By becoming knowledgeable about peace, young people will be better prepared to help shape a better future for humanity. These modules challenge students to take a closer look at what peace means around the world, and dare them to find solutions to violence and end conflict throughout their lives.

As a starting point, four distinct educational modules have been created. These modules are primarily designed for 14 -16 year old students, but can be adopted to address a wider range of grade levels, and cover a range of curriculum areas.

Each module takes a "thematic" approach:

- **An Understanding of Peace** – explores the notion of peace as more than simply the absence of war and examines the factors that influence a country's peacefulness.
- **Peace and Sustainability** – helps your students understand the impact of peace on global sustainability, with a focus on water access and management.
- **Education and Peace** – examines what "drives" peace, focusing on the role education plays toward a country's peacefulness.
- **Economics and Peace** – investigates the benefits of peace to business and the economy through an exploration of the tourism and retail industries.

Each module contains lesson plans to stimulate and challenge the students. While each activity is discrete, they have been designed to build upon one another and support the students to develop an understanding of how peace impacts their lives.

All the teaching materials needed are provided, including student handouts, assessment suggestions and extension activities.

Thank you for downloading our peace materials to use in your classrooms!

An Understanding of Peace



Module One

Module 1
An Understanding of Peace

- ❑ **Lesson Overview**

This module explores students' understanding of peace and what we objectively know about global peace. The activities challenge students to think about peace as more than the absence of war and explore the factors that influence the peacefulness of a country.

❑ Educational objectives

At the completion of this module the students will be able to:

- Define peace as more than the absence of war
- Appreciate the role of the media in influencing our perceptions of peace
- Recognize the differing levels of peace in the world and the factors that impact peace
- Use the Global Peace Index to examine issues of peace within and between countries
- Articulate ways to overcome the cycle of violence and promote peace
- Work collaboratively, share opinions and respect others

❑ NCSS Standards addressed

- Culture
- People, Places and Environment
- Individual Development and Identity
- Global Connections
- Civic Ideas and Practices.

❑ Curriculum focus

Peace education is relevant to many areas of study. There is the potential to undertake cross-disciplinary assignments or special projects to introduce peace education into existing curricula ensuring that students in your school are provided with peace education.

Activities	Major curriculum areas addressed	Page
Activity 1: What do you understand peace to be?	• Media • Social Studies	5
Activity 2: Personal peace	• Media • Social Studies • Mathematics	19
Activity 3: Determining the peacefulness of a school	• Social Studies	25
Activity 4: The Global Peace Index	• Media • Social Studies	32
Activity 5: The cycle of peace	• Social Studies	45

Module 1
An Understanding of Peace

❑ Preparing your classroom

- There are a range of activities provided within this module. While each activity can be completed on its own to demonstrate a concept, the series of activities have been designed to build a comprehensive understanding of the topic.
- All the handouts required by the students to complete the activities are provided after each lesson is introduced. These will need to be copied and distributed.
- There are extension activities and suggestions for assessment in each activity.
- Some activities require access to a computer with an internet connection.

Activities	Class Time *	Handouts to be copied and distributed
Activity 1: What do you understand peace to be?	2 x 45-minutes	#1 Nine photos for display (pgs.7- 15) #2 Definitions and description of peace (pgs.16-17) #3 Reflective Journal – What do you understand of peace? (pg.18)
Activity 2: Personal peace	1.5 x 45-minutes	#4 Personal Peace Survey (pg. 22) #5 Reflective Journal – Personal Peace (pg. 24)
Activity 3: Determining the peacefulness of a school	1.5 x 45-minutes	#6 Gladville High School – School profile (pg.27) #6 Cheerton High School – School profile (pg.28) #7 School profile worksheet (pg.29) #8 Pillars of Peace (pg.30) #9 Reflective Journal – School Peace (pg.31)
Activity 4: The Global Peace Index	3 x 45-minutes	#10 Global Peace Index (pgs.34-35) #11 Global Peace Index Worksheet and Ranking (pgs.36-38) #12 World Map – blank (pg.39) #13 The most and least peaceful countries (pgs.40-43) #14 Reflective journal – Global Peace Index (pg.44)
Activity 5: The cycle of peace	45-minutes	#15 Cycle of Peace Diagram (pg.46) #16 Reflective Journal – Cycle of Peace (pg.47)

** Does not include the "Extension activities" or time for the students to complete the "Reflective Journal"*

To make it easier for you to follow, some simple icons will be used throughout the module:



Provides some additional notes and suggestions for the teacher.



Refers to the need to access materials from the internet.



Indicates a handout needs to be copied and distributed to the students to complete an activity.



Indicates the activity can be used for assessment purposes.

Activity 1: What do you understand peace to be?

Class Time *	Student handouts required	Additional teaching requirements

2 x 45-minutes	#1 Nine photos for display #2 Definitions and description of peace #3 Reflective Journal – What do you understand of peace?	Read Appendix 1: "Defining and thinking about peace" (pgs.49-51)

A Print the numbered photos from **Handout # 1** and display the pictures around the classroom.

- Ask each student to identify the picture that most demonstrates "peace".
- Tell the students to write down the number of the photo they have selected and the reasons why they believe that photo most demonstrates peace.
- Once each student has made a decision, display the photos one at a time. Ask the students to stand up when their selected photo is displayed and explain why this photo demonstrated peace for them. Ask them to discuss the factors that influenced their decision.

The following points may assist in drawing out more information and getting the students to think critically about the notion of peace:

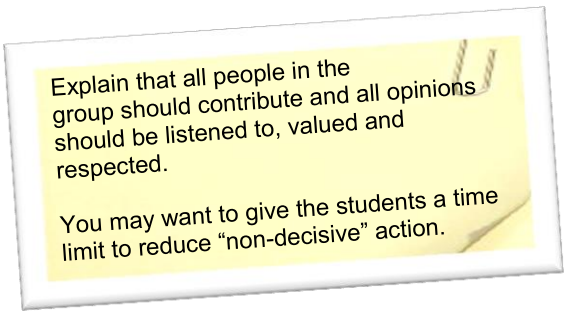
- The role of the media – and our previous exposure to images that would influence our decisions
- The facial expressions
- The notion of individual or group
- The sense of isolation or being part of a community
- The age of the people represented
- The clothing
- The influence of the background – poverty, wealth, available resources
- The notion of positive or negative peace. Refer to "Defining and thinking about peace," Appendix 1.

B Display the numbered photos again and ask the students to work in small groups to rank the photos in order from the most peaceful to the least peaceful. Ask each group to display the numbers in order from most peaceful to least peaceful on the board. Discuss any similarities and difference between the groups. Ask the groups to explain their rationale, and the group processes that were used to get to the final decision.

C Now share with the students the background information about each of the photos (found in **Appendix 1**), or you may want to only use a selection of photos based on the students previous reactions to particular photos.

Remember!

Don't forget to stress to the students that there is no right or wrong answer, and that all opinions are respected.



Activity 1: What do you understand peace to be?

Ask the students if this information would influence their perception of peace. If they were to select the most peaceful photo now, would they change their mind from their original choice? If so ask them to explain why.

Providing additional information demonstrates to the students that sometimes our "understanding" is highly influenced by the role of the media or the influence of other people's opinions.

PART 2: Describing peace

A Gather the whole class to brainstorm to develop a list of words or phrases that describes peace.

B Distribute **Handout # 2** "Definitions and descriptions of peace," Peace quotes. Ask the students to reflect on them. How many of the words that they had listed from the brainstorm were included in the words / phrases? Talk about the challenges of defining peace and the differences between taking a positive (i.e. What peace is) and negative perspective. (i.e. What peace isn't).

C As a class develop a definition or description of peace.

Refer to "Defining and thinking about peace" **Appendix 2** (pgs.52-54) These notes have been modified to be used as **Handout # 2** "Definitions and descriptions of peace".
It is important to challenge the students to think about the individual and global perspectives of peace and explore what contributes positively to peace rather than simply identifying peace through its negative definition - the absence of war, violence and conflict. By examining the positive aspects you are able to identify more factors that can contribute to peace. The other activities in this module will continue to expand this view of peace.

D Create a list of words or phrases together as a class that reflects the opposite of peace. Use the board to write 2 columns---Peace & Non-Peace.

EXTENSION ACTIVITY

- Imagine you are designing a peace campaign for your country. Who would you target for this campaign? For example, a particular age group or gender? What would be the "slogan" and what images would you use?
- Create a collage in which you make a poster or draw pictures that illustrate the notion of peace or a state of non-peace---how would you illustrate that state?

ASSESSMENT

- Students are asked to keep a reflective journal. Distribute **Handout # 3** "Reflective Journal – What do you understand about peace?"
- Write a paragraph about an instance in your life when peace /non-peace existed. What did it feel like?

What do you understand peace to be?



 # 1

What do you understand peace to be?



 # 2

What do you understand peace to be?



 # 3

What do you understand peace to be?



 # 4

What do you understand peace to be?



 # 5

What do you understand peace to be?



 # 7

What do you understand peace to be?



 # 8

What do you understand peace to be?



 # 9

What do you understand peace to be?



 # 10

Definitions and descriptions of peace

United Nations CyberSchoolbus

Building on principles and practices that have evolved over time, responding to different historical circumstances, peace education aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace. Understanding and transforming violence is central.
Peace is understood not only as the absence of traditional forms of direct violence, but also as a positive presence. Educating for and about all aspects of peace constitutes peace education.

Source: *http://www.un.org/cyberschoolbus/peace/frame.htm*

Merriam-Webster Dictionary definitions

1. A state of tranquillity or quiet: as
    a) Freedom from civil disturbance
    b) A state of security or order within a community provided for by law or custom <a breach of the *peace*>
2. Freedom from disquieting or oppressive thoughts or emotions
3. Harmony in personal relations
4.
    a) A state of period of mutual concord between governments
    b) A pact or agreement to end hostilities between those two have been at war or in a state of enmity
5. Used interjectionally to ask for silence or calm or as a greeting or farewell - At peace: in a state of concord or tranquillity

Source: *http://www.merriam-webster.com/dictionary/peace*

Wikipedia

Peace is a state of harmony characterized by the lack of violent conflict. Commonly understood as the absence of hostility, peace also suggests the existence of healthy or newly healed interpersonal or international relationships, prosperity in matters of social or economic welfare, the establishment of equality, and a working political order that serves the true interests of all. In international relations, peacetime is not only the absence of war or conflict, but also the presence of cultural and economic understanding and unity.
Many different theories of "peace" exist in the world of peace studies, which involves the study of conflict resolution, disarmament, and cessation of violence. The definition of "peace" can vary with religion, culture, or subject of study.

Source: *http://en.wikipedia.org/wiki/Peace*

Peace Education Network (UK)

Disputes and conflicts may be inevitable but violence is not. To prevent continued cycles of violence, education must seek to promote peace and tolerance, not fuel hatred and suspicion.

The General Assembly of the United Nations proclaimed the years 2001-2010 the International Decade for a Culture of Peace and Nonviolence for the Children of the World".

It defines a culture of peace as 'all the values, attitudes and forms of behaviour that reflect respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between people'.

Source: *http://peace-education.org.uk/why-education-for-peace-is-important*

Definitions and descriptions of peace

Global Peace Index

The concept of peace is notoriously difficult to define. The simplest way of approaching it is in terms of harmony achieved by the absence of war or conflict. Applied to nations, this would suggest that those not involved in violent conflicts with neighbouring states or suffering internal wars would have achieved a state of peace. This is what Johan Galtung (Peace by Peaceful Means: peace and conflict, development and civilization. Oslo: International Peace Research Institute, 1996) defined as a "negative peace" - an absence of violence. The concept of negative peace is immediately intuitive and empirically measurable, and can be used as a starting point to elaborate its counterpart concept, "positive peace." Having established what constitutes an absence of violence, it is possible to identify which structures and institutions create and maintain peace.

In 1999 the UN General Assembly launched a programme of action to build a "culture of peace" for the world's children, which envisaged working towards a positive peace of justice, tolerance and plenty. The UN defined a culture of peace as involving values, attitudes and behaviours that:

- *Reject violence*
- *Endeavour to prevent conflicts by addressing root causes*
- *Aim at solving problems through dialogue and negotiation*

It proposed that such a culture of peace would be furthered by actions promoting education for peace and sustainable development, which it suggested was based on human rights, gender equality, democratic participation, tolerant solidarity, open communication and international security. However, these links between the concept of peace and the causes of peace were presumed rather than systematically measured. For example, while Doyle (Doyle, Michael. Kant, Liberal Legacies, and Foreign Affairs. Philosophy and Public Affairs (1983) 205, 207-208) and advocates of his liberal peace theory have held that democratic states rarely attack each other, the ongoing war in Iraq demonstrates how some democratic countries can be militant or belligerent - the justification for war often being that peace is ultimately secured through violence or the threat of violence.

Source:  *http://www.visionofhumanity.org/pdf/gpi/2013_Global_Peace_Index_Report.pdf*

Reflective journal - What do you understand of peace?

1. Reflecting on the discussion in class, explain what you think about the definition of peace your class developed. Discuss if it reflects your view or not. Do you think you had a say in the final definition? Would you like to change any part of it? Would you like to add anything to it?

2. Considering the discussions in class, discuss why it might be important to look at the "positive" definition of peace.

3. Discuss how your concept of "peace" changed after completing these activities.

Activity 2: Personal peace

Class Time *	Student handouts required	Additional teaching requirements
1.5 x 45-minutes	# 4 Personal Peace Survey # 5 Reflective Journal – Personal Peace	Read Appendix 3 (pg55) "Global Peace Index Indicators" or refer to http://www.visionofhumanity.org/pdf/gpi/2013_Global_Peace_Index_Report.pdf

** Does not include the "Extension activities" or time for the students to complete the "Reflective Journal"*

PART 1: Experiencing peace

A Ask the students to write a response to the following statement. "**I have experienced peace and it was a good feeling.**"

Explain that the students will be asked to share their response publicly. This will not mean sharing the exact experience but rather being able to talk about it more generally.
Initially this may seem like a difficult task for some students, but encourage them to think about a time when they have felt safe, secure, happy, listened to, respected, creative, and/or supported by other people around them. Stress that this may only have been for a short time, for example the moment they finished an exam, played a computer game, or shared with a friend. This task is asking the students to think about the positive perspective of peace, not simply the negative view.

B Undertake a group discussion to explore the factors that may have influenced whether the students thought they had experienced peace and whether they liked it, such as the notion of conflict or the absence of conflict and violence, feeling safe and secure, the involvement of any form of weapons, the location for peace, the timing for peace, whether it is a solitary or group situation, whether it was planned or "accidental", a onetime event or an ongoing state.

- How many of these factors would be seen as the positive aspect of peace versus the negative aspect – e.g. looking for the good elements of peace, not the opposite of bad conditions.

PART 2: A peace survey

A Distribute **Handout #4:** "Personal Peace Survey." Explain that this is an anonymous survey and ask the students to complete it honestly.

The points raised in this discussion may also be used to introduce some of the indicators that are used in the Global Peace Index to measure a country's peacefulness. These are:

- Measures of ongoing domestic and international conflict;
- Measures of societal safety and security;
- Measures of militarization.

Activity 2: Personal peace

The questions in the survey have been designed to raise points related to the Global Peace Index indicators – **See Appendix 3** (pg.55) The questions are grouped around the three themes that correspond with the Global Peace Index indicators:

"Domestic and international conflict", Questions 1 – 9
"Societal safety and security", Questions 10 - 20
"Militarization", Questions 21 – 26

This is a personal peace survey designed to challenge the students to think about the range of factors that can have an impact on peace. Using the three themes used by the Global Peace Index is one way of expanding the students' thinking.

B Discuss the results from the student survey

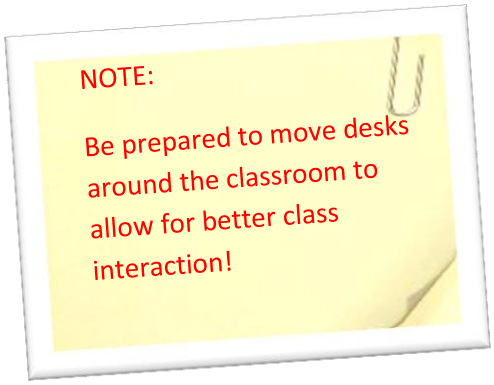
OPTIONS: You may decide to collect the surveys and collate the results using a simple Excel spreadsheet. You could then create graphs representing the results anonymously, or you could simply ask the students to talk about the results more broadly by grouping their responses based on the three thematic categories of indicators from the Global Peace Index. If you are going to collate and graph the results you will obviously need some time between completion of the survey and discussion of the results.

C Discuss issues related to:

- the effects of ongoing conflict on peace, including how often and whether these conflicts are one-time events or ongoing, relations with neighbors, and the concept of organized crime and its impact on people;
- safety and security, including the identification of people that are trusted, levels of crime, feeling safe, and structures that are put in place to maintain safety and security;
- militarization from a very simplistic approach of examining the availability of weapons, and when people become involved in conflict or peacekeeping.

D ☑ Ask the students to prepare a short response to one of the following statements.

- "I am responsible for my personal peace"
- "You can have personal peace in a country that is not peaceful"



Activity 2: Personal peace

You may want to direct the students back to **Handout # 2** - "Definitions and descriptions of peace" and specifically to the excerpt from the UN General Assembly program launched in 1999 to build a "culture of peace" for the world's children, which envisaged working towards a positive peace of justice, tolerance and plenty. The UN defined a culture of peace as involving values, attitudes and behaviors that:

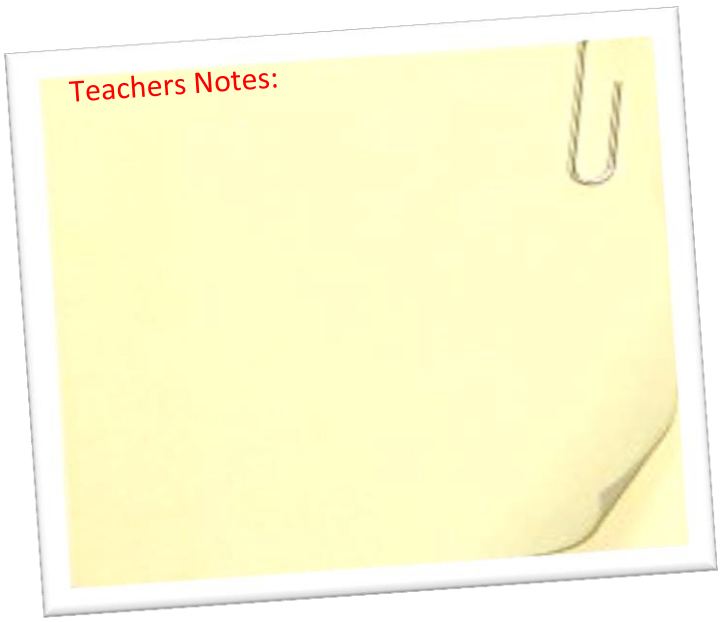
- Reject violence;
- Endeavour to prevent conflicts by addressing the root causes;
- Aim to solve problems through dialogue and negotiation.

EXTENSION ACTIVITY

- There are a range of existing courses / teaching materials related to conflict management and mediation. You may want to offer some of these activities to the students to extend their understanding of the choices they can make personally about managing potential conflict.
- Learn more at www.character.org, sources available at the Character Education Partnership and at www.esrnational.org the Educators for Social Responsibility website.
- The students could collect newspaper articles that highlight crimes in their local area. They could analyze articles from the perspective of making recommendations about actions to improve peace.

ASSESSMENT

- Students keep a reflective journal. Distribute the student **Handout # 5** - "Reflective Journal – Personal Peace".
- The response provided by the students for **"Activity 2 D"** will provide evidence of the students' understanding of the concept of personal peace.



Personal (and anonymous) peace survey

Questions	Yes	No
1. Do you have a good friend?		
2. Do you have good friends? (more than two)		
3. Do you have friends in your neighborhood?		
4. Do you know your neighbor?		
5. Do you get along with your neighbor?		
6. Have you had an argument with anyone in the last month, and because of this did you learn something new?		
7. Have you ever argued with someone and has this led to anyone being injured/hurt?		
8. Do you have a group of friends that you don't ever fight with?		
9. Have you ever been called names that have hurt you?		
10. Do you have friends that you trust?		
11. Do you have a family member that you trust?		
12. Do you ever feel isolated and have no one to turn to?		
13. Do you generally feel safe at home?		
14. Do you generally feel safe at school?		
15. Would you ever steal from someone else?		
16. Would you ever physically hurt someone else?		
17. Does your school have security officers and/or any other devices for security reasons – e.g. cameras, metal detectors?		

Personal peace survey

Questions	Yes	No
18. Do the teachers have allocated duty times to supervise the grounds of the school?		
19. Have you ever been removed from a class or suspended or expelled from school?		
20. Do you generally trust the people in your school?		
21. Have you ever had to attend a mediation session with someone else following a fight/argument?		
22. Would you ever consider carrying a knife or other form of small weapon?		
23. Do you think that carrying a weapon helps to keep you safe?		
24. Have you ever gotten mixed up in a fight that had nothing to do with you?		
25. Have you ever been responsible for organizing a fight?		

Reflective journal - Personal Peace

1. Reflecting on your experience completing the Personal Peace survey. In the space below, discuss what this activity challenged you to think about.

2. Drawing on your experience filling out the survey, complete the following thought. "Safety and security mean ...

3. Please also complete the following : "The use of weapons is ..."

Activity 3: Determining the peacefulness of a school

Class Time *	Student handouts required	Additional teaching requirements
1.5 x 45-minutes	#6 Gladville High School and Cheerton High School profiles #7 School profile worksheet #8 Drivers of Peace #9 Reflective Journal – School Peace	Refer to the Glossary of Terms in the resources section. Be familiar with some of the facts and policies related to your school – similar to those presented in the provided school profiles.

** Does not include the "Extension activities" or time for the students to complete the "Reflective Journal"*

A Distribute **Handout # 6** Gladville High School and Cheerton High School profiles and **Handout # 7** School Profile Worksheet . Ask the students to read the profiles carefully and complete the worksheet. Explain to the class that schools are like societies, so similar conditions exist.

☑ The response to question 3 on the School Profile Worksheet could be submitted as an assessment.

- Ask the students to share their responses. Highlight the range of factors that influenced their decisions. Was there consensus in the class?

The following factors have been embedded into the profiles, and can be raised as factors that might influence peacefulness.

- The overall numbers in the school – larger populations are more challenging
- Demographics showing male/female ratio
- Male/female principal/leadership
- Number of security devices
- Policies about bullying, harassment, racism
- Number of suspensions and expulsions based on violent acts
- Weapons found at school
- Number of students attending detention
- Time allocated to teachers patrolling the grounds
- Retention rates
- Attendance rates
- Elected school leaders – democratic processes
- Students' rights respected, students involved in decision making
- Collaboration with other schools in the area – getting along with your neighbours
- Student newspaper – hearing the voice of the people
- Number of volunteers working the school or visitors to the school, demonstrating openness to all people
- Number of students transferring in and out of the school – the stability of the school and the perception of the school
- Graffiti and vandalism at the school – respect for the property

This activity can be undertaken in small groups or individually.

These are examples of the "drivers" identified in the Global Peace Index, as the factors that may influence the creation and nurturance of peaceful societies.

It is important to challenge the students to think about the "drivers" of peace, in other words not simply the absence of violence and conflict, but rather to explore the positive aspects and influencing factors

Activity 3: Determining the peacefulness of a school

B **Handout # 8** "Pillars of peace." The students are to use the school profile from the school that they had previously identified as being the most peaceful and now highlight the information in the school profile that demonstrates a "driver of peace." Place the corresponding "pillar" number beside the relevant information. Not all pillars are included in each profile.
Ask the students if they would change their mind about the peacefulness of the school based on this exercise. Are the students surprised by the range of pillars that may influence peace?

The students may have some difficulty in understanding all the terminology used on the "Pillars of Peace" student handout. Take the time to work through the list and explain that not all of these will be represented within each profile and it is not expected that the students will have a full understanding of each driver, for example "material wellbeing" and "other" will not be relevant.
It is beneficial for the students to be familiar with the broad themes.

EXTENSION ACTIVITY

- You could collect some of the policies from the school that are designed to keep the students safe, secure and promote peace. Explore these with the students. Discuss whether these policies reflect their perception of reality at the school and ask the students to make suggestions for improvement.

ASSESSMENT

- Students keep a reflective journal. Distribute **Handout # 9** - "Reflective Journal – School Peace".
- The response to Question 3 from the School Profile **Handout # 8** completed in **Exercise "A"** could be used an assessment task.

Exercise B aims to highlight the diversity of "pillars" of peace.

Refer to **Handout # 8** for more details about "pillars" of peace.

Determining the peacefulness of a school

Gladville High School – School Profile

Motto: *"To know is not enough"*

Gladville High school has a 967-member student body that is 58% female and 43% male. 27% of the total student population were born in another country. The attendance rate at the school is 95% and the retention rate is 80%. The student population is fairly stable with only about 4% new enrolments during the year and about 2% transferring to other schools.

The school principal is a woman and she has been in this position for the last 7 years. The staff at Gladville is 60% female and 40% male.

There is a high level of achievement at the school and wide arrays of subjects are offered in the curriculum. Team athletics is also compulsory. If students are not completing their assigned work, they are required to attend detention sessions. These are often very busy sessions. Parents are invited to the school on special occasions, but there are not a lot of these throughout the year.

Students are actively engaged in the decision making of the school. There is a student elected body that meets with the teachers monthly to talk about issues and ways to improve the school. There is also a monthly student newspaper produced by and for the students.

The school has in place a number of policies that aim to make all students safe, including an anti-bullying, sexual harassment and drugs policy.

There are security cameras throughout the school and there are security guards employed by the school. At some time during the week all teachers are rostered to assist with student management between classes and during break times. The parents are happy about this, but the students find it a little overwhelming.

There have been three students expelled for bringing weapons into the school. There have also been 10 students suspended from school in the last two months for fighting. The school is often covered in graffiti on the weekend and windows are broken, but these are quickly removed and repaired, respectively.

Determining the peacefulness of a school

Cheerton High School – School Profile

Motto: *"One word changes everything"*

Cheerton High School has a student population of 1672 that is 48% female and 52% male. 37% of the total student population were born in another country. The attendance rate at the school is 80% and the retention rate is 70%. The student population is slightly transient with about 12% new enrolments during the year and about 18% transferring to other schools. The school has just recently been painted and some parts rebuilt, including a new library. Many students travel by bus to attend this school, and in fact pass a few other schools to get here.

The school principal is a man who has been in this position for the last 9 years. 60% of the staff is female, 40% are male. The majority of the staff has been teaching in this school for 8 or more years. The school staff has been attending professional development together.

There is the usual scope of student abilities in the school ranging from the high achievers through to those that are struggling, but all students are encouraged and all types of achievement are recognized, including athletic and artistic endeavours. There is a debate club that competes against other schools in the area. There are some compulsory subjects as well as a lot of other subjects to choose from. All students have a "teacher as mentor" so that each student has a specific person who is responsible for checking their progress and supporting their learning. There are no detention sessions at this school. There is regular communication with parents and they are encouraged to attend school whenever they can.

There is a student from each class nominated to attend monthly meetings with teachers to talk about issues and ways to improve the school. These meetings are not well attended. There is a weekly newsletter, but it is produced by the teachers with little input from the students.

The school has in place a number of policies that aim to make all students safe, including an anti-bullying, sexual harassment, racism and drugs policy, but these have not been reviewed for at least three years.

There are security cameras throughout the school, but there are no security guards employed by the school. At some time during the week all teachers are rostered to assist with student management between classes and during break times.

There have not been any students expelled from the school. However, there have been 15 students suspended from school in the last two months for fighting and stealing. There are some students that carry small weapons but the teachers don't seem to know about them. The school is often covered in graffiti on the weekend and windows are broken. It takes a while for these to be removed and repaired, respectively.

School Profile

1a. After reading the profiles of Gladville and Cheerton High Schools, which school would you choose to attend?

1b. Explain why you chose this school, providing specific reasons.

2a. According to the school profiles you read, do you think Cheerton High School or Gladville High School is more peaceful?

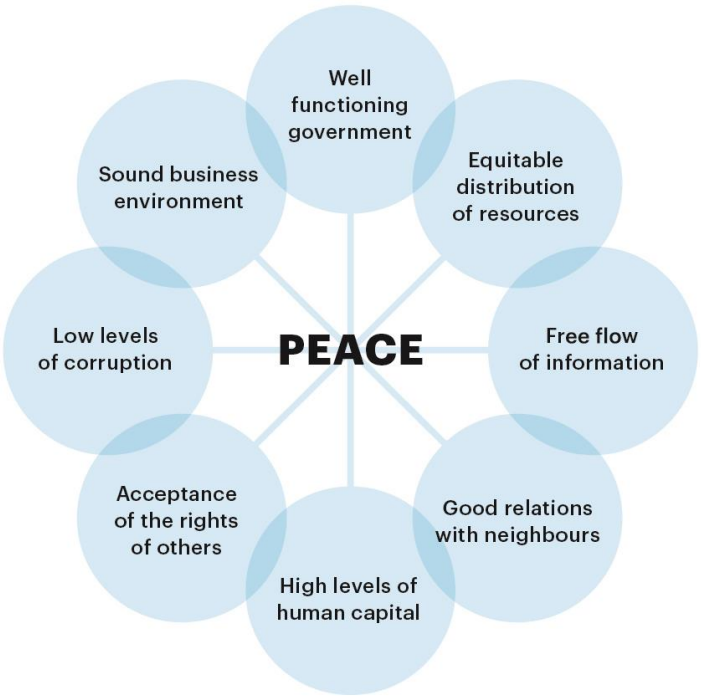
2b. Explain why you think the school you stated above was more peaceful, citing specific information from the school profile to demonstrate your decision.

3. Describe the qualities of a peaceful school from your perspective. Remember to reflect back on the descriptions of the two theoretical schools and include descriptions of these factors in your "peaceful school".

Pillars of peace

The following is a list of the “pillars” of peace that have been identified following the development of the Global Peace Index. These pillars may influence the creation and nurturance of peaceful societies.

1. **Well-functioning government**
2. **Equitable distribution of resources**
3. **Free flow of Information**
4. **Sound business environment**
5. **High level of human capital**
6. **Acceptance of the rights of others**
7. **Low levels of corruption**
8. **Good relations with neighbours**



Reflective journal - School peace

1. Describe the things about your school that contribute to peace at the school.

2. Describe (in full sentences – at least 3) what you would change about your school to make it more peaceful.

Activity 4: The Global Peace Index

Class Time *	Student handouts required	Additional teaching requirements
3 x 45-minutes	#10 Global Peace Index #11 Global Peace Index Worksheet and Ranking #12 World Map – blank #13 The most and least peaceful countries #14 Reflective journal – Global Peace Index	Be familiar with how the Global Peace Index website operates and the current year's results http://www.visionofhumanity.org/

** Does not include the "Extension activities" or time for the students to complete the "Reflective Journal"*

A Distribute **Handout #10** - "Global Peace Index." The students should work individually to complete the questions. Ask the students to share the ranking that they gave to their own country. Calculate the average score for the class. Record this "average" score on the board to refer to later.

Ask the students to record their results for the most and least peaceful country in each region and then calculate which country is seen as the most peaceful and least peaceful based on the class results. There may be some countries that end up with an equal score but this won't matter to the end result.

Discuss with the students how they made their decisions about which countries were the most and least peaceful. Had they heard of the country in the media, had they studied it at school, known anyone who lived there, or did they just guess?

B Distribute **Handout #11** "Global Peace Index Worksheet and Ranking" and ask the students to complete the questions.

If students can access the internet they can undertake this and additional research on the Global Peace Index website http://www.visionofhumanity.org

Share the students' responses to Question 3 from the worksheet.

The students may need some assistance in understanding that the indicators with the lowest scores are positive and the higher scores are the ones needing to be improved. You should be clear about the fact that the scale is 1 – 5 and may want to discuss how many of the scores were not at exactly 1 and at 5, showing that things can get better but they could also get worse.

The aim of Activity 4 is to introduce the Global Peace Index and the idea of ranking countries using a range of information about the diverse factors that influence peace.

In the beginning the students are simply asked to give rankings based on their own perceptions and then they will be asked to explore the indicators and drivers used in the Global Peace Index in more detail.

Activity 4: The Global Peace Index

C Ask the students to select one country from the "ten most at peace" and one country from the "ten least at peace". If students can access the internet, they can refer to the GPI website at http://www.visionofhumanity.org/#/page/our-gpi-findings to identify the data. If not, the students can refer to the table in **Handout #11** (page 2-3).

Distribute **Handout #12**, "World Map" and ask the students to color in the two countries they have chosen, the most peaceful country in dark green and the least peaceful country in red.

Distribute **Handout #13**, "The most and the least peaceful countries." If students have access to the Internet, they can work on **version A of the Handout #13** and complete with their selected countries. Otherwise, distribute **version B of the Handout #13**, which includes a table with Iceland and Somalia as examples (page 3).

Students should read the relevant information about their chosen countries from the 2013 Global Peace Index Results Report contained in the resources section of the site, http://www.visionofhumanity.org/pdf/gpi/2013_Global_Peace_Index_Report.pdf to assist them in completing the task of preparing a statement for the highest government official – Question 3 from the Handout. The sections for Iceland and Somalia are included in **Handout #13** (page 3).

Discuss the students' findings in relation to the indicators that were low and high for each of their countries.

Students may need to undertake some additional research about the countries they have chosen simply to get a basic overview of the country.

EXTENSION ACTIVITY

- Distribute the World Map, **Handout #12B**. Talk about the overall placement of the most peaceful and least peaceful countries. Are there many countries that have the same level of peace that are neighbors? Which regions are the most peaceful? What do you think are some reasons for this?
- The students may want to refer back to some of the photographs that were displayed in the first activity and determine where the countries represented are placed on the Global Peace Index.

ASSESSMENT

- Students keep a reflective journal. Distribute **Handout # 14**- "Reflective Journal – Global Peace Index."
- The response to Question 3 from **Handout #13** (Page 2) "The most and the least peaceful countries" in exercise "C" could be used as an assessment task.

The Global Peace Index is the first tool that has been created for ranking the countries of the world on a peace scale. The concept of having a peace scale enables people to identify the areas where there can be improvement and measure changes over time.

Global Peace Index

1. The Global Peace Index ranks countries in the world by their peacefulness. Give the country where you now live a ranking between 1 and 162, with one being the most peaceful and 162 being the least peaceful.

   My country is: _____ I believe that my country's peace ranking is: _____

2. Below is a list of all the 162 countries that were ranked in the 2013 Global Peace Index. They have been grouped by regions in the tables below. For each region, fill in which country you think is the most peaceful and which country is the least peaceful.

AFRICA

Ghana	Madagascar	Botswana	Mozambique	Namibia
Gabon	Tanzania	Cote d'Ivoire	Senegal	Malawi
Rwanda	Lesotho	Burkina Faso	Cameroon	Mali
Angola	Uganda	South Africa	Zimbabwe	Kenya
Mauritania	Central African Republic	Equatorial Guinea	Republic of the Congo	Democratic Republic of the Congo
Nigeria	Ethiopia	Chad	Sudan	Somalia
Burundi	Gambia	Liberia	Sierra Leone	Swaziland
Guinea	Eritrea	Niger	Mauritius	Zambia
Djibouti	Guinea-Bissau	Benin	Togo	South Sudan

ASIA & AUSTRALIA

New Zealand	Japan	Nepal	Bhutan	Australia
Singapore	South Korea	Vietnam	Malaysia	Taiwan
Laos	China	Indonesia	Bangladesh	Mongolia
Cambodia	Papua New Guinea	India	Philippines	Thailand
Sri Lanka	Myanmar	Pakistan	North Korea	Afghanistan
Timor-Leste				

CENTRAL & EASTERN EUROPE

Slovenia	Czech Republic	Bosnia and Herzegovina	Slovakia	Romania
Poland	Estonia	Latvia	Lithuania	Bulgaria
Croatia	Hungary	Kazakhstan	Albania	Moldova
Ukraine	Serbia	Macedonia	Belarus	Azerbaijan
Turkmenistan	Uzbekistan	Turkey	Russia	Montenegro
Georgia	Armenia	Tajikistan	Kyrgyz Republic	Kosovo

Global Peace Index

CENTRAL & SOUTH AMERICA

Chile	Uruguay	Costa Rica	Panama	Argentina
Nicaragua	Cuba	Paraguay	Bolivia	Peru
Venezuela	El Salvador	Brazil	Mexico	Jamaica
Colombia	Ecuador	Guatemala	Honduras	Haiti
Dominican Republic	Trinidad and Tobago	Guyana		

MIDDLE EAST & NORTH AFRICA

Oman	Qatar	United Arab Emirates	Kuwait	Tunisia
Libya	Morocco	Jordan	Egypt	Bahrain
Syria	Iran	Yemen	Saudi Arabia	Algeria
Lebanon	Israel	Iraq		

NORTH AMERICA

Canada	United States of America

WESTERN EUROPE

Iceland	Denmark	Austria	Switzerland	Sweden
Finland	Belgium	Netherlands	Italy	Spain
Germany	United Kingdom	Cyprus	Greece	France
Norway	Ireland	Portugal		

Global Peace Index Worksheet

Use the data provided from the Global Peace Index to complete the following questions.

Region	Most peaceful country	Least peaceful country
Sub-Saharan Africa	Mauritius	Somalia
Asia-Pacific	New Zealand	Afghanistan
Latin America	Chile	Colombia
Middle East and North Africa	Qatar	Iraq
Central & Eastern Europe	Slovenia	Russia
Western Europe	Iceland	Greece

1. How do the Global Peace Index results compare with your predictions above?

2. From all 162 countries in the Global Peace Index, which country has the highest level of peace and what was the score?

Country: _____ Score: _____

3. From all 162 countries in the Global Peace Index, which country has the lowest level of peace and what was the score?

Country: _____ Score: _____

4. What was the ranking for the country where you live? _____

5. How does this ranking compare with your personal ranking and the class ranking? Are you surprised? Explain why.

6. For the country where you live, which of the 22 indicators scored the lowest (thus showing they are performing well) and which indicators scored the highest (showing they need improvement)?

7. What areas need to be improved in your country to make it a more peaceful place?

Global Peace Index (GPI) Worksheet

Country	GPI Ranking	GPI Score	Region	Regional Rank
Iceland	1	1.162	Europe	1
Denmark	2	1.207	Europe	2
New Zealand	3	1.237	Asia-Pacific	1
Austria	4	1.250	Europe	3
Switzerland	5	1.272	Europe	4
Japan	6	1.293	Asia-Pacific	2
Finland	7	1.297	Europe	7
Canada	8	1.306	North America	1
Sweden	9	1.319	Europe	6
Belgium	10	1.339	Europe	7
Norway	11	1.359	Europe	8
Ireland	12	1.370	Europe	9
Slovenia	13	1.374	Europe	10
Czech Republic	14	1.404	Europe	11
Germany	15	1.431	Europe	12
Australia	16	1.438	Asia-Pacific	3
Singapore	16	1.438	Asia-Pacific	3
Portugal	18	1.467	Europe	13
Qatar	19	1.480	Middle East and North Africa	1
Bhutan	20	1.487	South Asia	1
Mauritius	21	1.497	Sub-Saharan Africa	1
Netherlands	22	1.494	Europe	14
Hungary	23	1.520	Europe	15
Uruguay	24	1.528	South America	1
Poland	25	1.530	Europe	16
Taiwan	26	1.538	Asia-Pacific	5
Spain	27	1.563	Europe	17
Croatia	28	1.571	Europe	18
Malaysia	29	1.574	Asia-Pacific	6
Romania	30	1.584	Europe	19
Chile	31	1.589	South America	2
Botswana	32	1.598	Sub-Saharan Africa	2
Slovakia	33	1.622	Europe	20
Bulgaria	34	1.663	Europe	21
Italy	35	1.663	Europe	21
United Arab Emirates	36	1.679	Middle East and North Africa	2
Kuwait	37	1.705	Middle East and North Africa	3
Estonia	38	1.710	Europe	23
Laos	39	1.724	Asia-Pacific	7
Costa Rica	40	1.755	Central America and the Caribbean	1

Country	GPI Ranking	GPI Score	Region	Regional Rank
Latvia	41	1.722	Europe	24
Vietnam	41	1.722	Asia-Pacific	8
Lithuania	43	1.784	Europe	25
United Kingdom	44	1.787	Europe	26
Oman	45	1.806	Middle East and North Africa	4
Namibia	46	1.807	Sub-Saharan Africa	3
South Korea	47	1.822	Asia-Pacific	9
Zambia	48	1.832	Sub-Saharan Africa	4
Cyprus	49	1.840	Europe	27
Lesotho	50	1.840	Sub-Saharan Africa	5
Timor-Leste	51	1.854	Asia-Pacific	10
Jordan	52	1.858	Middle East and North Africa	5
France	53	1.863	Europe	28
Indonesia	54	1.879	Asia-Pacific	11
Tanzania	55	1.887	Sub-Saharan Africa	6
Panama	56	1.893	Central America and the Caribbean	2
Morocco	56	1.897	Middle East and North Africa	6
Ghana	58	1.899	Sub-Saharan Africa	7
Sierra Leone	59	1.904	Sub-Saharan Africa	8
Argentina	60	1.907	South America	3
Mozambique	61	1.910	Sub-Saharan Africa	9
Serbia	62	1.912	Europe	29
Djibouti	63	1.917	Sub-Saharan Africa	10
Mongolia	64	1.921	Asia-Pacific	12
Cuba	65	1.922	Central America and the Caribbean	3
Nicaragua	66	1.931	Central America and the Caribbean	4
Togo	67	1.954	Sub-Saharan Africa	11
Greece	68	1.957	Europe	30
Albania	69	1.961	Europe	31
Guyana	70	1.962	South America	4
Bosnia & Herz.	71	1.967	Europe	32
Kosovo	72	1.969	Europe	33
Montenegro	73	1.976	Europe	34
Malawi	74	1.984	Sub-Saharan Africa	12
Moldova	74	1.984	Russia and Eurasia	1
Gabon	76	1.995	Sub-Saharan Africa	13
Tunisia	77	2.005	Middle East and North Africa	7
Kazakhstan	78	1.994	Russia and Eurasia	2
Macedonia (FYR)	79	2.004	Europe	35
Liberia	80	2.048	Sub-Saharan Africa	14

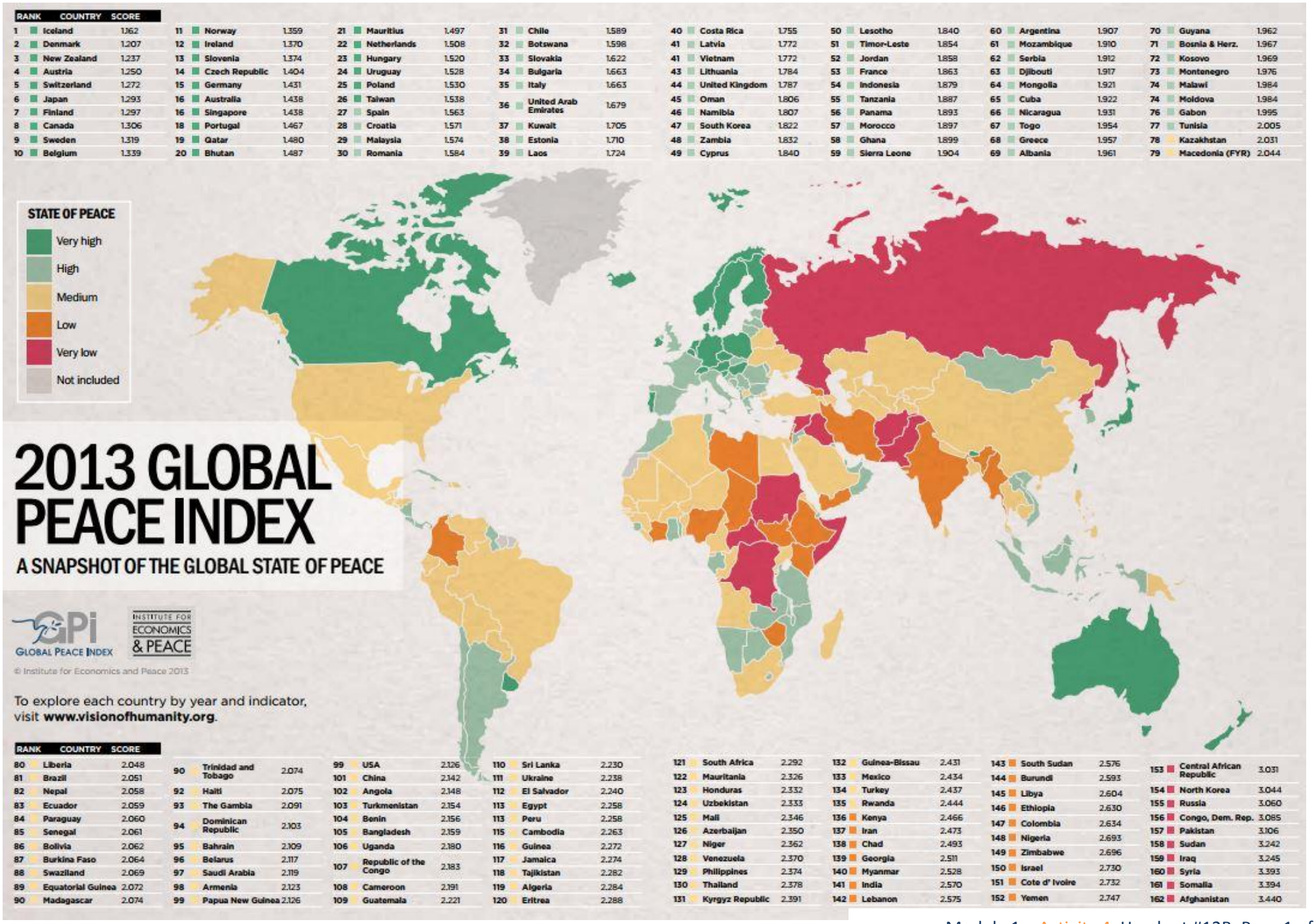
Global Peace Index (GPI) Worksheet

Country	GPI Ranking	GPI Score	Region	Regional Rank
Brazil	81	2.051	South America	5
Nepal	82	2.058	South Asia	2
Ecuador	83	2.059	South America	6
Paraguay	84	2.060	South America	7
Senegal	85	2.061	Sub-Saharan Africa	15
Bolivia	86	2.062	South America	8
Burkina Faso	87	2.064	Sub-Saharan Africa	16
Swaziland	88	2.069	Sub-Saharan Africa	17
Equatorial Guinea	89	2.072	Sub-Saharan Africa	18
Madagascar	90	2.074	Sub-Saharan Africa	19
Trinidad and Tobago	90	2.074	Central America and the Caribbean	5
Haiti	92	2.075	Central America and the Caribbean	6
The Gambia	93	2.091	Sub-Saharan Africa	20
Dominican Republic	94	2.103	Central America and the Caribbean	7
Bahrain	95	2.109	Middle East and North Africa	8
Belarus	96	2.117	Russia and Eurasia	3
Saudi Arabia	97	2.119	Middle East and North Africa	9
Armenia	98	2.123	Russia and Eurasia	4
Papua New Guinea	99	2.126	Asia-Pacific	13
United States of America	99	2.126	North America	2
China	101	2.142	Asia-Pacific	14
Angola	102	2.148	Sub-Saharan Africa	21
Turkmenistan	103	2.154	Russia and Eurasia	5
Benin	104	2.156	Sub-Saharan Africa	22
Bangladesh	105	2.159	South Asia	3
Uganda	106	2.180	Sub-Saharan Africa	23
Republic of the Congo	107	2.183	Sub-Saharan Africa	24
Cameroon	108	2.191	Sub-Saharan Africa	25
Guatemala	109	2.221	Central America and the Caribbean	8
Sri Lanka	110	2.230	South Asia	4
Ukraine	111	2.238	Russia and Eurasia	6
El Salvador	112	2.240	Central America and the Caribbean	9
Egypt	113	2.258	Middle East and North Africa	10
Peru	113	2.258	South America	9
Cambodia	115	2.263	Asia-Pacific	15
Guinea	116	2.272	Sub-Saharan Africa	26
Jamaica	117	2.274	Central America and the Caribbean	10
Tajikistan	118	2.282	Russia and Eurasia	10
Algeria	119	2.284	Middle East and North Africa	11

Country	GPI Ranking	GPI Score	Region	Regional Rank
Eritrea	120	2.288	Sub-Saharan Africa	27
South Africa	121	2.292	Sub-Saharan Africa	28
Mauritania	122	2.326	Sub-Saharan Africa	29
Honduras	123	2.332	Central America and the Caribbean	11
Uzbekistan	124	2.333	Russia and Eurasia	8
Mali	125	2.346	Sub-Saharan Africa	20
Azerbaijan	126	2.350	Russia and Eurasia	9
Niger	127	2.362	Sub-Saharan Africa	30
Venezuela	128	2.370	South America	10
Philippines	129	2.374	Asia-Pacific	16
Thailand	130	2.378	Asia-Pacific	17
Kyrgyz Republic	131	2.391	Russia and Eurasia	10
Guinea-Bissau	132	2.431	Sub-Saharan Africa	32
Mexico	133	2.434	Central America and the Caribbean	12
Turkey	134	2.437	Europe	36
Rwanda	135	2.444	Sub-Saharan Africa	33
Kenya	136	2.466	Sub-Saharan Africa	34
Iran	137	2.473	Middle East and North Africa	12
Chad	138	2.493	Sub-Saharan Africa	35
Georgia	139	2.511	Russia and Eurasia	11
Myanmar	140	2.528	Asia-Pacific	18
India	141	2.570	South Asia	4
Lebanon	142	2.575	Middle East and North Africa	13
South Sudan	143	2.576	Sub-Saharan Africa	36
Burundi	144	2.593	Sub-Saharan Africa	37
Libya	145	2.604	Middle East and North Africa	14
Ethiopia	146	2.630	Sub-Saharan Africa	38
Colombia	147	2.634	South America	11
Nigeria	148	2.693	Sub-Saharan Africa	39
Zimbabwe	149	2.696	Sub-Saharan Africa	40
Israel	150	2.730	Middle East and North Africa	15
Cote d'Ivoire	151	2.872	Sub-Saharan Africa	41
Yemen	152	2.747	Asia-Pacific	24
Central African Republic	153	2.938	Sub-Saharan Africa	42
North Korea	154	3.044	Asia-Pacific	19
Russia	155	3.060	Russia and Eurasia	12
Congo, Dem. Rep.	156	3.085	Sub-Saharan Africa	43
Pakistan	157	3.106	South Asia	6
Sudan	158	3.242	Sub-Saharan Africa	43
Iraq	159	3.245		
Syria	160	3.393	Middle East and North Africa	16
Somalia	161	3.394	Sub-Saharan Africa	44
Afghanistan	162	3.440	South Asia	7

World map


Global Peace Index 2013
STATE OF PEACE
Very high
High
Medium
Low
Very low
Not included
Source: Economist Intelligence Unit.
1 Albania
2 Austria
3 Azerbaijan
4 Bahrain
5 Bangladesh
6 Belgium
7 Bhutan
8 Bosnia and Hercegovina
9 Botswana
10 Bulgaria
11 Burkina Faso
12 Burundi
13 Cambodia
14 Central African Republic
15 Croatia
16 Cyprus
17 Czech Republic
18 Denmark
19 Estonia
20 Germany
21 Georgia
22 Guyana
23 Hungary
24 Israel
25 Jordan
26 Kuwait
27 Laos
28 Latvia
29 Lebanon
30 Lithuania
31 Macedonia
32 Malawi
33 Moldova
34 Montenegro
35 Nepal
36 Netherlands
37 North Korea
38 Qatar
39 Romania
40 Rwanda
41 Singapore
42 Serbia
43 Slovakia
44 Slovenia
45 South Korea
46 Switzerland
47 Syria
48 Uganda
49 United Arab Emirates
50 Zimbabwe



RANK	COUNTRY	SCORE
1	Iceland	1.162
2	Denmark	1.207
3	New Zealand	1.237
4	Austria	1.250
5	Switzerland	1.272
6	Japan	1.293
7	Finland	1.297
8	Canada	1.306
9	Sweden	1.319
10	Belgium	1.339
11	Norway	1.359
12	Ireland	1.370
13	Slovenia	1.374
14	Czech Republic	1.404
15	Germany	1.431
16	Australia	1.438
16	Singapore	1.438
18	Portugal	1.467
19	Qatar	1.480
20	Bhutan	1.487
21	Mauritius	1.497
22	Netherlands	1.508
23	Hungary	1.520
24	Uruguay	1.528
25	Poland	1.530
26	Taiwan	1.538
27	Spain	1.563
28	Croatia	1.571
29	Malaysia	1.574
30	Romania	1.584
31	Chile	1.589
32	Botswana	1.598
33	Slovakia	1.622
34	Bulgaria	1.663
35	Italy	1.663
36	United Arab Emirates	1.679
37	Kuwait	1.705
38	Estonia	1.710
39	Laos	1.724
40	Costa Rica	1.755
41	Latvia	1.772
41	Vietnam	1.772
43	Lithuania	1.784
44	United Kingdom	1.787
45	Oman	1.806
46	Namibia	1.807
47	South Korea	1.822
48	Zambia	1.832
49	Cyprus	1.840
50	Lesotho	1.840
51	Timor-Leste	1.854
52	Jordan	1.858
53	France	1.863
54	Indonesia	1.879
55	Tanzania	1.887
56	Panama	1.893
57	Morocco	1.897
58	Ghana	1.899
59	Sierra Leone	1.904
60	Argentina	1.907
61	Mozambique	1.910
62	Serbia	1.912
63	Djibouti	1.917
64	Mongolia	1.921
65	Cuba	1.922
66	Nicaragua	1.931
67	Togo	1.954
68	Greece	1.957
69	Albania	1.961
70	Guyana	1.962
71	Bosnia & Herz.	1.967
72	Kosovo	1.969
73	Montenegro	1.976
74	Malawi	1.984
74	Moldova	1.984
76	Gabon	1.995
77	Tunisia	2.005
78	Kazakhstan	2.031
79	Macedonia (FYR)	2.044

RANK	COUNTRY	SCORE
80	Liberia	2.048
81	Brazil	2.051
82	Nepal	2.058
83	Ecuador	2.059
84	Paraguay	2.060
85	Senegal	2.061
86	Bolivia	2.062
87	Burkina Faso	2.064
88	Swaziland	2.069
89	Equatorial Guinea	2.072
90	Madagascar	2.074
90	Trinidad and Tobago	2.074
92	Haiti	2.075
93	The Gambia	2.091
94	Dominican Republic	2.103
95	Bahrain	2.109
96	Belarus	2.117
97	Saudi Arabia	2.119
98	Armenia	2.123
99	Papua New Guinea	2.126
99	USA	2.126
101	China	2.142
102	Angola	2.148
103	Turkmenistan	2.154
104	Benin	2.156
105	Bangladesh	2.159
106	Uganda	2.180
107	Republic of the Congo	2.183
108	Cameroon	2.191
109	Guatemala	2.221
110	Sri Lanka	2.230
111	Ukraine	2.238
112	El Salvador	2.240
113	Egypt	2.258
113	Peru	2.258
115	Cambodia	2.263
116	Guinea	2.272
117	Jamaica	2.274
118	Tajikistan	2.282
119	Algeria	2.284
120	Eritrea	2.288
121	South Africa	2.292
122	Mauritania	2.326
123	Honduras	2.332
124	Uzbekistan	2.333
125	Mali	2.346
126	Azerbaijan	2.350
127	Niger	2.362
128	Venezuela	2.370
129	Philippines	2.374
130	Thailand	2.378
131	Kyrgyz Republic	2.391
132	Guinea-Bissau	2.431
133	Mexico	2.434
134	Turkey	2.437
135	Rwanda	2.444
136	Kenya	2.466
137	Iran	2.473
138	Chad	2.493
139	Georgia	2.511
140	Myanmar	2.528
141	India	2.570
142	Lebanon	2.575
143	South Sudan	2.576
144	Burundi	2.593
145	Libya	2.604
146	Ethiopia	2.630
147	Colombia	2.634
148	Nigeria	2.693
149	Zimbabwe	2.696
150	Israel	2.730
151	Cote d' Ivoire	2.732
152	Yemen	2.747
153	Central African Republic	3.031
154	North Korea	3.044
155	Russia	3.060
156	Congo, Dem. Rep.	3.085
157	Pakistan	3.106
158	Sudan	3.242
159	Iraq	3.245
160	Syria	3.393
161	Somalia	3.394
162	Afghanistan	3.440

The most and least peaceful countries

Complete the table below with the data from the Global Peace Index

Indicator	Most Peaceful	Least Peaceful
Perceived criminality in society[1]		
Security officers and police*		
Homicides*		
Jailed population*		
Access to weapons[2]		
Organized conflict (internal)[3]		
Violent demonstrations[4]		
Violent crime[5]		
Political instability[6]		
Political terror		
Weapons imports*		
Terrorist activity[7]		
Deaths from conflict (internal)[8]		
Military expenditure (percentage of GDP)		
Armed services personnel*		
UN peacekeeping funding[9]		
Nuclear and heavy weapons*		
Weapons exports*		
Displaced people		
Neighbouring country relations[11]		
Conflicts fought		
Deaths from conflict (external)[12]		

* Per 100,000 people

The most and least peaceful countries

The table below includes the data from the Global Peace Index

Indicator	Most peaceful country	Least peaceful country
Perceived criminality in society[1]	2.0	5.0
Security officers and police*	2.0	1.0
Homicides*	1.0	5.0
Jailed population*	1.0	1.0
Access to weapons[2]	1.0	5.0
Organized conflict (internal)[3]	1.0	5.0
Violent demonstrations[4]	1.0	5.0
Violent crime[5]	1.0	5.0
Political instability[6]	1.0	5.0
Political terror	1.0	5.0
Weapons imports*	1.0	1.0
Terrorist activity[7]	1.0	3.5
Deaths from conflict (internal)[8]	1.0	4.0
Military expenditure (percentage of GDP)	1.1	1.5
Armed services personnel*	1.0	1.0
UN peacekeeping funding[9]	1.0	3.0
Nuclear and heavy weapons*	1.0	1.0
Weapons exports*	1.0	1.0
Displaced people	1.0	5.0
Neighbouring country relations[11]	1.0	5.0
Conflicts fought	1.5	1.5
Deaths from conflict (external)[12]	1.0	1.0

* Per 100,000 people

Most and least peaceful countries

2a. Highlight the indicators that are low for each country by coloring or circling them in blue.

2b. Highlight the indicators that are high for each country by coloring or circling them in red.

3. Select either country from above. Imagine you were responsible for informing the highest government official about the results from the Global Peace Index. Prepare a short summary of the findings highlighting the positive indicators and making suggestions about areas that will need to improve in the future when trying to make the country more peaceful.

[1] Qualitative assessment of perceived criminality. Ranked 1-5 (very low-very high) by EIU analysts.
[2] Qualitative assessment of the accessibility of small arms and light weapons. Ranked 1-5 (very low-very high) by EIU analysts.
[3] Qualitative assessment of the intensity of conflict/s within the country. Ranked 1-5 (very low-very high) by EIU analysts.
[4] Qualitative assessment of the likelihood of violent demonstration within the country. Ranked 1-5 (very low-very high) by EIU analysts.
[5] Qualitative assessment of the level of violent crime within the country. Ranked 1-5 (very low-very high) by EIU analysts.
[6] Qualitative assessment of the political instability within the country. Ranked 1-5 (very low-very high) by EIU analysts.
[7] Calculation based on a weighted average of the last 5 years of the number of fatalities, injuries, and property damage caused by terrorism. Source: Global Terrorism Database and IEP.
[8] Qualitative assessment of the battle deaths from internal conflict. Source: International Institute for Strategic Studies, Armed Conflict Database.
[9] Calculation of percentage of countries outstanding contributions versus annual assessment to the budget of the current peacekeeping missions over an average of 3 years Source: IEP.
[10] Qualitative assessment of the grade of military sophistication and the extent of military research and development. Ranked 1-5 (very low-very high) by EIU analysts.
[11] Qualitative assessment of relations with neighboring countries. Ranked 1-5 (very low-very high) by EIU analysts.
[12] Qualitative assessment of battle deaths from external conflict. Source: Uppsala Conflict Data Program.

Reflective journal - Global Peace Index

1. After looking at the Global Peace Index rating for the country where you live, explain how you feel about peace in your country ...

2. Given what I have learned about the peacefulness of countries, I would like to live in

   _____ because ..

Activity 5: The cycle of peace

Class Time *	Student handouts required	Additional teaching requirements
45-minutes	#15 Cycle of Peace Diagram #16 Reflective Journal – Cycle of Peace	Access the "Cycle of Violence" video clip from the resources section of http://economicsandpeace.org/education/secondary

*Does not include the "Extension activities" or time for the students to complete the "Reflective" Journal

A Show the students "The Cycle of Violence" (45 seconds) video clip from the documentary film "Soldiers of Peace". The clip can be found on bottom right column of the website (download resources) http://economicsandpeace.org/education/resource-centre

In this video Scilla Elworthy, Founder of Peace Direct, talks about the cycle of violence. It will help the students develop a sense that each individual can make a difference in a conflict situation, while also appreciating the global implications of the cycle of violence. This is a very simple and practical way for students to understand why the cycle of violence can be so easy to perpetuate.

Ask the students to share their first reaction to this clip. Had they ever thought about this cycle of violence before? Can they understand how the cycle of violence occurs? Have they ever wanted revenge and retaliated when they believe they had been wronged?

B Now let the students watch the video clip again and ask them to draw a diagram to represent the cycle of violence that is described by Scilla Elworthy. Share their attempts and discuss any similarities or differences between their diagrams.

C If we are to move away from the use of violence to resolve a dispute then we need to create a cycle of peace. Ask the students to develop a diagram of a "cycle of peace". The students will still need to start with a "challenge/problem/atrocity" at the top of the cycle, but the task is to create another way of dealing with it, so that it doesn't become a cycle of violence, but rather a cycle of peace. Distribute **Handout #15** "Cycle of Peace" to give the students a framework for this exercise.

☑ Ask the students to share their attempts. The students should also provide a rationale for their cycle of peace.

EXTENSION ACTIVITY

- The class is encouraged to submit their Cycle of Peace to the Institute for Economics and Peace by using the feedback form at http://economicsandpeace.org/education/feedback

ASSESSMENT

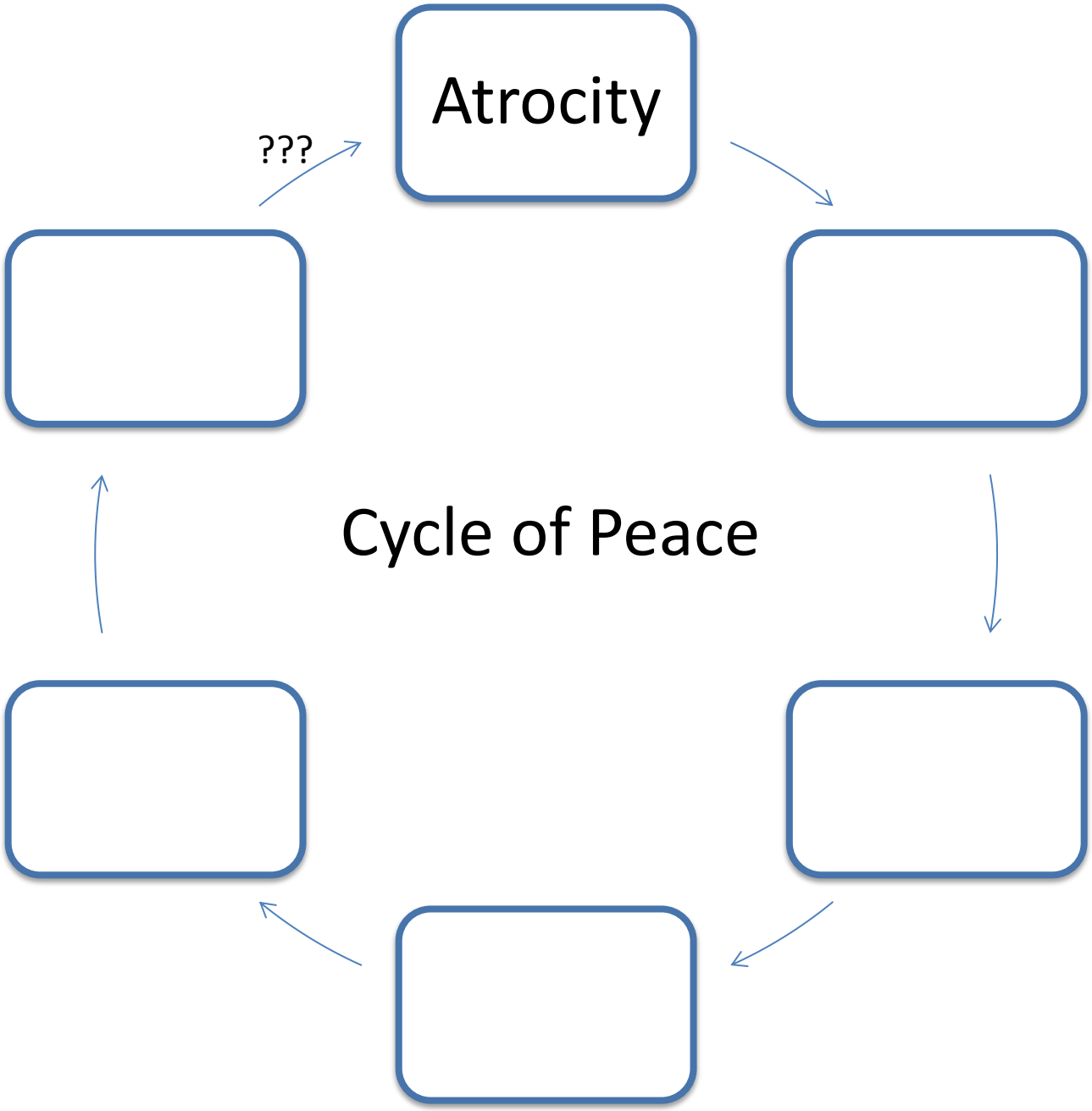
- Students keep a reflective journal. Distribute **Handout # 16** - "Reflective Journal – Cycle of Peace."
- The rationale for the Cycle of Peace provided in exercise "C" above could be used as an assessment task.

Access the "Cycle of "Violence" video clip from the resources section of http://economicsandpeace.org/education/secondary

"**Soldiers of Peace**" an award winning documentary film which showcases ordinary people in various corners of the world taking amazing steps to force peace out of trouble and violence. If the students wish to find out more about this documentary, they can visit: **www.soldiersofpeacemovie.com**

Cycle of Peace Diagram

Use the diagram below to create a cycle of peace:



Reflective journal - Cycle of Peace

1. When the cycle of violence was discussed in the clip from the Soldiers of Peace movie, my first reaction was ...

2. It is challenging to work to come up with a Cycle of Peace model because ...

Appendix



Module One

Module 1: An Understanding of Peace

Appendix 1: Photos with additional information



#1

This photo was taken in East Timor just after the UN Peacekeeping Mission was deployed into the country.

These children probably have no homes, as they would have been burnt down during the conflict. While there is a smile on their face, there is still a sense of apprehension and fear in their eyes.



#2

This is a photo of an Internally Displaced Persons (IDPs) camp in Northern Uganda. These camps were set up to provide refuge as people were trying to flee the insurgents in the country.

There are approximately 30,000 people living in this camp. Each hut holds about 6 people. The fenced area with square huts constitutes the only shopping facilities in this area.

There is nothing for the people to 'do' while they are living in the IDP camp. It could be considered a place of peace as the people feel safer living here than in their own villages, but not a place of peace when you consider that they are only here through fear for their life.



#3

This is a photo taken in Rwanda. The woman had her eyesight restored by removing cataracts. The operation was done three days earlier. She is now able to see for the first time in over a decade.

You may notice a small "tear drop" on her cheek. This is due to the eye weeping from the operation, not related to emotional "tears."

The operation to remove her cataracts cost $40.00.There are approximately 15 million people in the world who are blind due to cataracts.

Module 1: An Understanding of Peace

Appendix 1: Photos with additional information



#4

This photo is taken at the school in the Internally Displaced Persons (IDP) camp in Northern Uganda. These children have the opportunity to go to school and get a new uniform. This also means that they will receive one meal each day.

While these boys are obviously 'happy" by the smiles on their faces, it should be noted that not all the children in the IDP camps are given the opportunity to go to school.

Getting an education is a "driver" for the peace of a country – in other words the more education that the individual receives the greater the peacefulness of the country.



#5

This photo was taken in Goma, in the Democratic Republic of Congo. This area has been affected by the eruption of a volcano and the resulting lava flow.

These boys have managed to make or find a ball and are playing together, despite the destruction by the lava.



#6

This photo was taken in Tanzania. This boy belongs to the Masaai tribe of east Africa. It is his job to herd the cattle. This means that he does not go to school as he is needed for the important task of looking after the herd.

You may also note the very desolate land. It continues to be a challenge to feed the cattle when the feed and water are being depleted.

Module 1: An Understanding of Peace

Appendix 1: Photos with additional information

#7



This photo was taken in Tanzania. These children are waiting for an airplane bringing food supplies to land.

#8



This photo was taken in Burundi at a UNHCR (United Nation High Commissioner for Refugees) refugee camp. This woman is waiting at the monthly health clinic to have her children checked.

The children appear very content, and she appears to be calm about waiting to be seen.

It is important to remember why a person lives in a refugee camp.

#9



While the facial expression of the man in the white singlet could appear to be aggressive, he is in fact in the middle of a race and he is very determined and trying to win. The race is the Tegla Loroupe Peace Race - an annual event that is held in Kenya which brings together communities from northern Kenya, north-eastern Uganda, southern Sudan, Ethiopia and Somalia which have been affected by poverty, conflict and severe drought.

The race provides a great opportunity to bring communities that have traditionally fought against each other, together through athletics so that they may appreciate peace and togetherness.

Source: *http://www.teglapeacefoundation.org/*

Module 1: An Understanding of Peace

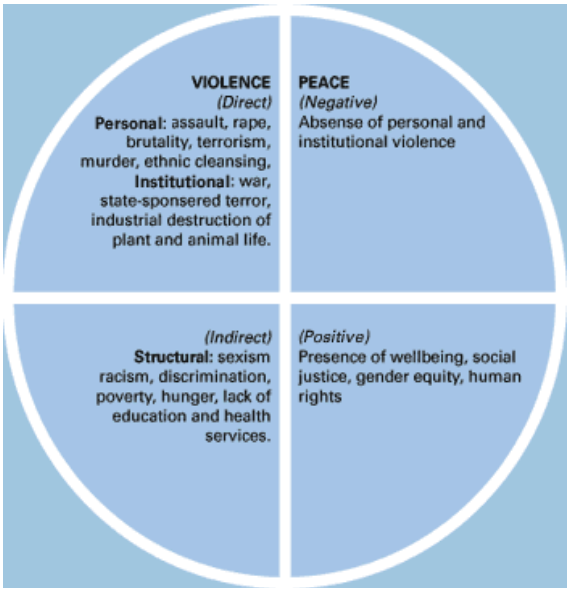
Appendix 2: Defining and thinking about peace

The following excerpts are provided to stimulate the way we think about peace, challenge the notion of "negative peace" and conceptualize "positive peace".

NOTE: A modified version of this document is provided for distribution to the students as part of Activity 1 PART 2 B.

United Nations – Cyber School Bus

"Peace education brings together multiple traditions of pedagogy, theories of education, and international initiatives for the advancement of human development through learning. It is fundamentally dynamic, interdisciplinary, and multicultural and grows out of the work of educators such as John Dewey, Maria Montessori, Paulo Freire, Johan Galtung, Elise and Kenneth Boulding, and many others. Building on principles and practices that have evolved over time, responding to different historical circumstances, peace education aims to cultivate the knowledge, skills, and attitudes needed to achieve and sustain a global culture of peace. Understanding and transforming violence is central. The following diagram helps visualize the core relationship between violence and peace.



Peace is understood not only as the absence of traditional forms of direct violence, but also as a positive presence. Educating for and about all aspects of peace constitutes peace education."

Source: http://www.un.org/cyberschoolbus/peace/frame.htm

Module 1: An Understanding of Peace

Appendix 2: Defining and thinking about peace

Encarta Dictionary definitions of Peace

- *freedom from war, or the time when a war or conflict ends*
- *a calm and quiet state, free from disturbances or noise*
- *a state of mental calm and serenity, with no anxiety*
- *freedom from conflict or disagreement among people or groups of people*
- *the absence of violence or other disturbances within a state*

Global Peace Index

Peace is notoriously difficult to define. Perhaps the simplest way of approaching it is in terms of harmony achieved by the absence of war or conflict. Applied to nations, this would suggest that those not involved in violent conflicts with neighbouring states or suffering internal wars have achieved a state of peace, which has been described as a "negative peace."

In attempting to gauge peacefulness, the GPI investigates the extent to which countries are involved in ongoing domestic and international conflicts. It also seeks to evaluate the level of harmony or discord within a nation; ten indicators broadly assess what might be described as safety and security in society. The assertion is that low crime rates, minimal incidences of terrorist acts and violent demonstrations, harmonious relations with neighbouring countries, a stable political scene and a small proportion of the population being internally displaced or refugees can be equated with peacefulness.

Seven further indicators are related to a country's military build-up – reflecting the assertion that the level of militarisation and access to weapons is directly linked to how at peace a country feels, both domestically and internationally. Comparable data on *military expenditure as a percentage of GDP* and the number of armed service officers per head are gauged, as are financial contributions to UN peacekeeping missions.

An additional aim of the GPI is to explore the concept of a "*positive peace*." Various studies have proposed that a culture of peace might be based on human rights, gender equality, democratic participation, tolerant solidarity, open communication and international security. However, these links between peace and its causes tend to be presumed, rather than systematically measured. For this reason this report examines relationships between the GPI and reliable international measures, including democracy and transparency, education and material wellbeing. As such, it seeks to understand the relative importance of a range of potential determinants, or "drivers," which may influence the creation and nurturance of peaceful societies, both internally and externally.

Source: http://www.visionofhumanity.org/pdf/gpi/2013_Global_Peace_Index_Report.pdf *(page 51)*

Module 1: An Understanding of Peace

Appendix 2: Defining and thinking about peace

Peace Education Network

"Why is Education for Peace Important?

Most disputes between people are solved without violence – but not all. If we are to move away from violence as a way of solving disputes at home and abroad we must work together to help young people learn how deal with conflict creatively and non-violently.

To prevent continued cycles of violence, education must promote peace, tolerance and understanding to help create a better society for all.

Disputes and conflicts may be inevitable but violence is not. To prevent continued cycles of violence, education must seek to promote peace and tolerance, not fuel hatred and suspicion.

The General Assembly of the United Nations proclaimed the years 2001-2010 the ***International Decade for a Culture of Peace and Nonviolence for the Children of the World".***

It defines a culture of peace as 'all the values, attitudes and forms of behaviour that reflect respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity, tolerance and understanding between people'.

Essential for building a culture of peace is education for peace. The United Nations has called on every country to 'ensure that children, from an early age, benefit from education to enable them to resolve any dispute peacefully and in a spirit of respect for human dignity and of tolerance'.

Most disputes between people are solved without violence – but not all. If we are to move away from violence as a means to solve disputes at home and abroad we must work together to help young people learn how deal with conflict creatively and non-violently.

Source: 💻 *http://peace-education.org.uk/why-education-for-peace-is-important*

Module 1: An Understanding of Peace

Appendix 3: Global Peace Index Indicators

Twenty-two indicators of the existence or absence of violence were chosen by an independent expert panel that guides the Global Peace Index. These indicators are divided into three key thematic categories.

Measures of ongoing domestic and international conflict

Authoritative statistics on ongoing civil and trans-national wars collated by institutes such as the Uppsala Conflict Data Program and the International Peace Research Institute, Oslo, are combined with two indicators scored by the Economist Intelligence Unit's analysts.

- Number of external and internal conflicts fought: 2004-09
- Estimated number of deaths from organized conflict (external)
- Number of deaths from organized conflict (internal)
- Level of organized conflict (internal)
- Relations with neighbouring countries

Measures of societal safety and security

Ten of the indicators assess the levels of safety and security in a society (country), ranging from the level of distrust in other citizens, to the level of respect for human rights and the rate of homicides and violent crimes. Crime data is from the UN Office of Drugs and Crime. Five of these indicators have been scored by the Economist Intelligence Unit's analysts.

- Level of distrust in other citizens – level of perceived criminality in society
- Number of displaced people as a percentage of the population
- Political instability
- Political Terror Scale
- Terrorist acts / Terrorist activity
- Number of homicides per 100,000 people
- Level of violent crime
- Likelihood of violent demonstrations
- Number of jailed population per 100,000 people
- Number of internal security officers and police per 100,000 people

Measures of militarization

Seven of the indicators are related to a country's military build-up - reflecting the assertion that the level of militarization and access to weapons is directly linked to how at peace a country feels internationally. Comparable data is readily available from sources such as the International Institute of Strategic Studies (IISS).

- Military expenditure as a percentage of GDP
- Number of armed services personnel per 100,000 people
- Volume of transfers (imports) of major conventional weapons per 100,000 people
- Volume of transfers (exports) of major conventional weapons per 100,000 people
- Financial contributes to UN Peacekeeping missions
- Nuclear and heavy weapons capabilities
- Ease of access to small arms and light weapons

Sourced from: http://www.visionofhumanity.org/#/page/about-gpi