

Peace Literacy Curriculum: The Constellation of Peace

Unit Introduction | The Power of Ideals | The Stars of Struggle,
Training, Truth, and Strategy | The Allegory of Video Games |
Realistic Hope in History



We live in an age when we can no longer settle for peace as an abstract concept, sentimental wish, or shallow cliché. **The Constellation of Peace** unit leads students into a deeper and more practical understanding that equips them to create a realistic, resilient, and sustainable peace for the 21st century.

Peace Literacy Curriculum: The Constellation of Peace

Unit Introduction

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This unit contains 4 parts (each with 5-7 lessons of 1-2 hours each)

1. The Power of Ideals
2. The Stars of Struggle, Training, Truth, and Strategy
3. The Allegory of Video Games
4. Realistic Hope in History

Designed for middle school students

The themes of struggle, training, truth, and strategy on which this unit focuses are appropriate, and critically so, for students in fourth grade through higher education. However, the presentation we have used to frame these themes is designed for middle-school students.

Content

This unit addresses content relevant to **life skills** and **health** classes but the focus on ideals as stars for navigating life allows us to cover material relevant to middle-school **science**, **history**, and **geography** classes as well, through discussions of metallurgy, the geography of oceans and land masses, and celestial navigation techniques in ancient and diverse cultures.

Accessibility

Each of the four parts of the unit has its own script and PowerPoint slides. The combination of visual elements in the slides, and aural elements from the script and the slides (there are sometimes sound effects) increases the accessibility of the presentation for students with visual or hearing impairments.

Learning outcomes and exercises

Each of the four parts of the unit comes with its own specific learning outcomes, activities, supplemental readings, and web resources.

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And please send us copies of any materials you produce that are based on this curriculum so we can put them up on the Peace Literacy website as models for others. Peace Literacy is meant to be shared! Thank you for embarking on this journey with us!

Peace Literacy Curriculum: The Constellation of Peace

Unit Introduction

Part 1: The Power of Ideals

Living by ideals gives us direction in life, which is even more important when we are vulnerable to becoming confused and lost in life. This vulnerability is perhaps greater today than at any other time in recorded history. Adolescent relationships are becoming increasingly complex due to technological disruption and other societal and global challenges. For many adolescents today, defining themselves meaningfully in a world of escalating digital technology, and in the midst of the uncertainty and turbulence of the twenty-first century, can seem like an impossible task. Learning to live by ideals can protect them from becoming lost in the uncertainty, turbulence, and technological change that they are experiencing today, empowering them to move in directions that increase peace, justice, and well-being in their lives and throughout the world.

Part 1 helps students develop the concept of ideals. We help students define ideals such as determination, growth mindset, resilience, compassion for self and others, curiosity and open-mindedness, cooperation, and integrity, and we compare these ideals to stars. We use navigating by stars as a metaphor for living by our ideals and journeying toward realistic peace. The metaphors of storms, waves, fog, and uncharted waters are used to symbolize the adversity and uncertainty that we encounter in our lives. Later in Part 2 we contrast the stars of our ideals with low-orbiting satellites (such as the view that greed is good). Low-orbiting satellites can be mistaken for stars, leading us in directions that harm us and those around us.

Part 2: The Stars of Struggle, Training, Truth, and Strategy

In this section, four essential components of realistic peace are metaphorically depicted as stars: the Star of Struggle, the Star of Training, the Star of Truth, and the Star of Strategy. These four stars, which form **The Constellation of Peace**, represent the ideals of embracing struggle, acquiring training, pursuing truth, and choosing strategy. We cannot journey toward realistic peace unless we embrace **struggle** by choosing harder rights over easier wrongs, acquire **training** that develops our peace skills and increases our competency in our humanity, pursue **truth** by strengthening the integrity that allows us to be honest with others and honest with ourselves, and choose **strategy** for problem-solving instead of acting impulsively and recklessly without thinking. We end this section by showing why nonviolence is the highest evolution of strategy.

Part 3: The Allegory of Video Games

In this section, we use video games as an epic and engaging allegorical framework that allows students to explore the storms of life and the four stars in the Constellation of Peace in deeper ways. Education systems need to respond to the growing influence of video games and help students become more discerning in their media use. In the United States, 97% of boys and 83% of girls play video games (Andrew Perrin, 2018, [pewresearch.org/fact-tank/2018/09/17/5-facts-about-americans-and-video-games/](https://www.pewresearch.org/fact-tank/2018/09/17/5-facts-about-americans-and-video-games/))

Video games are one of the most dominant societal influences in the lives of students, and even students who don't play video games can be influenced by video game culture, yet most students receive no guidance from adults about how to navigate these virtual worlds that are becoming a greater and greater part of their social landscape. In this section, video games serve as a lens that allows students to perceive sports, humanity's non-physical needs, the power of community, human survival, our shared human journey, national and global problems, and the depths of the human psyche in new and important ways.

Part 4: Realistic Hope in History

All of the concepts in the earlier parts are made even more concrete in this section, through the exploration of historical examples that show how living by ideals can create both realistic hope and realistic peace. Realistic Hope in History explores historical stories that demonstrate how ideals have empowered people in turbulent times to move themselves, their communities, their nations, and even the world closer to realistic peace. These real-life examples give students additional guidance and inspiration that can help them increase realistic peace in their personal lives, communities, and beyond. Students are then asked to think about how they can shape the future by using ideals to help guide them, help them find a higher purpose in life, and help them work to increase the peace, justice, and well-being that our world so desperately needs.

Curricular pairings

This unit is best used in conjunction with our other Peace Literacy curricula, specifically **The Landscape of Our Human Needs: An Allegory and Pictorial**, along with **The Muscles of Metis/The Muscles of Our Humanity**. These lessons instruct students on fundamental concepts such as our non-physical needs, our shared humanity, and the muscles of our humanity. You can find them for free download at peaceliteracy.org/curriculum.



Note

The scripts included in this four-part unit are meant to be guides for teachers as they move through the lessons, and not necessarily followed to the letter. They are to give the teacher a sense of how to structure the lessons around key ideas that are important to discuss. These key ideas can help students develop the strong mindset and practical skills that are essential for navigating the enormous challenges of the twenty-first century and creating a more peaceful and just world.

Bon voyage!

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals



The Power of Ideals is meant to be used in conjunction with a deck of 21 PowerPoint slides available for free download at <http://peaceliteracy.org/curriculum>

Enduring understandings

- An ideal is a standard of behavior that we strive to apply across all circumstances and that guides our behavior in those circumstances.
- Ideals help us make choices that lead to growth and positive self-development, even in the most difficult circumstances.
- By using ideals in daily life, we can develop greater strength, courage, and realistic hope.

Macro concepts

- Children's ideals are the seeds of adult ideals and need to be nurtured.
- By developing ideals, we can find ways to learn and grow from difficult situations.
- By developing ideals, we can make choices that benefit our personal well-being, along with the well-being of our friends, families, communities, and the world.

Micro concepts

- In our increasingly complex world, ideals help us have direction when we are vulnerable to becoming confused and lost in life.
- Ideals can help us navigate the uncharted waters of new technologies.
- The unknown is part of life, and ideals help us develop a greater sense of security, adventure, and inner strength when navigating the unknown.

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Part 1 The Power of Ideals

Learning outcomes

Students who engage with *The Power of Ideals* will show growth in their ability to:

- Respond to adversity with agency rather than helplessness
- Use their agency to move in a positive direction (where positive directions are those that increase peace, justice, and well-being for themselves and their communities)
- Name ideals such as determination, growth mindset, resilience, compassion for self and others, curiosity and open-mindedness, cooperation, and integrity
- Explain how ideals help us overcome adversity and build strong communities
- Distinguish between cynicism and healthy skeptical inquiry
- Recognize the hazards of cynicism

The lessons include exercises to reinforce each of these learning outcomes and we are developing rubrics for assessing them. If you develop any rubrics of your own, please share them with us! (email: sharyn.clough@oregonstate.edu)

Background readings

1. Two excerpts from *The Transcendent Mystery: A New Paradigm for Understanding Peace, Trauma, Technology, and the Human Condition* (Chappell, forthcoming), both available for free download at peaceliteracy.org:

- A New Peace Paradigm: Our Human Needs and the Tangles of Trauma
- The World of Electric Light: Understanding the Seductive Glow of Screens

2. Interview with Nainoa Thompson, President of the Polynesian Voyaging Society. You might want to share some short clips of this interview with your students. <https://www.startalkradio.net/show/the-stars-that-guide-us-with-nainoa-thompson/>

3. For more information on Indigenous navigation in the Pacific, we recommend <http://www.canoeisthepeople.org/>

4. To better understand the growing ubiquity of social media and its effects on adolescent girls ages 13-19, we recommend reading the book *American Girls* (Nancy Jo Sales, 2017)

5. To better understand the growing ubiquity of video games, we recommend reading the article "Fortnite Fortunes and Freakouts: Parents Grapple With an Obsession" *New York Times* (2019) <https://tinyurl.com/tlwjgpw>

Lessons

The Power of Ideals is divided into 5 lessons; each lesson takes about 1-2 hrs, including ppt. slides and activities, and depending on class size and student engagement.

Lesson 1, p. 9: Understanding the Power of Ideals for Navigating the Storms of Life

Lesson 2, p. 16: Navigating Turbulence, Uncharted Waters, and New Technology

Lesson 3, p. 24: Transforming the Soft Iron of Youthful Idealism into the Steel of Adult Idealism

Lesson 4, p. 28: Resisting the Rust of Cynicism

Lesson 5, p. 34: The Forge of Life/Review

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

Introduction

The Power of Ideals is part of a four-part unit that also includes ***The Stars of Struggle, Training, Truth, and Strategy***; ***The Allegory of Video Games***; and ***Realistic Hope in History***.

The Power of Ideals contains 5 lessons that focus on helping students build a working definition of ideals, begin to name some specific ideals, and see how ideals are essential tools for developing our humanity and creating stronger communities.

As students take their early steps toward adulthood, they are often faced with an extreme sense of insecurity. Although the world can be a complex and confusing place at any age, relationships for adolescents are becoming increasingly complex and confusing due to technological disruption and other societal and global changes. Technology has created more ways for harmful influences to reach young people today than at any other time in history.

Children tend to gravitate toward idealism as a grounding force in their changing landscape. By supporting this inclination and guiding students to understand the power of ideals and the importance of exercising those ideals even under the most difficult circumstances, we can help them begin to take meaningful steps in forging a positive, solid path toward adulthood.

Furthermore, by showing inspiring examples in history where people have used ideals to navigate through extremely challenging circumstances (this will be explored further in Part 4 Realistic Hope in History), we can help students develop realistic hope in the midst of the immense challenges confronting our world today. Showing how ideals have been used in history to accomplish positive goals helps students understand that ideals are not just concepts, but critically important tools for improving and protecting the health of our personal well-being, along with the health of our friendships, families, communities, and world.

If we do not support this burgeoning idealism in students, we risk losing a tremendous opportunity. As Nobel Peace Prize laureate Albert Schweitzer said, we must learn to transform “the soft iron of youthful idealism into the steel of adult idealism which will never be lost.”¹ When the idealism of childhood is not cultivated, it does not stay neutral. Just as iron exposed to the outside world does not stay neutral but rusts over time, when the soft iron of youthful idealism is exposed to the challenging realities of our world without being transformed into wisdom tempered by experience (which is the stainless steel of adult idealism), it can easily deteriorate by rusting. This rust can take the form of cynicism, disillusionment, and bitterness. Just as a forge transforms iron into steel,

education can become a forge that helps transform the soft iron of youthful idealism into the stainless steel of adult idealism.

In our current cultural climate, and with the advent of new and radically transformative technologies, children are more at risk than ever of being confused by potentially dangerous influences that can harm them and their communities. Without guidance and reinforcement, their idealism will remain weak and even rust, putting them at greater risk. Like rusty iron swords, shields, and armor that can break when needed for protection, children's underdeveloped youthful idealism can break when needed for protection, making them far more vulnerable to attitudes and behaviors that are destructive to themselves, to the people around them, and to their own, growing humanity. The protection offered by strong adult idealism was expressed by General Douglas MacArthur during his last speech at West Point: "[Ideals] build courage when courage seems to fail . . . [and] create hope when hope becomes forlorn."²

Instead of portraying ideals as goals, The Constellation of Peace unit portrays ideals as a direction we can move in, especially when facing challenges. This direction gives us practical instruction. When an ideal is portrayed as a goal, it can easily devolve into a cliché, because goals do not give us practical guidance for living. For example, kindness as a goal gives us no sense of how to reach that goal, but kindness as an ideal, as a direction that we can learn to move in, especially when there are obstacles in our path, can help us journey to the meaningful goals of better friendships, healthier families, and stronger communities. To offer an analogy, North is not a goal. It is a direction that can take us to our goal. This lesson shows that ideals are like North, a direction that can protect us from getting lost and guide us toward the achievement of important goals.

Ideals are powerful guiding forces for the growth and development of our humanity. They have been our beacons for millennia, as people have been learning how to navigate the landscape of their humanity and the ocean of life, especially during the most turbulent storms. During an era when so much is at stake, ideals offer us invaluable forms of strength, guidance, courage, and realistic hope that empower us to navigate the most turbulent storms of the twenty-first century.

Note about the script

As we mentioned in the Unit Introduction, the script we provide for *The Power of Ideals* is meant to be a guide for teachers as they move through the lessons, and not necessarily to be followed to the letter. They are to give the teacher a sense of how to structure the lessons around key ideas that are important to discuss. These key ideas can help students develop the strong mindset and practical skills that are essential for navigating the enormous challenges of the twenty-first century and creating a more peaceful and just world.

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

Lesson 1

Understanding the Power of Ideals for Navigating the Storms of Life

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

Show Slide 1 and read out loud the title “The Power of Ideals”



We are going to explore the Power of Ideals.

To start, let's define what an ideal is.

In the word 'ideal' there is the word 'idea'.

What is the difference between an idea and an ideal?

Allow for responses.

The word "idea" comes from Latin, where it meant "form" or "pattern." So it represents your thoughts taking form.

The word "ideal" builds on that concept, and means the highest form, or the original pattern. This represents your thoughts taking their highest form.

Can you name an ideal?

Allow for responses. Record responses so that they can be used at the end of this unit for a reflection on how students' understanding of ideals has changed.

Note for Teachers: If students list “ending world hunger” or “stopping human trafficking” as ideals, help them understand that these are goals. Ideals, like the direction North, can help us journey toward these goals. Examples of ideals that serve as directions toward our goals include the ideal of *determination*, the ideal of *fairness*, the ideal of *the growth mindset*, the ideal of *integrity*, the ideal of *resilience*, the ideal of *being mindful and thoughtful in our actions*, and the ideal of *leading by example*.

The growth mindset is often talked about in education today, but many students don’t understand the broader conceptual significance of the growth mindset. The growth mindset is best understood as an ideal. An ideal is *a standard of behavior that we strive to apply across all circumstances and that guides our behavior in those circumstances*. As an ideal, the growth mindset is a direction and standard of behavior that can guide us toward our goals. For example, if students have the goal of doing well in a subject, sport, or any area of life, the ideal of the growth mindset is a direction and standard of behavior that can help them journey to that goal. Integrity is an ideal, a direction, a standard of behavior that can guide us toward the goal of building strong shared trust between people, along with the goal of creating strong friendships, families, workplaces, and communities. This unit depicts these ideals—these directions and standards of behavior—as metaphorical stars that can guide us through the storms of life and help us navigate the often confusing and turbulent ocean of life in ways that lead to greater peace, justice, and well-being for ourselves and others. We can be guided by many ideals at the same time, which come together like metaphorical constellations.

You can select from and share a few of the following ideals with students at this point in the lesson: determination, growth mindset, resilience, compassion for self and others, integrity, cooperation, fairness, curiosity and open-mindedness, being mindful and thoughtful in our actions, kindness, and leading by example.

Return to Script

Let’s look at how ideals are used, and why they are important in our lives.

Show Slide 2 (Video of Ocean)



Return to Script

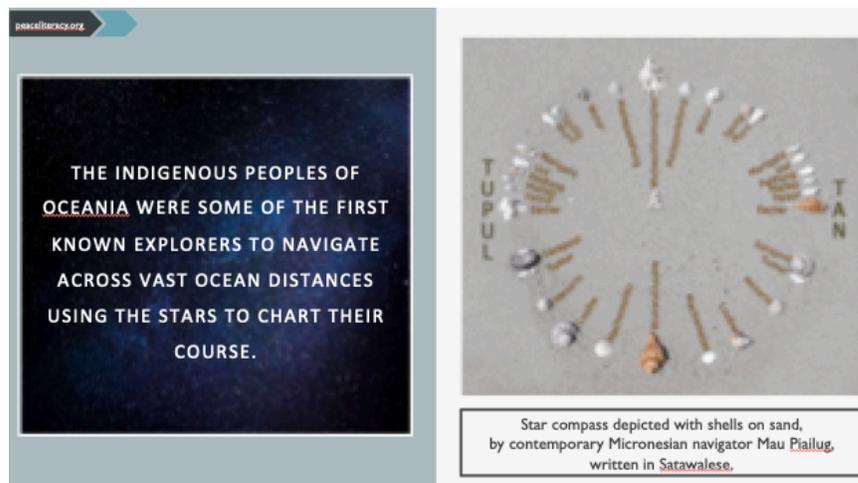
Thousands of years ago, most sailors would sail near the coastline, using the shape of the coastline to know where they are as they navigate. The coastline served as a kind of map for them. But imagine that you want to sail into the open ocean where the coastline is far beyond your sight. You have no GPS, no cell phone, no computer. You don't even have a compass.

You want to make sure you can find your way, but there are no landmarks. You want to make sure you will know how to get home, but how can you chart your course? How can you know which direction to go in, and from which direction you have come?

How can you chart your course? How can you find your direction?

Allow for responses.

Show Slide 3



The slide consists of two main parts. On the left is a dark blue text box with white text. On the right is a photograph of a star compass made of shells on sand, with a caption below it.

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THE INDIGENOUS PEOPLES OF OCEANIA WERE SOME OF THE FIRST KNOWN EXPLORERS TO NAVIGATE ACROSS VAST OCEAN DISTANCES USING THE STARS TO CHART THEIR COURSE.

Star compass depicted with shells on sand, by contemporary Micronesian navigator Mau Piailug, written in Satawalese.

Read or have a student read the text box on the left out loud: "The Indigenous Peoples of Oceania were some of the first known explorers to navigate across vast ocean distances using the stars to chart their course."

Read or have a student read the text box on the right out loud: "Star compass depicted with shells on sand, by contemporary Micronesian navigator Mau Piailug, written in Satawalese."

Note for Teachers: The following reference from National Geographic describes the region called Oceania, which consists of the continent of Australia, the microcontinent of Zealandia (which includes the country of New Zealand), and three island regions: Melanesia, Micronesia, and Polynesia (which includes the U.S. state of Hawaii):

Oceania is a region made up of thousands of islands throughout the Central and South Pacific Ocean. It includes Australia, the smallest continent in terms of total land area . . . The Pacific [is] a vast body of water that is larger than all the Earth’s continental landmasses and islands combined. The name “Oceania” justly establishes the Pacific Ocean as the defining characteristic of the region.

Oceania is dominated by the nation of Australia. The other two major landmasses are the microcontinent of Zealandia, which includes the country of New Zealand, and... the island of New Guinea... Oceania also includes three island regions: Melanesia, Micronesia, and Polynesia (including the U.S. state of Hawaii).

Melanesia includes the independent nations of Papua New Guinea, Fiji, Vanuatu, the Solomon Islands, and the islands of New Caledonia, a “sui generis collectivity” of France.

Micronesia includes the independent nations of Marshall Islands, Federated States of Micronesia, Palau, Kiribati, and Nauru; the Northern Mariana Islands, a commonwealth in political union with the United States; and Guam and Wake Island, two territories of the United States.

Polynesia includes the independent nations of Samoa, Tonga, and Tuvalu; the Cook Islands and Nieu, two self-governing islands in free association with New Zealand; Tokelau, an island territory of New Zealand; French Polynesia and Wallis and Futuna, two French overseas collectivities; American Samoa, an unincorporated territory of the United States; and the Pitcairn Islands, a British overseas territory.³

Show Slide 4



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Many years before European explorers sailed across the Atlantic Ocean, the Indigenous Peoples of Oceania journeyed in double hulled-canoes on the Pacific Ocean, crossing far greater distances, in far smaller craft.

The slide features a text box with a quote, an illustration of a double-hulled canoe, and a map of the Pacific Ocean showing voyaging routes. The map includes labels for the Arctic, Antarctic, North America, South America, and the Pacific Islands (Hawaii, Marshall Islands, French Polynesia, and Easter Island).

Return to Script

People first began exploring land and then made ships that allowed them to explore the mysterious ocean.

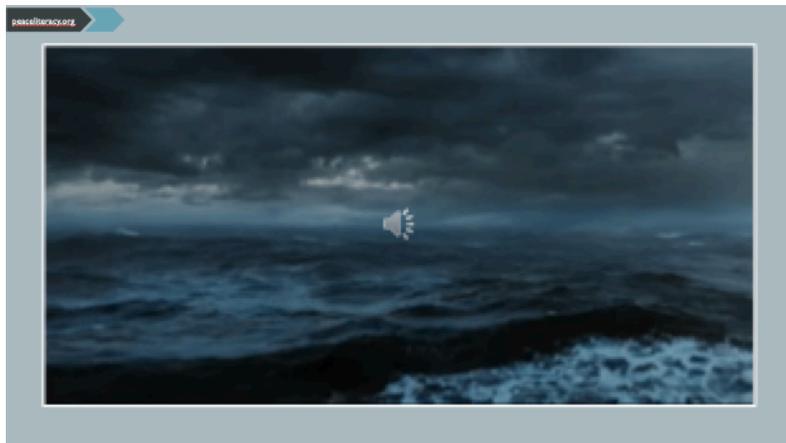
Read or have a student read the text box out loud: “Many years before European explorers sailed across the Atlantic Ocean, the Indigenous Peoples of Oceania journeyed in double-hulled canoes on the Pacific Ocean, crossing far greater distances, in far smaller craft.”

This is a picture of a Fijian double-hulled canoe. Using this kind of ship, early explorers from Southeast Asia crossed the Pacific. Imagine being on the wide ocean in a ship like this.

Sometimes the sea gets rough.

Note for Teachers: You can use the image on the right of the Pacific Ocean to briefly discuss that the Pacific Ocean (62 million square miles) is the largest ocean on Earth and much larger than the Atlantic Ocean (41 million square miles). The Pacific Ocean is larger than all seven continents put together (57 million square miles).

Show Slide 5 (*Video of Rough Sea*)



Sometimes the sea gets very rough. It is easy to get blown off course by the wind, or thrown off course by the waves. What would it feel like to be on a small ship like that in those turbulent waters? There is no hull to get into to avoid the waves. You have minimal protection. Imagine how that would feel. Can you describe it?

Allow for responses.

Knowing how to navigate by the stars was a matter of survival.

Show Slide 6 (Video on North Star)



Return to Script

There is one star that has been critically important to numerous travelers in the Northern Hemisphere for many generations. That is the current North Star, also called Polaris. Once it was found in the sky, travelers knew in which direction North lay. The North Star appeared as a fixed point around which all other stars spun in the night sky.

Imagine we are like those early navigators, and the sea we are traveling on is the Sea of Circumstance. Always changing, often confusing, and sometimes rough, we need to chart our course on this broad sea through storms and uncharted waters.

Can you think of an experience that might feel like a storm in life?

Can you think of something that might feel like entering uncharted waters?

Allow for responses.

When you confront adversity or the unknown in life, it is like facing a storm or uncharted waters. You can go in many directions. Some directions can be very positive, and some directions can be harmful to you and those around you. But how do you know which direction to go in? Ideals can give us direction and guidance that help us make healthier choices when facing storms and uncharted waters.

Have you ever had an experience that felt like a storm or uncharted waters, and you wondered which direction to go in? What are some factors that can cause a person to feel confused and not sure what to do?

Allow for responses.

Note for Teachers: There is a lot of discussion in schools about the importance of students making “good choices.” When we describe choices as “directions,” this conveys that in many cases, our choices are not merely a single point in time, but a path that requires sustained effort and persistence.

Activity: Starting Your Ship’s Log (Writing Exercise)

Ship’s Log

You will be given a Ship’s Log. This will be your journal for the Constellation of Peace unit.

In this Ship’s Log you will record reflections and exercises as we go through the lessons.

Look at the list of ideals you made as a group.

Which ones do you think would be most helpful, similar to “fixed stars” like the North Star, that could help you navigate through turbulent and “stormy” experiences?

Log entry:

Choose an ideal you can relate to, and imagine a storm in life that it could help you navigate through. Describe the experience in your log and how the ideal would help you find direction through the storm. You can pick two or three ideals to write about.

Be ready to share your response with the group.

Return to Script

Ideals can be our guiding stars on the Sea of Circumstance, helping us to journey in a positive direction through storms and uncharted waters, and also to find our way when we become disoriented or lost.

Unlike stars in the night sky that can be obscured by fog and storms, the stars that represent our ideals can always be seen through the thickest fog and the darkest storms when we know where and *how* to look for them.

Note for Teachers: Part 4: *Realistic Hope in History* offers examples of people who were able to see their ideals in very thick fog and very severe storms, and move our world closer to these ideals. Their lives can inspire us in many ways today, giving us guidance and realistic hope for today. You can also add a discussion with students about the metaphor of fog, and how fog can symbolize circumstances in life such as lacking information about a situation that we are struggling with, our perception being clouded by emotion, or dealing with uncertainty.

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

Lesson 2

Navigating Turbulence, Uncharted Waters, and New Technology

(1-2 hrs depending on class size and student engagement; includes 2 activities)

Script

So, when might you need your ideals? Ideals can be used when things become difficult, confusing, or uncertain. Think of this as being on uncharted waters where you have never ventured before, or on a turbulent ocean. Your ship is plunged into storms and heavy seas. Ideals can also be used proactively *before* things become difficult, confusing, or uncertain.

Show Slide 7 (*Video of Navy Ships in Heavy Seas*)



Take a moment to imagine how early navigators traversed this kind of sea. Imagine how ideals such as determination, resilience, and cooperation could have helped them face this kind of storm in their much smaller, much more vulnerable craft.

What do you think made them willing to take those kinds of risks? What do you think made them keep going in the face of those kinds of challenges?

Allow for responses.

Note for Teachers: In addition to listing ideals such as “determination,” “resilience,” and “cooperation,” you can add other ideals to that list such as “ingenuity” or “fortitude” and use this opportunity to define those words, thereby expanding your students’ vocabulary and understanding of these characteristics that can help them overcome adversity and live well.

To offer an example of what made them keep going in the face of those kinds of challenges, Nainoa Thompson, president of the Polynesian Voyaging Society, describes how his father taught him “universal values of voyaging,” which are

ideals that included self-discipline, preparation, courage, and the spirit of aloha (which can mean compassion and peace). Another ideal that Thompson uses to guide his life is the concept *mālama* (which means caretaking). He said, “Our ancestors learned that if they took care of their canoe and each other, and if they marshaled their resources of food and water, they would arrive safely at their destination.”⁴

Return to script

What are situations in your life or community that feel as turbulent as the waters we just observed? What feels like turbulent waters on a national level? On a global level?

Allow for responses.

What would it feel like when you’re navigating through this turbulent water and it’s confusing and you don’t know which way to go?

Allow for responses.

All of the stages of life are like uncharted waters; you have to learn how to navigate the new waters. How is becoming an adolescent or adult like going out into uncharted waters? What experiences of becoming an adolescent or adult feel like uncharted waters? How are you going to navigate this unknown territory?

Allow for responses.

The metaphor of uncharted waters can also represent later stages of life such as midlife, retirement, etc. As you grow you will continue to face challenges in the forms of storms and uncharted waters. The skills you develop for navigating the challenges of adolescence can help you navigate challenges that you will encounter during all the stages of adulthood.

Activity 1: Uncharted and Turbulent Waters (Small Group Discussion)

1. What are some of the changes and challenges that adolescents go through that can feel like uncharted waters? That can feel like turbulent waters? That can feel like storms?

Make a list to share with the group.

How can ideals help people navigate those waters?

Be ready to share with whole class.

2. What are some of the things happening in our world today that can feel like uncharted waters? That can feel like turbulent waters? What are examples of storms of life that you see in your community and beyond? Make a list to share with the group.

How can ideals help people navigate those waters?

Be ready to share with whole class.

Return to Script

So far we have been using navigating the ocean as a metaphor for navigating life, and we have discussed uncharted waters as a metaphor for new circumstances in our lives. Now we will discuss uncharted waters as a metaphor for new technologies. These new technologies create new circumstances not only in our lives, but also in our society and throughout the world.

What new technologies can feel like uncharted waters not just for you, but also for humanity? In what ways is humanity having difficulty navigating these uncharted waters of new technology? In what ways can people seem lost or confused on this sea of new technology? In what ways does this new technology lead to turbulence? What are the dangers of not learning how to navigate these uncharted waters of new technology well? What are the benefits of learning how to navigate these uncharted waters of new technology well?

Allow for responses.

Note for Teachers: It is important to discuss with students why social media and smartphones are like uncharted waters. For example, the students in your class cannot ask their parents, “How did you navigate social media and smartphones when you were in middle school?” because it is only within the past ten years that any generation of adolescents has ever had to navigate the ubiquitous use of these technologies. And since technology (including social media platforms) keeps changing, the students in your class are in uncharted waters that adolescents even five years ago did not have to navigate.

The background readings at the beginning of this document can help you discuss the uncharted waters of new technology with students. Part 3 of this unit, *The Allegory of Video Games*, discusses in much greater depth video games and their relationship to students.

Note for Teachers: The paragraph that follows, on VR (Virtual Reality), AR (Augmented Reality), and AI (Artificial Intelligence), can either be discussed here, moved to the end of this unit, or if students have no familiarity with VR, AR, and AI, it can be skipped altogether. The issues addressed in the paragraph will become more relevant with each passing year. Facebook and Apple are both predicting that these new technologies will start to overtake smartphones as the preferred communications platform by 2030 (see, e.g., Blake Harris, *The History of the Future*, 2019)

Return to Script (for students familiar with VR, AR, and AI)

We are standing at the brink of some significant changes in our world. We are entering some very new waters as a species. During the 2020s, glasses that harness technologies such as Virtual Reality (VR), Augmented Reality (AR), and Artificial Intelligence (AI) will start to make the smartphone obsolete and change the way we learn, work, and play. They will change the way we interact with our world in important ways. Just imagine how these technologies will change the way we live.

What kinds of changes do you see happening through these technologies in the way we learn? In the way we interact with each other?

Think of how social media affects our lives now. Imagine how that will change when we enter a virtual world to interact with people.

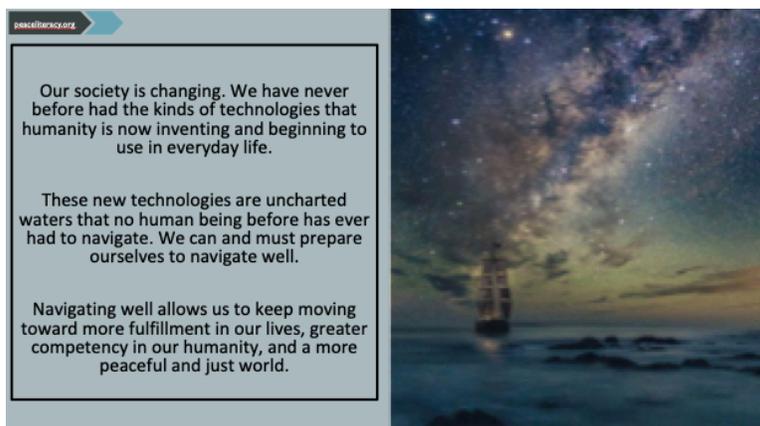
How might these technologies change our daily lives and daily routines?

Allow for responses.

Note for Teachers: The advancements made in Virtual Reality, Augmented Reality, and Artificial Intelligence during the 2020s and beyond will disrupt human societies more than any technology since the invention of agriculture. VR, AR, and AI will shatter the mental models that human beings have been using for thousands of years to navigate life. Every lesson of the Peace Literacy curricula works to escalate our competency in our humanity and to create strong mental models that can withstand the massive storms and enormous turbulence that VR, AR, and AI will create.

Return to Script

Show Slide 8



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Our society is changing. We have never before had the kinds of technologies that humanity is now inventing and beginning to use in everyday life.

These new technologies are uncharted waters that no human being before has ever had to navigate. We can and must prepare ourselves to navigate well.

Navigating well allows us to keep moving toward more fulfillment in our lives, greater competency in our humanity, and a more peaceful and just world.

Read or have a student read the following text from the slide out loud:

“Our society is changing. We have never before had the kinds of technologies that humanity is now inventing and beginning to use in everyday life.”

“These new technologies are uncharted waters that no human being before has ever had to navigate. We can and must prepare ourselves to navigate well.”

“Navigating well allows us to keep moving toward more fulfillment in our lives, greater competency in our humanity, and a more peaceful and just world.”

We need to learn how to navigate well as we enter these new waters, just as it was very important that sailors in the past kept their course by the stars as they entered into unknown and possibly turbulent waters. These stars are not only important for helping us stay on course, but also for finding our way again when we get thrown off course by wind and waves or temporarily lose our way.

When navigating life, what could cause someone to be thrown off course or to temporarily lose their way?

Allow for responses.

We also have an incredible opportunity. Just as explorers expanded their world and learned new ways of seeing, new ways of understanding, and new ways of living, we have the opportunity to grow in new and exciting ways. By navigating well during the turbulent storms of new technology, we can steer toward the many positive possibilities that these changes will offer us.

Note for Teachers: This discussion of turbulence within our society and world, along with the discussion of uncharted waters and new technology, might be frightening to some students (and even adults). Slides 9-12 and the accompanying discussion are intended to help students view turbulence, uncharted waters, and new technology with a sense of exploration, curiosity, and courage so that they feel more empowered to make a positive impact in the future.

The Indigenous Peoples of Oceania that we discussed earlier were expressing a part of our shared humanity that transcends time and culture. The yearning to explore is a part of our shared humanity, which all known cultures have expressed in various ways. All known cultures have found ways to venture into the unknown, whether on land or sea, or through science or their imagination (in art forms such as storytelling).

Show Slides 9-12 (Images of different kinds of ships from the ancient world)



ANCIENT
GREEK SHIP
FROM THE
ODYSSEY
CIRCA 11TH
CENTURY
BCE



ANCIENT PHOENICIAN SHIP CIRCA 8TH CENTURY BCE



ANCIENT EGYPTIAN SHIP CIRCA 6TH CENTURY BCE



Return to script

Again, our yearning to explore is a part of our shared humanity.

In the same way, curiosity is also a part of our shared humanity. Curiosity, which can lead to a sense of adventure, emerges in young children and can be expressed in a variety of ways or suppressed in a variety of ways. You are on an adventure. We are all on an adventure, continually sailing into new waters as we grow and change and develop.

Sometimes we have to change, not by choice, but due to changes in our circumstances. In a similar way, our ancestors faced many kinds of uncertainties. Challenging situations occurred, drought or a natural disaster might come, and people would be displaced.

Knowing that we are natural explorers, that our ancestors before us explored the face of the entire earth, can help you view our changing world, including changing technology, as a continuation of that adventure.

How might ideals help you orient yourself on this journey into the unknown, where so much is at stake, where so many lives are at risk, and where it is more important than ever that we learn how to navigate well?

You are not alone. You are part of the human journey. Our ideals are the guiding stars in this adventure filled with change, confusion, turbulence, and the unknown.

Activity 2: Young Explorer (Writing Exercise)

Log entry (Choose one, or, time permitting, more):

1. Imagine you are a young explorer leaving the shore of your homeland for the first time, and heading out into the wide, unknown ocean. Imagine how you would feel. What thoughts might you have? What questions? What concerns? What hopes? In your Ship's Log, write an entry from that young explorer's perspective at the end of the first day at sea, including your hopes, fears, and other feelings.
2. When might early long distance explorers have needed courage or hope? When might they have needed ideals such as determination, cooperation, curiosity and open-mindedness, resilience, or ingenuity?
3. Imagine a situation in which you might need determination. Imagine a situation in which you might need cooperation. Imagine a situation in which you might need curiosity and open-mindedness. Describe each in your Ship's Log.
4. Brainstorm positive uses, negative uses, and unintended consequences of new technologies such as Virtual Reality, Augmented Reality, and Artificial Intelligence, as if you are a ship's captain trying to anticipate challenges ahead. Record notes in your Ship's Log.

Share with class, time permitting.

End of lesson 2

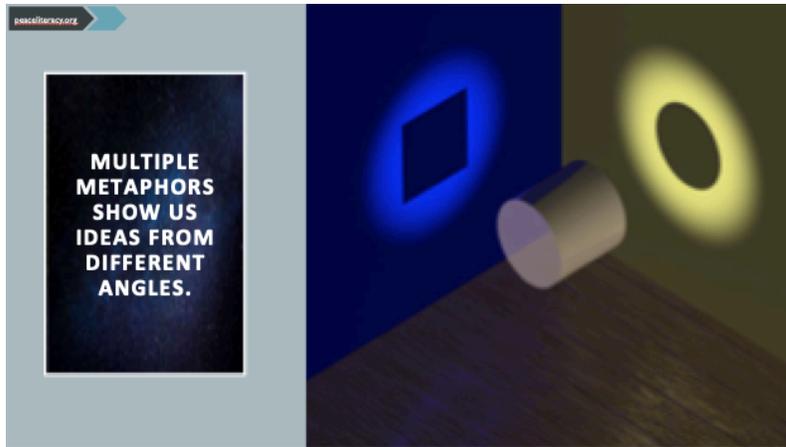
Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

Lesson 3

Transforming the Soft Iron of Youthful Idealism into the Steel of Adult Idealism
(1-2 hrs depending on class size and student engagement; includes 1 activity)

Show Slide 13



Script

Multiple metaphors is a Peace Literacy teaching technique that allows us to see a complex idea from multiple angles. Each metaphor gives us a new way of looking at the idea, like looking at an object from a new angle. Just as viewing the cylinder in this image from multiple angles provides greater insight into the nature of the object being viewed, viewing ideals through multiple metaphors (angles) provides greater insight into the nature of ideals.

Now that we have used the metaphor of stars to perceive, discuss, and better understand the power of ideals, we will use the metaphor of iron and steel to perceive, discuss, and better understand the power of ideals from a new angle.

Young people tend to gravitate toward idealism. They can easily believe in big, hopeful things. They can understand why an ideal such as fairness should be applied to all human relationships.

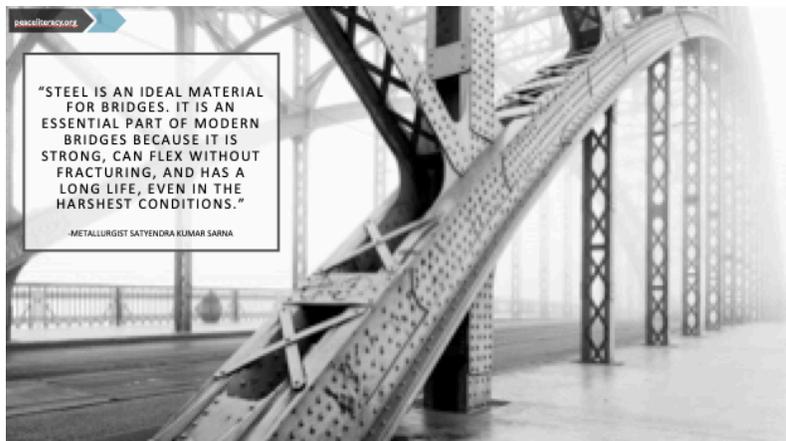
Albert Schweitzer, recipient of the 1952 Nobel Peace Prize, said we must transform “the soft iron of youthful idealism into the steel of adult idealism which will never be lost.”

Show Slide 14



But how is the boundless hope and idealism of childhood transformed into the strength and wisdom of adult idealism? A crucial step in this process is working to develop our ideals by practicing them in all sorts of circumstances. Through our practice, we develop strength.

Show Slide 15



Read or have a student read the following text from the slide out loud:

"Steel is an ideal material for bridges. It is an essential part of modern bridges because it is strong, can flex without fracturing, and has a long life, even in the harshest conditions."
– metallurgist Satyendra Kumar Sarna⁵

Iron is soft relative to steel. Iron is transformed into steel by adding carbon atoms. When bridges are concerned, steel can carry more weight and bear more stress than iron. In a

similar way, the steel of adult idealism can carry more weight and bear more stress than the soft iron of youthful idealism.

To use the quote on the slide as a metaphor for the power of ideals, our ideals can make us strong, allow us to flex under pressure without fracturing, and help us persist even in the harshest conditions.

Just as a steel bridge carries people and vehicles to where they need to go, our ideals are a metaphorical bridge that carries our society to where we need to go. What happens to a society if the bridge of our ideals does not have sufficient steel, if it is comprised of soft iron, or if it is corroded by rust?

Allow for responses.

Show Slide 16

General Douglas MacArthur described the power of ideals in the following way.



Read or have a student read the following text from the slide out loud:

"[Ideals] are your rallying points: to build courage when courage seems to fail; to regain faith when there seems to be little cause for faith; to create hope when hope becomes forlorn . . . These are some of the things they do. They build your basic character . . . They make you strong enough to know when you are weak, and brave enough to face yourself when you are afraid . . . They teach you to be proud and unbending in honest failure, but humble and gentle in success; not to substitute words for action; not to seek the path of comfort, but to face the stress and spur of difficulty and challenge; to learn to stand up in the storm, but to have compassion on those who fall; to master yourself before you seek to master others; to have a heart that is clean, a goal that is high; to learn to laugh, yet never forget how to weep; to reach into the future, yet never neglect the past; to be serious, yet never take yourself too seriously; to be modest so that you will remember the simplicity of true greatness, the open mind of true wisdom." – General Douglas MacArthur (1962)

Return to script

This quote from General MacArthur expresses just a few of the ways that ideals can help you in all kinds of circumstances and help inspire and guide you toward taking a positive path in these circumstances. Do any lines in the preceding quote stand out to you? Which ones? Why do they stand out to you?

Allow for responses.

Regarding General MacArthur’s statement that ideals “make you strong enough to know when you are weak,” why does it take strength to know when you are weak?

Allow for responses.

Imagine that your ideals are your armor, shield, and sword, your protection in difficult times. If those were made of soft iron, they would be less protective than the steel of adult idealism. What can our ideals help protect us against?

Allow for responses.

Activity: In Your Own Words (Writing Exercise)

Reread the General MacArthur quote as a group and discuss.

Which parts stand out to you? Why?

Which parts inspire you the most? Why?

In your Ship’s Log, as a small group or individually, rewrite two or three of your favorite lines of the quote in your own words, in the way you understand them.

Be prepared to share with the class.

These can be recopied and posted later for a display if desired.

End of lesson 3

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

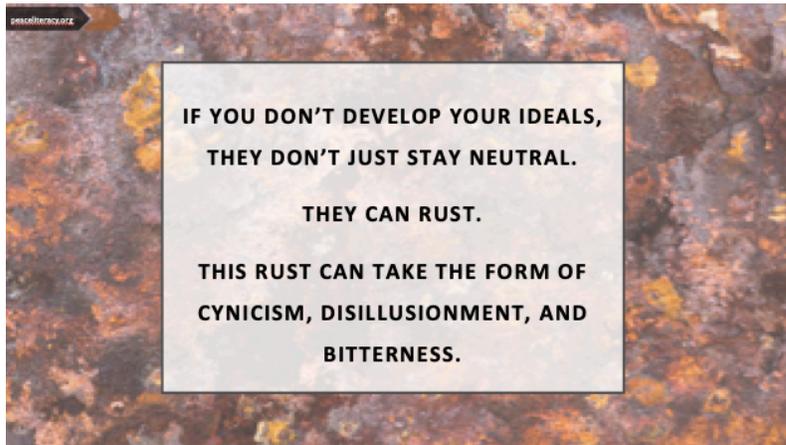
Lesson 4

Resisting the Rust of Cynicism

(1-2 hrs depending on class size and student engagement; includes 1 activity which itself could be the subject of a class period)

Script

Show Slide 17



Read or have a student read the following text from the slide out loud:

"If you don't develop your ideals, they don't just stay neutral. They can rust. This rust can take the form of cynicism, disillusionment, and bitterness."

Before we define cynicism, disillusionment, and bitterness, let's discuss rust. Iron rusts when it reacts with oxygen in the presence of moisture. When carbon and other elements such as chromium are added to iron, this creates stainless steel that resists rusting, making the steel more resilient.

Rust reduces resilience. Rust in the form of cynicism, disillusionment, and bitterness reduces our resilience as human beings. This rust also reduces the resilience of communities.

What elements (characteristics) do we need in order to have strength in the midst of adversity, to not rust and instead remain resilient?

Allow for responses.

As we just discussed, if you don't develop your ideals from metaphorical iron into stainless steel, they don't just stay neutral. They can rust. This rust can take the form of cynicism, disillusionment, and bitterness. Again, rust reduces resilience, especially in the midst of adversity. When people have the stainless steel of adult idealism, they can become more resilient when facing adversity. As more people in a community or a larger society gain the stainless steel of adult idealism, this community or larger society can also become more resilient when facing adversity.

Note for Teachers: Instead of using stainless steel as a metaphor for resisting cynicism, you can also use the metaphor of the upkeep that must be performed on non-stainless steel (such as non-stainless steel bridges or ships) to prevent it from rusting. This would make the discussion more complex, but could be very useful for older students, since you could discuss the upkeep that is necessary in our lives to help us resist the rust of cynicism, to help us not corrode into cynicism.

Return to script

What do the words “cynicism,” “disillusionment,” and “bitterness” mean?

Allow for responses.

Note for Teachers: People can define cynicism in different ways. The word cynicism originates from a group of Greek philosophers known as the Cynics. We will use the following descriptions to shed light on the widespread problem referred to as cynicism today. Cynicism can mean being “bitterly or sneeringly distrustful, contemptuous, or pessimistic.” (Random House Unabridged Dictionary)⁶ We can also describe cynicism as “an inclination to believe the worst, especially about people.”⁷ Being cynical about something can mean that “you do not believe that it can be successful or that the people involved are honest.”⁸

How can cynicism reduce resilience, especially during the most turbulent storms?

Allow for responses.

Note for Teachers: The Activity associated with this lesson (see below) has students develop skits where they act out how cynicism can reduce resilience during a storm. The Activity also explores the difference between cynicism and healthy skeptical inquiry. The following slides that show a rusted sword and armor help lead into the Activity.

Show Slides 18 and 19



Return to script

What do you notice about the images of the rusted sword and armor? Does anything look surprising about these rusted objects?

Allow for responses.

Note for Teachers: You can inform students that the sword is from Iceland, and the armor is from Korea.

How useful would this sword be? This armor? In what ways are the sword and armor damaged by the rust?

Allow for responses.

How is cynicism like rust? In what ways can cynicism be harmful in times of need?

Allow for responses.

What if your sword and armor rusted? How would they function when you needed them? Rust can create holes in iron. Rust can corrode iron, making it easy to crumble and break. Rust makes soft iron even weaker. In a similar way, cynicism further weakens the soft iron of youthful idealism. Like a sword and armor, what can our ideals help protect us against on an individual level, on a community level, and on a societal level? How can cynicism weaken this protection?

Allow for responses.

It can be very difficult to look at the many problems in the world and not become cynical. This is a struggle. We must acknowledge this struggle. Ideals don't mean that we refuse to look at the problems in the world. On the contrary, ideals give us a *deeper way* to see, think about, understand, and solve problems. Are there any problems you can think of that make it challenging to not fall into cynicism?

Allow for responses.

Rust removes the shine and brightness that we see in metal. In a similar way, cynicism, disillusionment, and bitterness can remove the shine and brightness that you see in ideals. When the rust of cynicism prevents you from seeing your ideals shine, this can cause the world to look dull, to not appear beautiful to you anymore, causing you to lose hope, causing the world to not inspire you anymore. Have you experienced cynicism or witnessed it in others? What forms does cynicism take? What does cynicism look like? What does it sound like? What does it feel like?

Allow for responses.

How is healthy skeptical inquiry different from cynicism? What are examples where it is useful to have healthy skeptical inquiry without being cynical?

Allow for responses.

Activity: Captain and Sailors Skits

Skits 1 and 2 have a similar format. They are intended to be used for a discussion comparing the experiences of sailors at sea and the experiences of adolescents navigating the storms of life.

Skit 1: You are at sea in the middle of a storm.

The Captain tries to inspire the crew toward hope and determination.

Sailor 1 is cynical, bitter, and doesn't believe anything will help.

Sailor 2 is fearful and afraid to try anything.

Sailor 3 has fortitude and works with the captain.

Sailor 4 is careless and will try anything without forethought.

Skit 2: You are experiencing a “storm” related to adolescence. Choose one of your answers from Activity 2 as a scenario you act out together.

Player 1 is trying to steer the situation toward a positive outcome.

Player 2 is cynical, bitter, and doesn’t believe anything will help.

Player 3 is fearful and afraid to try anything.

Player 4 is hopeful and determined.

Player 5 is careless and will try anything without forethought.

Background for Skit 3: This skit is designed to let students see the difference between cynicism and healthy skeptical inquiry, as well as the difference between expressing empathy when questioning someone’s views and expressing contempt when questioning someone’s views.

A brief discussion should take place before the skit about the difference between cynicism and healthy skeptical inquiry. You can also discuss the effectiveness of expressing empathy instead of contempt when questioning someone’s views. This assists students in exercising their muscle of empathy, and gives them the opportunity to see empathy as a valuable and effective communication tool.

The prompt for this skit involves urban legends.

The first urban legend is that there are thriving colonies of alligators living in the sewers in New York City. According to Snopes.com, this urban legend claims that baby alligators brought back as pets from Florida were flushed down the toilet or dumped in the sewer system when they outgrew their infant stage.⁹

The second urban legend involves the census, and focuses on a campaign that urges people to claim themselves to be “Jedi” when listing their religion on the national census. The idea behind the campaign is that if enough people claim themselves as “Jedi” on the census forms, that would make it an officially recognized religion. The response was popular worldwide: in England and Wales over 390,000 people claimed themselves to be “Jedi” on the 2001 census. The census, however, simply records responses to questions about religious identity; it does not officially authorize movements as religions. Census-takers assumed that most of the “Jedi” responses were written as a joke, and “Jedi-ism” did not become a recognized religion.

Note for Teachers: It is important to make sure that this scenario does not lead to students using personal attacks or name-calling. In order to guard against students becoming overly aggressive in their role as a person expressing cynicism or healthy skeptical inquiry, it is important to set some boundaries before beginning the skit.

- Players must address the content of the myth, not the character of other players.
- Players can show contempt by rolling their eyes, using sarcasm, or through other forms of passive aggression, but not by name-calling or using demeaning language.
- The objective of the skit is to demonstrate the difference between cynicism and healthy skeptical inquiry, along with the difference between inquiry that harnesses the power of empathy and inquiry that lacks empathy. Actors should keep that focus.

Skit 3: Choose an urban legend to address with your group. When students are watching the skits being performed, ask them to think about how they prefer to be talked to. How would they respond if a person were speaking to them in an empathetic way, versus a demeaning way?

Player One believes the urban legend is real, and is trying to convince others to believe it too.

Player Two is skeptical and expresses ideas in a demeaning way, lacking empathy when asking questions to get at the truth. (Can look up info on phone.)

Player Three is skeptical but expresses ideas in an empathetic way, using empathy when asking questions to get at the truth. (Can look up info on phone.)

Player Four is cynical and believes everyone is a liar. Has no interest in getting at the truth because has already made up mind about everyone being untrustworthy.

Player Five tends to believe everyone without questioning anything or being skeptical at all.

You might spend an additional class period or two just on these skits.

Return to script

Empathy makes compassion possible, and compassion is often used as a synonym for empathy. Compassion can be a very effective way to respond to cynicism. How can we develop compassion for people who feel cynical? How can we develop compassion for ourselves when we feel cynical?

Allow for responses.

Note for Teachers: The background reading *A New Peace Paradigm: Our Human Needs and the Tangles of Trauma* (available for free download at peaceliteracy.org) discusses cynicism as a tangle of trauma that disrupts our ability to be inspired. Looking at the many problems in our world and/or experiencing these problems can be traumatic, leading to cynicism. It is more effective to respond to cynicism (and the pain that is often beneath it) with compassion rather than contempt.

End of lesson 4

Peace Literacy Curriculum: The Constellation of Peace

Part 1 The Power of Ideals

Lesson 5

The Forge of Life/Review

(1-2 hrs depending on class size and student engagement; includes 2 activities)

Script

If you don't put your ideals into practice and develop them, these ideals will grow weak and will not serve you in a time of need. Just like any other skill, you must practice using your ideals from day to day. In this way you learn to use them skillfully in times of difficulty, helping you skillfully navigate those rough waters.

Show Slide 20

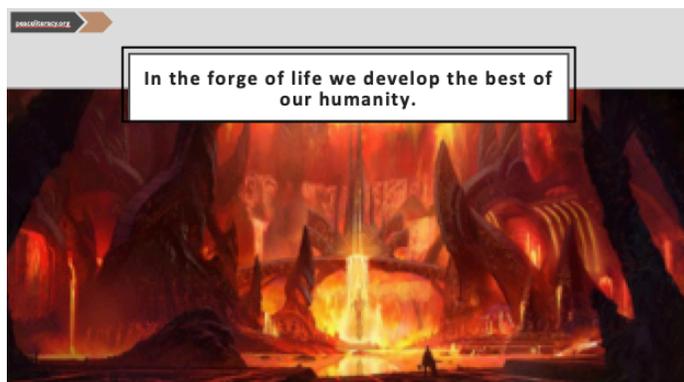


Iron is transformed into steel through a forge. What kinds of metaphorical forges can help transform the soft iron of youthful idealism into the steel of adult idealism?

Allow for responses.

Note for Teachers: Examples of metaphorical forges can include a challenging life experience, a challenging path that one has chosen in life, or a learning environment such as a school, martial arts dojo, or sports program.

Show Slide 21



Return to the script

Forges need fire. This fire can be a metaphor for struggle, such as being out of our comfort zone or experiencing some kind of pain. Forges also need the right ingredients. What are examples of fire (struggle, being out of our comfort zone, or pain) that can help us strengthen our ideals from soft iron into steel? What metaphorical ingredients are needed to help us strengthen our ideals from soft iron into steel?

Allow for responses.

It takes work to develop your ideals. It takes struggle and challenge to make your ideals strong, and to keep making them *stronger*. Forges use fire, time, and the right ingredients to transform soft iron into stronger steel. Challenging situations, like the fire of a forge, can help you become stronger in your ideals.

Can you think of a situation in which this would be true? How might you use challenge to help you become stronger in your ideals? What challenges in our society and world give us an opportunity to grow stronger in our ideals? What challenges in our society and world *require* us to grow stronger in our ideals so that we can create more peaceful and just communities and nations?

Allow for responses.

How can our education system function more like a forge that strengthens our ideals to help us become stronger, more resilient, more courageous, more empowered to solve the root causes of problems, and more hopeful?

Allow for responses.

Note for teachers: In the lesson plan on fires of aggression, we discuss fire as discomfort, pain, or distress. For people to strengthen their skills, understanding, and humanity in deep ways, they must be challenged by venturing out of their comfort zone. The fire of the forge can represent people venturing out of their comfort zone into places of challenge. This fire can represent voluntary or involuntary challenge. This fire can represent discomfort/pain that we choose or discomfort/pain that we don't choose.

Activity 1: Review of Multiple Metaphors (Writing Exercise)

Review the previous lessons with the students, spending time on the metaphor of stars to describe the power of ideals, and the metaphor of steel to describe the power of ideals. Then return to the Peace Literacy teaching technique of using multiple metaphors to see complex ideas from multiple "angles." Have students write down the insights we can gain about the power of ideals by metaphorically depicting them as stars. Then have students write down the *different* insights we

can gain about the power of ideals by metaphorically depicting them as iron and steel. This activity can be done individually or as a small group.

Activity 2: Letter to a Friend (Writing Exercise)

Write a letter to a friend going through a difficult time (real or imaginary). How can you inspire them to not drift into cynicism, disillusionment, or bitterness?

End of lesson 5

Now you're ready for Part 2! *The Stars of Struggle, Training, Truth, and Strategy*

Please Help!

If you used *The Power of Ideals* in your class, **please send a quick email** to our curriculum coordinator, Sharyn.clough@oregonstate.edu, and let us know

- * the name of your school or school district
- * how many students were in your class
- * what parts worked best
- * any suggestions you have for improvement

Thank you! 😊

¹ Albert Schweitzer, *Memoirs of Childhood and Youth*, trans. Kate Bergel and Alice R. Bergel (Syracuse: Syracuse University Press, 1997), 93.

²http://penelope.uchicago.edu/Thayer/E/Gazetteer/Places/America/United_States/Army/USMA/MacArthur/1962_speech_to_the_Corps.html

³ <https://www.nationalgeographic.org/encyclopedia/oceania-human-geography/>

⁴ <http://www.hokulea.com/crewmember/nainoa-thompson/>

⁵ <https://ispatguru.com/steel-as-a-material-for-bridges/>

⁶ <https://www.dictionary.com/browse/cynical>

⁷ <https://dictionary.cambridge.org/us/dictionary/english-czech/cynical>

⁸ <https://www.collinsdictionary.com/us/dictionary/english/cynical>

⁹ <https://www.snopes.com/fact-check/alligators-sewers/>