



Education for peace and human rights

SUPPORT MATERIAL FOR EDUCATORS

VIOLENCE AND CULTURE OF PEACE





ABOUT TTB

This material was developed by Think Twice Brasil (TTB) to support educators in expanding dialogue with young people about violence and a culture of peace.

TTB is a social impact organization founded in 2013, with the mission of promoting Education for Peace and Human Rights to interrupt cycles of violence and inequality.

We promote research, strategies and training in human rights, culture of peace and nonviolence for leaders from all sectors, with an emphasis on public servants and civil society. More than 10,000 people have already experienced our learning journeys, virtually and in person.

For more information about our work, visit www.ttb.org.br or write to contato@ttb.org.br.



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INTRODUCTION

This material aims to support high school educators in discussing violence and peacebuilding with young people, creating a safe and responsible space to reflect on the challenges faced and possible solutions.

In this material, you will find carefully designed lesson plans on what violence is in its various manifestations. Additionally, we will address the importance of understanding human rights as a guarantee of the dignity and protection of all people, as well as strategies to promote the construction of a culture of peace in our school communities and beyond.

This document brings together 5 lesson plans with reading suggestions and activities to facilitate conversations on the topic, as well as recommendations for preparing. If you can understand Portuguese, we also invite you to access complementary and in-depth related material at [Escola de Mudadores](#) ("School of Changers") and register for free to follow the learning path.

We hope this material can guide transformative conversations, capable of expanding the knowledge of young people and educators on how to confront violence in its various forms and strengthen bonds of safety and care.

How to use this material?

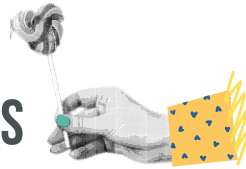
The suggested lesson plans were designed to be applied in sequence, allowing educators and young people to engage in a continuous process of reflection and observation.

We know that each school is inserted in a specific cultural, economic, social and political context, so we encourage you to make the necessary adjustments and/or insertions to bring the content closer to the students.

We want to hear your suggestions and impressions about what it was like to facilitate these activities in the classroom. Access the link below or scan the QR code and tell us in 1 minute what your experience was like: <https://forms.gle/qg6fMQLDnpqck8RU8>



RECOMMENDATIONS FOR EDUCATORS



First of all, we thank you for your commitment and dedication! Below, we have prepared brief recommendations to support you before, during and after implementing the lesson plans.

Before the classes

Investigate how you feel when you think about violence.

We all have some experience with violence and this will influence how we talk about the topic. Take some time to reflect on your memories, your story and how you feel when you think or talk about it.

Observe the context in which you and the school community are located.

Each of us has a unique relationship with violence, but some people and groups are more affected by it. Observe the main challenges faced by the people who make up the school community (teachers, staff, students and guardians)

Consult the school's security policies and processes.

Find out how you should act if you have access to information about abuse and violations reported by students or other people in the school community. The school must have clear policies and processes on how these cases should be handled, but if not, seek support from a professional specialized in the subject.

Gather essential information about support services.

Have basic information on support services to combat violence in your region, such as police stations specializing in violence against women, social organizations that provide support to victims of violence, public defender's offices and psychosocial assistance centres.

During the classes

Invite students to be present and notice their emotions.

Suggest that young people observe how they are feeling during the day, physically and emotionally, and be present to notice any changes in mood throughout the activities. Deep breathing exercises and silent pauses are good tools to support students and educators in being more aware of their emotions.

Build a framework of agreements with the students.

Before starting the activities, take time to build with the group the agreements that must be respected. Not using offensive words, waiting for the other person to speak and keeping sharing confidential are some suggestions. Record agreements on a board visible to everyone and make additions or adjustments whenever necessary.

Observe the behaviour of the students present.

Dealing with sensitive topics can generate controversial and complex emotions. Use your eyes and sensitivity to identify students who may be uncomfortable with the activity and set aside time after class to check on them individually.

Avoid expressing judgments or advice about the reports that arise.

For conversations to be safe and comfortable for all participants, it is important that no one feels judged or intimidated into sharing their stories. A respectful and understanding exchange in itself is a powerful tool for confronting violence.

Intervene whenever misinformation, offences or violent communication arise.

Moderate the conversation and intervene gently when you notice incorrect information being shared that could be harmful or if the form of communication is inappropriate. Bring data and examples that can illustrate the topic.

Allow the activity to be led primarily by students.

Prepare the class by setting aside enough time to listen to the young people, exchange reflections and consolidate the group's discoveries. Respectfully consider all contributions. If possible, arrange chairs and tables in a half-circle format, allowing everyone to see each other during the activity.

Conclude with purposeful actions that can be easily implemented.

Close the activities with ideas for possible actions to be implemented to face the challenges discussed. Invite students to identify actions and changes that they can take responsibility for individually and that should also be taken on by the entire group and school community.

After the classes

Create space for individual conversations with students.

Talk individually with students who may be dealing with intense emotions or who have shared personal experiences related to violence. Offer ongoing support and, if necessary, notify those responsible and refer cases to the appropriate professionals.

Strengthen the supportive environment between students and the school community.

Make sure students know how to access support resources if they need additional support. Reinforce information about counselling services, psychological support and civil society organizations that deal with violence.

Monitor and evaluate the impact of activities.

Conduct an informal assessment to understand how students responded to the discussion about violence, including asking their opinions about the activities. This can be done through a conversation circle and anonymous questionnaires. Use this information to validate and adjust whatever is necessary in activities.

LESSON PLAN 1

UNDERSTANDING VIOLENCE AND ITS INDIVIDUAL IMPACTS

Objective:

Reflect on the different forms of violence and investigate their impacts on the lives of those who experience or witness them.

Duration:

1 hour

Necessary resources:

- Whiteboard or flip chart.
- Colored markers.
- Blank sheets of paper.
- Pens.
- Printed versions of Annex I - Types of Violence

References:

- [The Contagious Spread of Violence Among US Adolescents Through Social Networks](#) - Robert M. Bond, and Brad J. Bushman
- [Violence Info](#) - World Health Organization

Class structure:

Welcome - 10 minutes

- Welcome students with affection and ask them to respond in one word about how they are feeling.
- Invite them to a brief deep breathing exercise. Ask everyone to find a comfortable position in the chair, close their eyes, and focus on their breathing for 1 minute, inhaling through the nose and exhaling through the mouth. Kindly inform them about the end of the exercise.
- Create an Agreement Chart together with students, asking students to share the rules that must be respected throughout the activity. Make the board visible to everyone.

Introduction - 10 minutes

- Introduce the topic of the class.
- Invite students to define what they understand by violence and encourage everyone's participation.
- Write the keywords on the board.

Group activity - 30 minutes

- Divide the class into groups of 3 to 5 students.
- Distribute a printed version of Annex I - Types of Violence to each group.

LESSON PLAN 1

UNDERSTANDING VIOLENCE AND ITS INDIVIDUAL IMPACTS

- Assign each group a specific type of violence: physical, verbal, psychological, sexual, moral, digital and property violence.
- Invite groups to discuss and create a list of examples of the designated type of violence.
- After the discussion, invite a representative from each group to share the list with the whole class and record the main words on the board.
- At the end of each group's presentation, ask if the other students have other examples of the type of violence discussed. Add the examples to the board.
- Ask students if they identified other types of violence that do not fit the definitions discussed. Add the examples to the board.

Conclusion - 10 minutes

- Bring the class together and invite students to share how they felt during the activity and what discoveries they made.
- Invite students to suggest behaviours or interventions that can address different types of violence. Record ideas on the board.
- Ask the class what they thought of the activity and ask for suggestions on how they would like to continue debating this topic.
- Invite students to observe more closely how violence manifests itself in their lives, whether in relationships, in their behaviour or in the content they access on the internet or other media.
- Thank everyone for participating and make yourself available for individual conversations.

Your notes:

LESSON PLAN 2

STRUCTURAL VIOLENCE AND ITS COLLECTIVE IMPACTS

Objective:

Investigate the origins of violence, its structural characteristics and its impacts on society as a whole.

Duration:

1 hour

Necessary resources:

- Whiteboard or flip chart.
- Colored markers.
- Blank sheets of paper.
- Pens.
- Newspaper clippings and magazines with recent news involving different types of violence.

References:

- [Violence Info](#) - World Health Organization
- [Coloniality and gender](#) - Maria Lugones.
- [Coloniality of power, Eurocentrism and Latin America](#) - Anibal Quijano.

Class structure:

Welcome - 5 minutes

- Welcome students with affection and ask them to respond in one word about how they are feeling.
- Invite them to a brief deep breathing exercise. Ask everyone to find a comfortable position in the chair, close their eyes, and focus on their breathing for 1 minute, inhaling through the nose and exhaling through the mouth. Kindly inform them about the end of the exercise.
- Remember the agreements created in the previous class and keep the board visible to everyone.
- Recall the main lessons learned from the previous class and ask how the students felt over the days after the initial activity and if they would like to reflect on the topic discussed.

Introduction - 20 minutes

- Introduce the topic of the class.
- Invite students to bring their opinions about the causes and impacts of violence and encourage everyone's participation. You can start by using the following questions:
 - What causes violence?
 - Do all people experience violence in the same way?
 - What is the impact of violence on people's lives?

- Write the keywords on the board.

Group activity - 20 minutes

- Divide the class into groups of 3 to 5 students.
- Briefly define the concept of structural violence.
- Distribute news clippings about violence among the groups and invite them to discuss what types of violence can be identified and who are the people and groups most affected by it.
- After the discussion, invite a representative from each group to share the list with the whole class and write the main words on the board.
- At the end of each group's presentation, ask if students have any other examples or reflections on the topic.

Conclusion - 15 minutes

- Bring the class together and invite students to share how they felt during the activity and what discoveries they made.
- Invite students to suggest behaviours or interventions that can address structural violence. Record ideas on the board.
- Ask the class what they thought of the activity and ask for suggestions on how they would like to continue debating this topic.
- Invite students to look closely at how structural violence manifests itself and which people and groups are most affected.
- Thank everyone for participating and make yourself available for individual conversations.

Your notes:

LESSON PLAN 3

DIGITAL VIOLENCE AND CYBERBULLYING

Objective:

Reflect on how digital content can negatively influence young people's behaviors and relationships and enable them to recognize and confront cyberbullying.

Duration:

1 hour

Necessary resources:

- Whiteboard or flip chart.
- Colored markers.
- Blank sheets of paper.
- Pens.

References:

- Algorithms, violence and youth in Brazil: towards an educational model for peace and human rights - Think Twice Brasil.
- Cyberbullying: What it is and how to stop it - UNICEF

Class structure:

Welcome - 5 minutes

- Welcome students with affection and ask them to respond in one word about how they are feeling.
- Invite them to a brief deep breathing exercise. Ask everyone to find a comfortable position in the chair, close their eyes, and focus on their breathing for 1 minute, inhaling through the nose and exhaling through the mouth. Kindly inform them about the end of the exercise.
- Remember the agreements created and keep the board visible to everyone.
- Recall the main lessons learned from previous classes and ask how students felt over the days after the initial activity and whether they would like to reflect on the topic discussed.

Introduction - 5 minutes

- Introduce the topic of the class.
- Briefly define the concept of cyberbullying.

Cyberbullying: Intentional and aggressive behavior that occurs repeatedly against a victim, where there is a real or perceived imbalance of power, and where the victim feels vulnerable and powerless to defend themselves. Source UN/UNICEF

Group activity - 40 minutes

- Divide the class into groups of 3 to 5 students.
- Distribute a sheet of paper to each group and ask them to draw three columns.
- Invite each group to write in the first column examples of cyberbullying that they have experienced or that they heard about through friends or other means.
- In the second column, ask students to indicate the main characteristics of the victims (gender, race, sexual orientation, class, etc.) and encourage the groups to identify any patterns.
- In the third column, invite students to reflect and write about how it is possible to prevent and confront cyberbullying.
- After the discussion, invite a representative from each group to share the main findings with the whole class and record the keywords on the board.

Conclusion - 10 minutes

- Bring the class together and invite students to share how they felt during the activity and what discoveries they made.
- Ask the class what they thought of the activity and ask for suggestions on how they would like to continue debating this topic.
- Invite students to carefully observe the content they produce and access on the internet, reporting any cases of cyberbullying.
- Thank everyone for participating and make yourself available for individual conversations.

Your notes:

LESSON PLAN 4

HUMAN RIGHTS: WHAT AND FOR WHOM?

Objective:

Understand the meaning of human rights and gain skills to recognize abuses and violations.

Duration:

1 hour

Necessary resources:

- Whiteboard or flip chart.
- Colored markers.
- Pens.
- Printed version of Annex II - Human Rights Bingo according to the number of students.
- Newspaper clippings and magazines with recent news involving different abuses and violations of rights.

References:

- [Universal Declaration of Human Rights](#)
- [Human Rights: A simple guide for reflection and dialogue](#) - Think Twice Brasil

Class structure:

Welcome - 5 minutes

- Welcome students with affection and ask them to respond in one word about how they are feeling.
- Invite them to a brief deep breathing exercise. Ask everyone to find a comfortable position in the chair, close their eyes, and focus on their breathing for 1 minute, inhaling through the nose and exhaling through the mouth. Kindly inform them about the end of the exercise.
- Remember the agreements created and keep the board visible to everyone.
- Recall the main lessons learned from previous classes and ask how students felt over the days after the initial activity and whether they would like to reflect on the topic discussed.

Introduction - 20 minutes

- Introduce the topic of the class.
- Invite students to share what is the first word that comes to mind when they hear the term Human Rights.
- Write the words on the board.
- Distribute a printed version of the Human Rights Bingo to each of the students and read the 30 items of the document with the class.

Group activity - 20 minutes

- Divide the class into groups of 3 to 5 students.
- Distribute the news clippings among the groups and invite them to identify in Human Rights Bingo which abuses and violations may have occurred in the reported cases, marking an X on the corresponding articles.
- Ask them to highlight the main characteristics of the victims (gender, race, sexual orientation, class, etc.) and encourage the groups to identify any patterns.
- After the discussion, invite a representative from each group to share the main findings with the whole class and record the keywords on the board.

Conclusion - 10 minutes

- Bring the class together and invite students to share how they felt during the activity and what discoveries they made.
- Ask students whether their understanding of human rights remained or changed after the activity.
- Ask the class what they thought of the activity and ask for suggestions on how they would like to continue debating this topic.
- Invite students to observe their relationships with human rights in their daily lives, when behaving, relating and also when accessing content and information.
- Thank everyone for participating and make yourself available for individual conversations.

Your notes:

LESSON PLAN 5

BUILDING A CULTURE OF PEACE

Objective:

Understand the meaning of the culture of peace and develop skills for behaviours and relationships based on nonviolence.

Duration:

1 hour

Necessary resources:

- Whiteboard or flip chart.
- Colored markers.
- Pens.
- Self-adhesive paper or bond sheets cut into small squares.
- Blank sheets of paper.

References:

- I Have a Dream speech by Rev. Martin Luther King Jr.
- Practical Guide for Local Application - Women, Peace and Security - Think Twice Brasil.

Class structure:

Welcome - 5 minutes

- Welcome students with affection and ask them to respond in one word about how they are feeling.
- Invite them to a brief deep breathing exercise. Ask everyone to find a comfortable position in the chair, close their eyes, and focus on their breathing for 1 minute, inhaling through the nose and exhaling through the mouth. Kindly inform them about the end of the exercise.
- Remember the agreements created and keep the board visible to everyone.
- Recall the main lessons learned from previous classes and ask how students felt over the days after the initial activity and whether they would like to reflect on the topic discussed.

Introduction - 20 minutes

- Introduce the topic of the class.
- Distribute the small papers to all students.
- Invite students to write individually what the word peace means to them.
- Ask them to paste their answers on the board and, when everyone has finished, invite them to come to the board and read all their answers.

Group activity - 20 minutes

- Divide the class into groups of 3 to 5 students.
- Distribute 1 blank sheet of paper to each group.
- Invite students to reflect on what it takes to build a culture of peace and nonviolence, writing their recommendations on a blank sheet of paper.
- Invite a representative from each group to share the main suggestions with the whole class and record the keywords on the board.
- Together with the whole class, choose 5 recommendations that can be adopted by everyone from then on and record them on the board for everyone to read.

Conclusion - 10 minutes

- With the class together, invite students to share how they felt during the activity and what discoveries they made.
- Ask the class what they thought of the activity and ask for suggestions on how they would like to continue debating this topic.
- Invite students to observe their behaviour and remain alert to, whenever possible, follow the recommendations agreed upon as a group at the end of this activity.
- Thank everyone for participating and make yourself available for individual conversations.

Your notes:

ANNEX I

TYPES OF VIOLENCE

Physical violence

Use of physical force to control or harm someone. It may include punches, kicks, slaps, shoves, among other acts that cause physical injury.

Verbal Violence

Use of words, gestures or verbal expressions that cause intimidation, fear, sadness, humiliation or other negative sensations, such as shouting, swearing, insults and bad jokes.

Psychological violence

Ongoing behaviors that impact the victim's self-esteem and emotional security, such as intimidation, manipulation, excessive control, and emotional blackmail.

Sexual Violence

Any form of sexual coercion or non-consensual sexual activity, such as rape, sexual abuse, sexual harassment, sexual exploitation, among other behaviors that violate the victim's autonomy and dignity.

Moral Violence

Offensive behaviors that affect the victim's reputation and self-esteem and depreciate their values, beliefs and moral integrity, such as defamation, slander, rumors and unfair social exclusion.

Digital Violence

Any behavior in the virtual environment that creates insecurity and violates the rights of people and/or groups, such as unauthorized sharing of intimate photos, harassment, dissemination of fake news and dissemination of hate speech.

Patrimonial Violence

Control or destruction of a person's material assets, such as theft, destruction of an object and limiting access to money/bank account, compromising their autonomy.

APPENDIX II

HUMAN RIGHTS BINGO

#1 - Equality

Everyone is born free and equal in dignity and with rights.

#2 - Non-discrimination

You should never be discriminated against for any reason.

#3- Life, freedom and security

Everyone has the right to life, liberty and personal security.

#4- Prohibition of slavery

No one will be enslaved or placed in a situation of servitude.

#5- Prohibition of torture

No one should be subjected to torture or degrading treatment.

#6- Recognition as a person before the law

You have the right to be treated with dignity before the law.

#7- Equality before the law

Everyone must receive equal treatment before the law.

#8- Legal resource

You have the right to appeal to the competent authorities.

#9- Prohibition of arbitrary arrest

No one should be subject to arbitrary arrest, detention or exile.

#10- Fair judgment

You have the right to be judged publicly and fairly.

#11- Presumption of innocence

You have the right to be considered innocent until proven guilty.

#12- Privacy

No one has the right to interfere in your privacy.

#13- Mobility

You have the right to move freely within and outside your country.

#14- Asylum

You have the right to seek asylum in another country if you suffer persecution.

#15- Nationality

You have the right to a nationality.

#16- Marriage and family

You have the right to get married and start a family.

#17- Property

You have the right to own property

#18- Religion

You freedom of belief and religion.

#19- Opinion

You have freedom of opinion and expression.

#20- Association

You have the right to peacefully assemble and associate.

#21- Political participation

You have the right to participate politically in your country.

#22- Social Security

You have the right to social security.

#23-Work

You have the right to adequate work and to join the union.

#24-Rest and leisure

You have the right to rest and leisure.

#25- Dignity

You have the right to a decent life, including food, clothing, housing and health.

#26- Education

You have the right to education.

#27- Culture

You have the right to participate in the cultural life of your community.

#28- Social order

You have the right to a social order that allows you to enjoy your rights and freedoms.

#29- Responsibility

The law must guarantee human rights and everyone must promote and respect them.

#30- Non-negotiability

No State, group or person can violate or take away your human rights.