

# Winning Peace Movie

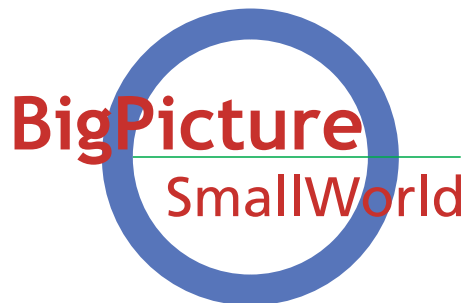


## Teacher's Guide

A Curriculum Guide that Expands, Deepens and Enriches  
the *Winning Peace* Movie

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A product of



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# Winning Peace Movie Credits

The **Winning Peace** movie was written and storyboarded by Medard Gabel and designed and animated by Teresa Langston for BigPictureSmallWorld Inc. Medard Gabel wrote this *Teacher's Guide*.

BigPictureSmallWorld Inc.'s mission is to turn information overload into sensible knowledge that leads to effective action. It seeks to motivate and excite students and others about the wonders and challenges of our global predicament and how we can participate in shaping the world to match our values. The company produces a variety of multimedia materials for educators, students, organizations, corporations and governments. The Winning Peace movie is one of its products.

## *Teacher's Guide* Introduction

Welcome.

The **Winning Peace** movie *Teacher's Guide* is intended to provide you with ideas and discussion topics that will help you and your students get as much out of the **Winning Peace** movie as possible.

The objective of this *Teacher's Guide* is to give teachers the means to use ideas and materials from the **Winning Peace** movie within the classroom in creative ways that involve students in an exciting and dynamic process while fulfilling national and local educational mandates.

Your feedback on the movie and this Teacher's Guide is most welcome.

# Classroom Activities

## Discussion Topics/Questions

The following questions are starting off points for classroom discussions. Teachers should use the questions that resonate most closely with their curriculum and learning objectives.

It is recommended that the teacher look over all the questions and mark those that are relevant to their curriculum.

Many of the questions are also suitable for use as a homework or essay assignment.

### General Questions

1. What was most memorable in the Winning Peace movie?
2. Do you think war can be stopped?
3. Is peace possible?
4. What is needed to make peace in the entire world a reality?
5. What do you think war is? How would you define it?
6. What is peace?
7. Is peace just the absence of war?
8. Is the world more secure with large military expenditures? Why? Why not?
9. What else could the money that is currently going to pay for war be spent on?
10. Would the world be more secure if we spent war money (military expenditures) on eliminating poverty from the world?
11. What would you spend money on if you wanted to eliminate war? How would you make the world safe? Assume you have a trillion dollars (the approximate amount being spent in 2003 on military expenditures)
12. What causes war?
13. What causes peace?
14. Can war be eliminated? How?
15. Can peace be strengthened? How?
16. Who wins in a war?
17. Can you win a war? How?
18. What does it mean to “win?”
19. What does it mean to “lose” a war?
20. What has happen to previous “winners” and “losers?”
21. Who loses in a war? Who are the losers in a war? What loses in a war?

22. Who do you think pays for a war?
23. How do we pay for a war?
24. Whose life is at risk in a war?
25. Close to 90% of the casualties in modern warfare are civilians. What does this mean to you?
26. If the sworn duty of a soldier and army is to protect civilians, what does it mean that 90% of the casualties in modern warfare are civilians?
27. Who benefits from war?
28. Who makes money from war?
29. What do you think of someone who makes money from war but who doesn't pay taxes (i.e. pays for war)?
30. If you were opposed to war, how could you make your opposition known? How could you make it effective?
31. If you were for a war, how you make your position known?
32. Is there such a thing as a just war? What is it?
33. If war is such a bad thing, why are there so many of them?
34. If peace is so desirable, why don't we have it?
35. What does a country's economic condition have to do with war?
36. It has been said that there has never been a war between democracies. What can we do to encourage democracy in the world?
37. What is morality?
38. Is it ever morally right to go to war?
39. Is it morally right to defend yourself?
40. Is it morally right to be the first aggressor?
41. Is it ever morally right to murder?
42. It has been said that war is legalized murder. Do you agree with this? Why? Disagree? Why?
43. Is an attack on civilian population centers an act of genocide?
44. The Nuremburg trials of Nazi war criminals said that the act of preparing for genocide (building extermination camps, etc.) was a war crime and equivalent to genocide. What does this imply for the builders of intercontinental ballistic missiles, nuclear weapons and other weapons of mass destruction?
45. Is it OK for any country to have weapons of mass destruction?
46. If one country has weapons of mass destruction does this make it OK for other countries to have them? Does it require them to acquire them?
47. What do you think of the statement in the movie "war is the legalized slaughter of virile youth by the jealous old"? What do you think they are jealous of?

48. It has been said that evil is lack of empathy. Is war the lack of one group's empathy for another?
49. Margaret Atwood said, "Stupidity is the same as evil if you judge by the results." What is war in light of this statement?
50. Colin Powell has said, "No country can stand on the sidelines in today's world." What does he mean by this?
51. What is the impact of globalization on war? On the impacts and results of war?
52. Kofi Annan has said, "All education is peace education." What does this mean?
53. H.G. Wells said, "We are in a race between education and catastrophe." What do you think this means? What is its relation to what Kofi Annan has to say in the previous quote?
54. What would happen if soldiers refused to fight?
55. Could non-violent action be enough to defend a country from an aggressor?
56. What if everyone in a country was trained in non-violent passive resistance?
57. How else might conflicts be settled? Is war the only way of settling disagreements?
58. What are the implications for the future of one country flouting global public opinion and going to war?
59. What are the implications for a society of one country that is more heavily armed than any other country? What if the world were only 100 people—and one of those people were heavily armed? Would you feel secure and safe? How would you feel if that person only wanted to do what he wanted to do, no matter what anyone else said?
60. In some parts of the world, children (meaning boys under the age of 15, often as young as 8 or 9) are made to be soldiers. What do you think of this? What do you think of 18 year olds being trained to kill and going to war?
61. "Thou shall not kill." What does this mean in light of war? Does it mean we should only kill the people on the other side?
62. A government is measured by the number of secrets it keeps from its people. What should be kept secret from the people?
63. What is a war crime?
64. Who should be tried for a war crime?
65. Should anyone who kills a civilian in a war be charged with a war crime?
66. Should the person who ordered the action that led to the killing be tried for a war crime?
67. Should the person who built the weapon that killed the civilian in the war be tried for a war crime?
68. What do you think is meant by the statement "war is a violent response to complexity by simple minds."? Is fighting a simplistic way of getting what you want?
69. What do you think Friedrich Nietzsche meant by "War is a process that makes the victor stupid and the vanquished malicious."?
69. Buckminster Fuller said, "Either war is obsolete or men are." What does he mean?

70. Albert Einstein said, “The world is dangerous not because of those who do harm, but because of those who look at it without doing anything.” What does he mean?
71. If peace is an exciting state filled with imagination and creativity, what would the world be like?
72. John Dos Passos said “To be against war is not enough; it is hardly a beginning.” What do you think he meant?
73. Where does peace begin?
74. What can you personally do to bring peace to the world?
75. There is an ancient Chinese proverb, “Unless we change our direction, we are likely to end up where we are headed.” Where is the world headed?
76. If a country gets what it prepares for, what happens when that country prepares for war? If a country were to prepare for peace what would it get? How does a country prepare for peace? How do you prepares for peace?
77. How can goodness and truth overcome great power?
78. How can you get involved in making the world a better place?
79. If the United States has only 5% of the world’s population, why is it so powerful? Why does it spend more than 40% of the world military expenditures?
80. If there were only 100 people in the world, and 14 of them were hungry, what would you do? What could you do to make sure this situation never happens again? (How could you solve the problem for today and for the future?)
81. If there were only 100 people in the world, and one of those persons was heavily armed, what would you do? What would you do if this person were not stable?
82. What are the implications for the future of spending nearly a trillion dollars per year on preparing for war?
83. What do you think is meant by “A small group of people can change the world”? How?
84. If you and your family were attacked in a war, what would be the consequences?
85. What would it look like if everyone had all his or her basic human needs— like food, shelter, education, and health care— met? Would that be peace, or would it help lead to peace?
86. What is the responsibility of the world’s largest consumer of resources and largest spender on the military to the rest of the world?
87. What does this movie have to do with the subject we are studying in class?
88. Do you think there is a relation between the amount of money the U.S. spends on military and the amount of resources it consumes?
89. Do you think it is possible to meet the basic human needs of 100% of humanity?
90. Is war caused by poverty or religion or both?
91. Osama bin Laden is a rich man. His attack on the US was not because of his poverty. How will eliminating poverty reduce terrorism?

92. What are the consequences of a world (or a town, school, community) where some people have an awful lot and some people have just enough to get by?
93. Do you feel safe?
94. Do the powerful have a responsibility to the less powerful? If so, what is it?
95. What is “affordable?” Who determines “affordability?” If an enemy were invading our country would the concept of affordability enter into the discussions of what we should do?
96. What are ethics? How do they guide our behavior? Are there global ethics? Should we treat people who live far away from us differently than we treat the people in our community? Why?

(The following academic subject listings contain some of the questions found in the **General Questions** category that were thought appropriate to both. These are identified with an asterisk.)

### **History Questions\*\***

97. How would you explain how things got to the way they are in the world?
98. Will humans still be on the planet if war does not stop?
99. How has science and technology transformed war and its consequences?
100. What do you think is the potential for increasingly violent conflict over the condition of the world?
101. How are things like health care, malnutrition, income level, and energy use and war connected?
102. What kind of view of the world might you have if you were one of the people of Iraq? How would this be different than your current view of the world?
103. How has the world changed as a result of modern war?
104. If you wanted to take some action to change things you felt strongly about, what could you do?

### **Geography Questions**

105. How does geography affect the war?
106. Where are the wars of the world? Are they concentrated in certain areas?

### **Economic Questions**

107. How is wealth distributed in the world? How did it get distributed this way? Was war a significant factor?
108. How has resource scarcity limited economic growth or the solving of a society’s problems? Is causing war?
109. How are people, places and environments interconnected? How are they related to war?

\*\* Nearly all of the questions found in the subject areas are based on national educational standards for the social sciences.



110. How can a country meet its needs for food and other basic human needs when it spend a significant portion of its money on weapons?
111. What is the best way for the “Have-Nots” to meet their needs?
112. \*Do you think it is possible to meet the basic human needs of 100% of humanity?
113. \* Do you think the world can afford to take care of everyone? Or are we forever doomed to have some people die of starvation while the rest of us watch on color television and the Internet?
114. \* If there is more than enough food in the world for everyone to be well nourished, why are some people hungry?

## Political Science Questions

115. How do government economic policies impact various segments of the population? How can once country’s economic policies lead to war? Is this how WWII started? (US cut off Japan’s oil supply prior to Pearl Harbor.)
116. How are we all interconnected in the world? How does war connect us all?
117. What are the conditions, actions, and motivations that contribute to conflict and cooperation within and among nations?
118. What happens if a country does not meet the needs of its people?
119. How law and order is maintained? How is international law and order maintained?
120. If you were one of the ‘Have Nots’ how might your political views be different than they are now? If a relative of yours was killed in a conflict how would you feel?
121. What role does individual human dignity, liberty, justice, equality, and the rule of law play in the world?
122. What are the various forms of citizen action that can influence public policy decisions in the real world?
123. Who has power in the world? How it is acquired? Who does not have it, and why not? How would you measure the power of a country? How would you measure its well-being? How would you measure the costs of war?
124. \* If the United States has only 5% of the world’s population, why is it so powerful?
125. \* What is the responsibility of the world’s largest consumer of resources to the rest of the world? Does the consumer of the most resources have a responsibility to the rest of the world?
126. \* Do you think there is a relation between the amount of money the U.S. spends on military and the amount of resources it consumes?
127. \*Do you think it is possible to meet the basic human needs of 100% of humanity?
128. \* Do the powerful have a responsibility to the less powerful? If so, what is it?
129. Can war be eliminated?

## Global Connections and Interdependence

130. How is the world interconnected? How is the whole world effected by a war in part of the world?
131. What is the connection between national interest and global priorities?
132. What is a local policy alternative (or action) that has global implications?
133. How do economic conditions and poverty contribute to conflict, cooperation, and interdependence among groups, societies, and nations?
134. What is the role of international and multinational organizations in the global arena?
135. What, in your opinion, are the most important global issues?

# Lesson Plan

## Classroom Activity 1: What would you do?

### Activity Overview:

Students are asked to determine what they would do if they were in charge of the U.S. and had to settle a conflict with another country.

### Outcomes:

*Students will:*

- Be able to articulate what actions they would take if they were a leader of the world
- Increase their understanding of the complexity of world problems
- Increase their understanding of conflict resolution

### Teacher's Procedure:

1. In class, inform students that Peru has just declared war on the United States. They are in charge of the situation and they have to resolve it quickly or it could escalate to a world war. Their first task is to educate themselves about the situation.
2. Ask students to write down what they want to know so that they can resolve this conflict. Give them a minute to do this.
3. Using the blackboard, list the information that students want. If they do not cover all the areas you think are important, prompt them with questions. Things students might want to know: Who is Peru? Why did Peru declare war? What did we do? What are they going to do? Are we in danger? How big is Peru's army? Can we make it right? What do we need to do to end this conflict? What are all the ways of resolving a conflict?
4. Scenario One: Inform them after all their questions have been recorded and discussed (if necessary), that you have just learned that Peru declared war because their ambassador was assassinated in the U.S.— and the ambassador was the President of Peru's son.
5. Ask students what the U.S. should do to avert this war.
6. Scenario Two: Inform students, after they have solved Peru's problem, that Malaysia and 32 countries in Africa have also just declared war on the U.S.—and that this appears to be much more serious. Malaysia and the African countries are claiming that the U.S. restricts access to its markets— that developing countries agricultural products, especially those from Africa, cannot compete in the U.S. market because of unfair tariffs and subsidies to American businesses. And after years of negotiating and opening their markets to American business, the African countries have received nothing but empty gestures, broken promises and lies. Ask the students how they will solve this problem.
7. Ask students what the consequences are of the actions they have taken to resolve the problem.

### Student's Procedure:

1. Students write down in class what they want to know so that they can resolve the conflict with Peru.
2. Students discuss what they can do, and will do, once they find out what the problem is.

# Lesson Plan

## Classroom Activity 2: World Problems

### Activity Overview:

Students are asked to determine what they think is the world's most important problem.

### Outcomes:

*Students will:*

- Be able to articulate what they think are the most important problems facing the world.
- Increase their understanding of the problems of the world.
- Increase their understanding of the variety and scope of problems in the world

### Teacher's Procedure:

1. In class, ask students to write down what they think are the world's 3 most important problems. Give them a minute to do this.
2. When each student has completed making his/her list, have them rank them in order of importance.
3. Using the blackboard, list the most important problem from each student. If duplicates appear, place a marker(s) by the problem receiving multiple "votes" to indicate the number of times this particular problem was voted as the most important problem.
4. Determine the most important problem. If there is no clear winner from the first listing, then give everyone two votes to determine the top two problems. That is, each student is allowed to vote for two different problems. Do this by having students raise their hands to vote for the two or three problems receiving the most votes during the listing of the problems.
5. Discuss in class why the students think this is the most important problem. Ask students what other problems are connected to the problem that they have chosen.
6. In class discussion, ask what would happen if this problem was eliminated? What would happen if it got worse? If they were in charge of the world, how would they eliminate the problem?
7. Discuss the relation of your class subject (history, geography, economics, political science, global studies, English, Biology, etc.) to the problem.

### Student's Procedure:

1. Student writes down in class what they think are the world's three most important problems.
2. Student ranks these three problems.
3. Students engage in discussion about various related facets of the problem.

### Variation

1. Have students work in small groups when they determine the world's most important problems.

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## Appendix A:

### Feedback and Suggestions for Additional Activities

Your feedback on the **Winning Peace** movie, this *Teacher's Guide* and the web site of **BigPictureSmallWorld** would be most appreciated. Ways of improving any of these tools, additional features that would be of assistance, general comments, etc .are all welcome.

Answers to the following questions will get the feedback process off the ground. Any additional comments not covered in these questions are also encouraged.

1. Which discussion questions were most useful/fruitful in your classroom?
2. What additional questions came up that other teachers and students could use in their discussions?
3. What aspects of the Winning Peace movie did you like the best? Why?
4. What aspects of the Winning Peace movie did students respond to the most?
5. What additional classroom activities could be done that utilize the Winning Peace movie?