

Focus on Individuals in WORKING FOR PEACE

CREATE A CONCEPT MAP to illustrate motivations for working for peace

GENERATE – SORT – CONNECT – ELABORATE

Generate a list of ideas. Place the central ideas in the centre of a page and the tangential ideas toward the outside. Draw connecting lines between ideas that have something in common. Explain the connection on the line. Expand on and add to your ideas.

Purpose:

- Concept maps activate knowledge and organize thinking in order to express how ideas relate to other ideas.
- Students' concept maps are often not very good. This model encourages the thinking that one needs to do in order to organize one's ideas as well as to reveal how one understands a concept.

Steps in this Jigsaw activity:

1. Model this entire process with the class, using two peacemakers, Sophie Scholl and Sadako Sasaki. This will show them what a concept map is and how to create one themselves. Follow steps 3 to 8 below so that students understand what is expected of them when they repeat the process on their own. When you have followed this process together as a class, it is time for students to repeat the process independently.
2. *Form groups of 5.* In each group, number students 1 to 5. This is their home group. Tell them to go online to find the unit [Working for Peace](#). Each student will be responsible for learning about and then sharing information with their group on two of the 8 remaining peacemakers or groups.
 - Each student #1 is responsible for SAGE and Malala Yousafzai.
 - Each student #2 is responsible for The United Network of Young Peacebuilders and Watye Ki Gen and CAP Uganda.
 - Each student #3 is responsible for the Youth for Peace Network and Samantha Smith.
 - Each student #4 is responsible for Ishmael Beah and Hector Pieteron.
 - Each student #5 is responsible for the Middle East Youth Peace Activists and the United Church Youth Social Justice group in Canada.

The task for all is to use the online material in this unit and any other resources so that they can make a report on their two people or groups and present a list of factors that influenced these youth peace activists. These factors should be summarized in 5 or 6 words or phrases.

3. *Generate ideas in topic groups.* All students meet with those with the same number (ie: all #1s meet, etc.) In these small groups, while sharing and adding to their notes, they discuss each of the two individuals or movements in turn, following the process below.
 - a. For the first individual or group, review the facts that they will share in their reports to their home groups.
 - b. Seek clarification of anything that they didn't understand.
 - c. Share the 5 or 6 words or phrases that they came up with to explain the factors which influenced these peace activists.
 - d. *Sort.* Working with their group members, each student creates her or his own concept map (to be shared later with their home group) in which the most important influential factors are placed close to the centre of the page, and the less important factors, in descending order of importance, are placed on the periphery. This sorting process requires debate and consensus.
 - e. *Connect.* Draw connecting lines between factors that complemented or influenced one another.
 - f. *Elaborate* on ideas by adding details to further understanding.
 - g. Repeat the above steps with the second person or group.
4. *Jigsaw - Share the thinking, Part 1.* Students share their expertise on two people or groups with the other members of their home group and look for similar motivating factors.
 - a. Students return to their home groups of 5. In order from 1 to 5, they introduce their home group members to the facts about their two individuals or organizations on which they are expert. Then they share the concept maps they have created to illustrate the relative power of the factors which motivated each.
 - b. Now the home group focuses on the motivating factors. Collaboratively they create a concept map representing all motivating factors for the 8 individuals or organizations on chart paper, combining similar factors in the centre space and placing the peripheral factors outside the centre in descending order. Add connecting lines to show relationships. Add elaborative details.
5. *Share the thinking, Part 2.*
 - a. Each home group posts its concept map of the motivating factors inspiring these people and organizations to work for peace.
 - b. Students walk from map to map, reading the content.
 - c. As a whole class, they create a summary concept map in which they place the most common motivating factors in the centre and the lesser order factors on the periphery in descending order.

Source: The Generate-Sort-Connect-Elaborate protocol is found in Church, M, Morrison, K. & Ritchhart, R. (2011). *Making Thinking Visible: How to Promote Engagement, Understanding and Independence for All Learners.* San Francisco: Jossey-Bass.