

Overcoming Barriers to International Peace

Lesson Plan
Part 1

OBJECTIVES

1. Recognize that the majority of barriers are psychological in nature and that to achieve progress, you must address the reasons why you are/ aren't doing something.
2. Recognize that it is (unfortunately) all too easy to link the issues of climate change and nuclear issues therefore one must be brought up and acknowledged while talking about the other.

DISCUSSION QUESTIONS

1. What issue do you care about deeply and what do you do to make changes? Then follow up with a broad question and ask why other people aren't doing the things you're doing (ie, recycling 'waste') The eventual goal is to get everyone thinking about the huge influence the government and politicians have on our day to day lives.
2. Change can either start from the top through governmental policies or from everyday actions. It is vital for this to be emphasized as you go through the lesson. Most 'barriers' can be easily dismantled so as long as people work together and act.

ACTIVITIES

This is what the students do over the course of the lesson that gets them to start thinking and engaging in the topic.

Example: The room can be split into two sides, climate change and nuclear issues. Both sides are tasked with finding connections between both issues. The climate change side will present the connections through a climate change perspective (main topic is climate change) while the other side does the same but with the view of nuclear issues.

Students can then come together and put together the ideas that are most similar and come up with a few key connections. This can also be done in smaller groups instead of the class split in half.

Overcoming Barriers to International Peace

Lesson
Plan Part 2:

OBJECTIVES

1. Understand that both topics, while containing significant differences, are interlinked and you simply cannot talk about one without addressing the other. (i.e, the over-dependence of fossil fuels have led to talks of going fully nuclear which will inevitably put a strain on current disposal sites which in turn are near the coastline and may harm even more marine life than ever before).
2. Recognize that climate change is not a political issue but a human issue with human solutions therefore we must work together on both issues quickly and effectively

DISCUSSION QUESTIONS

Ask: Where do you dispose of your wastes? Majority: Trash or recycling. Follow up and ask why? Then ask where you dispose of waste at home (organic, non-organic)? Then make the jump to radioactive waste. The majority of people won't understand the process, yet understand that radioactive waste poses an existential threat. The aim of this discussion is to understand the temporary nature of disposal sites and the amount of time it takes for waste to decay. We don't have a coherent system of disposal for nuclear waste and it has severe outcomes if handled carelessly.

ACTIVITIES

Simple Activity on the Whiteboard: Create 3 separate columns. The problem of nuclear waste will take up the first, while the middle column is left blank, the last taken up by climate change. Write notes on each of the two columns (while leaving the middle blank) as to what problems they create followed by possible solutions.

Once there are 4-6 points in the two columns, you can start making connections between the two topics in the middle columns. Examples are intended to demonstrate that both topics feed into each other in an ongoing cycle and to progress on one, we must address the other.

OTHER RESOURCES

Remember, Climate change and nuclear weapons are the most important challenges we're facing in the 21st century. Becoming involved in local events will lead to a cascade of change that will eventually lead to action taken elsewhere (This again should be a very broad understanding and you can look at local climate protests as an example).

This topic requires lots of critical thinking and contains many possible answers. The only bridge that exists to achieving the objectives outlined is to encourage students to think for themselves with the evidence at hand. An extension to the activity can be the analysis of the nature of the American response to their disposal sites in the Marshall Islands. For more information, please see the following resources:

<https://www.wagingpeace.org/overcoming-the-obstacles-to-a-nuclear-weapons-free-world/>

<https://www.ucsusa.org/sites/default/files/attach/2016/02/Reducing-Risk-Nuclear-War-full-report.pdf>

<https://www.cigionline.org/articles/surmounting-obstacles-nuclear-disarmament>

<https://www.reachingcriticalwill.org/resources/publications-and-research/publications/105-beyond-arms-control-challenges-and-choices-for-nuclear-disarmament>