Nobel Peace Laureates Mentoring Youth to Change the World

EDUCATORS GUIDE FOR STUDENTS 14-19
Dear Educator or Group Leader:

Welcome to PeaceJam’s **Ambassadors Program** for youth ages 14 to 25. This is a comprehensive curriculum that introduces young people to issues of peace, social justice, and nonviolence through the study of the life and work of Nobel Peace Laureates from across the globe. It takes your students on an engaging journey that explores the personal, social, and institutional contexts that shape today's world, building their core competencies in altruism and compassion, respect and inclusion, as well as global citizenship and civic engagement.

PeaceJam, founded over 20 years ago, is the only youth development program in the world led by 14 Nobel Peace Laureates Prize winners. PeaceJam **Ambassadors** is one of several powerful programs developed by the PeaceJam Foundation to create young leaders committed to positive change in themselves, their communities and the world. All PeaceJam programs provide students with access to the wisdom, courage and determination of PeaceJam’s Nobel Peace Prize winners, inspiring young people to respect each other and work together to address the issue of their time. PeaceJam has been nominated nine times for the Nobel Peace Prize and received the Man of Peace Award and the Outstanding Service-Learning Award for its innovative youth programming.

The curriculum is flexible, allowing schools and youth organizations to adapt it to their priorities, policies, schedules, and school climates. Students participating in the **Ambassadors Program** create their own service learning projects to address pressing issues in their communities as part of the **One Billion Acts of Peace campaign**, and also have the life-changing opportunity to participate in a **PeaceJam Youth Conference with a Nobel Peace Prize winner**.

The core components of the **Ambassadors Program** are:
- Connection to Nobel Peace Laureates through case study method and Youth Conferences
- Apprenticeship in peacemaking through service inspired by Nobel Peace Laureates
- Spirit of inquiry, exploration and open-mindedness
- Collaboration, social innovation, cooperation, inclusion, and civil discourse
- Youth as leaders and positive change agents

The PeaceJam Foundation and its regional offices (see [www.peacejam.org](http://www.peacejam.org) for listing) are available to support you in the implementation of this exciting curriculum.
Nobel Peace Prize Winners Mentoring Youth to Change the World

With over 20 years of experience around the world, the PeaceJam Foundation is a leader in developing engaged, informed, and compassionate young leaders who are addressing the root cause of issues in their local and global communities - including bullying, ignorance, and injustice - to build friendships, collaboration, and acceptance.

The mission of PeaceJam 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.
Our Impact

• **1.25 million young people** worldwide have participated in PeaceJam programming.
• **PeaceJam Curriculum** has been implemented in over **20,000 schools in 40 countries**.
• **Hundreds of Youth Leadership Conferences** have been held, connecting young people directly with Nobel Peace Laureates.
• **Millions of 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 young people and adults in their local communities.

Impacts of our programs include:

• Evaluations have shown that **incidents of violence decrease** in schools and community-based organizations where PeaceJam programs are implemented.

• Evaluations have shown that young people who participate in PeaceJam programs show statistically significant gains in:
  • **Academic skills & knowledge**
  • Moral development
  • **Understanding of social justice**
  • **Life purpose**
  • **Compassion, altruism & empathy**
  • **Acceptance of diversity**
  • **Increased school & community engagement**
  • Social emotional skills such as self-awareness, social awareness, and responsible decision-making
  • **Commitment to positive action**
Our Formula

3 Pillars of PeaceJam’s Award-Winning Programs

**EDUCATION:** Curriculum for young people of all ages that fosters new skills and knowledge, as well as a deeper understanding of the factors that shape positive youth development and create inclusive communities.

**INSPIRATION:** Nobel Peace Laureates whose wisdom and experience inspire young leaders to create positive change. Each Laureate’s choice to stand up against injustice and oppression in their own communities inspires young people to respect each other and work together to address the issues they are most passionate about.

**ACTION:** Engaging young people as change agents in their schools and communities, giving them the tools they need to address the roots of hate and intolerance in their schools and communities. Students contribute to PeaceJam’s One Billion Acts of Peace -- an international citizens’ campaign led by 14 Nobel Peace Laureates and designed to tackle the most important issues facing our planet.
Our Role Models

14 World Leaders for Peace

**The Dalai Lama**, 1989 Nobel Peace Prize winner for his efforts to resolve the Tibetan conflict peacefully and for being a global man of peace and environmental advocate.

**Betty Williams**, 1976 Nobel Peace Prize winner for her efforts to create a grassroots movement to end decades of violence in Northern Ireland.


**Oscar Arias Sánchez**, 1987 Nobel Peace Prize winner for his efforts to negotiate a peaceful resolution to years of war in Central America.

**Desmond Tutu**, 1984 Nobel Peace Prize winner for his courageous leadership in finding a nonviolent solution to the policy of apartheid in South Africa.

**Máiread Corrigan Maguire**, 1976 Nobel Peace Prize winner for her efforts to create a grassroots movement to end decades of violence in Northern Ireland.

**Adolfo Pérez Esquivel**, 1980 Nobel Peace Prize winner for his leadership for human rights and true democracy for the people of Latin America.

**José Ramos-Horta**, 1996 Nobel Peace Prize winner for his sustained efforts to end the oppression of the East Timorese people.

**Jody Williams**, 1997 Nobel Peace Prize winner for creating an international treaty to ban landmines and clearing landmine fields worldwide.

**Sir Joseph Rotblat**, 1995 Nobel Peace Prize winner for his efforts to eliminate the use of nuclear weapons worldwide.

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

**Leymah Gbowee**, 2011 Nobel Peace Prize winner for leading a nonviolent women’s movement to end the civil war in Liberia.

**Tawakkol Karman**, 2011 Nobel Peace Prize winner for securing a role for women in the peacebuilding and democratic processes in Yemen.

**Kailash Satyarthi**, 2014 Nobel Peace Prize winner for leading a global movement to end child slavery and exploitive child labor practices.
Our Programs

Each PeaceJam program includes curricular activities that enhance both the academic and social-emotional skills of participating students, fostering the essential skills necessary to create positive change in the world.

**PeaceJam Juniors:** Easy to use literacy-based curriculum that explores the lands, lives, and lessons of 13 heroes of peace with a step-by-step guide for engaging youth ages 5-11 in service.

**PeaceJam Leaders:** For youth ages 11-14, this program explores the adolescent stories of 13 Nobel Peace Laureates and engages youth in activities that explore positive identity development and decision-making.

**Compassion in Action: A Multicultural Approach to Bullying Prevention:** For young people ages 12-18, this program builds empathy and understanding, and the tools to addressing bullying through insights and lessons from amazing heroes of peace from around the world.

**Compassion in Action: Creating Inclusive Communities:** PeaceJam’s newest program for students ages 12-18 provides an antidote to fear, discrimination and hate facing our communities by helping students value diversity and create inclusive communities within their schools and neighborhoods through the inspiration of Nobel Peace Prize winners.

**PeaceJam Ambassadors:** For youth ages 14-25, this program explores issues related to peace, violence, and social justice along with the study of the work of 13 Nobel Peace Laureates. It includes an annual Youth Conference with a Nobel Peace Laureate, giving youth an unprecedented opportunity to learn from and be inspired by a world peace leader.

**PeaceJam Juvenile Justice:** This curriculum is for youth who are in the juvenile justice system. It addresses issues of gangs, drugs and alcohol, and other risky behaviors. Participants develop skills in the areas of civic responsibility, reconciliation, and leadership while being challenged to rewrite their life stories and learn the power of peace.

**PeaceJam Scholars:** This program is for university age students ages 18-25 who serve as mentors for participants at PeaceJam Youth Conferences, support local PeaceJam groups, and study international issues connected to the work of the Nobel Peace Laureates. They have opportunities to engage in service and research that extends into the community as well as participate in internships and international service trips.
# PeaceJam Ambassadors Curriculum

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### Part III: Nobel Peace Laureate Chapters

*(In the order that they joined PeaceJam)*

- Dalai Lama, 1989 Nobel Peace Laureate
- Betty Williams, 1976 Nobel Peace Laureate
- Rigoberta Menchú Tum, 1992 Nobel Peace Laureate
- Oscar Arias Sanchez, 1987 Nobel Peace Laureate
- Desmond Tutu, 1984 Nobel Peace Laureate
- Mairead Corrigan Maguire, 1976 Nobel Peace Laureate
- Adolfo Pérez Esquivel, 1980 Nobel Peace Laureate
- José Ramos Horta, 1996 Nobel Peace Laureate
- Jody Williams, 1997 Nobel Peace Laureate
- Sir Joseph Rotblat, 1995 Nobel Peace Laureate
- Shirin Ebadi, 2003 Nobel Peace Laureate
- Leymah Gbowee, 2011 Nobel Peace Laureate
- Tawakkol Karman, 2011 Nobel Peace Laureate
- Kailash Satyarthi, 2014 Nobel Peace Laureate
## Curriculum at a Glance

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<th>Chapter</th>
<th>INSPIRATION</th>
<th>EDUCATION</th>
<th>ACTION</th>
<th>TAKE IT FURTHER</th>
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<td><strong>Getting Started</strong></td>
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<td>LAUREATE</td>
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<td>Dalai Lama</td>
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<td>Jody Williams</td>
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<td>Leymah Gbowee</td>
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<td>Tawakkol Karman</td>
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<td>Using your voice for positive change</td>
<td>Social Media for Social Good</td>
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<td>Kailash Satyarthi</td>
<td>2014 Nobel Peace Prize Winner</td>
<td>Using your skills to address injustice</td>
<td>Addressing Discrimination</td>
<td>Defending the rights of children</td>
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Education Standards Addressed

Below are sample standards addressed through this curriculum.

Language Arts

- Apply knowledge of language and media techniques to create, critique, and discuss print and other media.
- Develop an understanding and respect for diversity in language across cultures, geographic regions, and social roles.
- Participate as knowledgeable, reflective, creative, and critical members of a variety of communities.
- Use spoken, written, and visual language to accomplish students’ own purposes.
- Compare multiple points of view and how similar topics are treated the same or differently.
- Integrate quantitative or technical analysis with qualitative analysis.
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products.

Civics & Social Studies

- Learn elements of culture through interpersonal and collective experience.
- Build awareness and knowledge of other cultures as part of a connected society and an interdependent world.
- Learn how the complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of personal identity.
- Understand concepts such as: mores, norms, socialization, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, race, ethnicity, and gender.
- Evaluate different interpretations of the influence of groups and institutions on people and events in historical and contemporary settings.
- Distinguish among fact, opinion, and reasoned judgment in a text.
- Investigate causes and effects of significant events in world history.
- Examine and evaluate issues of unity and diversity in world history.

Speaking & Listening

- Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views).
- Posing and responding to questions that relate the current discussion to broader themes or larger ideas; and clarify, verify, or challenge ideas and conclusions.
- Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

21st Century Skills

- Communication & Collaboration
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Technology & Media Literacy
- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility
Using the Ambassadors Program

The Ambassadors Youth Guide is comprised five Chapters. It begins with the Chapter, Getting Started with PeaceJam and is then comprised of 5 Chapters which are built around five major themes:

1. Alfred Nobel & the Nobel Peace Prize
2. Identity & Difference
3. Power & Privilege
4. Peace & Violence
5. Nonviolence & the Billion Acts of Peace

Chapter 5 also serves as a Billion Acts of Peace workbook. It provides an easy to use, step-by-step guide for completing a PeaceJam service learning project (there are also preparatory activities throughout the first four chapters).

The Ambassadors Youth Guide is designed to be copied and given out to the youth in your group/class. There are spaces in the curriculum for the youth to write, reflect, and engage with others in discussion and interactive activities.

Laureate Case Studies: There are case studies on each of the Nobel Peace Laureates who are members of the PeaceJam Foundation. These chapters are separate from this document and are presented in case-study format. It is recommended that groups study at least one of these Laureate Chapters (all groups attending a PeaceJam Conference are expected to study the chapter of the Laureate hosting that event) or groups can select multiple Laureates to study. Each Laureate Case Study contains:

- Biography of the Nobel Peace Laureate
- Interviews with the Nobel Peace Laureate
- In-depth examination of what led to the Laureate winning the Nobel Prize
- Overview of the current work of the Nobel Peace Laureate
- Strategies and skill sets used by the Nobel Peace Laureate in their work
- Connection between the Laureate’s work and PeaceJam’s Billion Acts of Peace Campaign
- List of resources and additional information on the Laureate and their work

Each chapter of the curriculum contains specifically structured and sequenced activities to foster skill development, team building, and critical reflection:

- Critical Thinking & Discussion Questions: Each chapter provides youth with the opportunity to think, write, and talk about the concepts and issues they have explored in the chapter through journal writing, artistic expression, discussion, or sharing.
- Data & Source Documents: Each chapter includes news sources, data on issues, published articles, speeches, and interviews to provide new information from diverse sources.
• **Leadership Skill Builders:** Each chapter engages youth in a leadership building activity that relates to the life and work of the Nobel Peace Laureate.

• **Citizenship & Service:** Service-learning is a central component to the PeaceJam curriculum and each chapter asks youth to apply their knowledge and skills to real issues in their local and/or global community by creating a service-learning project.

### Attend a PeaceJam Youth Conference

**Watch a PeaceJam Youth Conference in Action** (right click the image or go to [https://www.youtube.com/watch?v=M7sdzLJciZY](https://www.youtube.com/watch?v=M7sdzLJciZY)).

PeaceJam Youth Conferences are two-day events for students ages 14-18 who participate in PeaceJam. Participants have the amazing opportunity to spend two days with a world leader for peace and hundreds of other young leaders from across their region. They hear the Laureate speak and get to ask questions, attend workshops, present their projects to the Laureate, and work side-by-side with the Laureate on a service project in the local community. PeaceJam Youth Conferences are hosted annually in PeaceJam regions around the world. Visit [www.peacejam.org](http://www.peacejam.org) to find a PeaceJam Conference nearest you.

### Documenting the Impacts

Evaluation data indicate that school engagement, community engagement, attitudes toward peace and nonviolence, and personal and social outcomes such as a sense of life purpose and respecting the views of others increased as a result of participating in PeaceJam.

Documenting the impacts of the PeaceJam **Ambassadors Program** is critical to building support for PeaceJam Programs and for documenting their effectiveness worldwide. **There are two surveys for each PeaceJam group to complete:**

1. **Youth Survey:** Administered at the start of your program and then again at the close of your program for the year.

2. **Program Survey** Completed at the end of your program year to document your program’s accomplishments and details.

Contact [programs@peacejam.org](mailto:programs@peacejam.org) for the online and paper versions of the surveys.
PeaceJam Ambassadors Planning Template

The PeaceJam Ambassadors Curriculum is designed to be flexible so that groups can implement it in ways that fit with their schedule, structure, and goals. However, based on years of evaluation, PeaceJam has established a set of best practices, that when followed, create statistically significant impacts on youth’s skills, knowledge and behavior. High quality PeaceJam programs:

- **Implemented for at least 15-18 weeks** (semester), with impacts on youth reaching statistical significance after 6 months of participation.
- **Covered a minimum of ten curriculum components** from the Ambassadors Curriculum.
- Engaged youth in group discussions and study of Nobel Laureates’ life and work.
- Supported youth to organize and implement a service project related to social justice and that went beyond charity to address the root causes of problems.

Using the Planning Template

The PeaceJam Ambassadors Planning Template can assist you in planning your PeaceJam Ambassadors program. We provide a blank Planning Template on the following page for you to customize for your program. Feel free to add or subtract weeks and activities based on the amount of time and resources you have available. The Planning Template is based on:

- **15 weeks of programming** (Semester). This does not include the 2-3 weeks it may take to recruit, advertise, and set the first meeting for the PeaceJam Ambassadors program. Be sure to adjust for weeks when the group will not meet. While the goal is a semester or more of programming, any amount of time spent implementing the program is a good start!
- **3 hours a week** (ideally 45 hours total) including meeting time, outside readings and/or research, and service related activities. If total time on programming is less than 3 hours a week, the program can be extended to 20-25 weeks or beyond for year-long programs.
- **Balance Education, Inspiration, and Action.** Each week is blend of activities from:
  - Ambassadors Curriculum (Education)
  - Nobel Laureate Chapter (Inspiration)
  - Billion Acts of Peace projects (Action)

You can visualize the PeaceJam Ambassadors program as the braiding of these strands. While each week is a blend of these three components, most groups tend to focus on Ambassadors Curriculum Activities from “Getting Started” and Chapters 1-5 in the beginning, shifting to a focus on the Laureate in the middle of the program year, and to an increased focus on Global Call to Action Activities toward the end.

PeaceJam Youth Conference

Be sure to include a PeaceJam Youth Conference in your template, if you plan to attend one. These typically take place in the fall or spring in regions across the world. Visit [www.peacejam.org](http://www.peacejam.org) to find the dates of conference nearest you. If your group plans to attend a PeaceJam Youth Conference, be sure to include the preparation in your planning template.
## PLANNING TEMPLATE

<table>
<thead>
<tr>
<th>Week</th>
<th>Curriculum Activities (Education)</th>
<th>Laureate Activities (Inspiration)</th>
<th>Billion Acts of Peace (Action)</th>
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<tr>
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Facilitation Tips for Educators

Nobel Peace Prize winners have much to teach students about empathy, overcoming adversity and addressing the roots of injustice and hate – and as the group leader, so do you!

There are a number of forces, including the media, music, and corporations, which try to mold the opinions and actions of young people today. It is therefore critical that young people gain experience in thinking through issues, weighing the evidence, challenging their own misconceptions, and coming to their own thoughtful conclusions with guidance from adult role models.

Your role as an educator, adult advisor, or group leader is to be a role model and provide necessary support and encouragement while allowing the young people 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 young people to form their own opinions, which means limiting your own beliefs and opinions, and continually asking the students 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 that helps the group establish group norms for interacting so they can both voice their opinions and be listened to respectfully, as well as be good listeners who can challenge others’ ideas respectfully. The goal is to create a safe space for all to share and explore diverse ideas and experiences.

- **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 young people 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, be sure to bring in articles and perspectives from various stakeholders, news sources, speakers, researchers, and political parties.

- **Youth as "Competent Partners"**: Believe that the young people have a unique and important contribution to make that is worthy of respect and patience.

**Encourage Playfulness & Imagination**: New ideas and solutions come from unexpected places and often from an open state of mind encouraged by play, creativity and imagination.

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1, 3: http://l4wb.org/#/en/home/page/principles
Create Caring Communities

The first step to creating a caring community is to establish a safe and brave space for young people to share, explore, challenge, and thrive!

Creating a safe space for all young people who are in the group is crucial to their involvement. Define with the group what a safe and brave space is and how they will work together to create a space where all participants feel safe but also brave to explore difficult issues and have challenging conversations. 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 members’ stories or experiences
- Be aware of what is happening in the community and the world that may be impacting the young people.

Toolkit for Engaging Your Group

Be sure to have strategies ready to deal with 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.

**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, 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:** In response to a topic, have students line up along a "continuum" (imaginary line) from strongly agree at one end to strongly disagree at the other end, then share why they chose to stand at that point along the continuum.
Supporting Youth to be Changemakers

Service-learning is a central component of the PeaceJam experience because it allows young people to put their academic, civic, and leadership skills to action in their communities.

What is Service-Learning?

Service-learning is a teaching method that allows young people to apply their knowledge and skills to real-world issues in their local and global communities. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and encourage lifelong civic engagement.

PeaceJam’s One Billion Acts of Peace Campaign

PeaceJam and Google have come together to launch One Billion Acts of Peace -- an international citizens’ movement led by 13 Nobel Peace Laureates and designed to tackle the most pressing issues facing our planet. Go to billionacts.org to get ideas for projects, and have your projects count toward the Laureates’ 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 the young people 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 execute service projects that address those needs. Your role is to foster youth voice and youth action.
Getting Started

This section contains activities to do with your class/group before starting the curriculum.

Setting Clear Norms for Interacting (15 minutes)

Brainstorm ideas for group norms and then record your group’s ideas on a sheet of flip chart paper. Examples of norms include: wait your turn to talk, listen when someone else is speaking, be respectful of other people’s ideas and property (how could they show that?), don’t hog the conversation (let others talk), etc. These are just examples. Please encourage everyone to participate in brainstorming the norms that they feel are important!

"As a class/group, let’s take a few minutes to create a set of group norms (ways of behaving) or guidelines to help us remember to speak and interact with each other in respectful ways. In order for everyone to feel safe in our group, what are some guidelines and ways of behaving that we can agree upon?"

PeaceJam Group Norms

Below are the norms and expectations that we agree upon to guide the interactions of our PeaceJam Group:

1.
2.
3.
4.
5.
6.
7.

*(add more as needed)* - *we recommend that you print and display these norms and have each member of the group sign the sheet so it shows everyone is committed to them*

Debrief

Decide as a group what you will do if members of the group are not following the norms that everyone has agreed upon. How will you keep each other accountable in ways that are supportive and helpful?
Civil Discourse (15 minutes)

*Civil discourse* is a foundation of a civil society and allows groups to discuss tough topics in respectful ways. It maintains safe space while talking through issues or diverse topics.

"Now that we have established our group norms for interacting, let us think about some helpful guidelines for our conversations so that we honor each person and their contributions."

As a group, discuss these ways of interacting and the behaviours that go with each one. Then you can structure your meetings, activities, and discussions using these ways of interacting.

The common types of civil discourse are:

- **Brainstorm:** Goal is to get many ideas out on the table. All responses are good ones.
- **Dialogue:** Goal is to explore ideas by talking through them. This is the time for people to explain ideas and ask clarifying questions.
- **Debate:** Goal is to defend an idea. This is the time to pick a position on an idea and defend positions using examples, etc.
- **Decide:** Goal is to come to consensus or “sufficient consensus” (agree to a decision although it is not your top choice, etc.) so that the group can move forward.

Debrief

- Why is it important to use these types of civil discourse?
- What would happen if one member of your group is brainstorming ideas about a project while another group member is trying to debate why their project is the best one?
- Why is it important to work toward some kind of consensus before making a decision?

If everyone is clear about when the group is brainstorming, dialoguing, debating, and deciding -- and what behaviors go with each type of interaction -- it allows your group to work together with less frustration and hurt feelings. *Remember to return to this framework during each of your meetings and decide which type of interaction is best for the discussions and activities you are doing.*
Taking Action

Join PeaceJam
The first step is to register on the PeaceJam website. It is easy and will take only a few minutes! Just go to www.peacejam.org and click "Join" in upper-left corner of the homepage.

Join the One Billion Acts of Peace Campaign
As a group, go to billionacts.org and explore PeaceJam’s One Billion Acts of Peace Campaign. Get your group started with a small act of peace and inspired to do more by exploring exciting project ideas. When you submit your own project(s), they will count toward the Laureates’ ambitious goal of one billion acts of peace.

Join PeaceJam Social Media
Join PeaceJam's social media by clicking the icons at the top of the PeaceJam.org homepage. Your group can also join your regional PeaceJam social media groups (if available).

PeaceJam Film & Video Resources
- YouTube Channel: Check out videos on the Laureates, youth projects, and more! www.youtube.com/user/PeaceJamHQ.
- Google Connected Classroom Session -- where our Laureates interact virtually with young people available from around the world in a Google Hangout format.
- Nobel Legacy Film Series: peacejam.org/films
  Watch feature-length documentaries on the life and work of the Nobel Peace Laureates. Additional Study Guides are available for each of the films and we encourage you to organize a film showing for your school/community.

  This electronic book is the companion guide to the One Billion Acts of Peace Campaign, and includes a 30-minute video (available at amazon.com). This book profiles Nobel Peace Laureates and their work with teens around the world as they combine forces to help stop the spread of disease, promote women’s rights, provide equitable access to food and water, and more.
AMBASSADORS CURRICULUM

Designed for Youth Ages 14–25

Youth Guide

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PeaceJam Ambassadors Guide

Welcome to the PeaceJam Ambassadors Youth Guide. We are inviting you to become a part of the greatest youth movement of our time. PeaceJam is an international youth organization whose mission is to create young leaders committed to positive change in themselves, their communities and the world through the inspiration of 13 Nobel Peace Laureates -- and over one million amazing PeaceJam youth like you around the world! The Ambassadors Guide is divided into five chapters designed to help your group get started, learn about PeaceJam and the amazing work of Nobel Peace Prize Winners and help your group create and carry out your own Global Call to Action service project. Each Chapter is designed to be done in multiple sessions and can easily be divided into 45 minute or 1.5 hour sessions, depending on the length of your group meetings.

Each chapter walks your group through easy-to-follow activities, discussion, and actions and has six main sections:

- **Chapter Overview & Chapter at a Glance**: Each chapter starts with an overview and a description of the objectives for the chapter.
- **Opener**: This will be a short activity to get your group thinking and interacting around a specific theme or idea. They usually take just a few minutes and help get the group thinking.
- **Get Inspired**: Provides quotes or short snippets about the Nobel Peace Prize Winners or other PeaceJam youth who are making a difference in the world, and offers time for your group members to reflect on their own beliefs and ideas.
- **Educate Yourself**: Provides new content and skills so you are always learning - for example you might explore the Dalai Lama and his lifetime of work for the Tibetan people whose culture faces extinction or gain skills for getting your local government to listen to your group's ideas for change.
- **Take Action**: Provides actions that your group can take right away to explore issues further. It also provides easy to follow steps for your group to do a service or volunteer project, and teaches you skills such as getting your local government to listen to your group's ideas for change.
- **Take it Further**: Provides additional idea, activities, and resources for groups who want to go more in-depth or are implementing the program over multiple years.

Within each section you will find:

- **Critical Reflection & Discussion Questions** which will be in the grey word bubbles and are prompts to get your group talking about various topics. You can use different formats for your discussions such as going around in a circle or getting in to pairs or small groups and sharing – be sure to mix it up to keep it interesting.

- **Critical Reflection Journal Questions** which will be in boxes like these, and indicate that it is time for group members to think and write about that specific question in the space provided (or on a separate piece of paper).
GETTING STARTED WITH PEACEJAM
**GETTING STARTED WITH PEACEJAM**

**Chapter Overview:** In this chapter, you will learn basic organization skills such as planning, outreach, goal setting and establishing group norms through the process of setting up your PeaceJam group or class.

### Objectives

1. **Youth will explore group organization, collaborative action, and group norms.**

2. **Youth will partake in effective verbal and non-verbal communication in a variety of settings with diverse audiences.**

3. **Youth will use web-based tools and social media for establishing and maintaining a group.**

### Sample Standards

1. *Student will research, initiate and plan action to address citizenship issues, working individually and with others.* (UK Citizenship Key Concept 2.3 b)

2. *Students will understand the role of social organization in various societies.* (US, History/Civics)

3. *Students will write and speak for a variety of audiences and purposes.* (International School, Writing and Speaking)

4. *Students will have skills of speaking, listening, reading, and writing in varying contexts.* (India, Language Proficiency and Communication)

5. *Students will express complex ideas and information clearly, precisely and accurately in spoken and written communication.* (UK Reading & Writing Key Concept 1.1a)

6. *Students will vary non-verbal communication according to audience, purpose, and setting.* (International School, English Language Learning)
GETTING STARTED WITH PEACEJAM

Chapter Overview: In this chapter, you will learn basic organization skills such as planning, outreach, goal setting and establishing group norms through the process of setting up your PeaceJam group or class.

Chapter at a Glance

Inspiration: Following your passions, taking initiative and exploring the PeaceJam Story

Education: Organizational skills, outreach skills, setting group goals and norms, critical thinking, civil discourse, and active listening

Action: Using web-based tools for establishing your group

Opener (5 minutes):
If your group is a new group, start by having everyone introduce themselves. You can use the format of “Hello my name is ____________ and I am ____________” (each person can fill in the blank with something about themselves).

If your group already knows each other, you can start with “You may know my name but I bet you don’t know this about me:____________” (each person can share something about themselves).

GET INSPIRED

Activity 1: The PeaceJam Story
Show the PeaceJam Story video. Go to peacejam.org/about-us to watch the video and/or read through the peacejam.org website. Then have each person in the group share what inspires them most about PeaceJam.

EDUCATE YOURSELF

Activity 1: Group Organization Skills
As part of the PeaceJam Program you are going to learn about a group of amazing people who are changing the world. They are Nobel Peace Laureates, which means they have won the Nobel Peace Prize for the work they have done and for the example they provide to world. You are going to learn more about the Nobel Peace Prize and the struggles that each of these Laureates went through to help their communities and the world. Most were from poor families and faced extreme hardship, prejudice, and violence in their lives. You are then going to take action on issues that are important to you, putting some of these principles of non-violence to work in your own lives.
**Step One: Organize Your PeaceJam Group/Class [30 minutes]**: Use the flow chart below to form your PeaceJam group. If you are starting a new PeaceJam group or club brainstorm ideas about how to advertise your group and get youth to join using posters, movie nights, and other creative ideas. If you are doing PeaceJam Ambassadors as part of an existing group, then you still may want to think about recruiting new members or partnering with other existing groups at your school, on your campus, or in your community. If PeaceJam Ambassadors is being integrated into an academic or elective class, you can still play a role in helping to align PeaceJam with the learning outcomes and expectation for the class.

Just follow the flow chart to set up your PeaceJam Ambassadors Group!

![Flow Chart]

**Step Two: Put it on Paper [15 minutes]**

As you put together your group, take time to complete the Group Structure worksheet so you can articulate the who, what, when, where and how of your group (these are great skills that you can use when forming any type of group!).

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**PeaceJam Ambassadors Group/Class Structure**

1. **Your PeaceJam Group Name** (e.g.: "Coventry PeaceJam"):  
2. **PeaceJam Group Structure**: Describe how your group is structured and what programs it may be part of. For example, are you an after-school or out-of-school group, or part of an existing class or program?  
3. **Goals for Your PeaceJam Group**: Why is your group doing PeaceJam and what do you want to accomplish (revisit and revise your goals as needed)?  
4. **PeaceJam Group/Class Logistics**: When, where and how often will your group meet?  
5. **PeaceJam Group/Class Members**: Who is in your group and who still needs to be recruited to be sure our group is representative of your community and inclusive?  
6. **Group Leadership**: Who will serve as leaders for your group? Will you have committees or elected positions such as president and secretary?
Step Three: Set Clear Norms for Interacting (15 minutes): While PeaceJam is an educational program, it is also way of thinking and interacting. Now it is time to create a set of group “norms” (ways of behaving) or guidelines to help us remember to speak and interact with each other in respectful ways. In order for every one to feel safe in your group, what are some guidelines and ways of behaving that your group can agree upon?

Guide for Creating Your Group Norms
Brainstorm ideas for group norms and then record your group’s ideas on a sheet of flip chart paper. Examples of norms include: wait your turn to talk, listen when someone else is speaking, be respectful of other people’s ideas and property (how could they show that?), don’t hog the conversation (let others talk), etc. These are just examples. Please encourage everyone to brainstorm the norms they feel are important!

PeaceJam Ambassadors Group Norms
Below are the norms and expectations that we agree upon to guide the interactions of our PeaceJam Ambassadors Class/Group:

1. 
2. 
3. 
4. 
5. 
6. 
7. 

(add more as needed) - we recommend that you print and display these norms and have each member of the group sign the sheet so it shows everyone is committed to them

Debrief
Decide as a group what you will do if members of the group are not following the norms that everyone has agreed upon. How will you keep each other accountable in ways that are supportive and helpful?
Activity 2: Civil Discourse [15 minutes]

Now that you have established your group norms for interacting, it is time to think about some helpful guidelines for ensuring that your group runs smoothly and that your conversations are productive. Civil discourse is a foundation of a civil society and allows groups to discuss tough topics in respectful ways -- as well as be more productive! Civil discourse is about speaking in ways that follow a set of norms that honor each person and their contributions. There are many ways to think about civil discourse. We have broken it down into four easy-to-remember types of interacting. As a group, discuss these ways of interacting and the behaviors that go with each one. Then you can structure your meetings, activities, and discussions using these ways of interacting.

The common components of civil discourse are:

- **Brainstorm**: Goal is to get many ideas out on the table. All responses are good ones.
- **Dialogue**: Goal is to explore ideas by talking them through. This is the time for people to explain ideas.
- **Debate**: Goal is to defend an idea. This is the time to pick a position on an idea and defend positions using examples, etc.
- **Decide**: Goal is to come to consensus or “sufficient consensus” (agree to a decision although it is not your top choice, etc.) so that the group can move forward.

Why is it important to use these types of civil discourse? What if one member of your group is brainstorming ideas about a project while another group member is trying to debate why her project is the best one. They will soon be frustrated with each other and that could shut down communication. Why is it important to work toward some kind of consensus before making a decision? If everyone is clear about when the group is brainstorming, dialoguing, debating, and deciding -- and what behaviors go with each type of interaction -- it allows your group to work together better with less frustration and hurt feelings. **Remember to return to this framework during each of your meetings/class time and decide which type of interaction is best for the various activities.**

Activity 3: The Power of Hearing: Intentional Listening [20 minutes]

When interacting, people often do not listen attentively to one another. They may be distracted, thinking about other things, or thinking about what they are going to say next. Intentional listening is a skill that helps to ensure that communication is clear and that what the speaker says is actually what the listener hears. The goal of intentional listening is to ensure mutual understanding, build relationships, and improve communication skills. Intentional listening can be used in situations where there is disagreement or conflict as well as situations where things are positive and someone would like to share their appreciation or thoughts. There are very formal and informal ways to practice intentional listening. Below are activities to practice both.
Critical Reflection Journal Questions
Think about a situation when you have not felt listened to? How did you know you weren’t being listened to and how did that feel?

________________________________________________________________________

________________________________________________________________________

Now think about a situation when you felt that you were really listened to. How did you know you were being listened to and how did that feel?

________________________________________________________________________

________________________________________________________________________

Steps for Intentional Listening

**Step 1**: Speaker shares what he/she is feeling from his/her perspective:
- Use “I messages” such as “I feel________ when…” or “I think that _________…” These types of statements help the speaker to take responsibility for their own feelings as well as not putting the listener on the defensive if it is a conflict situation.

**Step 2**: Listener paraphrases or restates what she/he heard the speaker say starting with “what I heard you say is…”
- Be sure to pay attention to the non-verbal cues such as body language and tone to get more clues. Your paraphrasing can include what you “heard” in the non-verbal cues as well.

**Step 3**: Listener asks if they correctly heard and understood all of what the speaker is trying to say.
- If the answer is yes, go on to Step 4
- If the answer is no, the speaker should restate any missed points and the listener should paraphrase them.

**Step 4**: Speaker thanks the listener for listening.

**Step 5**: Listener and speaker switch roles to either respond to what was said by the first speaker or to go on to a new subject.
Practicing Intentional Listening: Give it a Try
Get into pairs and have each person take two minutes to share a story about a conflict or challenging situation with his/her partner while the partner practices intentional listening using the steps above. Once both people in the pair have shared, discuss the questions below. Some general things to keep in mind when intentional listening are:

- Suspend your own frame of reference (try not to put your perspective into what a person is saying).
- Suspend judgment (try not to judge or put your values into what the person is saying).
- Be aware of your and the speaker’s nonverbal language (body language, tone of voice, mannerisms).

Critical Reflection & Discussion Questions
1. What challenges or feelings did you experience when practicing this form of communication?
2. Do you see any value in using this style of communication? Why or why not?
3. Where could you use this style of communication in your life?
4. What part does nonverbal language play in listening?

Activity 5: The Power of Words: Intentional Speaking [30 minutes]
Read the following quotes aloud as a group:

“Language, particularly slang, is often used to dehumanize members of certain groups of people, and this dehumanization is often a precursor of discrimination, isolation, and violence.” -Unknown

“For me, words are a form of action, capable of influencing change.” -Ingrid Bengis

Critical Reflection Journal Question
Think of an example in your personal life when words led to violence, prejudice, isolation, or discrimination? What about a time it happened historically?
Critical Reflection & Discussion Questions

1. What do you think about the old saying “Sticks and stones may break my bones but words can never hurt me?” Do you think words can or cannot hurt you?
2. Is there a power in not saying anything or not voicing your opinions? How or how not?
3. Is it important to think about what words we use in our daily conversations – even the slang words we use? Why or why not?

Listening Circles: Have the group get into two circles – an inner and an outer circle with the same number of people in each circle. The inner circle will face out and the outer circle will face in so that the two circles are facing each other – with each person facing a partner. Ask the first question and have the people in inner circle share their thoughts for one minute with the person directly opposite them. After one minute, switch and have the people in the outer circle share. After both sides have shared, rotate partners by having the inner circle rotate 3 people to the right. Then ask the next question using the same format – having the circle rotate before each new question is asked.
| More ways to Get Inspired | **PeaceJam Mission Statement:**  
"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."

Now create a mission statement for your PeaceJam group. You can follow three easy prompts to help you write it: 1) what is your purpose? (what need will you address?), 2) how will you fulfill your purpose? (what do you do?), and 3) what beliefs or principles guide your work?

**PeaceJam Website:** Visit the PeaceJam website (www.peacejam.org) as a group and check out the information on the homepage. Spend a few minutes clicking on the main features, which include:
- Watch the featured video
- Read a newsblog about one of the Nobel Peace Laureates
- Read about a Global Call to Action project
- Check out the upcoming events
- Read the link to "Get Involved"
- Post a comment
- Then as a group, discuss which aspect of PeaceJam -- the Nobel Peace Laureates, the projects, the conferences, etc. - most inspires members of your group.

| More Ways to Educate Yourself | Research other groups and organizations in your community or the world that are doing work that you admire or that interests your group. Then determine how they are set up, what their goals are, what activities they engage in, etc.
- What can you learn/adopt from these groups?
- Is there a way to partner or collaborate with any of these groups?

| More Ways to Take Action | **Volunteer** for a local organization that is doing work that your group admires or wants to learn more about. Direct service in the community is a great way to learn more about an issue that interests you.

**Fundraise for a Cause:** There are many innovative ways to raise money for your PeaceJam group for your PeaceJam project or to attend a PeaceJam Conference – while doing good in the world. For example the Women’s Bean Project allows you to sell wholesome food products that benefit women struggling to get back on their feet (www.womensbeanproject.com). |