



School Project

Peacebuilding Documentary Initiative

Main school subjects involved

Social Sciences / Arts / Social studies / Global studies / Global perspectives

Aimed for

students between 14 and 18 years old

Participant Schools

School 1 Logo	School 2 Logo	School 3 Logo	School 4 Logo
School 1 Name	School 2 Name	School 3 Name	School 4 Name

Supporting Organizations

Organizational Endowment

Organization Logo
UNESCO?

<https://www.unesco.org/en/education/whos-who?hub=343>



INTERNATIONAL SCHOOLS ASSOCIATION

International Schools Association - ISA
(Switzerland)

Organization Logo
PeaceJam?
peacejam.org

Organization Name

Organization Name

School term:

September 2024 - March 2025

Introduction

The Peacebuilding Documentary Initiative is a collaborative project aimed at fostering a deeper understanding of peacebuilding efforts across the globe. This initiative is designed to engage students in exploring various aspects of peacebuilding, allowing them to contribute to the broader conversation on conflict resolution, reconciliation, and the promotion of peace in diverse communities.

In this project, multiple schools will participate, with each school forming a team of students under the guidance of a teacher. The process begins with each school selecting a theme related to peacebuilding that they wish to explore. As the project progresses, the students in each team will immerse themselves in their chosen themes, conducting thorough research and engaging in critical analysis. A collaborative online platform will be used to facilitate the sharing of findings, ideas, and insights with other participating schools.

The collective efforts of these student teams will culminate in the creation of a documentary, essays, or other forms of multimedia presentations that reflect their research, observations, and unique perspectives on peacebuilding. At the conclusion of the project, the work from each school will be unified into a single presentation, which will be showcased at an international forum by March 2025, highlighting the insights gained and contributions made toward the promotion of peace.

Through this initiative, students embark on a shared journey of discovery, developing a greater understanding and appreciation of the complexities of peacebuilding. By leveraging digital tools, the project ensures seamless collaboration, enabling students to exchange knowledge and ideas across geographical boundaries. As a result, participants not only deepen their understanding of global peace efforts but also cultivate a sense of global citizenship and responsibility towards creating a more peaceful world. The presentation at the international forum will serve as the culmination of these efforts, showcasing the collective achievements and contributions of the participating schools toward the advancement of peace.



Project Implementation Steps

Learning Objectives

The learning objectives of the Peacebuilding Documentary Initiative are designed to guide students toward gaining a deeper understanding of peacebuilding, as well as developing essential skills and global awareness:

- Understanding Peacebuilding Concepts

Students will gain a comprehensive understanding of key concepts related to peacebuilding, including conflict resolution, reconciliation, and the promotion of peace in different cultural and historical contexts.

- Critical Thinking and Analysis

Students will develop critical thinking skills by researching and analyzing peacebuilding efforts. They will learn to evaluate different perspectives and assess the impact of various strategies on fostering peace.

- Research Skills

Students will enhance their research skills, learning how to gather, organize, and synthesize information from diverse sources. They will also learn how to conduct ethical research, respecting different viewpoints and cultural sensitivities.

- Collaboration and Teamwork

Through collaboration with peers from other schools, students will improve their ability to work effectively in teams, share responsibilities, and contribute to a collective goal. They will also learn the value of diverse perspectives in achieving common objectives.

- Digital Literacy and Communication

By using collaborative online platforms, students will develop digital literacy skills, including the ability to communicate effectively through digital mediums, present their findings, and use technology to enhance their learning and project outcomes.

- Creative Expression and Multimedia Skills

Students will have the opportunity to express their ideas creatively through the production of documentaries or multimedia presentations. They will learn how to use various tools and techniques to convey their message effectively.

- Global Citizenship and Cultural Awareness

Students will cultivate a sense of global citizenship by exploring peacebuilding efforts in different parts of the world. They will develop cultural awareness and a deeper appreciation for the challenges and opportunities of promoting peace in diverse communities.

- Ethical Responsibility and Social Impact

Through the project, students will reflect on their ethical responsibilities as global citizens and the social impact of their actions. They will learn to consider the broader implications of peacebuilding efforts and their role in contributing to a more peaceful world.

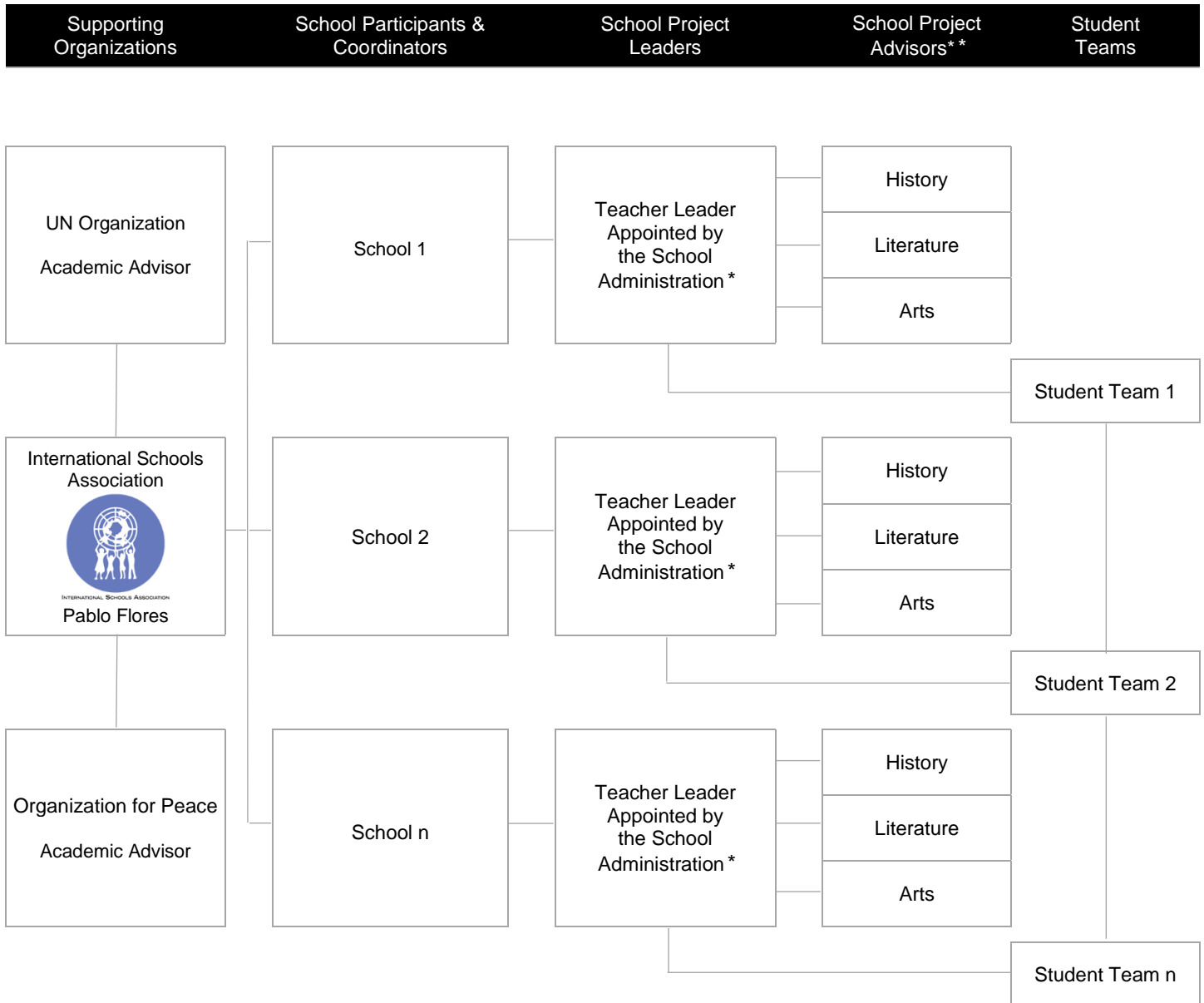
- Public Speaking and Presentation Skills

By preparing for and delivering their final presentations, students will enhance their public speaking and presentation skills, learning how to effectively communicate their ideas to an audience.

- Reflection and Personal Growth

Throughout the project, students will be encouraged to reflect on their learning journey, recognizing their personal growth, and understanding how their contributions can make a difference in the world.

Organizational Workflow



* The school administration may appoint any teacher they consider best suited to assume the role of teacher leader for the project, representing and coordinating activities for their school. Additionally, this selection process enables the school administration to choose a teacher most relevant to the subject matter. For instance, while some schools may opt for a Social Studies teacher, others may prefer a Civics or Ethics subject teacher.

** School Advisors can be teachers of subjects taught at the school and can support the development of the project. For instance:

- the History teacher can research significant peace movements, treaties, and agreements throughout history,
- the teacher of Literature can help to analyse literary works, poems, and speeches that address themes of peace, conflict, and reconciliation, and
- the Arts teacher can help using visual art to express themes of peace and conflict resolution. For example, students could create paintings, sculptures, or digital art pieces representing peace. These artworks could be displayed in the documentary as a visual representation of their research and reflections.


Operational Characteristics & Estimated Schedule

Time Frame	Work	Operational Characteristics
September- October 2024	Project Initial Organization and Start	<p>Teacher Leaders Group Formation: Each school appoints a teacher leader to join the interschool coordination group.</p> <p>Student Teams Formation: Schools create student teams and establish communication platforms for collaboration (e.g., Zoom, Google Meet).</p> <p>Kickoff Virtual Meeting: Initial virtual meeting to introduce teams, discuss goals, and establish communication schedules.</p>
October 2024 - February 2025	Project Development	<p>Research Phase: Students begin researching their chosen peacebuilding themes, guided by their teachers.</p> <p>Collaborative Platform Engagement: Regular updates, discussions, and sharing of research progress on the collaborative platform.</p> <p>Virtual Meetings: Ongoing virtual meetings between student teams to exchange insights and address challenges.</p> <p>Peacebuilding Lectures: A series of lectures provided by a peacebuilding organization, tailored to the project needs.</p> <p>Final Work Creation: Each school team produces a final work (e.g., documentary, essay), which will later be synthesized into a unified presentation.</p>
February / March 2024	Field Trip, Project Presentation, Closing Ceremony	<p>Field Trip Preparation: Organize a field trip to the Academic Advisor Institution; final details to be confirmed.</p> <p>Project Presentation: All schools collaborate to merge their work into a single, cohesive presentation.</p> <p>Closing Ceremony: Present the project at the Academic Advisor Institution, with certificates awarded to all participants.</p>

** Certificates are awarded only to teacher leaders and students who have been registered and actively worked from the beginning of the project, and who successfully participated in the final presentation.*

Documentation of the Activities and Means of Interschool Communications

Each team, in each school, should have a “Development report diary” to register details like stages, problems found, things to improve, etc. Project leaders may appoint a student that should be responsible for keeping that diary, take pictures and make short videos on the activities of his team.

<p style="text-align: center;">Team “.....” School Activity Diary</p>		Teacher Supervisor _____ Team coordinator _____ Team members _____ _____ _____		
		Lesson #	Activity	

Example of diary of activities

Keeping a diary of activities in a school project serves several important purposes. For instance, it provides a detailed record of what has been done throughout the project. Additionally, it documents the progress, milestones, and accomplishments achieved by the project team. This documentation can be valuable as a space for reflection on the project's progress. Team members can analyze what has been accomplished, what challenges have been faced, and how those challenges were overcome. This reflection is crucial for evaluating the project's effectiveness and identifying areas for improvement. Finally, the diary serves as a means of communication within the project team. Team members can refer to the diary to stay informed about the project's status, upcoming tasks, and any changes or adjustments that have been made. This helps to maintain transparency and keeps everyone on the same page.

Collaborative Platform Engagement

- Utilization of the collaborative digital platforms for cross-school interactions.
- Scheduled virtual meetings or discussion forums to facilitate knowledge sharing, address challenges, and exchange perspectives.
- Platform serves as a repository for research materials, discussions, and updates.

Blogging

- Blogging in the classroom, especially throughout project work, is a great way for students to document their work and experiences.
- The blog serves as a platform upon which to post written editorials, videos, photos, how-to instructions, and more.
- This would be a great way for students to take initiative, get involved, and share their stories with others.
- Parts of this blog can be uploaded in a collaborative platform in order to share the activities with other schools participating in the project.

Estimated Budget for the Project

Item	Provider	Aim	Total cost (euros)	Cost distribution per school / team (euros)
5 Lectures (50 minutes each)	Academic Advisor	Lectures will provide useful thematic insights on various aspects of peacebuilding and guiding to support the work of teams.	625	The total amount for the lectures (625) will be equally divided by the quantity of teams participating
Field trip to the Academic Advisor Site	Academic Advisor	The opportunity to present their work adds a layer of academic rigor, allowing students to engage with a broader audience and fostering their research, communication skills, and academic accomplishment.	To determine on next November 2024* and will be calculated according to various aspects, including transportation, lodging, meals, and incidentals connected to the trip.	Each school will cover their own costs.

* In parallel, the host organization will actively investigate potential sources of funding, such as grants, sponsorships, and fundraising initiatives to make the trip accessible. This proactive approach intends to mitigate costs and ensure that a broader spectrum of students can partake in this remarkable educational opportunity.

APPENDIX

Complementary Information and Supporting Material for the Activities

I. Useful Resources and Websites

UNESCO Education: <https://www.unesco.org/en/education>

PeaceJam: <https://www.peacejam.org>

Global Peace Index: <https://www.visionofhumanity.org/maps/global-peace-index/>

International Peace Institute: <https://www.ipinst.org>

II. Integrating STEAM Concepts

Technology in Peacebuilding. Explore how technological innovations like AI, social media, and communication technologies are used to promote peace, monitor conflicts, and spread awareness.

Engineering for Peace. Investigate how engineering projects, such as infrastructure development or environmental restoration, contribute to peace in post-conflict regions.

Art as a Medium for Peace. Use art projects (e.g., painting, sculpture, digital art) to express themes of peace and conflict resolution.

Mathematics of Conflict Resolution. Analyze conflict data and use statistical tools to understand patterns in peace and conflict scenarios.

III. Example Classroom Activities

Documentary Production Workshop. Students can attend workshops on how to produce documentaries, focusing on storyboarding, filming, editing, and narration. This would be the core activity, guiding students in creating their own peace-themed documentaries.

Debate on Conflict Resolution Strategies. Organize debates where students argue different peacebuilding strategies (e.g., diplomacy, economic sanctions, humanitarian intervention). This activity sharpens critical thinking and public speaking skills.

Peace Symbol Art Project. Have students create art pieces that symbolize peace, which can be included in the final documentary or displayed in a virtual gallery. This encourages creative expression related to the project theme.

Simulation of International Peace Talks. Engage students in a role-playing exercise where they represent different countries or organizations in peace negotiations. This helps develop negotiation, communication, and empathy skills.

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