Curriculum: Juvenile Justice Program

Exploring Identity & Life Purpose through the Study of 13 Nobel Peace Laureates

PeaceJam.org
Nobel Peace Laureates Mentoring Youth To Change The World

With two decades of experience around the world, the PeaceJam Foundation is the global leader in developing young leaders and engaging them in their local and global communities.

The mission of the PeaceJam Foundation is to create young leaders committed to positive change in themselves, their communities, and the world through the inspiration of Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody.

**EDUCATION:**
Award-winning and flexible service-learning programs for youth ages 5-25 that provide 21st century and leadership skills that youth need to create positive change.

**INSPIRATION:**
13 Nobel Peace Laureates – heroes of peace and activism who share their stories and skills with youth through PeaceJam programs.

**ACTION:**
A global 1 Billion Acts of Peace campaign led by our Laureates and youth to engage the world in addressing the most pressing issues facing our planet.
Dear Educator/Juvenile Justice Staff:

The PeaceJam Foundation is proud to bring you the PeaceJam Juvenile Justice Curriculum for youth who are at-risk or are already involved in the juvenile justice system. This is an exciting curriculum that introduces youth to the lives and work of Nobel Peace Laureates.

PeaceJam Juvenile Justice is one program of the PeaceJam Foundation, which is an international education program that was founded in Denver, Colorado in 1996 and has since expanded to regions throughout the USA and several countries across the globe. Among other honors, the PeaceJam Foundation was nominated for Nobel Peace Prize by seven of its Nobel Peace Laureates.

The PeaceJam Juvenile Justice Program is an interactive and innovative curriculum for juvenile offenders between the ages of 12 and 21. It explores the stories of 13 Nobel Peace Laureates and the strategies they used to overcome problems in their lives and their communities. Through this age-appropriate curriculum, youth explore their own identities and reexamine the choices they make including their role models and the peer groups to which they belong. Youth also develop leadership and problem-solving skills while engaging in service projects that are aligned with PeaceJam’s Global Call to Action – a ten year campaign to address the most pressing issues facing the world today.

This curriculum is designed to meet the unique developmental and social needs of youth offenders, and the challenges of adults that work with them, by fostering positive identity development, healthy peer relations, responsibility, avoidance of risky behaviors, communication skills, and tools for setting goals, overcoming challenges, and having a successful transition back into their communities.

The PeaceJam Foundation and its local Affiliates and Chapters (see www.peacejam.org for a listing) are available to support you in the implementation of this exciting curriculum.

MEMBERS OF THE PEACEJAM FOUNDATION
The Dalai Lama • Betty Williams • Rigoberta Menchú Tum • Oscar Arias
Desmond Tutu • Aung San Suu Kyi • Máiread Corrigan Maguire • Adolfo Pérez Esquivel
José Ramos-Horta • Jody Williams • Sir Joseph Rotblat (Emeritus) • Shirin Ebadi • Leymah Gbowee
Nobel Peace Prize Winners Mentoring Youth to Change the World

With 18 years of experience around the world, the PeaceJam Foundation is a leader in developing engaged and informed and compassionate young leaders who are addressing the root cause of issues in their local and global communities - including violence, ignorance and hate.
Our Impact

• More than one million young people worldwide have participated in PeaceJam Programming.
• Hundreds of Youth Leadership Conferences have been held, connecting youth directly with Nobel Peace Laureates.
• Nearly two million new service projects have been developed by PeaceJam youth activists addressing issues of violence and injustice.
• PeaceJam has created thousands of new leadership and volunteer opportunities for youth and adults in their local communities.
• Evaluation have shown that incidents of violence decreases in schools and community-based organizations where PeaceJam programs are implemented.
• Evaluations have shown that youth who participate in PeaceJam programs show statistically significant gains in:
  o Academic skills & knowledge
  o Moral development
  o Understanding of social justice
  o Life purpose & commitment
  o Compassion & empathy
  o Acceptance of diversity
  o Increased school and community engagement
Our Role Models
World Leaders for Peace

The Dalai Lama was awarded the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and for his worldwide role as a man of peace and advocate for the environment.

Betty Williams, along with Máiread Corrigan Maguire, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She currently serves as the president of World Centers of Compassion for Children.

Rigoberta Menchú Tum was awarded the Nobel Peace Prize in 1992 for her work as a peaceful advocate of Indigenous people’s rights in Central America and for her leadership among Indigenous peoples worldwide.

President Oscar Arias Sánchez, former President of Costa Rica, was awarded the Nobel Peace Prize in 1987 for his efforts to negotiate a peaceful resolution to the years of conflict and war in Central America.

Archbishop Desmond Tutu was awarded the Nobel Peace Prize in 1984 for his courageous leadership in efforts to find a nonviolent solution to the conflicts over the policy of apartheid in South Africa.

Aung San Suu Kyi was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma, following the principles of Gandhi. She was under house arrest four times from 1989-2010.

Máiread Corrigan Maguire, along with Betty Williams, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She continues to work for peace and understanding in Ireland and around the world.

Adolfo Pérez Esquivel was awarded the Nobel Peace Prize in 1980 for his leadership for human rights and true democracy for the people of Latin America.

President José Ramos-Horta was presented with the Nobel Peace Prize in 1996 for his sustained efforts to end the oppression of the East Timorese people.

Jody Williams of the International Campaign to Ban Landmines (ICBL) was awarded the Nobel Peace Prize in 1997 for her work in creating an international treaty to ban landmines and for the clearing of anti-personnel landmine fields.

Sir Joseph Rotblat and the Pugwash Conference on Science & World Affairs were awarded the Nobel Peace Prize in 1995, for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.

Shirin Ebadi was awarded the Nobel Peace Prize in 2003 for her efforts for democracy, peace, and women’s rights in the Middle East.

Leymah Gbowee was awarded the Nobel Peace Prize in 2011 for her nonviolent efforts to end the civil war in Liberia.
Foundations of the Curriculum

PeaceJam Juvenile Justice Curriculum is designed for youth between the ages of 12 and 21 who are in the Juvenile Justice system. It can be implemented either as a part of an academic or elective class, leadership class, diversion program, mandatory community re-entry program, or as a component of a facility's rehabilitation program. An adult advisor at each site needs to participate in a PeaceJam Juvenile Justice Training before implementing the program with youth. Contact the PeaceJam Foundation or your local PeaceJam Affiliate for information about trainings by visiting www.peacejam.org.

The PeaceJam Juvenile Justice curriculum is designed to meet the unique developmental and social needs of at-risk adolescents. Researchers in the fields of education, social-emotional learning, and positive adolescent development tend to agree about the “resources” that adolescents need to make the healthy transition to adulthood. The Search Institute (2006) refers to these as “internal assets.” These assets are the foundation of this curriculum and include:

- **Commitment to learning**: Young people need to develop a lifelong commitment to education and learning;
- **Positive values**: Young people need to develop strong positive values that guide their choices such as caring, equality and social justice, and responsibility;
- **Social competencies**: Young people need skills and competencies such as peaceful conflict resolution, ability to resist pressure, cultural understanding, interpersonal skills (empathy), and decision making skills in order to make positive choices, to build relationships, and to succeed in life;
- **Positive identity**: Young people need a strong sense of their own power, purpose, worth, and promise.

This curriculum is designed to be part of a balanced approach to juvenile justice. Many of the justice systems struggle with the tension between their role in developing a constructive behavioral change in the youth while ensuring that youth are punished for violations of the law. Research suggests that a strengthened connection to the community where youth feel engaged, responsible, and respected by their neighbors fosters a social contract that society welcomes, where youth participate actively and constructively. Through this curriculum, PeaceJam aims to promote this social responsibility, and empower youth to examine their past choices, and consider different ones for the future.

The PeaceJam Juvenile Justice curriculum is designed to guide youth through a reiterative cycle from looking at themselves, to the groups they belong to, to their role in the broader community, while exploring the questions, who am I? where do I belong? and what can I contribute?
Components of the Curriculum

The PeaceJam Juvenile Justice Program centers on the stories of 13 Nobel Peace Prize Laureates, introducing the concepts of peace and leadership.

Positive Identity development

The PeaceJam Juvenile Justice Curriculum is designed to help youth explore who they are and who they want to be through reflective activities and positive role models. Youth explore the factors that shaped the identities of the 13 Nobel Peace Laureates such as historical events, cultural values, and personal experiences and examine how these factors also play a role in their own identity development. The curriculum then guides youth to write their own personal stories as they learn to use their own power in positive ways and make healthy life choices.

Service-Learning Connections

Service-Learning is a teaching method that combines academic learning with community service. Youth of all ages, abilities, and backgrounds assess the needs of their community (school, neighborhood, or facility), design and carryout service projects that address those needs. For youth in juvenile justice systems, service becomes a means for reshaping their relationship with their communities and helping them see themselves as part of the solution rather than part of the problem. For incarcerated youth or those in group homes, they can explore issues on multiple levels: their home community that they may be returning to, the facility itself as a community, and the community surrounding the facility. Youth are encouraged through journaling and discussion to develop their own projects and log them toward the One Billion Acts of Peace.

Leadership Development

The PeaceJam Juvenile Justice Curriculum provides activities that foster Leadership Skills including communication, goal setting, problem-solving, and service to others. For youth in the juvenile justice system, it is essential that they gain skills that will help them take on healthy and productive leadership roles in their communities. The table on the next page outlines specific leadership skills that are demonstrated and modeled by each of the Nobel Laureates.

Academic Connections

PeaceJam Juvenile Justice Program is a standards-based curriculum. Each chapter is aligned to International Learning Standards. We encourage you to align the curriculum to your learning standards and program goals as part of the planning process.

We encourage you to adapt the PeaceJam Juvenile Justice Curriculum to fit with your education goals, learner outcomes, and school/facility priorities. Please contact us with questions or comments.
info@peacejam.org or www.peacejam.org
## Curriculum at a Glance

**Overview of Concepts & Skills Taught**

<table>
<thead>
<tr>
<th>Session</th>
<th>Theme</th>
<th>Leadership skill</th>
<th>Service-Learning (Global Call to Action)</th>
<th>Curricular Extensions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started with PeaceJam</td>
<td>PeaceJam</td>
<td>Group Norms</td>
<td>Foundation for Service</td>
<td>DVD: PJ Documentary</td>
</tr>
<tr>
<td>“connecting youth and peace leaders”</td>
<td></td>
<td>Establishing respectful communication; group norms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Alfred Nobel</td>
<td>Self Reflection</td>
<td>Understanding Our “Roots”</td>
<td>Global Call To Action</td>
<td>Mapping</td>
</tr>
<tr>
<td>“creator of the Nobel Prizes”</td>
<td></td>
<td>Exploring how family and friends shape our lives</td>
<td></td>
<td>Historical Analysis</td>
</tr>
<tr>
<td>The Nobel Peace Prize</td>
<td>Peace &amp; Violence</td>
<td>Nonviolence</td>
<td>Honoring Peacemakers</td>
<td>DVD: Redemptio: The Tookie Williams Story</td>
</tr>
<tr>
<td>“recognizing those committed to nonviolence”</td>
<td></td>
<td>Understanding the components of peace and non-violent action</td>
<td></td>
<td>Article: “Crips Gang Co-founder Nominated for Nobel Peace Prize”</td>
</tr>
<tr>
<td>Rigoberta Menchú Tum</td>
<td>Community</td>
<td>Cooperation</td>
<td>Community Maps</td>
<td>Autobiographies</td>
</tr>
<tr>
<td>“they had to work together”</td>
<td></td>
<td>Learning to work with others to achieve a common goal – despite differences.</td>
<td></td>
<td>Central America</td>
</tr>
<tr>
<td>Desmond Tutu</td>
<td>Emotions</td>
<td>Transforming Anger</td>
<td>Project Selection</td>
<td>Apartheid/Africa</td>
</tr>
<tr>
<td>“harnessed his anger”</td>
<td></td>
<td>Identifying emotion triggers and transforming anger into action; forgiveness</td>
<td></td>
<td>Civil rights movement</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Global diseases</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>DVD: The Children’s March</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Article: “Why Teen Violence is Poverty Violence in Disguise”</td>
</tr>
<tr>
<td>Betty Williams &amp; Máiread Maguire</td>
<td>Exploring Diversity</td>
<td>Overcoming Stereotypes</td>
<td>Exploring Issues from Diverse Perspectives</td>
<td>Writing from two perspectives Persuasive speeches Research DVD: <em>Children in the Crossfire</em> Article: “Football: Kids get their Kicks in the Street”</td>
</tr>
<tr>
<td>----------------------------------</td>
<td>---------------------</td>
<td>-----------------------</td>
<td>------------------------------------------</td>
<td>-------------------------------------------------</td>
</tr>
<tr>
<td>Dalai Lama “only had words”</td>
<td>Kindness &amp; Compassion</td>
<td>Empathy</td>
<td>Writing Service-Learning Plans (Global Call to Action)</td>
<td>Opinion papers History of Tibet Mapping Government in Exile Research DVD: <em>Kundun</em> Article: “Bystanders Ignore Hit-Run Victim”</td>
</tr>
<tr>
<td>Adolfo Pérez Esquivel “turned to art to find his way”</td>
<td>Respect</td>
<td>Positive &amp; Negative Influences</td>
<td>Power of Letters</td>
<td>Business letters Art as expression Study of Argentinean culture DVD: <em>Art to Change the World</em> Article: “Union Square Clash Likely Gang Related”</td>
</tr>
<tr>
<td>Jody Williams “took action”</td>
<td>Taking Action</td>
<td>Cause &amp; Effect</td>
<td>Creating Informative Leaflets</td>
<td>Writing news briefs Landmines &amp; Arms Trade Cause &amp; Effect Analysis Impacts of war on civilians DVD: <em>Lost Boys of Sudan</em> Article: Kimmie Weeks Story</td>
</tr>
<tr>
<td>Shirin Ebadi “defends those whose voices have been silenced”</td>
<td>Human Rights</td>
<td>Know Your Rights</td>
<td>Human Rights Inventory</td>
<td>Writing arguments Study of Iran Declaration of Human Rights Judicial Systems DVD: <em>Persepolis</em> Article: “Malala Shooting”</td>
</tr>
<tr>
<td>Oscar Arias “had a vision and a plan”</td>
<td>Goal Setting</td>
<td>Setting &amp; Evaluating Personal Goals</td>
<td>Re-Evaluating Project Goals</td>
<td>Role of President Ecotourism Constitutions Central America wars DVD: <em>Greening the Ghetto</em> Article: “International Ecological Society”</td>
</tr>
<tr>
<td>Aung San Suu Kyi</td>
<td>Courage</td>
<td>Overcoming Challenges</td>
<td>Public Speaking</td>
<td></td>
</tr>
<tr>
<td>------------------</td>
<td>---------</td>
<td>-----------------------</td>
<td>-----------------</td>
<td></td>
</tr>
<tr>
<td>“had the courage to hold firm to her convictions”</td>
<td></td>
<td>Obstacles that may keep you from reaching your goals and how to overcome them</td>
<td>Study of Burma, Military dictatorships, Refugees, Role of protests in history, DVD: <em>The Lady</em>, Article: “Can ‘Baby Mothers’ Stop Gang Violence?”</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Joseph Rotblat</th>
<th>Responsibility</th>
<th>Taking Responsibility for Your Actions</th>
<th>Analyzing Future Impacts</th>
</tr>
</thead>
<tbody>
<tr>
<td>“took responsibility for his actions”</td>
<td></td>
<td>Taking responsibility for your actions; it’s never too late to change your life around</td>
<td>WWII, Holocaust, Nuclear weapons, Role of Science, DVD: <em>Dr. Strangelove</em>, Article: “Eliminate Nuclear Weapons”</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>ME</th>
<th>My Story</th>
<th>Creating a Personal Vision</th>
<th>Reflection &amp; Celebration</th>
</tr>
</thead>
<tbody>
<tr>
<td>&quot;what will the world say about you?”</td>
<td></td>
<td>I am… I believe… I care about… I belong to… I will…</td>
<td>Writing peace plans, Self-expression, Creating life purpose, Music, DVD: <em>I AM</em> (film of youth talking about who they are and what they are going to do in the world), Article: Stories of Change (written by youth)</td>
</tr>
</tbody>
</table>
Structure of the Curriculum

The Curriculum at a Glance table on previous pages outlines the chapters in the PeaceJam Juvenile Justice Curriculum. Although the curriculum is designed to be flexible, we recommend that PeaceJam adult advisors begin with the first three chapters:

- **Getting Started with PeaceJam: PeaceJam**
- **Alfred Nobel: Self Reflection**
- **The Nobel Peace Prize: Peace & Violence**

These chapters set the foundation for the program and prepare youth to explore the stories of the Nobel Peace Laureates. The Laureate chapters that follow are designed to be done either in sequential order, or in any order that fits with existing curricula or program goals. We recommend that adult advisors do at least two of these Nobel Peace Laureate chapters so that youth get to learn firsthand about these amazing world leaders and the ways they have approached problems in their lives. It is important to conclude the curriculum with the final chapter:

- **Me/My Story: Exploring Who I Am & Where I'm Going**

This final chapter brings the youth full circle to examining themselves, their role models, the choices they make, and who they want to be in the world.

Chapter Features

- **Handouts:** Handouts for specific activities are provided at the end of each chapter.

- **Articles:** In each chapter we have provided an article that further explores the issues introduced, and specifically focuses on concerns pertinent to incarcerated or adjudicated youth. The articles are also provided also in the Handout Section of each Chapter.

- **DVD:** In each chapter we have a suggested DVD or movie for the youth to watch that relates directly to the issues explored in the chapter. These are optional, and provide another way to deliver the content for audio/visual learners.

PeaceJam Journal

A unique component of the PeaceJam Juvenile Justice Curriculum is the PeaceJam Journal. Youth will create this journal using paper provided by the facility. Throughout each chapter there are writing and discussion prompts and the journal gives the youth a place to write, draw, and explore their thoughts and emotions as they move through the PeaceJam Curriculum.
Chapter Overview

Each chapter in the PeaceJam Juvenile Justice curriculum contains the following sections:

- **One Minute Centering:** Before each session, youth practice centering themselves as a way to learn to control their thoughts, emotions, and physical reactions.

- **Opener:** Each chapter starts with an “opener” activity to help open youth’s eyes to different ways of thinking and interacting with each other.

- **Nobel Peace Laureate Story & Discussion:** Each chapter contains a profile of one Nobel Peace Laureate and an activity that explores a critical incident in that Laureate’s life. The stories may be read aloud by the PeaceJam adult advisor as “guided reading” or independently by youth.

- **Leadership Skill Builder:** Each chapter engages youth in a leadership skill building activity that relates to the life and work of the Nobel Peace Laureate.

- **Discussion:** Each chapter provides an additional article or outside reading to spur discussion around topics important to the youths’ lives – from racism, to reconciliation, and gang violence.

- **DVD/Movie:** In each chapter, there is a recommended movie or documentary for the youth to watch that connects directly with the themes in the chapter.

- **Reflection/Journal:** Each chapter provides youth with the opportunity to write, talk, and think about the concepts and issues that they have explored in the chapter through journal writing, discussion, and sharing.

- **Action/Service:** Each chapter asks youth to apply their knowledge and skills to real issues in their local and/or global community by creating and implementing a project.

- **Curricular Extensions:** Each chapter contains curriculum extension ideas and activities to allow the PeaceJam adult advisor to explore curricular material related to Language Arts, Communication, History, Civics, Geography, and research.

- **…” Quotes:** The paragraphs in each chapter that are enclosed in quotes are suggested scripts for the PeaceJam adult advisor and are meant to be read aloud to youth.
Facilitation Tips for Educators

We believe that Nobel Peace Prize winners have a great deal to teach about overcoming adversity, empathy, and addressing the roots of violence and injustice -- and as the educator/group leader, you do too!

There are a great number of forces, including the media, music and corporations, that try to mold the opinions and behaviors of young people today. It is therefore critical that youth gain experience in thinking through issues themselves, weighing the evidence, challenging their own misconceptions, and coming to their own thoughtful conclusions with guidance from adult role models. For incarcerated youth, that work can start now before they are released, by allowing them to take on the leadership roles in their daily lives within the facility. Your role is to provide necessary support and encouragement while allowing the youth to take on active leadership roles within the group.

- **Be a PeaceJam Role Model**: Your role is to guide your group and facilitate their interactions. Encourage the youth to form their own opinions which means checking your own beliefs and opinions and instead continually asking them what they think and why – and in many cases, playing the "devil’s advocate" so they get used to hearing diverse perspectives.

- **Set Clear Norms for Interacting**: We provide an activity to help the group establish group norms for interacting so that they can both voice their opinions and be listened to respectfully, as well as be good listeners who can challenge others’ ideas respectfully - keeping a safe space for all to share and explore diverse perspectives.

- **Teaching Civil Discourse**: Civil discourse is about speaking in ways that follow a set of rules that honor each person and their contributions. We provide an activity to help young people learn the four types of discourse (brainstorm, discussion, debate and decision making) so that they can share ideas, explore topics, and challenge beliefs in a respectful and productive way.

- **Explore Diverse Opinions**: Expose your group to a variety of opinions about topics you discuss. For instance, if you are exploring the topic of groups coming to your country as immigrants or refugees, be sure to bring in articles and perspectives from various stakeholders, including the immigrants themselves.

- **Teaching Centering**: At the start of each session, you will guide youth though a brief one- minute centering activity. Brain research provides new insights into the relationship between body and mind and show that our thoughts influence how our bodies respond to things we experience. Simple breathing and visualization activities can enhance learning, control emotions, and provide a way to control how we react to things around us.
  - **Still the body**: Have youth sit up straight, right leg crossed over left at the ankles, hands clasped and resting gently on their laps.
  - **Connect to the breath**: Have youth sit for 30 seconds in this position with their eyes closed, focusing only on their breath going in and out of their bodies slowly.
  - **Dedicate their session**: Have youth dedicate their session to something or someone – this can be done privately/silently or can be shared with the group. This helps youth to set their intentions to be mindful.
Create a Safe Space

The first step to creating caring communities is to create safe spaces for young people to be able to share, explore, challenge and thrive!

Creating a safe space for all youth who are in the group is crucial to their involvement. Define with the group what a Safe Space is and how they will ensure that their group is a safe space for all participants. Some elements of a Safe Space include:

- Establish yourself as an adult ally
- Create clear norms and a culture of respect and openness for all participants
- Draw participants and speakers from diverse backgrounds
- Vocally state that your space is safe for all who wish to participate
- Stress importance of confidentiality (aside from your reporting requirements)
- Ask permission before sharing group member’s stories or experiences

Tool Bag for Solving Problems

Be sure to have tools ready to head off any potential issue that may arise in your group. Here are few to get you started:

**Issue**: One or two people dominate the conversation.

- **Tool**: Give everyone five objects (paper clips, pebbles) at the start of each discussion. Explain that they have to use one of the objects every time they talk and they cannot talk any more once their five objects are used up.

**Issue**: people interrupt or talk over one another.

- **Tool**: Use a talking stick or other object and pass it around the circle and only the person holding the object can speak. The talking stick has been used for centuries by many cultures as a means of just and impartial hearing.

**Issue**: No one in the group is sharing.

- **Tool**: Do “think, pair, share” by getting the group into pairs to share about a topic or discussion question and then one person in the pair can share out to the group.
- **Tool**: Do "write & read" by having everyone write their ideas down on a strip of paper and put them in pile. Then have each person pick out one slip of paper randomly from the pile and read it aloud to the group.
- **Tool**: Move around the circle asking each person in turn to comment on the question or conversation.

**Issue**: One or more group members are getting upset and physically agitated.

- **Tool**: Centering & Mindfulness: Have everyone stop, close their eyes and cross their ankles and clasp their hands on their laps (this calms the nervous system). Then have them take three very deep breaths. This centering technique is included in each chapter as well.
Supporting Youth to Be Change Makers

The Nobel Peace Laureates issued a Global Call to Action to the young people of the world, inviting them to work together to address the most pressing issues facing their communities and the world.

PeaceJam's One Billion Acts of Peace Campaign

In response to the Global Call to Action, PeaceJam and Google have come together to launch One Billion Acts of Peace -- an international global citizens’ movement led by thirteen Nobel Peace Laureates and designed to tackle the most important problems facing our planet. Go to 1billionacts.org to get ideas for projects and have your projects count toward the Laureate’s ambitious goal of one billion acts of peace.

Think BIG, and then start small!

Your Role in this Process

As the adult facilitator, your role is to guide youth through the service-learning process as they develop and implement a service-learning project. The steps are laid out in each chapter of the PeaceJam Curriculum to guide you in this process. This may be one of the few opportunities that young people have to be leaders, where they can direct their own learning and exploration, assess the needs of their community and plan and carry out service projects that address those needs. Your role will be to foster youth voice and youth action.

Objectives

1. Youth will be able to articulate what the Global Call to Action is and how to get involved.
2. Youth will understand the ten issue areas of the Global Call to Action identified by the Nobel Laureates as the most pressing issues facing the world today.
3. Youth will develop skills related to the analysis and research of these core issues.
4. Youth will be able to determine the root causes of the issues they select, and understand them from diverse perspectives.
5. Youth will develop and implement a Global Call to Action project that addresses the root cause of the specific issues they have selected.

**Things to Keep in Mind**

*For this movement to really make a difference in the world, it is vitally important to the Nobel Peace Laureates that youth engage in Global Call to Action projects that:*

- Go beyond “putting a bandage on a problem” and really get at the root causes of the problem;
- Take “informed action” so that youth really understand the issue from multiple perspectives, how it has developed over time, and how other groups have tried to deal with the problem;
- Explore the issue from a *systems perspective* by investigating which groups, agencies, or people make decisions about the issue, how the decisions are made, and how one could get access to those systems (e.g., city council, school board, juvenile justice agency, or warden’s office);
- Are strategic and have a clear, well thought out plan;
- Involve youth as the leaders of those projects;
- Come from a place of solidarity rather than a place of charity – meaning that if one group is hungry or is not living in peace, none of us can be in peace – it is a collective struggle for all humanity. As Aung San Suu Kyi says, “use your liberty to secure our liberty;”
- Uses service-learning methodology – which means that the service projects are connected to specific learning goals for youth – like learning specific academic content, social skills, or organizational skills. So while youth are taking action they are also gaining new knowledge and skills that they are applying to real issues in their communities and the world.

**Steps to Addressing the Global Call to Action**

Review the steps to doing a Global Call to Action project on the next page. Determine how long your group would like to spend on each of the steps. It is important to allow the youth to spend time researching and exploring an issue before diving into planning their project.

You can make copies of "The Steps to Addressing the Global Call to Action" on the next page for your youth, and review these steps with them as they begin thinking about their projects.
Chapter Nine
JODY WILLIAMS: Exploring Personal Action

Chapter Objectives: In this chapter youth will learn about Nobel Peace Laureate Jody Williams and some of the struggles she dealt with as a teenager in the United States. They will explore what it means to stand up for something or someone as well as learn to analyze the causes and effects of their actions.

Theme: Taking Action
Peace & Leadership Skills: Cause & Effect
Discussion: Child Soldiers
Service-Learning: Creating Informative Leaflets
Curricular Extensions: Cause and effect analysis, persuasive speeches, debating, personal action, and understating treaties

Vocabulary: Youth will need a basic understanding of these terms for this chapter (review them before or during the lessons as they come up):
- mental illness
- campaign
- effect
- pivotal
- refugee
- security

One Minute Centering: Have youth center their minds and bodies [see Chapter One for steps to centering]. As an option, have youth visualize someone they feel they need to stand up for or protect. Then have them visualize nonviolent ways they can protect or stand up for this person.

Opener: Taking a Stand
Have the group sit in a circle (in chairs or on the floor). Have one youth volunteer stand in the middle (if it is large group, you can break them into circles with 8-10 youth in each).

“We are going to pretend that the volunteer in the middle of the circle has threatened your friend or family member with a gun. Each person in circle is going to stand up, one at a time, come to the center of the circle and say how they would handle the situation without using or threatening violence – either something they would say to the person with the gun or something they would do.”

Debrief:
- What are the different ways that people in the group stood up against the person with the gun?
- Is standing up or taking action always better than letting something go? Can you think of when it might be better to take action and when it might be better to do nothing?

Jody Williams’ Story & Discussion:
“Now we are going to read about a woman from Vermont in the United States named Jody Williams. Through her story we will learn how growing up with a brother with a disability helped her to learn how to stand up for others.” [As a group, read Jody Williams’ story aloud]
Jody Williams was born in the small town of Poultney in rural Vermont on October 9, 1950. The population of Poultney was only twelve hundred people, so Jody grew up knowing most of the people in her town. Jody came from a large family with six children. She had two sisters and two brothers. Jody loved her family and felt very connected to them.

Although Jody’s father grew up poor in a large family himself, he always taught his own children that they could do anything they set their minds to do. He told Jody and her siblings that they were just as good as anybody else, rich or poor.

Growing up, one of Jody’s responsibilities was to help take care of her younger brother Stephen. Stephen was born deaf and could not speak well. Jody learned to communicate with Stephen without using words and she helped him communicate with others. At school, children often bullied and teased him which upset Jody greatly.

As he grew older, Stephen also developed some mental illness which made him very angry and often violent. Because of her challenging experience with Stephen, Jody could not stand to see anyone being bullied or treated unfairly. It was this part of her life that compelled Jody to take action to help others when she became an adult.

In a letter to her parents Jody wrote:

“For me, I firmly believe that one of the absolutely pivotal and fundamental reasons for the choices I have made in life are some of the early experiences that I remember with Stephen as a child in Poultney...Watching how other kids treated Stephen...When they were cruel to him...it made me angry. It made me want to defend him. I think that transferred to being angry when any larger power is “mean” to any weaker power. That translated into wanting to find ways to defend them.”

As you can see, Jody learned to stand up to injustice a young age. By the time she was a teenager, this part of her personality was very developed.

What parts of your own personality do you think have become ingrained in you? Are these positive traits? Is there anything you think about changing?

This challenging personal background led Jody to find work helping others when she grew up. Finding ways to speak out for those who were not being heard and were treated unfairly was going to be hard work, but she knew she had to find a way.

Like many teenagers of her generation, Jody was upset about the war that the United States government was fighting in Vietnam, a country in South East Asia. She and her friends spoke out against the war and attended peace rallies.
After attending the University of Vermont, Jody taught English in Mexico for two years. Living and working in Mexico brought Jody face to face with extreme poverty. Many of the Mexican families she met did not have enough money to feed their children. From Mexico, Jody moved to Washington, DC. There, she worked two jobs and attended the School of Advanced International Studies at Johns Hopkins University.

One day Jody was walking down the street in Washington D.C. when someone handed her a leaflet. This small piece of paper had information on it about the United States’ involvement in the civil war in El Salvador, a small country in Central America. This reminded Jody of the United States’ involvement in Vietnam that she and her friends had protested against when she was a teenager. So, she became passionately involved in stopping the United States’ involvement in the war in El Salvador.

Are there specific issues you care about because of your own personal experiences in your family or community?

Jody was able to transform her passion into a career, and served from 1984 to 1986 as coordinator of the Nicaragua-Honduras Education Project, leading fact-finding delegations to the region. From 1986 to 1992, she also developed humanitarian relief projects for the Medical Aid for El Salvador. While working for this group, Jody managed to rescue 27 children from El Salvador by taking them to the United States for medical care.

It was during her time in Central America that Jody learned about weapons called landmines. These weapons were used all over Central America and many other parts of the world. Landmines are small bombs that are put in the ground and explode when someone steps on them. Landmines that do not explode stay in the ground long after a war is over. Many times, innocent people step on them and are badly injured or killed. In Cambodia, for example, 50% of landmine victims are children.

“The Landmine is eternally prepared to take victims. It is the perfect soldier, the ‘eternal’ sentry.’ The war ends, the landmine goes on killing.”

In 1991, a man named Bobby Muller, president of the Vietnam Veterans of America Foundation, (VVAF) called Jody to ask if she would coordinate a new initiative to ban landmines worldwide. After years of building awareness about the United States’ policy toward Central America, Jody leapt at the opportunity to mobilize foreign governments and non-governmental organizations (NGOs) in a common and worthwhile cause— to ban the use of landmines.

Jody asks teens:

“What do you care about beyond going to the mall and buying new sneakers or skirt or whatever? What do you worry about in the world? And if you worry about it, why do you worry about it? And, if you’re going to worry, what do you think you can do to make it different? Start thinking about it now, don’t wait until you’re older. Anybody can take action.”

In 1992, Jody helped organize the International Campaign to Ban Landmines (ICBL). This group worked to remove landmines from the ground, but also urged governments to stop making landmines and to stop using them in war. Millions of

landmines were destroyed, and many countries agreed to stop using them.

Why do you think it was important for the ICBL to do more than get governments to just clean up the existing landmines?

In 1995, Jody and her colleague Shawn Roberts co-authored After Guns Fall Silent: The Enduring Legacy of Landmines (VVAF, 1995). This work was important because it highlighted not only the suffering of people maimed and killed by landmines, but it also showed how whole communities and countries were impacted by the landmines. For example, people in these countries could not use large areas of their land to grow food because the fields were covered with landmines. As a result, many people had a hard time finding jobs and feeding their families.

By September 1997– in just 5 years– 90 countries had signed the treaty to ban landmines. Everyone was surprised that a small group of people was able to convince so many world leaders to stop using landmines. Jody and the International Campaign to Ban Landmines won the 1997 Nobel Peace Prize for their work.

“This is historic not just because of the treaty. This is historic because for the first time, leaders of state have come together to respond to the needs and calls of society.”

Today, most countries in the world have signed the treaty to ban landmines. However, there are still a few that have not signed– including the United States.

“Some governments today still behave as though we were not all interconnected.”

What do you think Jody meant by this?

The International Campaign to Ban Landmines continues to work hard to convince leaders of countries to stop making and using landmines. Jody’s goal is to create a Mine-Free World. Jody is no longer the Director of the International Campaign to Ban Landmines, but she still serves as its international spokesperson.

In 2006, Jody and five other female Nobel Peace Laureates created the Nobel Women’s Initiative which works to combat all forms of violence against women around the world. For example, they have work with women in the refugee camps in Darfur, a region in Africa where civil war has killed hundreds of thousands of innocent people and forced millions to flee their homes. They are also working to end the use of rape in war.

Jody’s eyes and heart had been opened to suffering in other parts of the world. She thanks her brother Stephen for affecting her life in a way that led her to save the lives of other children and improve lives everywhere. Her main message is: Take action! An individual can make a difference.

Global Call to Action

Jody urges youth to specifically focus on “education and community development.” She believes that if governments and countries shift their money and resources away from military spending and invest more in education, protecting the environment, ending racism, protecting human rights, and creating safe neighborhoods, the world will be a more secure place.
Discussion Questions

1. Do agree with Jody that spending more money and time on education and on protecting human rights would make the world a safer place? Why or why not?

2. How is Jody’s work to end the fighting in Darfur similar to her work to end the use of landmines?

3. What would make the community you grew up in a more “secure” place?
Skill Builder: Cause & Effect

“Before you are ready to take a stand on an issue, it is important to think through the cause and effect of your actions. What does this mean? One easy example is what happens when you throw a pebble into a pond: it causes ripples that move out in every direction – this is called a ripple effect. In this case, what is the ‘cause’ and what is the ‘effect’? Can you think of other examples? Let’s try one together:

- **ACTION:** You rob a store.
- **CAUSES:** You needed to prove yourself to your “friends.”
- **EFFECTS:** Police show up. What happens next?

“Let’s try another one – this one is related to Jody’s idea about how a lack of basic things like education can lead to an unsafe world.”

- **ACTION:** You cannot go to school anymore.
- **CAUSES:** Your country is in a civil war and the streets are not safe.
- **EFFECTS:** Let’s brainstorm what the short-term and long-term effects will be if you and other youth in your city or country cannot go to school. What is the ripple effect?

“Now think about a difficult choice you have made in your own life or something you did that had a positive or negative impact on you and those around you. What were effects of your actions? Use the Ripple Effect Worksheet (provided at the end of this chapter) to map some action you took and the ripple effect that it had on:”

1. Yourself
2. Your family and/or friends
3. Your community

Debrief: What could you have done differently in this situation to have had a more positive “ripple effect” on yourself and those around you?

Journal/Reflection:

Jody Williams says that “violence is a choice.” Do you agree or disagree with her and why? Give an example of the ripple effects that happen from using violence to address a problem.

Discussion: Child Soldiers: In Darfur, an area of Sudan in Africa, military groups brutally recruit child soldiers to fight in local and regional wars. Liberia was also plagued by war and the the use of child soldiers during the 1990s. Have youth read the biography of Kimmie Weeks who worked to stop the use of child soldiers in Liberia. “How are the issues that Kimmie faced different and similar to the situations that youth face in your communities?”

Movie: Lost Boys of Sudan

You can have youth watch the documentary, “The Lost Boys of Sudan.” Visit [http://www.lostboysfilm.com/](http://www.lostboysfilm.com/) for information on the film and activities related to it. “How is the Invisible Children Campaign a type of informed action?”
**Action/Service: Informed Action**

“I believe that these days, daring to voice your opinion, daring to find out information from a variety of sources can be an act of courage” 17 “What do you think Jody means by this?”

**Writing Leaflets:** “Now that we have our Global Call to Action project idea, we are going to make leaflets or flyers to educate the public about our issue and our project and to motivate them to TAKE ACTION.

**STEP 1: Write Content of the Leaflet:**

1. Do we know what we are talking about before we try to communicate to the public? If not, what do we still need to do?
2. Have we researched our issue from different sources? If not, what do we still need to do? [use table if youth need ideas for sources].
3. What are the most important points we want to make and how can we present them in a convincing manner?
4. How are people and/or the community affected by this problem?
5. Who do we want to read the leaflet, and what action do we want them to take?
6. To get it to your target audience – where will you distribute your leaflet?

**STEP 2: Design the Leaflet:** Brainstorm as whole group or divide the youth into small groups to come up with initial design ideas and then vote on the winning design or combine specific features from the various designs. Encourage youth to use specific colors, images or layout to make it powerful and creative.

**STEP 3: Distribute the Leaflet:** Now that the youth have their leaflet ready and they know where and when to pass them out, support them to….TAKE ACTION!

**Discussion:** After the youth have created their leaflets and distributed them in the community, debrief with them about their experience.

- How did dispersing the leaflets go?
- What kind of comments did we get about our work?
- How can we tell if people will be taking the action we wanted them to take?
- What would make it better next time?

---

## Curricular Extensions

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Activity</th>
</tr>
</thead>
</table>
| **Writing**                   | 1. Literary Analysis: Have youth select a favorite book or movie and write a short essay on the theme of "cause and effect." What critical action or choice is facing the main character? What are the causes and consequences of his/her action or inaction?  
2. Personal Action Essay: Have youth write short essay about a time when they took action and stood up for someone or something that was important to them (or a time they wished they had). |
| **Reading**                   | 1. PeaceJam Book: have youth read Chapter Six in the book, PeaceJam (2004) which explores Jody Williams’ influence on five teenagers and their decision to work for peace.  
2. Leaflets: Have youth collect leaflets from around their school/facility or community (e.g., public libraries). Then have youth read and determine the main message in the leaflet and its purpose (what action does it ask people to take?). Have them determine what makes an effective leaflet. |
| **Communication**             | 3. Debate: Have youth pretend they are members of a governments Congress or Parliament debating whether to sign the treaty to ban landmines. Divide the youth into two groups and have them research the pros and cons of signing the treaty and then debate whether or not they should sign the landmine ban treaty. Make sure each side comes up with 3 pieces of factual evidence on which to base their stance.  
4. Persuasive Speech: Have youth select a topic related to landmines, Darfur, or “creating security in their community” and prepare a three minute persuasive speech. Visit [http://www.hhs.helena.k12.mt.us/Teacherlinks/Oconnorj/persuasion.html](http://www.hhs.helena.k12.mt.us/Teacherlinks/Oconnorj/persuasion.html) for a quick guide on writing persuasive speeches. |
| **Geography**                 | 1. Landmines around the World: Find out which countries have the most landmines and which continent has the most landmines. Determine why.  
2. Darfur: Find Darfur, Sudan on a map and research that area of Africa and how the geography impacts the current conflict there. |
| **Civics & History**          | 1. Landmines: Have youth look up countries that have not signed the treaty to ban landmines (or signed but have not ratified). Are there any particular characteristics that the governments share? Are they wealthy or poor nations? What are their reasons for not signing or ratifying the treaty?  
2. Treaties: Have youth research the treaty process from drafting to signing to ratifying. Then research pivotal treaties in history (e.g., Treaty of Versailles, formally ending World War I and the Kyoto Protocol). |
### Research

**Use a variety of technological and information resources to gather, synthesize, and share information**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td><strong>1. Darfur</strong>: Have youth research the current status of the conflict in Darfur.</td>
</tr>
<tr>
<td></td>
<td><strong>2. Child Soldiers</strong>: Have youth research the stories of child soldiers around the world. Then have them compare the lives of these soldiers to the lives of youth in their communities (or their own lives).</td>
</tr>
<tr>
<td></td>
<td><strong>3. Impacts of Landmines</strong>: Have youth research the statistics about the economical, physical, emotional impacts of landmines on their continent.</td>
</tr>
</tbody>
</table>

### Resources

**Books:**


**Video/DVDs**

- *Spotlights on a Massacre*: 10 Films Against 100 Million Antipersonnel Land Mines (1999).
- *What's Going On?*: Child Soldiers In Sierra Leone (2003). Showtime Videos. Available for sale at [http://www.socialstudies.com/c/product.html?record@TF36922+s@8aLM6F3hdx0a0w](http://www.socialstudies.com/c/product.html?record@TF36922+s@8aLM6F3hdx0a0w)

**Internet Sites**

- [http://www.lostboysfilm.com/](http://www.lostboysfilm.com/). Film and resources on The Lost Boys of Sudan.
www.UNESCO.org.
http://www.unicef.org/media/media_pr_landmines.html.

Music

- Tom Paxton’s song about peace, includes the refrain, "let it begin with me."
  http://www.rhapsody.com/tompaxton/politicsliveatoldtownschooloffolkmusic/peacewillcome/lyrics.html
- Free listening site: http://www.newsongsforpeace.org/
- The Role of Individuals: http://www.zmag.org/Songs/songarchive
1. In the center circle write something you did or said (or didn’t do).
2. In the next circle write about the impacts your action had on you.
3. In the next circle write about the impacts your action had on your friends and family.
4. In the outer circle write about the impacts your action had on your community.
Discussion Article
The Kimmie Weeks Story

At age 8 Kimmie Weeks was a normal boy living in Liberia, West Africa. By age 9, in 1989, he was in the midst of his country's brutal civil war. He saw friends and family killed, others taken up as child soldiers, and even more die or become greatly afflicted by famine and disease.

By age 10 he was one of them, nearly dying from illness and malnutrition. Facing starvation, his family had been forced to survive off of wild leaves and roots and to drink contaminated waters after the national water supply was shut off. Likewise, disease ravaged his gaunt body. In fact, the men of his village had already begun to dig a shallow grave for him.

To their surprise, however, he survived. But not before making a vow that if he made it through the war, through his time at the refugee camp, he would spend the rest of his life working for the rights of children and ensuring that no child would have to face the same plight that he and so many other children had experienced. He vowed that no child would ever have to live with the disease, poverty, and malnutrition that had nearly killed him.

At age 13 he began to make good on his promise. Kimmie founded Voice of the Future, Liberia's first child rights advocacy and humanitarian organization run by young people. At age 15 he launched the Children's Disarmament Campaign, working with UNICEF to help end Liberia's civil war and to disarm the estimated 15,000-20,000 child soldiers caught in the midst of it. At age 16, when the disarmament occurred, Kimmie then created Liberia's first children's information service, The Children's Bureau of Information, which "worked to reintegrate former child soldiers into the community."

By then, the war had taken the lives of 10% of Liberia's population, yet Kimmie somehow found hope to press forward in his mission. In less than one decade, Kimmie had been displaced from his home, forced to leave school, lost family and friends to civil war, nearly died of disease and starvation, and yet had also rebounded to found 3 powerful projects aimed at restoring hope. This is more than most people experience or accomplish in a lifetime, let alone before reaching adulthood. And then things changed for Kimmie yet again.

At the age of 17 he published a controversial report he had written on the Liberian army's training of child soldiers. He didn't realize the impact it would have on his life until armed soldiers came looking for him. Thinking quickly, he pretended he was someone else, and soon began hiding by staying at various friend's homes for a few days at a time each. But the military was never far behind and soon it became clear that he needed to flee his beloved homeland. Through the help of a friend in government, he escaped the country using a false name and sought political asylum in the U.S., where two of his siblings lived.

Adjusting to life in the U.S. was not easy, as he was far away from the family and friends he loved so dearly, particularly his mother. Coupled with this, he was placed directly into the 12th grade, although he had not attended school in nearly a decade because of the civil war. Nevertheless, despite his personal struggles, he continued his mission to advocate for the rights of children around the world. In doing so, he soon realized, however, that most American students did not know about the situation or conditions in Liberia, nor how to help. Having already created 3 successful projects back home, In 2002 Kimmie founded the Youth Action Network, "a network of young people dedicated to helping children affected by war or living in difficult circumstances" and began fundraising with interested peers for other humanitarian organizations.