month dedicated to each habit. This unit can be taught in chunks throughout the school year, or for a month. This unit would be most impactful in the beginning of the school year, with monthly check-ins on service projects and advocacy work. Each session below should take about 15-20 minutes and can easily be combined if you have a longer morning meet. Alternatively, you could use time after the lesson for additional discussion or planning. This unit is based on the habits of the Leader in Me, but could easily be adapted for schools outside of the program. If you are a Leader in Me school, I would suggest reviewing the seven habits of leaders before beginning this project.

The unit has three main components. First, students will learn about peace, equity, and advocacy. Next, students will see how even just one voice has power by studying a variety of inspirational leaders. Finally, students will research causes they care about and combine their passions and talents to take action.

Component 1: What is peace?
Session 1: What is peace?
    Engage: Individual students will write down what peace means to them on sticky notes.
    Explore: Students will share their ideas with classmates in partners or small groups.
    Evaluate: As a class, create a concept map of peace by sorting responses into categories on the board.
Session 2: What are rights?
    Engage: Watch We All Have Rights by UNICEF.
    Explore: Reiterate that 'rights are things you need to live a safe and happy life'.[23] Have students "think, pair, share" about what their rights are. Is there anything you would add to the video?
    Evaluate: Have students write their own definition and example of rights.
Session 3: Is equal always best?

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[23] *"The Convention on the Rights of the Child: The Children's Version."*

Engage: Ask students about fairness. What does it look like? Why is it important?

Explore: Tell students that you are here to help them at school, just like a nurse or doctor can help if they're hurt. Ask them to imagine that they have an injury and need a bandage (you should have enough bandages to give each student on). Whatever the first student tells you, continue to 'treat' that issue by applying the bandage to the same sport for every member of the class, no matter where they tell you they need it. For example, if the first student says their right index finger hurts, apply a bandage to every child's right index finger, even if they pretend their head or foot hurts.

Evaluate: As a whole group, ask students if you solved all of their pretend problems. Explain that you treated all of them equally. Reflect on why that was not enough and explain the difference between equality (everyone gets the same treatment) and equity (everyone gets the treatment they need).

Session 4: Why is it important to speak up when something is wrong?

Engage: Explain that sometimes people confuse peace with quiet. Ask students that think peace is always quiet to go to one side of the room and students that think peace can be loud to go to the other. Read Say Something by Peter H. Reynolds.

Explore: With a partner or small group, students will create a "T-chart" on examples of when peace is quiet, and when it is not.

Evaluate: Ask students, again, to go to one side of the room if they think peace must be quiet and the opposite if they think peace means speaking out. Have students share their thoughts. to go to the other.

Session 5: What does it mean to advocate for something?

Engage: Ask students, "What do you think about fighting for peace? Can you show you disagree peacefully?" Share with the class that to advocate means to "speak up for someone's rights, needs and interests". Have they ever done that, even when others disagree?

Explore: Read Peaceful Fights for Equal Rights by Rob Sanders.

Evaluate: Students will answer the question, "What are some ways you can advocate for peace?" as a whole group.

Session 6: What does it mean to find your voice?

Engage: Tell students that at the end of this unit, they will use what they learned about peace and what they know to make a change in the world. Ask them how they think the seven habits of a leader might help them make a difference.

Explore: Read Speak Up by Miranda Paul. If you are a Leader in Me school, you can also watch the Jenni and Zippy Show or Jenni and Chris Show on finding your voice.

Evaluate: In small groups, students will explain how you can use your talents and passions to help others based on the reading and videos.

Component 2: Can one person make a difference?

Session 7: Can one person make a difference?

Engage: Read <u>I Am One: A Book of Action</u> by Susan Verde.

Explore: Ask students how they might use their passions and talents to make change. Share the story of Vivienne Harr with students by watching: <u>Be One Person: Vivienne Harr at TEDxFiDiWomen</u>.

Evaluate: Ask students, "How did Vivienne use her talents and passions to help those in need?"

Sessions 8-14: How did these inspirational leaders use their voices for change.

Engage: For each session, read one the following books:

- <u>That's Not Fair! / ¡No Es Justo!: Emma Tenayuca's Struggle for Justice/La lucha de Emma Tenayuca por la justicia</u> by Carmen Tafolla
- <u>The Boy Who Harnessed the Wind</u> by William Kamkwamba and Bryan Mealer
- <u>Maybe Something Beautiful: How Art Transformed a Neighborhood</u> by Isabel Campoy and Theresa Howell
- <u>Drum Dream Girl</u> by Margarita Engle and Rafael López
- <u>Malala's Magic Pencil</u> by Malala Yousafzai
- <u>Our House is on Fire</u> by Jeanette Winter

Explore: Ask students to share how the hero of the story found and used their voice.

Evaluate: Have students create a chart in their journals with three columns: leader, need, action. After each session, they will name the leader in the first column, the problem they sought to solve in the second, and the action they took to help in the third.

Component 3: How will you use your voice?

Session 15: Is the world what you want it to be?

Engage: Watch <u>Worlds Largest Lesson: Part 1</u>.

Explore: Ask students to imagine the future: What does it look like, sound like, feel like?

Evaluate: Have students jot down changes that would make the world a better place.

Extension: Encourage students to interview family, friends or community members about the world they want to live in. What concerns do they have? What changes do they want to see?

Session 16: What are common goals for the future?

Engage: Have students that completed the extension activity share out.

Explore: Share the <u>17 Global Goals</u>:

"In 2015, leaders from all 193 countries of the United Nations made the most ambitious plan that has ever been agreed. We believe that by teaching kids about the Global Goals, you can show them that a better world is possible."[24]

Hang the goals up around the room, numbered 1-17. Ask students to take a gallery walk around the room with a paper also numbered 1-17. Working independently or in groups, students should come up with at least one solution to as many goals as possible.

Session 17: What can we do to make change?

Engage: Ask students to brainstorm ways they can advocate for change, then share out.

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[24] https://worldslargestlesson.globalgoals.org/campaign/getting-started/

Explore: <u>Watch World's Largest Lesson: Part 2</u>.

Evaluate: Ask students to reflect on their own passions and talents. What matters to them?

Session 18: Get going!

Engage: Read <u>Make a Stand: When Life Gives You Lemons, Change the World by Vivienne Harr</u>.

Explore: Today, students should think about what the focus of their service project will be. As a whole group, ask students to consider issues that matter to them. Sort responses into a "people" or "planet" focus on a white board or projector for all to see.

Evaluate: Have students determine their own groups based on their passions. They can choose to work independently, in partners, in groups, or as a class.

Session 19: What is the need?

Engage: Ask students to share the issues they've decided to advocate for.

Explore: Students should begin to research their focus.

Evaluate: As they research, students should jot down their findings and strive to answer the following questions:

> What is the need?
> Who does it affect?
> Why is it happening?
> How do we want to see it change?
> What can I do to help?

Session 20 and beyond:

Explore: Students should continue their research until they are adequately informed about the problem. See <u>Appendix 2</u> for research resources. They should identify possible solutions to the problem and, if possible, discuss ideas with community members and stakeholders. For example, if they want to change something within the school, they should talk to staff members to get feedback on their ideas. What I envision is a chance for students to explore. I will have all resources, children's books and otherwise, available to students. They can borrow the materials as they wish and the resources below to learn more about their problem.

Engage: Students will Brainstorm WIGS (Wildly Important Goals) related to their concern. Together, they will develop a plan to achieve their WIG. If working in groups, students will need to synergize and bring their individual talents together to make change?

Evaluate: Students will take action and use their voices to speak out about their issues. They will continue to implement their plan for change throughout the school year, and hopefully beyond. The teacher should check in, at least weekly, with progress. Students are also encouraged to reflect during the process: what works, what obstacles have you faced, have you seen change, and how does it feel to serve others?

Assessments

Culminating Activity:
Students will present their service projects to others within the school and community, encouraging others to join their mission.

Assessment Rubrics:
If you have access to the Leader in Me curriculum, there is a Service Learning Rubric that examines how students use the seven habits to help others on a basic, intermediate, or advanced level. You could use this rubric as a pre and post assessment for students, but it seems more tailored to reflect the work of an entire class/school. It also does not differentiate between elementary and high school aged students, which means it is difficult for young children to be measured as advanced on the rubric.[25]

Charlotte Mecklenburg Schools assesses students based on Global Learning Outcomes including: self-directed learner, community contributor, complex thinker, quality producer, effective communicator, and effective/ethical user of technology.[26] These Global Learning Outcomes, or GLO's, assess a students social emotional and academic skill sets.

Survey:
The Kirkpatrick Model had been used to assess the efficacy of organizational leadership and development for over five decades. There are four levels that can also be applied to humanitarian work, peace project evaluation, and peace education. The first level measures reaction. More specifically, it looks at how satisfied participants are in the program. The second level is understanding- have participants increased their knowledge and skills? The third level is behavior- have they taken the ideas of the program and put them into action. Finally, level four measures the results of the project in the world. If so, how many people were served?

Using the Kirkpatrick Model, I will survey my students at the end of the unit.

1. How do feel about our unit on peace?
2. Is there anything you wish we had done differently?
3. Have you learned anything new?
4. How did you use your voice to create change?
5. How many people have you helped with your actions?

Appendix 1: Teaching Standards

Social Studies:
- Inquiry: Taking Informed Action

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[25] "Service Learning and the 7 Habits."
[26] "Second Grade Report Card Standards."

- ○ I.1.9 Identify problems related to the compelling question that students think are important.

- Behavioral Sciences: 2.B.1 Understand how values and beliefs shape culture in America.
    - ○ 2.B.1.1 Identify the various values and beliefs of diverse cultures that have shaped American identity.
    - ○ 2.B.1.2 Explain how belief systems of various indigenous, religious, and racial groups have influenced or contributed to culture in America.

Literacy:
- Writing: Text Types, Purposes, and Publishing:
    - ○ W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words to connect opinion and reasons, and provide a concluding statement or section.
        - ■ With guidance and support from adults, organize information and ideas around a topic to plan and prepare to write.
        - ■ With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing.
    - ○ W.2.4 With guidance and support from adults, use a variety of digital tools and resources to produce and publish writing, including in collaboration with peers.
- Writing: Research
    - ○ W.2.5 Participate in shared research and writing projects.
    - ○ W.2.6 Recall information from experiences or gather information from provided sources to answer a question.

Speaking and Listening Standards: Collaboration and Communication
- SL.2.1 Participate in collaborative conversations with diverse partners about grade 2 topics and texts with peers and adults in small and larger groups.
    - ○ Follow agreed-upon rules for discussions.
    - ○ Build on others' talk in conversations by linking their comments to the remarks of others.
    - ○ Ask for clarification and further explanation as needed about the topics and texts under discussion.
- SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.

Appendix 2: Additional Resources for Teachers and Students

- It's Your World: Get Informed, Get Inspired & Get Going! by Chelsea Clinton
  Chelsea Clinton's book is a wonderful resource for research. It's written for young adults, but it can be accessible to primary age children with support.[27] The book

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[27] Clinton, *It's Your World.*

discusses issues related to poverty, health, rights including education and gender equality, and the environment such as natural disasters, global warming, endangered animals, and deforestation. It also has a section at the close of each chapter suggesting ways for youth to get involved. For example, the first chapter teaches us that nearly one of every five children in the world lives in absolute poverty, living on less than $1.25 a day. The amount is adjusted for what they could afford in the US for $1.25.[28] It details how children living in poverty spend their days, and the many obstacles they face. Clinton also shares personal anecdotes about her life and travels. At the end of the chapter, there are suggestions for how the reader can 'get going' such as:
- Awareness: Tell friends and family
- Donate: Heifer International, Barefoot College, Living Water International
- Inform: Children older than 13 can also follow KivaU.org on social media[29]

- It's Your World
  The website goes along with the book and has even more child-friendly resources. Kids can easily navigate the website to learn more about issues and there's a section that features projects of other kids around the globe.

- Leader in Me
  The Leader in Me website has more accessible suggestions, such as community connections, hunger, animals, environmentalism, positivity, kindness, bullying, and health. It's suggestions are easily put into action, like writing a penpal in a retirement home or collecting cans for a food bank. These suggestions don't always target systemic issues or injustice, but they are steps in the right direction.

- Stand Up, Stand Out!: 25 Rebel Heroes Who Stood Up for Their Beliefs - And How They Could Inspire You by Kay Woodward has even more examples of inspirational leaders, as well as suggestions for children to continue their work.

- Shaking Things Up: 14 Young Women Who Changed the World by Susan Hood has poems about inspirational young women, including Mary Anning and Ruby Bridges who are featured in literacy and social studies, respectively.

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