



PEACE EDUCATION RESOURCE

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Unit Plan Title:
Exploring Positive and Negative Peace Across Multiple Levels Through Hexagons

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Created for The Hexagon Project.

Grade Levels: Upper Elementary, Middle to High School (Adaptable to different grade levels)

Note: Quantity of material and duration of each session and activities to be adapted for different class sizes. This Unit Plan meets State and national standards for visual art, geometry (math), and English language arts.

Learning Objectives

(Connect with National and State Standards)

1. Understand positive and negative concepts of peace: Students will learn the difference between positive and negative peace.
2. Understand that peace exists at different levels: Students will learn and explore the existence of peace at personal, interpersonal, community, national, international, and environmental levels.
3. Learn diverse symbolisms of peace and their meaning
4. Use critical thinking and problem-solving skills to conceptualize positive peace at different levels
5. Learn to visualize and communicate positive concepts of peace at different levels
6. Learn to critically reflect by comparing and contrasting different conceptualizations of positive peace at different levels.
7. Learn to positively critique artworks depicting diverse conceptualizations of positive peace at different levels.
8. Learn geometrical concepts and mathematical skills (area, perimeter, measurement, scaling, proportion)
9. Learn spatial reasoning skills (visualization, symmetry, and pattern recognition)
10. Learn concept mapping, critical reflection, and presentation skills

Suggested Materials

(Plan material quantity based on class size)

1. Hexagon Artworks of Peace
2. Hexagon Peace Posters
3. Pre-cut Hexagon paper
4. Drawing and painting supplies (e.g., markers, crayons, paint)
5. Collage materials (magazines, newspapers, fabric, etc.)
6. Glue, scissors
7. Measuring scale
8. Geometry set
9. Index Cards for writing
10. Worksheet for Thinking about Peace Activity

SESSION 1: PERCEPTIONS OF PEACE

1. Preparation

- Provide each student with 1 Index card for writing and 2 sheets of drawing paper.
- Ask them to write their name, the lesson number, and the index cards and drawing sheets.

Note: This provides an understanding of students' prior knowledge and will serve as a Pre-test. These index cards will be returned to the students at the end of the Unit plan, for them to compare knowledge learned about peace at the end of the unit plan.

2. Warm-Up Discussion and Drawing Activity: Checking Prior Knowledge

- Start with a discussion on what peace means to the students. Ask students what comes to mind when they hear the word 'peace'. Write down their responses on the Index card.
- After they have written it down, the teacher will invite some students to share it with the class.
- Next, students are asked to draw what peace means to them. They explain their drawing in writing and a description of their understanding of peace depicted in the drawing.
- Next students are asked to draw a symbol or symbols of peace. They explain what these symbols mean to them.
- Students hand over the index cards and drawings to the teacher.

Note: Care should be taken that students do not use the internet to define peace or draw their perception of peace and peace symbols.

SESSION 2: PEACE SYMBOLISM - I

1. Preparation

- Pair students to work collaboratively as a group (they continue to work in the same group for the next session on Peace Symbolism – II).
- Provide students with drawing materials to make draft posters on Peace

2. Art Critique and Collage Activity: Checking Prior Knowledge on Peace Symbols

- Each group of 2 students will select 1 poster from the site: (<https://20x20postersforpeace.com/>) to examine its visual and artistic content and write how that poster communicates the message of peace. What symbolisms are used and what aspects of peace do they signify?
- Students work in their groups to create draft peace posters drawing inspiration from the 20x20 posters for peace site.

SESSION 3: PEACE SYMBOLISM - II

1. Preparation

- Provide students with Collage and/or painting or drawing materials

2. Multicultural and Historical Peace Symbols

- Introduce diverse peace symbols for students to learn the historical contexts and multicultural approaches to depicting peace.
- Describe historical symbols like The Dove and Olive Branch (Western/Christian), the Campaign for Nuclear Disarmament (CND Peace Symbol) (Global), White Poppy (Western), Lotus Flower (Asian/Buddhist), The Crane (Japanese), The Broken Rifle (Global), The Rainbow (Various Cultures, Global, LGBTQA+), Peace Pipe (Native American).
- Students compare their index cards from Session 1 (Perceptions of Peace) to compare new knowledge learned about peace symbolism.
- They compare their draft poster drawings from Session 2 (Peace Symbolism – I) and reconsider what they would make differently
- Students create a collage and/or painting or drawing that can serve as their final peace poster. They explain the visual and symbolic elements of their poster in writing and a description of how their choices of symbols denote peace
- Students will share their posters and critique posters as a class

SESSION 4: INTRODUCTION TO PEACE CONCEPTS

1. Positive and Negative Concepts of Peace

- Introduce the concepts of negative peace (absence of conflict) and positive peace (the presence of justice and equality).
- Share examples of positive and negative peace concepts

2. Checking for Understanding: Hexagon Artworks and Posters

- Introduce Hexagon artworks depicting negative and positive peace concepts.
- Students have to identify which artworks depict negative and positive concepts and which artworks depict symbols of peace and/or combinations of these three aspects.

SESSION 5: PEACE AT DIFFERENT LEVELS – I (Overview & Inner Peace)

1. Preparation

Provide each student with the Thinking about Peace Activity worksheet

2. Existence of Peace at different levels

- Discuss how peace can exist at different levels: (1) inner peace, (2) interpersonal peace, (3) community peace, (4) national peace, (5) international peace, and (6) environmental peace. Briefly explain each level with examples.

3. Thinking About Peace Activity: Checking Prior Knowledge

- Individual students write five examples of peace at different levels in the Thinking about Peace Activity worksheet. For peace at 6 levels, students will have a total of 30 examples.
- Create a concept map on the board with 'Peace' in the center.
- As a class, brainstorm examples of each type of peace:
 - Inner Peace: Mental and emotional calmness.
 - Interpersonal Peace: Healthy and positive relationships with others such as family members, friends, and peers in class and at the school
 - Community Peace: Harmony, cooperation, justice, and equality in the local environment (such as neighborhood, community, and city).
 - National Peace: A stable and just society within a country (among diverse ethnic, racial, and socioeconomic groups)
 - International Peace: Cooperation and peaceful relations between different nations.
 - Environmental Peace: A balanced relationship with the environment and ecology

4. Examining Inner Peace

- Guided Meditation: Lead a short, guided meditation to help students connect with their inner selves. Encourage them to focus on tranquility, mindfulness, self-awareness, positive self- and body image, positive qualities, and gratitude for themselves and others. Guide them to reflect on the things they appreciate in their lives, the strengths they possess, and the kindness they receive and give. Encourage them to carry this sense of gratitude and positivity into their interactions with others and into their daily lives.
- Ask students to write what Inner Peace means to them, identifying a variety of aspects that denote inner peace.

SESSION 6: PEACE AT DIFFERENT LEVELS – II (Interpersonal and Community Peace)

1. Preparation

Divide the class into groups of 4 students each based on their choices. Students in each group will collaboratively work together for the remainder of the unit plan. Provide Index cards or Journals for students to write.

2. Examining Interpersonal Peace: Deep Dive

- Students in each group will brainstorm and write examples of interpersonal peace:
 - Respectful interactions, cooperation, teamwork, conflict resolution, Kindness with peers in class

- Inclusion, Culture of Kindness, Gratitude and Appreciation, and Positive communication with peers in the school
- Positive relations, respectful Communication, Gratitude, and Appreciation with teachers and school personnel
- Positive and Supportive Relationships, Quality Time and Connection, Gratitude and Appreciation, Conflict Management, and Open communication with family members and friends outside the school
- Each group will share their ideas and examples of interpersonal peace as a class. As each group shares their examples, students will identify which ideas were common

3. Examining Community Peace: Deep Dive

- Students in each group will brainstorm and write examples of community peace:
 - Community Safety and Conflict Resolution within their neighborhood
 - Positive Relations, Shared Spaces, Dialogue, Volunteerism, and Service, Supportive Networks, and Inclusive Community events within their community
 - Public Safety and Policing, Civic Engagement, and Diverse Representation within their city
- Each group will share their ideas and examples of community peace as a class. As each group shares their examples, students will identify which ideas were common

SESSION 7: PEACE AT DIFFERENT LEVELS – III (National and International Peace)

1. Preparation

Students in each group will collaboratively work together. Provide Index cards or Journals for students to write.

2. Examining National Peace: Deep Dive

- Students in each group will brainstorm and write examples of national peace:
 - National Unity and Interstate Cooperation
 - Stable Governance, Public Safety, and Law Enforcement
 - Equality, Inclusion, Social and Economic Justice among diverse ethnic and socioeconomic groups
 - Community Dialogue and Cultural Exchange among diverse ethnic and racial groups
- Each group will share their ideas and examples of national peace as a class. As each group shares their examples, students will identify which ideas were common

3. Examining International Peace: Deep Dive

- Students in each group will brainstorm and write examples of international peace:
 - Within countries as sovereign nations and
 - Border Security and Cross-Border Peace Initiatives
 - Diplomatic Relations and Peace Treaties
 - Economic Cooperation and Cultural Exchange

- Humanitarian Aid and Development
- Each group will share their ideas and examples of international peace as a class. As each group shares their examples, students will identify which ideas were common.

SESSION 8: PEACE AT DIFFERENT LEVELS – III (Environmental Peace)

1. Preparation

Students in each group will collaboratively work together. Provide Index cards or Journals for students to write.

4. Examining Environmental Peace: Deep Dive

- Students in each group will brainstorm and write examples of environmental peace:
 - Community Clean-Up & Recycling, Sustainable Living Practices, and Environmental Awareness Campaigns within their local environment
 - Eco-Friendly Practices and Programs, Environmental Awareness and Education Programs, Earth Day Celebrations, Waste Reduction and Recycling within their school environment
 - Sustainable Urban Planning, Environmental Advocacy, Community Tree Planting initiatives, Waste Management, Pollution Control within their community and city
 - Conservation Efforts, Sustainable Development, Climate Action within their global environment
 - Habitat Restoration, Reforestation, Wildlife Protection, Pollinator Support and Sustainable Agriculture Practices, Biodiversity Preservation, Water, Forest, and Ocean Conservation within the natural environment and ecosystem
- Each group will share their ideas and examples of environmental peace as a class. As each group shares their examples, students will identify which ideas were common

SESSION 9: VISUALIZATIONS OF POSITIVE PEACE - I

1. Preparation

Students in each group will collaboratively work together. Provide Journals and art materials for students to write and make draft drawings of peace

2. Conceptualize and Visualize Positive concepts of Inner Peace

- Individual students will conceptualize and make draft sketches of positive concepts of Inner Peace
- They will share their ideas and draft sketches within their group for peer feedback. Peers will provide positive and constructive critique

3. Conceptualize and Visualize Positive concepts of Interpersonal Peace

- Students will work in pairs within their groups and conceptualize and make draft sketches of positive concepts of Interpersonal Peace
- Each group will share their ideas and draft sketches with the class and peers will provide positive and constructive critique

SESSION 9: VISUALIZATIONS OF POSITIVE PEACE - II

1. Preparation

Students in each group will work collaboratively. Provide Journals and art materials for students to write and make draft drawings of peace

2. Conceptualize and Visualize Positive concepts of Community and National Peace

- Students will conceptualize collaboratively and individually or collaboratively make draft sketches of positive concepts of Community and National Peace
- Each group will share their ideas and draft sketches with the class and peers will provide positive and constructive critique

3. Conceptualize and Visualize Positive concepts of International and Environmental Peace

- Students will conceptualize collaboratively and individually or collaboratively make draft sketches of positive concepts of International and Environmental Peace
- Each group will share their ideas and draft sketches with the class and peers will provide positive and constructive critique

SESSION 10: CREATING HEXAGON ARTWORK MURAL

1. Preparation

Students in each group will collaboratively work. Provide materials for students to create hexagons, a mural board, and art supplies for the mural.

2. Creating Hexagon Artworks

- Students will cut hexagons based on the number of artworks each group will create.
- They will illustrate their final visualizations of positive peace at six levels based on peer feedback.

2. Creating the Hexagon Mural

- Students from each group will collaboratively create the hexagon mural.
- The center-most hexagon can have a symbolic representation of peace.
- The first line of hexagons around the center should have hexagons illustrating inner peace.
- The second line is to have hexagons denoting interpersonal peace. The following lines should have hexagons on community peace, national peace, international peace, and then environmental peace.

SESSION 11: HEXAGON MURAL APPRAISAL AND REFLECTION

1. Preparation

The hexagon mural is completed. Students will appraise and reflect on the mural in groups. Students should be provided guidelines for appraisal and reflection.

Guidelines for Appraisal

1. Review the hexagon artworks visualizing positive peace at different levels,
2. Note down the commonalities and differences in ideas using Compare and Contrast. For example, what are the shared ideas from your group with others on inner peace, interpersonal peace, and so on? What are new ideas that other groups visualized on inner and interpersonal peace, and so on?
3. Make a Compare and Contrast Table noting shared and new ideas for each level of peace.

Guidelines for Reflection

1. Within your groups discuss the new ideas of peace at different levels learned from other groups
2. Write what actions you'd take to promote inner and interpersonal peace
3. Write what you learned about peace after these sessions compared to what you knew before this session.
4. Make a Compare and Contrast Table noting previous ideas about peace before the session and new knowledge about peace after these sessions.

2. Hexagon Mural Appraisal and Reflection Part 1

- Each group will take turns to appraise the variety of positive peace hexagons based on the number of artworks each group will create.
- While one group is engaged in appraisal, other groups are engaged in reflection activity.

3. Hexagon Mural Appraisal and Reflection Part 2

- Each group will take turns to share with the whole class the findings from their appraisal and reflection process.

4. Hexagon Mural Whole School Exhibition Planning

- As a whole class, students will plan the exhibition of the Hexagon Mural in terms of space within the school, duration, logistics, and audience engagement requirements

SESSION 12: HEXAGON MURAL EXHIBITION AND

1. Preparation

Administrative procedures for installing the Mural Exhibit. Materials needed for setting up the Whole-school Hexagon Mural Exhibition, including index cards for the audience to write their comments anonymously and a box to place them.

2. Exhibiting the Hexagon Mural

- Students will collaboratively set up the Mural and exhibit materials.
- Each group will take turns monitoring the exhibition and encourage the audience to leave comments

3. Post-Exhibition Final Critical Reflection

- Index cards completed by the audience will be divided into each group. Students in each group will go over the audience's comments and analyze how the peace mural impacted the school community.
 - Each group will share significant audiences comments and how the mural impacted them individually and in the school community.
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[Peace + Design]

Interactive and Participatory Design & Research

A Project Outline for Higher Ed

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A few notes on what I have learned as I have engaged in the dissemination of peace across the world through my 20x20 Posters For Peace:

Peace ...

- *is much broader – and more profound – than “absence of war.”*
- *extends from the nuances of the realm of the individual – to family, community, and ultimately to that of global peace.*
- *manifests itself and echoes in many forms within our society, from equality to social justice.*
- *applies differently across the globe, and varying cultures and traditions have differing approaches and understandings of the concept of peace.*

The following is an example of how peace and design can be presented to students as an assignment to encourage them to explore peace from nuanced angles, fostering engagement through a combination of research and personal reflection, as well as innovative implementation of design practices.

Framework Specs

The following outline is best implemented in college- or university-level courses. Additional support and presentations by the faculty may be needed appropriate to each student group. Two meetings per week are the best fit for the following content, but they can be adjusted as needed.

Dissemination of Project Brief

- As *deemed* appropriate, more specific objectives and course protocols should be set out in a customized brief (e.g., production of informative posters, websites, motion design, etc.)

Day 1. Research: Peace Initiatives

- This path involves researching peace initiatives, both local and global, to identify themes, symbols, and actions associated with peace activism. Students may engage with community organizations, attend workshops, or participate in peace-related events to gather insights.
- Students may want to work in groups to accomplish more and use each other diverse skills. They should keep a written journal and a multimedia recording format (e.g., mobile phones) when appropriate opportunities arise.

Day 2. Present in a flexible format

- Because of the diversity of trajectory, students may want to playback the audio they recorded and show the video they recorded, or they may simply want to show photographs and text outlines of what they explored.
- **Note:** Moving toward ideation (next session), the instructor may need to give a presentation on the broad spectrum of interaction methods, depending on the level of the courses.

Day 3. Ideation of interaction

- Leveraging their research, students brainstorm interactive elements that could be incorporated into their posters, such as QR codes linking to peace activism resources, augmented reality experiences, or elements that encourage viewer participation (e.g., writable surfaces for peace pledges, pull-away stickers, sticky notes, pinning up messages of peace, etc.).
- A trajectory toward production must be confirmed, and a specific artifact or activity as a final form is agreed upon.

Day 4. Conceptual development

Concepts are developed that integrate interactive features with visual design elements. This phase focuses on how to engage the audience actively, encouraging them to not only reflect on peace but also to contribute their voice or take action.

Day 5. Visual Mood boards

Based on ideation and conceptions, a visual mood board presentation will allow students to share and communicate the aesthetic and visual framework they have in mind.

Days 6 – 7. Production and Prototyping

Interactive prototypes are created, tested, and refined based on user feedback. This may involve digital mock-ups or physical prototypes that simulate the interactive components. The goal is to finalize a design that is both visually compelling and functionally engaging, inviting audience participation and reflection on peace.

Days 8. Final Presentation & Delivery

Some minor aspects of the final prototype may remain incomplete by this date, but the main element should be functional enough to exhibit a connection concept, with the objective at hand, through the appropriate use of technologies outlined for the course or project.

To Consider: A guest Designer Critique

A final critique by a local design interactive designer or design agency can further enrich the student's overall experience at this stage. If such an invitation is possible, it is highly recommended that the guest visitor – whether in person or remotely – gets access to review the project process and the outcomes before the actual critique session takes place.

Conclusion

Each of these paths encourages students to explore peace from unique and nuanced angles, fostering a deep engagement with the theme through a combination of research, personal reflection, cultural understanding, and innovative design practices. Outcomes will be diverse and should be in coherence with each group's community and geographic frameworks.

Notes from the Author

Thank you for being a fellow traveler and activist on this path.

I am eager to hear any results of your implementation of this project brief or variations of it. Please feel free to reach out to me for feedback and further engagements on this path.

Other approaches available that I have produced on this path include:

- **Personal Narratives and Storytelling**
- **Cultural Immersion and Collaboration**

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