Fostering Leadership & Positive Identity through the Study of 13 Nobel Peace Laureates  Ages 11-14
Dear Educator:

The PeaceJam Foundation is proud to bring you the PeaceJam Leaders Curriculum for young adolescents between the ages of 11 and 14. This exciting standards-based curriculum introduces young people to the lives and work of Nobel Peace Laureates in an interactive, hands-on format that fosters 21st century and leadership skills, identity development, conflict resolution, service-learning, citizenship, and celebration of diversity. It is designed to stand alone as a curricular unit or as a complement to existing curricula or programs.

PeaceJam Leaders is one of several unique Programs developed by the PeaceJam Foundation to create young leaders committed to positive change in themselves, their communities and the world through the inspiration of 14 Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody. The PeaceJam Foundation is an international education organization that was founded in Denver, Colorado in 1996, and has since expanded to regions throughout the USA and to several countries across the globe. Among other honors, the PeaceJam Foundation was nominated for Nobel Peace Prize multiple times and awarded the Man of Peace Award for its efforts to promote peace through education. In addition, PeaceJam received the Outstanding Service-Learning Award for this innovative approach to engage youth in service.

The PeaceJam Leaders Program is a standards-based curriculum that explores the adolescent stories of 14 Nobel Peace Laureates and the strategies they used to overcome problems in their lives and their communities. The curriculum is designed to meet the unique developmental and social needs of adolescent youth, 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 and overcoming challenges.

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

Sincerely,

PeaceJam Foundation staff and the regional PeaceJam Affiliates & Chapters

MEMBERS OF THE PEACEJAM FOUNDATION
The Dalai Lama • Betty Williams • Rigoberta Menchú Tum • Oscar Arias
Desmond Tutu • Máiread Corrigan Maguire • Adolfo Pérez Esquivel • José Ramos-Horta • Jody Williams • Sir Joseph Rotblat (Emeritus) • Shirin Ebadi • Leymah Gbowee • Tawakkal Karman • Kailash Satyarthi
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 39 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.

Rigoberta Menchú Tum, 1992 Nobel Peace Prize winner for being an advocate of indigenous people’s rights in Central America and worldwide.

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 14 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 14 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 14-19, this program explores issues related to peace, violence, and social justice along with the study of the work of 14 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.
Why PeaceJam Leaders?

The PeaceJam Leaders curriculum is designed to meet the unique developmental and social needs of adolescent youth.

According to the Academy of Child and Adolescent Development, middle school age youth struggle with a sense of identity, an obsession with self, poor self-esteem, influence of peer groups and feelings of awkwardness about themselves and their bodies. They are developing their values, choosing their role models and creating a new sense of self.

Researchers in the fields of education, social-emotional learning, and positive adolescent development agree about the “resources” that adolescents need to make the healthy transition to adulthood. The Search Institute (2006) refers to these as “internal assets” which are the foundation of The PeaceJam Leaders Curriculum:

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.

Me - We - World

The PeaceJam Leaders curriculum is designed to guide youth through a cycle from looking at themselves (me), to the groups they belong to (we), to their role in the broader community (world).”

The activities in the curriculum will help young people develop school engagement, civic and leadership skills as well as provide youth with positive role models and skills to make good choices – all of which will contribute to the formation of their positive identity.

**Me = Individuality:** Who am I? Understanding my skills, abilities, and faults. Using my personal power in positive ways.

**We = Belonging:** Where do I belong? Understanding the groups I belong to and the people who are important in my life. Using my skills and abilities to communicate, work, and problem-solve with others.

**My World = Giving:** What do I contribute? Applying my leadership skills and abilities to make positive change in my community, my nation, and the world.
Components of Leaders Program

The PeaceJam Leaders Program centers on the adolescent stories of 14 Nobel Peace Prize Laureate and aligns with best practices in the field of service-learning, leadership development and positive identity development.

Standards Connections
The PeaceJam Leaders Program is standards-based aligned to National Learning Standards and 21st Century Skills. We encourage you to align the curriculum to your school’s learning standards or other learner outcomes as part of the planning process.

Service-Learning
"Service-Learning" is an exciting teaching method that combines academic learning with service to the community. Students of all ages assess the needs of their school, neighborhood, or world and carryout service projects that address those needs. Teachers use service to teach new concepts and skills or to provide an authentic context for applying newly learned knowledge. Our Nobel Peace Laureates have launched the Billion Acts of Peace which guides the service-learning activities in this curriculum and includes youth in the Billion Acts of Peace Campaign which is a global citizen’s movement for positive change. For example, the Dalai Lama of Tibet calls on youth to address the issue of diminishing natural resources, both locally and globally. Each PeaceJam Lesson has a suggested service-learning activity. Yet, youth are encouraged through research and discussion to develop their own projects.

Positive Identity Development
The Leaders 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 14 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 power in positive ways and make healthy life choices.

Leadership Development
The PeaceJam Leaders Curriculum is also aligned with 21st Leadership Skills including communication, goal setting, problem-solving and service to others. The following table outlines specific leadership skills that are demonstrated and modeled by each of the Nobel Laureates.

We encourage you to adapt the PeaceJam Leaders Curriculum to fit with your education goals, learner outcomes, and school, district, or organization’s priorities. Contact us with questions or comments.

PeaceJam Foundation
programs@peacejam.org
www.peacejam.org
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<td>ME</td>
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<td>I am… I believe… I care about… I belong to… I will…</td>
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<td>Writing Peace Plans Self-expression Creating life purpose</td>
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<td>“what will the world say about you?”</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, 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.

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Guide for Using the Leaders Program

The PeaceJam Leaders Curriculum is designed for youth between the ages of 11 and 14, yet can be used with any age group who are working on the core concepts embodied in the curriculum.

- **Where:** PeaceJam Leaders can be implemented as a part of an academic or elective class, as an after-school program or in an out-of-school community or faith-based organization.
- **Who:** All that is needed is an adult advisor — a teacher, facilitator, parent, nonprofit worker, or other adult leader who will implement the program with youth.
- **How:** The curriculum is designed to be flexible, allowing you to do the chapters that best align with the goals of your program and the needs of your youth. We do recommend the components and ordering suggested below for maximum impact.

**Recommended Implementation**

1. We recommend that you begin with the first three chapters of the Leaders Curriculum. These chapters set the foundation for the program and prepare youth to explore the stories of the Nobel Peace Laureates (see Curriculum at a Glance table):
   
   - **PeaceJam: Exploring Self**
   - **Alfred Nobel: Exploring Empathy**
   - **The Nobel Peace Prize: Exploring Peace & Violence**

2. The Nobel Peace Laureate chapters that follow are designed to be done either in sequential order or in any order that fits with existing curricula or programs. We recommend that you do at least 2-3 of these Nobel Peace Laureate chapters so that youth get to learn first-hand about these amazing world leaders and the ways they have approached problems in their lives.
   
   - **Select Laureate Chapters**

3. Engage youth in a service project that aligns with PeaceJam’s One billion Acts of Peace Campaign.
   
   - **Service Learning Project Guide (in the Leaders Journal)**

4. It is important to conclude the curriculum with the final chapter. This final chapter brings the youth full circle to examine themselves, their role models, the choices they make and who they want to be in the world.
   
   - **Me: Exploring Who I Am & Where I’m Going**

**PeaceJam Journal:** A unique component of the PeaceJam Leaders Curriculum is the PeaceJam Journal which aligns directly with the curriculum and gives youth a place to write, draw and explore their thoughts and emotions as they move through the PeaceJam Curriculum. At the back of the journal is the Service-Learning Log which allows youth to keep track of their PeaceJam service-learning Project.
CHAPTER OVERVIEW

Chapters four though fourteen center on one of the Nobel Peace Laureates that are members of the PeaceJam Foundation. These chapters contain the following curriculum components:

**Opener:** Each chapter starts with an “opener” activity to help open youths’ 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 the Laureate’s life. The stories may be read aloud by the adult facilitator as “guided reading” or 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.

**Film or Video:** Most chapters will include a video recommendation or how to access one of PeaceJam’s Nobel Legacy Film Series documentaries.

**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:** 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 Billion Acts of Peace project.

**Curricular Extensions:** Each chapter contains curriculum extension ideas and activities to allow educators and adult sponsors to explore related curricular material related to Language Arts, History, Civics, Geography and research.

**Quotes:** The paragraphs in each chapter that are enclosed in quotes are suggested scripts for adult facilitators and are meant to be read aloud to youth.

**Journal:** This symbol indicates that youth also have the activity in their PeaceJam Journals.
Facilitation Tips for Educators

Nobel Peace Prize winners have so 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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2, 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 a 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 14 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.

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

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, dialogueuing, 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 organise 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.
Chapter One

Introduction to PeaceJam: Self-Reflection
CHAPTER ONE
PEACEJAM: SELF-REFLECTION

Chapter Overview: In this chapter, youth will learn self-reflection as they explore their own beliefs, role models, and place in the world. They will then view videos about PeaceJam and apply self-reflection skills to the videos.

Theme: Self-reflection

Peace and Leadership Skills: Understanding self through self-reflection and expression
Service-Learning: Introducing Service-Learning & the Global Call to Action
Curricular Extensions: poetry, mapping, historical analysis, research

Opener: Guess Who?
On a small piece of paper, have youth write something about themselves they think others do not know. Put these folded pieces of paper in a pile/hat/container and have each person take one out and read it. Then have the group try to guess who that person is.

Skill Builder: Self-Expression
In their PeaceJam Journals, have youth create a Self-Portrait including:
- Things that I am & things that I am not (can include favorite music, movies, hobbies, beliefs, etc.);
- My role models & the groups I belong to;
- Issues that concern me & ways I will contribute to the world;
- A symbol that describes me.

Debrief
Have youth share their portraits. Where are there similarities between the portraits and where are there differences? Have youth complete the “I am…” essay or poem in their journals.

PeaceJam Story: Watch PeaceJam Videos
“Over the next few months we are going to be participating in a program called PeaceJam. As part of the PeaceJam Program we 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. We are going to learn more about the Nobel Peace Prize and the struggles that each of these Laureates went through to bring peace to their communities and the world.”

- Watch the video about how PeaceJam started: Peacejam.org/about-us (16 minutes).

Extension Activity: Have youth trace themselves on a large sheet of butcher block paper.
- Head: your beliefs, interests (things you like to learn about)
- Heart: your passions, what you care about
- Hands: skills you have, hobbies
- Legs: where you are going in life
- Feet: Your roots, where your family comes from, your culture, faith, people in your life that support you
Journal/Reflection: 📖

The founders of PeaceJam, Dawn and Ivan, talk about how they started this international organization from just an idea and that people thought that they were crazy. What is something you have always wanted to do or project you wanted to start – even if people said you were crazy? [Have youth first write their responses in their journals and then share their thoughts with the group if they would like.]

Action/Service: Introduce Billion Acts of Peace Campaign

Service-learning is a central part of the PeaceJam experience. Service-learning is about putting students' knowledge and skills into action by developing a project to address issues in their community and the world.

“The Nobel Peace Laureates of PeaceJam have issued a Billion Acts of Peace, challenging the youth of the world to join them in addressing the ten most pressing issues facing our planet as part of the One Billion Acts of Peace campaign, a global citizen's movement with the ambitious goal of one billion acts of peace. This curriculum will guide us through the process of developing service-learning projects that address this Billion Acts of Peace and that will be counted toward the One Billion Acts of Peace.”

The Billion Acts Campaign was started with a simple idea…

✔ Everyone matters.
✔ Everyone can make a difference.
✔ And together, we are unstoppable.

Debrief

What do each of the simple ideas mean? What would change in our school or community if we applied these 3 simple ideas?

What is an Act of Peace?

"According to the Billion Acts of Peace, an act of peace is:

Any thoughtful action that spreads more peace in your community, school, organization or business, or is designed to gain traction in one of the Billion Acts key focus areas critical to creating world peace.

As part of PeaceJam, we will start with an act of peace and then go further to create a PeaceJam project that will address the root cause of issues in our school or community."

Getting Started with the Billion Acts of Peace 📖

“Turn now to your PeaceJam Service-Learning Project Guide at the back of your PeaceJam Journal. Let’s read about the Billion Acts of Peace and discuss which issues are most important to us and to our community.” [Give youth a minute to open their journals to the PeaceJam Service-Learning Guide.]
1. **Explore the Issues:** Have youth read (or read aloud as a group) the Billion Acts of Peace issue areas on the next page of their journals.

2. **Select Your Issues:** Have them select the two issues they are most interested in or think are the most important ones to work on.

3. **Issues Groups:** Have student stand up and move around the room to find other students who have selected the same issue(s) as they have. Once in small groups by issue areas, have students share why they picked that issue.

4. **Show the “How to Get Started” video** on the Billion Acts Website: [Watch here](#).

5. **Do an Act:** Have students do an act of peace (kind gesture or action) after they leave, and come prepared to share it at your next group meeting - as a group you can log your acts of peace at your next meeting - [Just click here](#) (or go to billionacts.org).

**Discussion Questions:**
- What issues are you interested in and why?
- What are the most pressing issues in our school or community?
- What could we do to address these issues?

**Getting Ready to Take Action**
Here are a few reminders from the Nobel Peace Laureates when it comes to "taking action." Read them aloud as a group:

- Go beyond "putting a bandage on a problem" and really get at the root causes of the problem.
- Take informed action – understand the issue from multiple perspectives, how it has developed over time, and how other groups have dealt with the problem.
- Explore the issue from a systems perspective by investigating which groups, agencies, or people make decisions about the issue and how the decisions are made.
- Have a clear, well organized plan.
- Be sure the young people are the leaders of those projects.
- Come from a place of solidarity rather than a place of charity – do projects with the people affected, not “to” them.

**Debrief**
1. Which of these "things to keep in mind" do you think will be most important for your group and why?
2. What else do you want to keep in mind as you work on your project?
3. How can you show solidarity with the issue or group you want to help?

**Homework:** **Do an Act of Peace:** As you go through your day or week, do an act of peace (a kind gesture or action), and come prepared to share it at your next group meeting - [Just click here](#) (or go to billionacts.org).
## Curricular Extensions:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</strong></td>
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<tr>
<td><strong>Writing</strong></td>
<td><strong>Activity</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Poetry:</strong> have youth research various styles of poetry and write 2-3 different “I am…” poems experimenting with different styles.</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td><strong>Additional Journal or Essay prompts:</strong></td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>1. What experiences in your life have had the greatest impact on you and why?</td>
</tr>
<tr>
<td><strong>Writing</strong></td>
<td>2. What is your definition of violence?</td>
</tr>
<tr>
<td><strong>Reading</strong></td>
<td><strong>Read for perspective and multicultural understanding</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td><strong>Demonstrate effective verbal and non-verbal communication skills</strong></td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>1. <strong>Miming Me:</strong> have youth act out an important experience in their life without using words.</td>
</tr>
<tr>
<td><strong>Communication</strong></td>
<td>2. <strong>Poetry Slam:</strong> have youth memorize and recite their poetry aloud after practicing their delivery.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td><strong>Understand how to use maps and other geographic tools</strong></td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>1. <strong>Mapping My Life:</strong> have youth map their lives using a state, national, or world map. Have them put:</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>a. a star on the place they have lived;</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>b. a circle on the places their parents and grandparents are from;</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>c. a square for place they would like to visit; and</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>d. a triangle on the place they would like to live when they are adults.</td>
</tr>
<tr>
<td><strong>Geography</strong></td>
<td>2. <strong>My Place in the World:</strong> have youth calculate the exact latitude and longitude of their home (or all the places on their Life Map).</td>
</tr>
<tr>
<td><strong>Civics &amp; History</strong></td>
<td><strong>Identify historical, geographic, social, and economic factors that have shaped society</strong></td>
</tr>
<tr>
<td><strong>Civics &amp; History</strong></td>
<td>1. <strong>Me &amp; Society:</strong> have youth explore the various forces that have helped shape who they are, where they live, the history of their country/area, the beliefs and cultural practices of the society they live in, etc. They can do this by creating a collage, a skit, or a reflective essay.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td><strong>Use a variety of technological and information resources to gather, synthesize, and share information</strong></td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>1. <strong>Internet Search:</strong> have youth practice doing internet research by having them search for PeaceJam, and then their own names or family members' names.</td>
</tr>
<tr>
<td><strong>Research</strong></td>
<td>2. <strong>Internet Bibliography:</strong> have youth practice writing a proper bibliography for information they find on the internet.</td>
</tr>
</tbody>
</table>
Resources

Books


Internet
The Ungame is a non-competitive communication game that builds listening skills and self-expression.

- [http://www.therapeuticresources.com/21496text.html](http://www.therapeuticresources.com/21496text.html)

PeaceJam YouTube Channel

- [https://www.youtube.com/user/PeaceJamHQ](https://www.youtube.com/user/PeaceJamHQ)
Chapter Two

Alfred Nobel: Exploring Empathy
CHAPTER TWO
Alfred Nobel: Exploring Empathy

Chapter Overview: In this chapter, youth will learn about Alfred Nobel, the creator of the Nobel Peace Prize and practice their empathy skills as they try “standing in another’s shoes.” They will also explore issues in their community by analyzing current events.

Theme: Beyond Self
Peace & Leadership Skills: Empathy
Service-Learning: Discovering Issues in Our Community
Curricular Extensions: Biographies, Nobel Laureates research papers, Civic study of peace, World Geography.

Vocabulary: Youth will need an understanding of these terms for this chapter:
- obituary
- pacifist
- empathy

Opener: Change Detectives

Have youth stand back to back with a partner (facing away from each other). Tell them they have 30 seconds to change three things about their appearance that you think the other person will not notice. After 30 seconds have the pairs face each other and give them a minute to find what each had changed about their appearance. Repeat the activity one more time and see if they are better at noticing the changes.

Debrief:

“Which kinds of changes were hardest to detect and why? What did you do differently the second time to help you be aware of the changes? What did you learn from doing this activity?”

Alfred Nobel’s Story:

“We are going to learn about a man named Alfred Nobel who woke up one morning and opened the newspaper to learn that not only had he died, but that the world saw him as a monster. Let’s find out what happened.”
Alfred Nobel was born in Stockholm, Sweden on October 21, 1833. His father was an engineer and inventor who built bridges and buildings in Stockholm. Alfred Nobel later joined his father in the construction business in the mid-1800s. He invented dynamite in 1866 to help clear large areas for roads and railroad tracks. Alfred had over 350 other inventions and he also wrote poetry and plays. When Alfred’s brother died, the newspaper made a mistake and ran an obituary for Alfred Nobel. In the obituary they talked about how Alfred was responsible for creating dynamite, the most destructive weapon known to humankind. The newspaper called him the “merchant of death.”

Alfred was a pacifist and thought that when he invented dynamite he had ended all wars because no one would dare use it on another human being. But he was wrong— it only made war more deadly. Here is what he said just after he invented dynamite:

“My dynamite will...lead to peace [because] as soon as men will find that in one instant, whole armies can be utterly destroyed, they surely will abide by golden peace.”

When Nobel read his own obituary, he decided that he didn’t want to be remembered as the “merchant of death.” He had made a lot of money over his lifetime from the invention of dynamite. That morning he decided to take that money and do something good for human kind.

On November 27, 1895 Nobel signed his last will and testament and set aside the bulk of his estate to establish the Nobel Prizes in Physics, Chemistry, Medicine, Literature and Peace. He died of a stroke on December 10, 1896. The prizes are awarded each year on December 10 in honor of Nobel’s death. The first Nobel Prizes were awarded in 1901 and today the winners receive a medal, a diploma and a cash prize of 10 million Swedish Kroner (around $1.35 million USD).

Discussion Questions

- What do you think Alfred Nobel was thinking when he read that about himself?
- Do you think the newspaper was justified in calling him the ‘merchant of death’? Why or why not?
Video on Alfred Nobel (2 minutes):
For more information on the life and legacy of Alfred Nobel, watch About.com video:  http://video.about.com/inventors/Profile-of-Alfred-Noble.htm

Skill Builder: Practicing Empathy

Activity: Stand in Someone Else’s Shoes: Have youth get in pairs. One youth will play the role of a parent and the other youth will play the role their teenager. Tell the “teenagers” that they are going to try to convince their parent to let them go some place with their friends. The parent will say no and try to explain why they do not want them to go. Give the pairs 3 minutes to talk, then switch the roles so that the parent is now the teenager and vice versa.

Debrief:

- Which role was easier to play and why?
- Was it hard to see things from the parent’s perspective? Why?
- Empathy means to see and feel things from someone else’s perspective. Sometimes it is difficult to be ‘empathetic’ and to put ourselves in someone else’s shoes to see and feel things from their point of view. Why is important to be able to do that?
- What are some ways we can show empathy and show people we are trying to see things from their perspective? [have students brainstorm ways]

“We can also be empathetic by really listening to what others are saying and paraphrasing it back to them so they know we really heard them. For example, teenagers could say, “I can hear that you are really worried about me going out with my friends” and then ask for clarification such as, “Can you tell me more about why you are worried?” Parents could try something like, “So you want to be able to spend more time with your friends”….and then ask for other solutions like, “Can you think of another way you could spend more time with your friends without staying out late?”

“Now let’s try the scenario again. Go back to the role you played first. This time parents try to put yourself in your teenagers’ shoes and teenagers try to think about what your parents are feeling. How was the conversation different this time?”

Journal/Reflection:

Have you ever read or heard someone say something about you that was not very kind? How did you feel? Have you ever said something that was not very kind about someone else? Can you think of ways you could “stand in their shoes” and see things from their perspective? Try out your new empathy skills on friends and family. See if you notice anything different.
Action/Service: Discovering Issues in Our Community

Before the youth get started with their PeaceJam project, they will need to do some investigating to ensure that the issue they select is really a problem and that the project they create really addresses the root causes of that problem.

There are two activities included in this section. First the youth will take a walk around their school, neighborhood or community. Second, they will read through local, regional and national newspapers (or you can split the youth into two groups, with one group taking the walk and the other reading the newspapers and then have them share what they found). You may add additional investigation activities such as: 1) surveying peers or community members about issues, 2) reading school or community data, or 3) interviewing people who work on specific issues.

Take a Walk:

“We are going to start by taking a walk and looking at our school/community in new ways. Start by opening your PeaceJam Journals to your Service-Learning Guide. Turn to the Discovering Issues in Our Community. The first activity is called Take A Walk.”

Youth take a guided walk around their school or community with an adult facilitator. Have them take notes on what they see using their PeaceJam Journals.

- WHAT? Guide students to notice problems or issues. Examples of guiding questions include:
  - What kinds of plants do you see and which ones are native to this area?
  - What kinds businesses do you see in our community?
  - What kinds of trash and litter do you see?
  - What kind of homes and other buildings do you see?

- SO WHAT? Prompt youth to think more in depth about what they saw and the information they collected on their walk. “So what problems did we discover by analyzing the information we collected? What kinds of violence do you see (e.g., graffiti, trash, bars on windows)? What kinds of peace do you see (e.g., parks, nature)?

- NOW WHAT? Youth brainstorm solutions and/or actions that can be taken. The adult facilitator encourages them to think of creative projects they could do to address the problems or issues they noticed.

In the News: Exploring Newspapers & Current Events

Bring in several copies of local and national newspapers. Have youth read or skim the newspapers to find out about some current issues. You may want to begin by explaining the structure and set-up of newspapers, including the different sections and how to find them.

- WHAT? Have youth read through several different newspapers or internet news sites and circle the headlines or main stories. Then have them begin to list the issues or problems that emerge.

- SO WHAT? Have youth make a list of the major problems or issues that emerge on the local, national, or international level. Have them analyze the difference between headline stories and those that are hidden away on the back page, etc.
**NOW WHAT?** Have youth brainstorm solutions and/or actions that can be taken and project ideas. Have them compare the issues that emerged from the newspaper activity with those that they discovered on their community/school walk.

### Curricular Extensions

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| Use writing process elements to communicate for a variety of purposes and to a variety of audiences | 1. **Newspaper Editorials:** have youth read various newspapers’ editorial sections and talk about the purpose of editorials. Then have youth find an article that is interesting or important to them, read it and write an editorial of their own about that article.  
2. **Additional Journal or Essay prompts:**  
   - Who do you have the hardest time empathizing with and why? |
| **Reading**       |                                                                          |
| Read for perspective and multicultural understanding | 1. **Alfred Nobel: Inventive Thinker (2004)** by Tristan Boyer Binns explores the life of Nobel as a motivated, intelligent scientist and businessman who had a profound impact on humankind. |
| **Communication** |                                                                          |
| Demonstrate effective verbal and non-verbal communication skills | 1. **Dynamite Debate:** have youth debate whether dynamite’s benefit to humankind outweighs the harm it has done over the years.  
2. **Empathy Skits:** have youth write and act out short skits that demonstrate empathy – especially for those who we may have the most difficult time empathizing with. |
| **Geography**     |                                                                          |
| Understand how to use maps and other geographic tools | 1. **Scandinavia:** have youth use maps and other resources to locate the Scandinavian countries including Norway and Sweden.  
2. **Map Dynamite’s Impacts:** have youth map the areas of their community or the world where dynamite is most used. |
| **Civics & History** |                                                                          |
| Identify historical, geographic, social, and economic factors that have shaped society | 1. **Sweden-Norway History:** have youth explore the relationship between Norway and Sweden over the past few hundred years and the reason that Alfred Nobel may have chosen to have the Peace Prize awarded by the Norwegians rather than the Swedes who award the other Nobel Prizes.  
2. **Role of Government:** what role does our government play in regulating the making and using of explosives such as dynamite – or other materials harmful to humans and the environment? |
| **Research**      |                                                                          |
| Use a variety of technological and information resources to gather, synthesize, and share information | 1. **Internet Search:** have youth research the different Nobel Prizes and how they are awarded.  
2. **Library Search:** have youth practice using the library by finding books and other resources on Alfred Nobel. |
Resources

Books

Internet Sites
Study: Teenage brain lacks empathy [Area of brain associated with higher-level thinking underused in youths](http://www.msnbc.msn.com/id/14738243) Have youth read and respond to this MSNBC article.

Article on speculations as to why Norwegians award the Nobel Peace Prize [http://weekly.ahram.org.eg/2003/668/pe2.htm](http://weekly.ahram.org.eg/2003/668/pe2.htm)

Videos/DVDs

Legacy of Alfred Nobel on About.com (2 minutes):
- [http://video.about.com/inventors/Profile-of-Alfred-Noble.htm](http://video.about.com/inventors/Profile-of-Alfred-Noble.htm)
Chapter Three

The Nobel Peace Prize: Exploring Peace & Violence
CHAPTER THREE
The Nobel Peace Prize: Exploring Peace & Violence

Chapter Overview: In this chapter, youth will learn about the Nobel Peace Prize and explore the meaning of peace, violence, as well as build their own peace skills and create their own Peace Prizes.

Theme: Peace & Violence
Peace/Leadership Skill: Peaceful behaviors
Service-Learning: Brainstorming project ideas
Curricular Extensions: writing newspaper editorials, debate, role of government, Norway and Sweden’s history.

Vocabulary: Youth will need an understanding of these terms for this chapter:
- violence
- peace
- community

Opener: Have youth get in pairs. Have one person in each pair make a tight fist. Tell the other person that their job is to open the person’s fist. After one minute have them switch roles.

Debrief
- How many of you used force to get your partner's fist open?
- Did anyone simply ask their partner to open their fist?
- Did anyone offer their partner something as a reward for opening their fist?
- What would have been a more powerful approach in this case, force or cooperation?
- “Remember that we all have power and we need to decide how we will use it.”
- “Violence and force may not be the most effective way of getting what we want.”

“Let’s take a few minutes and come up with a definition of violence. What is violence? [take notes as youth brainstorm ideas] Now let’s check out our definition. Is pollution a form of violence? Is graffiti a form of violence? Is taking drugs a form of violence?”

Skill Builder: Recognizing Peace

Creating Your Own Peace Prize:

“Alfred Nobel created five different prizes. One of them was the Nobel Peace Prize. It has been awarded almost every year since 1901 to a person, group or organization that has brought peace to the world in some way. There is a committee of five people in Norway who award the Peace Prize and work together to define peace and decide who deserves the prize each year. Today, we are going to create our own Peace Prizes.”

1. Define peace: Brainstorm with the group what “peace” means. Ask the youth, “What is peace?” and “How does someone act peacefully?” Then go around in a circle and have everyone share their ideas. Write their responses on the board.
2. **Create the criteria:** Brainstorm what things someone would have to do and be in order to get your peace prize (visit [www.nobelpeaceprize.org](http://www.nobelpeaceprize.org) to see the selection process used by the Nobel Peace Prize committee).

3. **Design the Peace Prize:** Have youth use their PeaceJam Journals to draw a picture of their prize. Encourage them to experiment with the colors, shapes, and images they use and explain their special meanings.

4. **Create the Peace Prize:** Have youth use materials such as recycled objects, construction paper, things from nature, school supplies, magazine clippings, hand drawn pictures to create an actual Peace Prize – encourage them to be creative; the possibilities are endless.

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**PeaceJam Nobel Peace Laureates**

Review the 14 Nobel Peace Laureates that are members of the PeaceJam Foundation by reading the handout provided in the PeaceJam Journal and by reading the Laureates’ full biographies on [PeaceJam.org/nobel](http://PeaceJam.org/nobel). Then have youth turn to the Nobel Peace Laureate Scavenger Hunt sheet in their PeaceJam Journal. Give youth 15 minutes to match a name with each of the questions.

**Discussion:** Explain that the Nobel Peace Prize Committee (who awards the prize) often awards the Peace Prize to a certain person or group to make a statement. For example, they gave the prize to Sir Joseph Rotblat and the Pugwash Conference in 1995 for their efforts to get rid nuclear weapons. Why do you think they did that? What was happening in the world exactly 50 years earlier? Rigoberta Menchú Tum was the first Native American (indigenous person) to win the prize and she was awarded it in 1992. What significance does that have – what was happening 500 years ago [hint the year was 1492]? **

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**Journal/Reflection:**

- Pretend that you are awarded the Nobel Peace Prize in the year 2030, what would it be for?
- Whom would you like to give your Peace Prize to and why?
- Award your Peace Prize to someone who fits your criteria for a peacemaker. How does that person bring peace to you, your community and/or the world? [The group could also host a lunch or celebration for your Peace Prize Winners.]

**Exploring Existing Projects:** As a group, first go to the One Billion Acts of Peace website ([1baop.org](http://1baop.org)) and explore the “Join an Existing Project” and “Replicate a Successful Project” (at the bottom of the homepage) to get projects ideas.

**Action/Service: Brainstorming Project Ideas**

“Today we are going to brainstorm an issue that we want to address and possibly a Billion Acts of Peace project that we could do to address that issue.”

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PeaceJam Project Planning
Have students turn to the Service-Learning Project Logs and read through the steps involved in planning and carrying out your Billion Acts of Peace Project.

- Step 1: Pick Your Issue
- Step 2: Make a Plan
- Step 3: Take Action
- Step 4: Reflect
- Step 5: Document & Celebrate

The next sections will take your group through each step as they plan and carry out their PeaceJam project. Work through Step 1: Pick Your Issue with students using their Service-Learning Project Log.

Brainstorm Project Ideas: Have youth open to the Brainstorming Project Ideas section in their Service-Learning Project Logs. Guide youth through the questions below. Take notes on the board or flip chart as they take notes in their journals and then fill in the Brainstorming Circles.

1. What is already being done to address the issue?
2. Who makes decisions about this issue and how can you influence decisions about this issue?
3. What skills, experiences and interests does your group have that can help shape the project?
4. What are some creative solutions to this issue that have not been tried?
5. What your group can feasibly do with the time and resources you have?
6. What are project ideas did you find on Billion Acts website billionacts.org?

Now stop and have students use the Brainstorming Circles to help them create Project Ideas.

7. As a group, have students write down three ideas for PeaceJam projects.
8. Decide on a Project Once youth have a few project ideas written down, they need to agree on a project from their list (Try coming to “sufficient consensus” where everyone at least agrees to move forward on the project even it is not their top choice, etc.).
### Curricular Extensions:

<table>
<thead>
<tr>
<th>Content Area</th>
<th>Activity</th>
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<tbody>
<tr>
<td><strong>Writing</strong></td>
<td></td>
</tr>
<tr>
<td>Use writing process elements</td>
<td>1. <strong>Peace to Me</strong>: have youth write a personal essay on what peace</td>
</tr>
<tr>
<td>to communicate for a variety</td>
<td>means to them and why.</td>
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<tr>
<td>of purposes and to a variety</td>
<td>2. <strong>Nobel Peace Laureate Research Paper</strong>: have youth select one of</td>
</tr>
<tr>
<td>of audiences</td>
<td>the PeaceJam Nobel Peace Laureates to do a research paper on.</td>
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<td></td>
<td>3. <strong>Additional Journal or Essay prompts</strong>: Where is there violence in</td>
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<td>your life and why? What would it look like if that violence was</td>
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<td>changed to peace?</td>
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<tr>
<td><strong>Reading</strong></td>
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<tr>
<td>multicultural understanding</td>
<td>especially pages xv through xviii which explore the meaning of peace.</td>
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<tr>
<td></td>
<td>2. <strong>Biographies of Nobel Peace Laureates</strong>: Have youth select one of</td>
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<tr>
<td></td>
<td>the Nobel Peace Laureates to read more about. Many school or local</td>
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<td></td>
<td>libraries have short biographies on the Laureates.</td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>Demonstrate effective verbal</td>
<td>1. <strong>Acceptance Speech</strong>: have youth pretend that they have been</td>
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<tr>
<td>and non-verbal communication</td>
<td>awarded the Nobel Peace Prize. Have them write and deliver a three-</td>
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<tr>
<td>skills</td>
<td>minute acceptance speech explaining what they did that led to peace</td>
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<td>[it can be something they did to make peace in their family, with their</td>
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<td>friends, in their community, or something they will do when they are</td>
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<td>older].</td>
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<td>2. <strong>Violence/Peace Collage</strong>: have youth create a collage or piece of</td>
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<td>art that depicts their ideas about violence and peace. Have them present</td>
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<td>their collage to the group.</td>
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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td>Understand how to use maps</td>
<td>1. <strong>Nobel Laureate’s Country</strong>: have youth select one of the PeaceJam’</td>
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<tr>
<td>and other geographic tools</td>
<td>Nobel Peace Laureates and using maps and other resources, have them</td>
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<td>locate the Laureate’s country and information about that country.</td>
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<tr>
<td><strong>Civics &amp; History</strong></td>
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<tr>
<td>Identify historical, geographic, social, and economic factors that have</td>
<td>1. <strong>Our Nobel Peace Laureate History</strong>: have youth research who</td>
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<td>shaped society</td>
<td>from their country has been awarded the Nobel Peace Prize and why [if</td>
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<td>there is not a Laureate from the youth’s country than research the</td>
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<td>closest person to their country].</td>
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<td>2. <strong>Peace from a Civics Perspective</strong>: See “Understanding Peace”</td>
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<td>activity at then end of this chapter. Youth will explore the meaning</td>
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<td>of peace in terms of safety, rights, and justice systems.</td>
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<td><strong>Research</strong></td>
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<tr>
<td>Use a variety of technological</td>
<td>1. <strong>Internet Search</strong>: have youth research one of the Nobel Peace</td>
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<tr>
<td>and information resources (e.g.</td>
<td>Laureates.</td>
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<td>libraries, computer networks)</td>
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<tr>
<td>to gather, synthesize and</td>
<td>2. <strong>School &amp; Community Data</strong>: have youth find data on the issue they</td>
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<tr>
<td>share information</td>
<td>selected for their service-learning project. They can use school data,</td>
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<td>community statistics, reference books, or articles written on the</td>
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<td>topic. Have them practice writing bibliographies for the sources they</td>
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<td></td>
<td>use. Then have youth share the information they find on their issue.</td>
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<td></td>
<td>Does this new information change the project idea?</td>
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</tbody>
</table>
Resources

Books

Internet Sites
http://www.mkgandhi.org/nonviolence Peace, Non-violence And Conflict Resolution according to one of the world’s greatest proponents of non-violence: Mahatma Gandhi
Extension Activity: Understanding Peace

Have students read the table below which presents one way of talking about the components of peace. In small groups have them think of examples for each of these components in relation to themselves, the groups they belong to, and the country and world they live in.

**Safety:** personal, emotional, social, national safety

**Rights:** civil rights which are between people and their government and human rights which are inalienable [define what this means]. Have youth research and compare their country’s constitution (or the document that states the rights of the people) to the United Nation’s Universal Declaration of Human Rights (www.un.org).

**Justice:** the protection of civil and human rights. This usually involves the legal system. Have students brainstorm other groups that protect rights.

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<tr>
<th></th>
<th>ME</th>
<th>GROUPS</th>
<th>NATION/WORLD</th>
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<tbody>
<tr>
<td>Safety</td>
<td>Do I feel physically and emotionally safe?</td>
<td>Are the groups I belong to (family, religious group, social group) safe from physical and emotional harm?</td>
<td>Is the nation I live in safe? What countries do you think are not safe?</td>
</tr>
<tr>
<td>Rights</td>
<td>What rights do I have? Who gives me those rights?</td>
<td>What rights does the group I belong to have? [ex. Right to assemble]</td>
<td>What rights do other people in the world have?</td>
</tr>
<tr>
<td>Justice</td>
<td>How are my rights protected? Who helps to protect them?</td>
<td>How are the rights of my family and social, ethnic, or religious group protected?</td>
<td>How are the rights of people around the world protected?</td>
</tr>
</tbody>
</table>

**Discussion Questions:**

1. As a group, discuss the question, “is peace merely the lack of violence?” Why or why not?
2. What are the three most important rights protected by the United Nations Declaration of Human Rights?
3. What are the legal systems in our country that protect people’s rights? What other groups protect people’s rights?
Chapter Four

Rigoberta Menchú Tum: Exploring Community
CHAPTER FOUR
Rigoberta Menchú Tum: Exploring Community

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate Rigoberta Menchú Tum and the struggles she faced as a teenager and the important role that community plays in her life. They will build their “teamwork” skills and explore the meaning of community in their own lives.

Theme: Community
Peace & Leadership Skills: Teamwork
Service-Learning: Community Cafés
Curricular Extension: autobiographies, study of Central America and Indigenous peoples, child labor issues, essays on community, research on Guatamalan government, group problem solving and teamwork.

Opener: Community Chat

1. Ask youth to pair up with a buddy and have one be Mountain and one be Coast.
2. Have all Mountains form a circle facing out, with their backs toward the center of the circle.
3. Have all Coasts face their partners in a larger circle outside the Mountains.
4. Ask the question, “what does community mean to you?” and ask youth to take turns talking with their partner about the topic.
5. Instruct both groups to rotate 1 person to their right to face a new partner. Ask the question, “what are your favorite things about your community?” and have youth taking turns talking with their partner about the topic.
6. You can repeat this process a few more times with different questions (e.g., “What do you not like about your community?”).

Debrief:
- How many of you shared with someone you have never shared with before?
- What did you learn from your partner?
- Why is it important to talk with people we don’t usually talk to?
- Rigoberta Menchú said, “We have to listen to people to find out what they want, to discover the solutions they have to offer for the future.” How does this quote apply to the activity we just completed?

Rigoberta Menchú Tum’s Story

“We are going to get to know a woman from Guatemala named Rigoberta Menchú Tum. From the time she was 12 years old, Rigoberta worked very hard for the rights of indigenous peoples in Guatemala. Let’s read about Rigoberta and how she worked with her community to stay alive and protect the rights of her people.” Read Rigoberta Menchú Tum’s story aloud as a group.
Rigoberta Menchú Tum
1992 Nobel Peace Laureate

“During my most difficult moments and complex situations I have been able to dream of a more beautiful future.” ~Rigoberta Menchú Tum

Rigoberta Menchú Tum is a Maya. She was born in 1959 in a small mountain village in Guatemala. The Maya have lived in Guatemala for thousands of years. They had great cities, a written language that used pictures, and were skilled at pottery and weaving. About 500 years ago, soldiers and conquistadors from Spain landed in Guatemala and conquered the indigenous people that lived there. The Spanish took over the land and made the Maya and other indigenous groups follow Spanish laws. This created many problems for the Maya. Guatemala became free from Spain in 1821, but life was still difficult for the Mayan people when Rigoberta was born.

In Mayan culture, community is very important. Everyone looks out for everyone else and the community gathers often for festivals and celebrations. Rigoberta grew up loving her village. From a very young age Rigoberta had a lot of work to do. The girls in Rigoberta’s village would get together and chat while doing their work.

“There is a place in the fields which is so wonderful and pretty and shady that all the girls get together—seven or eight of us—and sit under the trees and hang up our weaving. We talk and weave. It’s how we enjoy ourselves with our friends. And also, when we go to fetch water, we call all the girls in the village, shouting to each other, and off we go in a line, chattering, to fetch water… This is another way of enjoying ourselves, talking to our neighbors and friends.”

The Maya were very poor and they could not grow enough food in the mountains to survive. Most years, Rigoberta’s family had to leave their community for six months to work on cotton and coffee fincas, or plantations. They worked 14 hours a day and were paid only pennies for their very hard work.

Why did Rigoberta and the other Mayans work so hard for just pennies a day? Was that fair?

Rigoberta’s mother and father were leaders in their village and many people came to them for help with their problems. When Rigoberta was 12, her father asked her to come with him on his trip to the city.

“We were used to traveling in closed trucks, as if we were in an oven with all of the people and animals. It was the first time I’d sat on the seat of a truck, and one with windows… When we reached the capital, I saw cars for the first time… When I first saw them, I thought the cars would all bump into each other, but they hardly did at all. It was amazing for me.”

Rigoberta’s father would go to the city to speak with different groups and the government, telling them about the Mayan people’s struggles to get equal rights. He wanted Mayans to be able to own their own land, get paid fairly for their work, and have the right to vote. The trip to the city was very memorable for Rigoberta. She knew that she wanted to do community building work, just like her father.

When Rigoberta was a teenager, the military began raiding Rigoberta’s village. There was not much land suitable for farming in the

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5 Ibid, p. 31
mountains of Guatemala. Rigoberta’s parents and the rest of their community worked hard to cultivate their land. The government and other wealthy people wanted the community’s land, so they tried to scare Rigoberta and her neighbors away. The soldiers set houses on fire, broke all of their cooking things, killed their animals, and threatened Rigoberta’s father.

The community knew the military would return and they wanted to be ready. Rigoberta worked side-by-side with her father to help her community prepare for future military attacks. The community began to hold meetings. All of the community members brought stones, sticks, work tools, chili, salt, lime, and hot water and discussed how to use them for self-defense. They dug several large, deep, holes on the paths to the village to trap soldiers. When the military came, they saw that the community was prepared. Rigoberta even helped to catch a soldier!

“All the mothers in the village came to see the soldier. Then the men came too and begged him to [tell] his experience when he got back to the army and to take on the role of convincing the others not to be so evil… we told the soldier that [we] were organized, and were prepared to give [our] last drop of blood to counter everything the army did to us…The soldier went away very impressed, he took this important message with him… We didn’t kill the soldier.”

Why didn’t the Maya kill the soldier?

The government did not like the work that Rigoberta’s father was doing. So they kidnapped him, tortured him, and put him in prison for 14 months. Rigoberta had to work for a year without a break to help pay for his release. When Rigoberta’s father was released, he took her to the city to meet the groups of people he worked with. Rigoberta’s father knew that the government wanted to kill him. He knew that if they did, Rigoberta had the strength and smarts to continue his work.

Soon after, another horrible thing happened. Rigoberta’s brother was kidnapped and tortured by the government. The government then made the Maya in Rigoberta’s community watch as they set him on fire.

Everyone was weeping…Every time I tell this story, I can’t hold back my tears, for me it’s a reality I can’t forget…My mother almost risked her own life by going to embrace my brother. My father…didn’t shed a tear, but he was full of rage. And that was the rage we all felt… I couldn’t believe that had happened to my little brother. What had he done to deserve that? At that moment I wanted to show my aggression. You know, it wasn’t just my brother’s life. It was many lives, and you don’t think that the grief is just for yourself but for all the relatives of others. And what you think is that Indians are already being killed off by malnutrition, and when our parents can hardly give us enough to live on…then they burn us alive like that… I concluded that the most important thing was to organize the people so that they wouldn’t have to suffer the way we had, see that horror film that was my brother’s death.

A few months later, Rigoberta’s father received the same treatment as her brother. Her mother was also killed by the military, just months after her father. In the name of her brother, father, mother, and all the Mayan peoples killed by the military, Rigoberta continued working hard for the rights of her people. All the violence that Rigoberta witnessed did not cause her to act violently, even though she was very angry. Rigoberta put all of her energy into non-violent work for the rights of the Mayan people in Guatemala. She used the knowledge she gained from her father to continue his work in community building. Rigoberta’s parents had taught her how to become an activist for human rights.

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6 Ibid, p. 139.
7 Ibid, p. 172.
What does it mean to be an activist for human rights?

The military did not like the work that Rigoberta was doing. They threatened to kill her so she had to hide. She was scared they would find her so she escaped to Mexico. She knew that if she wanted to help the Mayan people she had to stay alive. Rigoberta learned to speak Spanish so she could talk to the government leaders in Guatemala. She tried to return to Guatemala, but each time, the military threatened her. She wanted to share the story of Mayan people with the rest of the world. So in 1983 she wrote a book called “I, Rigoberta Menchú.” This book made people around the world realize that horrible things were happening in Guatemala.

In 1992, on the 500th anniversary of Christopher Columbus and the Spaniards landing in the Americas, Rigoberta Menchú Tum was awarded the Nobel Peace Prize in recognition of her work for the rights of indigenous peoples. She was the first indigenous person ever to receive the award and one of only a handful of women to ever win it.

All of Rigoberta’s non-violent work contributed to the 1996 Peace Accords in Guatemala, which ended Guatemala’s 36 year civil war and gave many rights to Rigoberta’s people. In 2004, the president of Guatemala, Oscar Berger, asked Rigoberta to be Guatemala’s “goodwill ambassador.” Her job is to be sure that the new government treats the Mayan people fairly. She wants all citizens of Guatemala to have their rights protected by the government. In 2007, Rigoberta ran for president of Guatemala. She was the first woman and first Mayan to run for president in her country. Although, she did not win, she showed others that it could be done! In 2011 she ran for president again and helped to create the first Mayan political party that promotes equal rights for all indigenous peoples.

One Billion Acts of Peace

Rigoberta is part of PeaceJam's Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Rigoberta urges youth to specifically focus on the Billion Acts of Peace area called "ending "racism and hate." She believes that racism and hate cause tension between people and countries and this tension leads to violent conflict. If people work together to understand differences, instead of hating one another, the world will be a more peaceful place.

Discussion Questions:
1. How do you think Rigoberta felt when her brother, father, and mother were killed?
2. Why didn’t she fight back with violence? What did she do instead?
3. Why was Rigoberta’s community so important to her?
4. How was Rigoberta affected by the issue of racism and hate?

**Film: Daughter of the Maya** (50 minutes - can be show in segments)

Watch PeaceJam’s award-winning documentary film on the legacy of Rigoberta Menchu Tum and the Mayan people (go to [http://peacejam.org/films](http://peacejam.org/films) to watch on Google play or to order DVD) *(The film is rated PG-13. We recommend watching the film before showing it to your students so you can select appropriate segments).*

**Discussion Questions:**

- What did you learn about the Maya that you did not know?
- How has Rigoberta’s life been impacted by the history of the Mayan people?
- What historical factors have influenced your life and the life of your family? (have youth write their reflections in their journal)

**Skill Builder: Teamwork**

**Turning Our Community Around**

1. Lay the tarp out in the center of the room.
2. Begin by asking youth to quietly think about some of the things they don’t like about their community today.
3. Ask youth to share their thoughts and write them each on separate piece of tape.
4. After all thoughts have been shared, have the youth stick each piece of tape to one side of the tarp. Then, turn the tarp over.
5. Now ask youth to quietly think about what kinds of hopes, dreams, and goals they have for their community *(What could their community look like in an ideal world, if they had unlimited resources?)*.
6. Ask youth to share their thoughts and write each answer on a separate piece of tape.
7. After all thoughts have been shared, have youth stick each piece of tape to this blank side of the tarp.
8. Adult facilitator should now hold the tarp up to show youth that one side is the way things are and the other is the way things could be.
9. Spread the tarp out on the floor with the side representing the community’s challenges facing up.
10. Invite youth to come forward and stand upon the tarp. There should be enough room on the tarp for youth to stand without having to touch anybody else (if not, use 10-12 volunteers from the group).
11. Once they are on the tarp, explain the task. They are a community. Their task is to turn the tarp over, so that the way things could be, are facing up and the community’s challenges, face the floor. The only rule is that no part of any of their bodies can touch anything off the tarp. They cannot touch the floor, chairs, desks, anything, not even the end of their finger or the tip of their toe. After they have solved the problem, debrief the activity.

**Materials:**

- Tarp, blanket or bed sheet about 8 x 10 feet
- Masking or duct tape
- A marker to write on the tape
Debrief

- What did we learn about working together as a team by doing the activity?
- How was doing this activity similar to what we need to do to “turn our community around” (e.g., it is difficult; it requires that everyone get involved; you have to be creative; sometimes you just can’t break the rules).

[See additional Team Building Games in the Resource Section of this chapter]

Reflection/Journal:  
“A community can be your neighborhood, your family and friends, or the world. What does ‘community’ mean to you and why (who, what, and where)?”

Action/Service: Getting Community Buy-in: Community Cafés  
“Now that you have identified what community issue you would like to tackle, a great way to gauge community support for this idea is to conduct Community Cafés. What are Community Cafés? They bring members of a community together to examine an issue.” Youth can use this forum to interview their peers during lunch in the cafeteria, members of their community at a local coffee shop, senior citizens at a senior center, teachers at a staff meeting, etc.

Steps to Organizing a Community Café:
Have youth turn to Chapter 4 of their PeaceJam Journals and locate the Community Café Activity.

1. Choose a topic or issue to examine:
   Youth should use the issue they have chosen for their Billion Acts of Peace project.

2. Organize the Café to gather people:
   Set a time, date, and place for the café. If the café is done in a school setting, youth can make posters, use morning announcements, and word of mouth to promote their café. If students would like to survey the entire community, they can use community boards at local businesses, contact their local media, and use online event calendars. Don’t forget to include where and when the Community Café is going to take place!

3. Discuss:
   Develop questions or talking points to frame the café. There should be youth facilitators to provide structure for the discussion. Participants should examine the issue their Billion Acts of Peace project addresses and also possible ways to solve the problem. Also, youth should discuss their Billion Acts of Peace project not only to gauge interest and community need, but to also receive feedback and ideas to strengthen the project.

4. Thank participants for their attendance:
   Let attendees know that their voices have been heard and that their ideas will be used to strengthen the service-learning project. It’s a great idea to gather participants’ contact information to inform them of future cafés and events surrounding the project!
## Curricular Extensions:

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<td>variety of purposes</td>
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<td>and to a variety of</td>
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<td>audiences</td>
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<tr>
<td>1. “My Community” Essay: have youth write a three paragraph essay</td>
<td>have youth write a three paragraph essay on their community that describes three things that are good about their community and three things they would like to change. Be sure they support their claims with evidence and details.</td>
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<tr>
<td>2. Community Newsletter: Rigoberta used her book to tell the world</td>
<td>Rigoberta used her book to tell the world about the issues in Guatemala. Have youth write a community newsletter that highlights the issues in their community and what is being done about them (they can highlight their Billion Acts of Peace project). You can get newsletter templates online.</td>
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<td><strong>Reading</strong></td>
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<td>Read for perspective</td>
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<td>and multicultural</td>
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<td>understanding</td>
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<tr>
<td>1. PeaceJam: A Billion Simple Acts of Peace: have youth read Chapter 6</td>
<td>have youth read Chapter 6 which explores Rigoberta Menchú Tum’s work with local Guatemalan youth to combat systemic racism in their country.</td>
</tr>
<tr>
<td>2. I, Rigoberta Menchú:</td>
<td>as a group or independently, read Rigoberta’s book which explores her life and gives youth a first-hand account of her struggles and her nonviolent solutions to those struggles.</td>
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<tr>
<td>3. Child Labor:</td>
<td>have youth read Free the Children: A Young Man’s Personal Crusade Against Child Labor by Craig Kielburger. At age 12, Craig became outraged about children being sold into slavery in Pakistan so he founded Free the Children, a human rights organization.</td>
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<tr>
<td>4. Autobiographies:</td>
<td>have youth read other autobiographies of peacemakers from around the world.</td>
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<tr>
<td><strong>Communication</strong></td>
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<tr>
<td>Demonstrate effective</td>
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<td>verbal and non-verbal</td>
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<td>communication skills</td>
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<tr>
<td>1. Language Learners:</td>
<td>Rigoberta taught herself Spanish so she could communicate with the</td>
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<tr>
<td>2. Communicating</td>
<td>without Words: have youth work together to build a “house” or structure</td>
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<tr>
<td>without Words:</td>
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<tr>
<td><strong>Geography</strong></td>
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<tr>
<td>Understand how to</td>
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<tr>
<td>use maps and other</td>
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<tr>
<td>geographic tools</td>
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<tr>
<td>1. Central America:</td>
<td>have youth study a political map of Central America, learning about the</td>
</tr>
<tr>
<td>2. Birds Eye View:</td>
<td>have youth log on to <a href="http://www.googleearth.com">www.googleearth.com</a> and find their own community and then try to locate the mountains in Guatemala where Rigoberta grew up. How are the two locations different and what do they have in common?</td>
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<tr>
<td><strong>Civics &amp; History</strong></td>
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<tr>
<td>Identify historical,</td>
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<tr>
<td>1. Child Labor:</td>
<td>Ribogerta and her brothers and sisters worked on the plantations even</td>
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</table>
and the national and international laws that try to protect children.

2. **Mayan Civilization**: have youth study the history of the Mayan people from its ancient civilization to today.

3. **Indigenous People**: have youth read Rigoberta's powerful ideas about indigenous peoples such as “Indigenous peoples are not some myth from the past” and “indigenous peoples don’t need protection. What we do need is simply to be allowed to exist.” Then have a discussion the points she makes [see extension activity below and review guidelines for civil discourse].

| Research                              | 1. **Guatemala Today**: have youth research the current status of Mayan rights in Guatemala today.  
                                     | 2. **Rigoberta Today**: have youth research the work that Rigoberta is currently doing in Guatemala and around the world. |

**Resources**

**Books**

**Internet Sites**

**Videos/DVDs**
Extension Activity: Indigenous People
Have youth discuss the following points Rigoberta makes about indigenous peoples.

What should be done to protect indigenous peoples?
"It is very important to understand that we indigenous peoples don't need "protection." What we do need is simply to be allowed to exist, to live, to let our own culture develop, and to recover the meaning of our own history. Indigenous peoples have always depended on their traditional wisdom and culture. Our way of thinking and our lifestyle have empowered us to survive through many difficult times in the past. Now that we stand at the close of the twentieth century, this fact should send a very clear message to the conscience of the world. We indigenous people reaffirm our struggle to survive! To me, the most important thing is that indigenous people still possess a balance, an equilibrium with Mother Nature, a balance between human life and the Earth itself. For us, the Earth is the source of knowledge, of historical memory, of life! But the rest of the world does not share this vision, and so they keep on destroying Mother Earth. Indigenous people aren't strange. We may be special, but we are also part of the modern world in which we all live... Indigenous people are not some myth from the past, a myth that survives only in legends and in ruins! …I sincerely hope that now, at the end of the twentieth century, indigenous people will never again be forced into extinction on the face of this Earth. We need international law, national legislation, the legal protection of our human rights, as well as the respect and acceptance of society in general, in order to face the future. To listen to indigenous peoples is to listen to the women and to those who know how to love this earth. We may be only a small grain of sand, but it is one which will prove important for the challenges Humankind must face in the next millennium."^{9}

^{9} Extracts from the transcript of a Global Vision video interview by Michael O'Callaghan.
Chapter Five

The Dalai Lama: Exploring Compassion
CHAPTER FIVE
The Dalai Lama: Exploring Compassion

Chapter Overview: In this chapter, youth will learn about the Nobel Peace Laureate from Tibet, the Dalai Lama. As a teenager, the Dalai Lama encountered many struggles in Tibet and overcame them through his passion for kindness. Youth will explore the meaning of compassion, build their communication skills, and learn how to solve problems using compassion.

Theme: Compassion

Peace & Leadership Skills: Communication skills

Service-Learning: Writing Billion Acts of Peace plans

Curricular Extensions: opinion papers, meaning of kindness, history of Tibet, mapping, government structures, research

Opener: Active Listening

Have youth sit in a circle with at least 2 feet between them. Have one person start by telling a story. This person will come up with a 15 second story about something they did in the past week and they will whisper it to the person next to them. The story will then get passed around the circle by each person repeating the story to the person sitting next to them – by whispering it quietly into their ear. The last person who hears the story will say the story out loud.

Debrief:

- How did the story change from the beginning of the activity to the end?
- Why did it change?
- How could we do better at this game? In other words, how could we be better speakers and listeners?
- Why is it important to be able to really hear what each other are saying?

The group can try the activity again to practice their new listening and speaking skills.

The Dalai Lama’s Story

“We are going to get to know a man named the Dalai Lama who became the leader of his country when he was only 15 years old. Can you imagine becoming the leader of our country when you are fifteen? Let’s read about how this happened to this young man and how he handled it.”

The Dalai Lama is from Tibet. Before we begin, let’s find it on a map.

Read the Dalai Lama’s story aloud as a group.
The Dalai Lama10 
1989 Nobel Peace Laureate

“Compassion and love are not mere luxuries. As the source both of inner and external peace, they are fundamental to the continued survival of our species.”

-The Dalai Lama

In 1935, a little boy named Lhamo Thondub (pronounced lamo tondu) was born to a peasant family in Takstar, a small village in the country of Tibet, located high in the Himalaya Mountains. He had one older sister and three older brothers. The family had a small farm and his father grew crops like barley and potatoes.

When Llamo was three, some important monks from the capital city, Lhasa, came to his village. A man called “the Dalai Lama,” the leader of Tibet had died and these men were looking for the next Dalai Lama because Tibetans believe that all people are reincarnated when they die. One of the important men had a dream that the next Dalai Lama had been reborn in Takstar in a house with turquoise gutters – just like Lhamo’s house. So, the monks and men from the Tibetan Government journeyed to Lhamo’s farm house to see him. After playing and talking with him, they realized that Lhamo was the next Dalai Lama. So they took him and his family to Lhasa so they could begin teaching Lhamo all that he would need to know to be the next leader of Tibet.

Lhamo learned to meditate, study, and practice for the day when he turned 21 and would become the official leader of Tibet. Since Tibet is a Buddhist country, the most important lessons that Lhamo was taught was how to approach life with kindness and compassion. Compassion is about seeing the suffering of others and wishing for their suffering to be alleviated. This is easy to do with people we care about, but much harder to do with people who we do not like or who have been mean to us. The Dalai Lama had to learn how to approach all people and living beings with loving kindness and compassion. This part of Buddhism is very challenging because it is quite natural for us to dislike or feel angry towards those that do us harm. But the Dalai Lama worked to have compassion and sympathy for all living beings, without exception.

In 1950, when the Dalai Lama was just fifteen years old, China invaded Tibet. (China is a country just west of Tibet). The Chinese government wanted to take over Tibet and make it part of China. So they sent 80,000 soldiers to capture Tibet. The peaceful Tibetan people were no match for the Chinese army. Although he was only a teenager, the Dalai Lama had to step up and become the leader of his country.

“They chose November 17, 1950 as the day [that I would take over as the leader of Tibet. I was only 15 years old]. I was rather saddened by these developments. A month ago I had been a carefree young man eagerly looking forward to the annual opera festival [in Lhasa]. Now I was faced

10 Adapted from Biography provided from The Office of Tibet and the PeaceJam Curriculum
with the immediate prospect of leading my country as it prepared for war.”

The Dalai Lama worked for nine years to find a peaceful solution to the problems with China. But it was hard because the Chinese had a different language and culture than the Tibetans. Life in Tibet became very dangerous. The Tibetans tried to resist the Chinese occupation. On March 10, 1959, thousands demonstrated in the capital city of Lhasa, chanting that Tibet was an independent country and that China should get out. The Chinese soldiers attacked the protesters and thousands of Tibetans were killed.

The Tibetan people were worried that the Chinese army would try to kill the Dalai Lama so they urged him to leave. However, the Chinese army would not let him go. One night in 1959 he dressed up like a soldier and snuck out of his palace. The Chinese army did not notice him because he looked just like the other soldiers surrounding the palace.

“At a few minutes before ten o’clock pm, now wearing unfamiliar trousers and a long black coat, I threw a rifle over my right shoulder… Then slipping my glasses into my pocket I stepped outside. I was frightened. I was joined by two soldiers who silently escorted me to the gate in the inner wall [of the palace]…With them I groped my way across the park, hardly able to see a thing. …We successfully negotiated our way through the crowd [of Tibetans who had gathered outside my palace], but now there were the Chinese to deal with. The thought of being captured terrified me. For the first time in my life I was truly afraid.”

If you were forced to leave your home in the middle of the night and never return what would you bring with you and why?

But he was not free yet! The Dalai Lama had to travel for many weeks over the Himalayas– the highest mountains in the world– into India, which is a country south of Tibet. His parents and family went with him, as did many of his teachers and other Tibetan government officials. Over 87,000 Tibetan refugees managed to follow the Dalai Lama into exile. Today, there are many Tibetan refugees in exile in India and around the world.

Since 1960, the Dalai Lama has lived in Dharamsala (pronounced daramsala), India, known as "Little Lhasa." It is now the seat of the Tibetan Government in exile.

In the early years of exile, the Dalai Lama went to the United Nations to ask for help for Tibet. As a result, the United Nations General Assembly adopted three resolutions in 1959, 1961, and 1965, calling on China to respect the human rights of Tibetans and to honor their sovereignty, or freedom from Chinese control.

What is the United Nations? What do they do?

The Dalai Lama realized that he would have to work hard to save the Tibetan people and their culture. He started over 50 large settlements for Tibetan refugees and created a Tibetan school system to teach refugee children Tibetan language, history, religion and culture. He founded several cultural institutes to preserve 2,000 years of Tibet’s arts and sciences and helped reestablish more than 200 monasteries to keep Tibetan Buddhist teachings alive.

The Dalai Lama often says, "I am just a simple Buddhist monk - no more, or less." He follows the life of a Buddhist monk. Living in a small cottage in Dharamsala, he rises at 4 a.m. to meditate. During the day he attends meetings, hosts private audiences, and conducts religious teachings and ceremonies. He concludes each day with more prayers. The Dalai Lama has worked hard over the years to bring compassion and loving kindness to the world – even to the Chinese government after all they have done to his people. For him, this is the only way to bring peace to Tibet and to the world.

In 1989, on the 30th anniversary of China’s invasion of Tibet, the Dalai Lama was awarded the Nobel Peace Prize for his efforts to find a non-violent solution to the conflict with China.

One Billion Acts of Peace

The Dalai Lama is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. He invites you to join him and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. The Dalai Lama urges youth to specifically focus on “access to water and other natural resources.” He believes that the lack of access to clean water and farm land is a big problem for many people around the world, especially because the struggle over limited resources often leads to war and violent conflict. If we work to be sure all people have at least the most basic natural resources, such as food and water, the world will be a more secure place.

Discussion Questions:

1. How did the Dalai Lama and the Tibetan Government try to deal with the Chinese military when they invaded Tibet?
2. Have you had to take on responsibility for other people or things that you felt like you were not ready for? What did you do?
3. How would you have felt if you had been the Dalai Lama on the night he had to escape Tibet?
4. The Dalai Lama became the leader of his country as a teenager. How did he use his power?
5. The Dalai Lama says that the Chinese government leaders are his greatest teachers because with them it is hardest to practice compassion and caring. It is easy to be kind and compassionate toward those that we love but the real test is to see if we can do it with those that we do not care for or get along with. Is there someone who you have a hard time getting along with that you can practice compassion and caring for? What might you do differently with that person?
Skill Builder: I-Messages

“Kind words can be short and easy to speak, but their echoes are truly endless.”
~ The Dalai Lama

“Despite the hardships that the Dalai Lama and the Tibetans have endured because of the Chinese government, The Dalai Lama knows that words and not guns will be the only tool that will free Tibet. We are going to practice speaking in ways that help people understand what we are feeling and thinking. We are going to learn how to use I-Messages. Does anyone know what an I-Message is? I-messages are statements that can be used as a way of taking responsibility for one’s own feelings in conflict situations. They start with the word "I," rather than “you” such as, “I am frustrated that your room is still a mess” rather than “You make me mad. You are such a slob.” [have youth turn to the I-Message Worksheet in their PeaceJam Journals].

Have youth get into pairs. Read the following scenarios and have each pair take turns practicing I-Messages. Read the first sentence aloud and have one person in the pair try to rephrase it as an I-Message. Then read the next sentence and have the second person in the pair try to rephrase it as an I-Message. Have the partners take turns for the remaining statements.

- “Hey, you took my pencil you creep.”
- “You are wrong.”
- “You make me so mad when you take my things.”
- “You made me late.”

What did you notice about the I-Messages? How did they feel saying them? How did it feel receiving them?

Reflection/Journal:

When could you use I-Messages in your life? Who would you like to try using them with and why? How does using I-Messages relate to your definition of peace?

Action/Service: Writing Action Plans

“Now that we have identified the issue and project we want to work on, it is time to write up our PeaceJam Project Plan.

- First, we will review the steps involved in doing a project.
- Second, we will brainstorm what we know about the issue we are working on and what still need to know.
- Third, we will write up our project plan and log it on Billion Acts of Peace.org.

Turn now to the ‘Our PeaceJam Project Plan’ in your Service-Learning Logs (at the back of this Journal).”

“True power comes from serving and helping others.”
~ The Dalai Lama

“In the present circumstances, no one can afford to assume that someone else will solve their problems. Every individual has a responsibility to help guide our global family in the right direction. Good wishes are not sufficient; we must become actively engaged.”
~ The Dalai Lama
Curricular Extensions

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<th>Activity</th>
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| Writing                    | **1. Opinion paper:** The Dalai Lama said, “In some cases, keeping your mouth shut is the best answer.” Do you agree or disagree with this quote? When is it true and not true? Have youth practice making a point and supporting it with details.  
**2. Principal for a Day:** have youth pretend that, like the Dalai Lama, they have just been faced with a great responsibility: When they came to school today, they were told that they were now the principal of the school.  
  - What are the biggest problems that you would want to deal with and how could we find out what those problems are?  
  - What would you do about those problems?  
**3. Additional Journal or Essay Prompts:**  
  - How do you show compassion and kindness to others?  
  - Who do you have a hard time being kind to and why?  
  - What do you think the Dalai Lama would do in your situation?  
  - Write about a time when you were frightened like the Dalai Lama was on the night of his escape. How did you deal with your fear? |
| Reading                    | **1.** Have youth read Chapter Four in PeaceJam (2003) by Darcy Gifford which explores “growing up in a culture of violence” and tells the story of Richard Castaldo who was shot nine times at Columbine High School. There are discussion questions and activities at the end of the chapter.  
**2.** Read aloud excerpts from Freedom in Exile (1990) by the Dalai Lama, which is an autobiography of his life from his childhood to his life in exile. |
| Communication              | **1. Taking the War out of Our Words:** have youth keep track of the words they use that are violent or have violent connotations. Then have youth try to replace them with words that reflect more kindness and compassion.  
**2. Kindness Gestures:** have youth brainstorm ways they can show kindness and compassion through their everyday actions such as holding a door open for someone or smiling at someone you don’t know in the hall. |
| Geography                  | **1. Tibet:** have youth use maps and other resources to locate Tibet on a topographical map – it will be inside China. Have the youth map the Dalai Lama’s journey from his home in Takstar to Lhasa and into India.  
**2. Map of Tibet:** have youth research the country boundaries of Tibet in 1950 and compare them to the current map of China that shows Tibet as a region or plateau. How are they different? What does this mean for Tibet? |
**Civics & History**  
*Identify historical, geographic, social, and economic factors that have shaped society*

1. **Our Country’s Stance on Tibet**: have youth explore their country’s official stance on Tibet and research any declarations, policies or resolutions passed in regards to Tibet.

2. **Government in Exile**: What does this term mean and what type of government have the Tibetans set up in India? How is it the same and different from their country’s government?

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

1. **Internet Search**: have youth research Tibetan culture (music, art, drama, dress, food) and have a Tibetan festival.

2. **Community Research**: find out if there are Tibetans living in your community. Invite them to talk to your group and share their experiences.

3. **Research Billion Acts of Peace**: have youth research the Billion Acts of Peace issue they are addressing and determine what other kinds of projects are being done to address this problem.

**Resources**

**Books:**

**Internet sites:**

**Video & DVDs:**
*Kundun*. A movie of the Dalai Lama’s life.
Chapter Six

Adolfo Pérez Esquivel: Exploring Identity Shapers
CHAPTER SIX
Adolfo Pérez Esquivel: Exploring Identity Shapers

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate, Adolfo Pérez Esquivel, and the struggles he went through growing up in Argentina. Youth will explore the positive and negative influences in their lives and identify role models and groups to which they belong.

Theme: Identity Shapers
Peace & Leadership Skills: Positive & Negative Influences
Service-Learning: Power of Letters
Curricular Extension: writing comic strips, business letters, and song lyrics; study of Argentina; dance; and sculpture

Vocabulary: Youth will need an understanding of these terms for this chapter:
- Latin America
- reunite
- façade
- torture
- prisoners of conscience

Opener: Role Models

“We all have people we look up to or try to model our lives after. We are going to make a list of these role models.” Have youth share who their role models are, as the adult facilitator writes them down on a piece of flip chart paper or on a chalk/white board.

Debrief:
- What do each of these people model for others? How do they act? [write their responses next to each of the role models on the list]
- What makes a good role model?
- After talking about what makes a good role model, are there any changes you want to make to our list of role models? Why?

Adolfo Pérez Esquivel’s Story

“We are going to get to know a man named Adolfo Pérez Esquivel from Argentina who was tortured for trying to bring peace to his country. Let’s read about what happened to Adolfo and how he handled it.”

Read Adolfo’s story together as a group.
Adolfo Pérez Esquivel
1980 Nobel Peace Laureate

“We often chase material things in life, those things that lay outside of ourselves, rather than what is inside of us. What is inside of us is heart, spirit, and consciousness”
- Adolfo Pérez Esquivel

Adolfo Pérez Esquivel was born in Buenos Aires, Argentina on November 26, 1931. Adolfo’s father was a fisherman in Spain before he moved to Argentina. After the move he had to hold various low-paying odd jobs to support his family. Adolfo took a job selling newspapers when he was very young and worked as a gardener when he was only 10 years old to help contribute to his family’s income. Adolfo’s mother died when he was just three years old and he was raised by his grandmother who was Guarani, who are indigenous people to Argentina. Throughout his teenage years, Adolfo struggled with his identity. He was drawn to both his indigenous and Spanish heritage. Adolfo didn’t make many friends at school and turned to art to find a way to connect with the world. He was very independent and often a loner. Adolfo knew he loved art so he worked his way through fine arts school where he studied painting and sculpting.

When Adolfo was growing up, many people in Argentina did not have equal rights or safe working conditions – especially indigenous groups. This means that workers received very little pay for jobs that were often very dangerous. When government leaders refused to listen to the people they became very frustrated and decided to protest. Some people, like the miners, marched in front of government buildings with signs that said, “Equal rights for all!” and “Do you risk your life every time you go to work? – We do!” The Argentine government did not want to listen to the people who protested. They also targeted artists, writers and other leaders who were demanding equal rights for all groups in Argentina. To make people stop the protests, the government would send soldiers to take these people to jail. Sometimes they did this in the middle of the night. No one in their family knew where they were or if they would ever see them again. The people who were taken away were called ‘disappeareds.’ The government thought that if they scared the people they would not protest.

As a teenager, Adolfo began to use his art to explore his indigenous roots. He began appreciating the Guarani culture of his grandmother. He began thinking more about the Guarani people’s connection to the earth and nature – and their belief in non-violence. Adolfo began to read more about non-violence and was especially drawn to the words of Mahatma Gandhi and Dr. Martin Luther King, Junior. His studies of nonviolence shaped his sculptures and they soon showed “forms of suffering” of the indigenous people in Argentina. As his awareness of injustices against the indigenous people of South America grew, Adolfo expanded his focus from painting and sculpting and began

NOTE: The above is adapted from the official Nobel Foundation website http://www.nobelprize.org, Christ in a Poncho, and the PeaceJam Curriculum
speaking out for equal rights for the Guarani people.

In 1974, after becoming very concerned about the “disappearances” of local leaders (artists, teachers, journalists, etc.) who had been working for peace and democracy, Adolfo devoted his time to nonviolence movements in Latin America. That same year, he was named secretary-general of the newly formed Servicio Paz y Justicia (Peace & Justice Service), which coordinated nonviolent activities in the region.

In 1977, Adolfo was “disappeared” and was taken from his home by the Argentinean military and tortured for 14 months. He watched many of his friends be killed in prison. He was released after being named Amnesty International’s 1978 Political Prisoner of the Year which led to thousands of letters being written to the Argentinean government demanding his release.

“I have undergone extremely trying times when I have come face-to-face with death. One learns many things from this. I experienced a two-hour flight of death over the Río de la Plata River and the ocean. I felt certain that I would be thrown into the sea like I had seen them do so many other ‘disappeared ones.’ Internal resistance was so important at that moment. They could hurt my body but never my spirit.”

Adolfo has continued to lead Servicio Paz y Justicia ever since, working for rights and justice in thirteen different countries throughout Latin America.

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. He has since started two “Villages of Peace” which provide resources and housing for homeless and orphaned children in Argentina. He also works with the “Grandmothers of May Square,” a group of women working to locate the children of the “disappeared” and reunite them with their biological families.

One Billion Acts of Peace

Adolfo is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. He invites you to join him and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Adolfo urges youth to specifically focus on “Conflict Resolution.” He believes that we are children of a culture of violence and that our minds have been shaped to think that violence is okay. If we help people see that our thoughts and actions are shaped by the violence around us and that we can reshape them with peace, the world will be a more secure place.

Discussion Questions:

1. Adolfo was a loner growing up, often feeling like he did not fit in. He turned to art as a way to express himself and engage with the world.
   o Have you ever felt like you did not fit in?
   o What kinds of things do you do to overcome those feelings?

2. Do you think it will be difficult or easy to “disarm our armed consciousness?” What things will have to be done?
Skill Builder: Identifying Positive and Negative Influences

Adolfo talks about the positive influence that his grandmother had on him growing up. But he also talked about the negative influences of prejudiced people, loneliness, and confusion about his identity, and an unjust government that treated poor people badly. Influence means “the capacity or power of persons or things to be a compelling force on or produce effects on the actions, behavior, opinions, etc., of others.” In their journals, have youth examine the influences in their life:

- List some negative influences in your life.
- List some positive influences in your life.
- How are you a positive influence to your friends and family?
- A lot of people say that the media (TV, video games, radio, internet) have a negative influence on today’s youth. Do you agree or disagree and why?

Additional Activity: Masking Me: “At times, we all wear a façade. This means that sometimes we act the part of someone we are not. What façade or mask do you wear and why do you wear it? Have youth create a paper mache or construction paper mask. On one half of the face have them draw the things that are genuine about them – things they truly are and like being. On the other side of the mask have them draw who they sometimes pretend to be or feel they need to be. Then have youth share their masks and write poems or short essays to describe the mask. Display them in the school or community (if youth are comfortable sharing them).

Action/Service: The Power of Letters

“Adolfo Pérez Esquivel was finally released from prison thanks to the many letters written by people all around the world and sent to the Argentinean government demanding he be released. These letters saved his life. An organization named Amnesty International organized Adolfo’s letter writing campaign like they have done for many other “prisoners of conscience” around the world. Letters are a powerful way to get people to take action.

Letters to People in Power: We are going to write letters to some of the people and groups who make decisions about the issue we are working on through our Billion Acts of Peace project. First we need to review how to write a persuasive letter and then we need to decide:

- Who makes decisions about our issue (what people, groups, or agencies)?
- What is their formal title and address?
- What do we want to tell them in the letter?
- What do we want them to do and how will we tell them that in the letter?

Have youth write and send their letters, keeping track of where and to whom they sent them.

Journal/Reflection:

What are the two most negative influences in your life and what are some things you can do to reduce their negative influences on you?
Extension Activities:

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| Writing            | 1. **Song Lyrics**: have youth share song lyrics from their favorite songs and then write lyrics to a song about something important to them.  
                      2. **Letter Writing**: have youth visit [www.amnesty.org](http://www.amnesty.org) and write letters to prisoners of conscience like Adolfo— they may save someone’s life.  
                      3. **Additional Journal or Essay prompts**:   
                        - Adolfo endured a lot of pain when he was in prison. He kept his faith by praying and by keeping peace in his heart. What do you do when you are scared and in tough situations? |
| Reading            | 1. **PeaceJam Book**: have youth read Chapter 3 of the book, *PeaceJam*, which highlights Adolfo’s work and words about overcoming hardship.  
                      2. **Christ in a Poncho**: read excerpts from Adolfo’s autobiography, *Christ in a Poncho*, and talk about why he chose that title. |
| Communication      | 1. **Dance It**: Adolfo has started a drumming and dancing group with the youth who live in his “Village of Peace.” Have youth create music or a dance that tell the story of Adolfo’s life or struggles in their own lives.  
                      2. **Trash Art**: Adolfo is a sculptor and loves to use everyday objects to make his art. Have youth collect trash from their school and community and create a “peace sculpture” that can be displayed with a plaque describing what it means to the youth. |
| Geography          | 1. **Study of Argentina**: have youth explore the geographical diversity of Argentina and explore how these features impact its economy and history.  
                      2. **Hemispheres**: Argentina is in the southern hemisphere. Have youth study the differences between life in the southern hemisphere and life in the northern hemisphere (e.g., seasons, storms, cultures). |
| Civics & History   | 1. **Prisoners of Conscience**: have youth research other people who have gone to prison for their beliefs. Have them look at the history of their country and examine the role that prisoners of conscience have played (e.g., Aung San Suu Kyi).  
                      2. **South America**: have youth study the continent of South America including its history, cultural groups, politics, and the relationship among the countries over time. |
| Research           | 1. **Internet Search**: have youth search for information on other prisoners of conscience around the world and the issues they stand for.  
                      2. **Investigate**: have youth research Adolfo’s Aldea Ninos Para la Paz (his Children’s Villages for Peace) and find a way to connect with these youth in Argentina: [www.worldtrek.org/odyssey/latinamerica](http://www.worldtrek.org/odyssey/latinamerica). |
Resources

Books


*The Man in the Ceiling* is the story of a young boy named Jimmy, who thinks he is a failure. Jimmy is a very quiet and artistic eleven year-old. He loves to draw comics like the ones in comic books. He finds his confidence through his ambition to become a famous cartoonist.


Internet Sites


Chapter Seven

Desmond Tutu: Exploring Our Emotions
CHAPTER SEVEN
Desmond Tutu: Exploring Our Emotions

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate Desmond Tutu and the struggles he encountered as a teenager growing up in South Africa. Youth will explore their own emotions and develop skills for transforming their anger into action.

Theme: Emotions
Peace & Leadership Skills: Transforming Anger
Service-Learning: Educating the Community
Curricular Extension: apartheid, native vs. colonial ethnic groups, civil rights movements in South Africa and the United States, play writing, study of global diseases.

Opener: Emotion Triggers
Have youth get in pairs. Have them share things that they get angry about with their partner. Then have them share things that they get excited about. After both partners have shared, as a whole group, make a list of the things that make them angry and excited with the adult facilitator writing their responses on the chalk/white board or on flip chart paper. Explain that these are called “triggers.” Triggers are things that spark our emotions. There are triggers that make us angry, sad, excited, happy, and frustrated.

Debrief:
• List all or most of the triggers on a flipchart or white/black board.
• “What are some general categories that describe our anger triggers and our excited triggers?” [help youth find the connections between the various triggers and put them into a few categories and write these categories down for them see]
• “What do you notice about these triggers?”
• “Why is it important to think about the things that trigger our anger?”

Desmond Tutu’s Story & Discussion
As a group, read Desmond Tutu’s story.

Vocabulary: Youth will need an understanding of these terms for this chapter:
- Apartheid
- Archbishop
- Liberation
- Reconciliation
- Accountable
- Malaria
- AIDS
Archbishop Desmond Tutu
1984 Nobel Peace Laureate

“True reconciliation is a deeply personal matter. It can happen only between persons who assert their own personhood and who acknowledge and respect that of others.”

~Desmond Tutu

Desmond Tutu was born in 1931 in Klerksdorp, a small gold mining town in South Africa. His father was a teacher and his mother was a cook. At the age of twelve his family moved to the large city of Johannesburg. Desmond’s father was very strict and well educated. He was the principal of a primary school for black children. Desmond loved to spend time with his father riding bikes around the city or fishing together.

When Desmond was growing up, South Africa was a tough place for black people to live. Desmond and the other black children did not have the chance to go to good schools or to do other things that white children were allowed to do. White people owned most of the land, lived in clean, safe neighborhoods, and had plenty of good food. Black people were forced to live in shacks made of tin instead of houses and they did not have access to clean water or electricity. Black people did not have enough food to feed their families and often could not get jobs because most jobs were for “whites only.”

“Like any other black child, we lived in a ghetto, and yet, it wasn’t as if you went around feeling sorry for yourself. We knew, yes, we were deprived. It wasn’t the same thing for white kids, but it was as full a life as you could make it. I mean, we made toys for ourselves with wires, making cars, and you really were exploding with joy! I also loved reading because my father allowed me to read comics, which most people said you shouldn’t let your child read because they will spoil him. But that gave me an extraordinary hunger for reading.”

“My father used to send me to buy newspapers, and I would ride by bicycle. I was the only black kid in that whole area who had a bicycle. Along the way, I’d have three or four white boys taunting me. They called me, “Buk” "Buk." In African, that can mean a pick which is a tool that you can dig with, but it can also mean, “pitch” – the black stuff used on roads. So "Buk Swarte” is 'pitch black’. I didn't know this. I thought they were calling me a pick for digging holes, so when I was a safe distance from them, I used to shout back, "raugh, raugh!” which is the word for spade that you use for digging! It was only a long time after that I learned they were saying "you pitch, you pitch black. How silly I felt.”

“Everything was segregated – white schools were over here and black schools were over there. One of the things that hit me very hard was going to town and I'd see black kids scavenging through the garbage cans of the white schools. And picking out fruit, because you see the government of South Africa gave food to the white schools but not the black schools.”

14 Adapted from PeaceJam interviews and speeches, unless otherwise noted.

15 http://www.achievement.org/autodoc/page/tut0int-1
When he was a teenager, Desmond became very sick with a disease called tuberculosis. His lungs were filled with bacteria and he almost died. He had to be in the hospital for almost two years. While Desmond was in the hospital, a man named Trevor Huddleston came to visit him often. Trevor was a white priest who often visited children in the hospital to offer them comfort and keep them company. Trevor would bring Desmond books to read, would play checkers with him, and even tutored him in school subjects so that he didn’t fall behind when he was sick. Desmond was black and no white person had ever cared about him or treated him with respect. Desmond grew very fond of Trevor and enjoyed his visits.

After Desmond got better, he went back to school. Desmond wanted to become a doctor and find a cure for tuberculosis. Though his grades were good in high school, he was not able to afford to go to medical school and decided to become a teacher just like his father.

“I was very fortunate; I had very good teachers. One teacher in particular I remember was a man who was teaching us English Literature in what we call matricula, the last 2 years of high school. He really was quite extraordinary. When he spoke of a Shakespearean play, you almost thought that he grew up with Shakespeare!”

After becoming a teacher Desmond discovered that he did not agree with the education that black youth received. It was called “Bantu education,” and it was not as good as the education that white youth received. This made Desmond very angry and he decided that he could not continue being a teacher as long as white youth were receiving better educations than black youth. Most of the time black youth only went to school for three hours per day and were taught to be servants to white people.

“I just felt I couldn’t be a part of this…I said to myself, sorry, I’m not going to be a collaborator in this scheme. Then I asked myself, “What can I do?”

He remembered his good friend Trevor Huddleston and thought that maybe he should become a priest and help people the way Trevor did. Desmond left his teaching job and became a priest. Eventually he became the first black South African to hold the post of Archbishop in Cape Town.

South Africa had a government policy called “Apartheid” that upheld a system of unequal laws for people depending on their skin color and background. People were divided into four main groups—White, Indian (Indigenous), Coloured, and Black. Non-whites had a far inferior educational system, inadequate medical care, and substandard public services. The goal of Apartheid was for the 4 million whites to keep control over the 23 million blacks. Black people also had to carry a “pass” with them at all times. This pass was a little booklet that had their fingerprints and their picture in it. Black people also had a curfew. If they were caught without the pass or were caught out past curfew, they were arrested and put in jail, tortured, or killed. The white people did not have to carry a pass and could go wherever they wanted at any time. Black people were also not allowed to vote.

“In the land of my birth I could not vote, but a young person of eighteen years of age could vote just because they had white skin…”

It made Desmond Tutu and the other black people in South Africa very angry to have to live with all of these unfair rules. He refused to carry a pass. Instead of using
violence to solve the problem, Desmond Tutu decided that the way to make things better in South Africa was to show the world the horrible things that were happening in his country.

“For goodness sake, will they hear, will white people hear what we are trying to say? Please, all we are asking you to do is to recognize that we are humans, too.”

He worked with local churches to speak out against the Apartheid government. He led peaceful marches that called for economic sanctions against South Africa. He hoped that if countries around the world stopped buying goods from South Africa the government would pay attention and create laws that protected all people – not just whites.

In 1984, Archbishop Desmond Tutu was awarded the Nobel Peace Prize for his nonviolent work to end Apartheid and bring equality for black people in South Africa. In 1994, Apartheid did end in South Africa. Desmond Tutu and all other black people were allowed to vote for the first time on April 27, 1994. People waited in line for hours and sometimes all day to cast their votes.

“We were on cloud 9. It was like falling in love…it was the day of liberation for all of us, black and white together.”

Nelson Mandela was elected as the first black president of South Africa. When Apartheid ended, Desmond helped to create the Truth and Reconciliation Commission which worked at healing the pain caused by Apartheid. It allowed the victim to face the people who carried out the unfair laws or took violent action, holding them accountable for what they did. He continues to be a world leader in the struggle for human rights and is currently working to help the world understand the seriousness of the spread of diseases such as malaria and AIDS.

One Billion Acts of Peace
Desmond Tutu is part of PeaceJam's Billion Acts of Peace Campaign which is a global movement to bring peace to the world. He invites you to join him and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Desmond urges youth to specifically focus on “Global Health and Wellness.” He believes that the spread of global disease is a problem for us all. If we work together as one human family to tackle these diseases, the world will be a more secure place.

Discussion Questions:
1. How did the Truth and Reconciliation Commission help Black People to transform their anger?
2. Why did Desmond Tutu and many others decide to not to fight back with guns and tanks? What do you think would have happened if they had?
3. Desmond has spent a lot of his life working to tackle HIV/AIDS and other diseases. Why is this important?
Film: *Children of the Light*

Watch PeaceJam’s award-winning documentary film on the legacy of Desmond Tutu and the young people he has mentored to change the world (go to [http://nobellegacyfilmseries.com/](http://nobellegacyfilmseries.com/) to watch or order DVD)

Discussion Questions

- What did you learn about the struggles in South Africa during Desmond Tutu’s life?
- How did Desmond Tutu influence young people to work for peace and justice?

**Skill Builder: Understanding & Transforming Anger**

“We know what triggered Desmond Tutu’s anger and earlier we talked about what triggers our anger. Can you remember what some of those triggers were?” [Show the group’s list that was created earlier to help youth understand]

**Part A: Understanding Anger:** Have a group discussion about anger:

- Is anger good or bad? Why? [Anger is a natural human emotion like any other.]
- Does anger serve a purpose? If so, what? [It is a survival mechanism. It allows us to defend ourselves in certain situations – like the “fight or flight” reaction to danger.]
- What do you think the world would be like if people NEVER got angry?

**Part B: Transforming Anger:** “Anger is a natural and necessary human emotion, but violence is not. Anger can be such a strong emotion that it can lead to violence if people do not know how to calm themselves or transform their anger into positive action.”

- What are some ways you can calm yourself when you are angry? We could try counting to ten, taking three deep breaths, getting away from the situation, finding something pleasant or calming to think about, etc.
- What are some ways you can “transform” anger – use it to do something positive or helpful? The first step is to identify the specific problem that is causing the anger and try to do something about it — even if the problem does not have a quick solution. We also might try “talking it out” because when we are angry we tend to act without thinking. We can slow down and think carefully about what we want to say and listen carefully to what the other person is saying.

**Part C: Transformer Boxes:** “Desmond’s father belonged to the Xhosa tribe, who were known for their warring ways – and yet his son grew up to win the Nobel Peace Prize for his non-violent ways. We all have a choice about how we respond to our anger.” Have youth complete the Anger Transformer Machine activity in their PeaceJam Journals.

**Debrief:**

- What are your anger triggers?
- What are the reasons that these triggers make you angry?
- What are two ways you can calm yourself when you are angry?
- What are two ways you can transform your anger into something positive?

> "Without forgiveness there can be no future for a relationship between individuals or within and between nations."

~Desmond Tutu
Journal/Reflection:  

After Apartheid ended in South Africa, Desmond Tutu worked hard to help the black people and the white people “reconcile” or resolve what had happened. A big part of this was giving people a chance to say they were sorry and giving others a chance to forgive them. Think about a time when you had to say you were sorry for something you did or said. What was hard about it and what did you learn? Now think of a time when you forgave someone for doing something mean to you. Was it easy or hard to forgive them and why?

Action/Service: Educating the Community

“Desmond Tutu and the other leaders in South Africa started a movement that led to positive changes in South Africa. We are going to do the same thing with our Billion Acts of Peace project – we are going to go out and get the community excited about the issue we are working on by giving a community presentation.” Have youth turn to Chapter 7 in their PeaceJam Journals and locate the Community Presentation Activity.

Community Presentation: Have youth prepare a community presentation about their Billion Acts of Peace project and the issue it addresses. Have them decide who to present it to and what they hope will happen after they have educated their community. They can answer these questions in their PeaceJam Journals.

- Who will we present to and why?
- When and where will we present about our issue and project?
- What do we want to say? What is our message?
- How will we present our issue and describe our project (e.g., PowerPoint, skit, poster board)?
- What do we want people to do after they see our presentation? What action do we want them to take?

After youth do their community presentation, have them reflect on how it went and what they will do differently for their next presentation. Also have them think about what next steps they need to take to continue educating their community about what they are doing (e.g., set up a booth, visit classrooms).
## Curricular Extensions

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<td><strong>Writing</strong></td>
<td><strong>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</strong></td>
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| **Writing**  | 1. **Cartoon Strip**: have youth create a cartoon strip that summarizes their life stories. Have them create themselves as a character and be creative about the storyline – it can be fictional or loosely based on their real lives.  
2. **Play Writes**: have youth work together in small groups to write a short play about Desmond Tutu, dealing with anger or forgiveness and reconciliation.  
3. **Anger Around Us**: have youth write an essay on the impacts of anger in their lives and in their community.  
4. **Additional Journal or Essay prompts**: Can you imagine what it would be like to have to stay in the hospital for two years like Desmond had to do? What would you miss the most? |
| **Reading**  | **Read for perspective and multicultural understanding** |
| **Reading**  | 1. **PeaceJam Book**: have youth read Chapter 5 of the PeaceJam Book which highlights Tutu’s work and words about finding a path to non-violence.  
2. **Civil Rights Reading**: have youth read accounts of civil rights struggles in their country or other countries around the world such as *Through My Eyes* by Ruby Bridges, the first black child to attend an all white school in the USA’s divided south and *Two Dogs and Freedom* by The Open School children in South Africa. |
| **Communication** | **Demonstrate effective verbal and non-verbal communication skills** |
| **Communication** | 1. **Act it Out**: have youth rehearse and act out the plays that they wrote (see Writing Section). Have them decide who to perform for (e.g., younger children, peers, senior citizens) and what message they would like to send.  
2. **Anger into Action**: have youth do a presentation for their school or community about ways to turn anger into action. |
| **Geography** | **Understand how to use maps and other geographic tools** |
| **Geography** | 1. **Study of Africa**: have youth explore the geographical diversity of Africa, comparing and contrasting South Africa to other countries in the continent.  
2. **Horn of South Africa**: have youth study the horn of Africa and how being at the tip of Africa has impacted South Africa’s history. |
| **Civics & History** | **Identify historical, geographic, social, and economic factors that have shaped society** |
| **Civics & History** | 1. **Civil Rights Movements**: have youth compare and contrast the civil rights movements in their country with the civil rights movement in South Africa.  
2. **Rainbow Nation**: Desmond Tutu calls South Africa the Rainbow Nation because of the many ethnic and tribal groups that live there. Have youth study the history and relationships among various tribes and colonial groups that make up the population of South Africa.  
3. **AIDS**: have youth study the AIDS epidemic and its impact in South Africa and around the world. |
| **Research** | **Use a variety of** |
| **Research** | 1. **Internet Search**: have youth search for information on the diseases that impact the children of Africa including statistics, stories, and
2. **Analysis:** have youth analyze how the issues facing South Africa connect to their own PeaceJam project and the Billion Acts of Peace.

### Resources

**Books:**


These 10 stories by South African writers of various races vividly describe the disturbing and far-reaching consequences of growing up under apartheid. Ages 12 and up.


A young girl accompanies her hundred-year-old great-grandmother to the polling place in the first election in which black South Africans are allowed to vote. [Picture book]


Drawings and observations about life in South Africa by black South African children.

**Internet Sites**


**Videos & DVDs**


*Witness to Apartheid.* Dir. Kevin Harris and Sharon Sopher. Lifting The Veil LLC, 1986. DVD.
Chapter Eight
Betty Williams & Máiread Corrigan Maguire: Exploring Diversity
CHAPTER EIGHT
Betty Williams & Máiread Corrigan Maguire: Exploring Diversity

Chapter Overview: In this chapter, youth will learn about the 1976 Nobel Peace Laureates Máiread Corrigan Maguire and Betty Williams and the struggles they encountered as teenagers in Northern Ireland. Youth will explore issues of racism, prejudice, and diversity and develop skills for overcoming stereotypes.

Theme: Exploring Diversity
Peace & Leadership Skills: Overcoming Stereotypes
Service-Learning: Interviews
Curricular Extension: Writing narratives from two perspectives, persuasive speeches, history of Europe, researching differing points of view.

Vocabulary: Youth will need an understanding of these terms for this chapter:
- diverse
- prejudice
- United Kingdom
- rally

Opener: Inclusion/Exclusion
Have six to eight youth from the group stand in a tight circle ( Shoulders touching). Ask for a volunteer and have the volunteer leave the room. Tell the group to pretend that they are a group of friends who are talking about their favorite music. Explain that the volunteer is an “outsider” who will come back in and try to join the group. Then go out and tell the volunteer to come into the room and join the group and their conversation.

Role Play A: The group is to keep their backs to the “outsider” and not let him/her join the group or even talk to him/her. After 1-2 minutes, stop and debrief.

Debrief:
- What did it feel like to be excluded?
- What did it feel like to exclude someone else?
- Does this happen in real life? If so, where do you see it happen?
- How many of you have ever felt excluded from a group? What did it feel like?

Role Play B: Have the volunteer go out of the room again. This time tell the group to allow the “outsider” into the group but ignore him/her – don’t speak to him/her and when s/he starts a conversation, change the subject.

Debrief:
- Why did this situation feel different from the first one?
- Ask the “outsider,” “Was this situation better or worse than then the first one and why?”

Role Play C: Have the volunteer go out of the room again. This time tell the group to make the “outsider” feel welcome in the group.

Debrief:
- Ask the volunteer, “How did it feel this time?”
- Do you think it is important for everyone to have a group of friends who take interest in them and support them? Why?

[see also the Left-Handed Prejudice Activity in the Resource Section]

Máiread Maguire’s & Betty William’s Story
As a group, read Máiread and Betty’s story.
Betty Williams and Máiread Maguire were born in Belfast, Northern Ireland in the 1940’s. Betty’s parents and sister lived in a three-bedroom house in a Catholic section of Belfast. Máiread grew up in a poor Catholic neighborhood with her parents, five sisters, and two brothers. Máiread’s father was a window washer who worked hard to support his family with a very small income.

Betty and Máiread did not know each other growing up but they shared the experience of growing up with prejudice and hatred. Both were considered second class citizens in Northern Ireland because they were Catholic. Later, as adults, their lives would become connected through tragedy.

Because Betty and Máiread were raised in the Catholic part of Belfast, they had been taught not to be friends with Protestants who lived in the other part of Belfast. Catholic people and Protestant people lived in separate neighborhoods, shopped at separate stores, and went to separate schools. Catholic people also did not have the same rights and privileges as Protestant people.

The problems in Northern Ireland were not about the differences between Catholics and Protestants. The problems came from different ideas about how Northern Ireland should be run. You see, the Catholics wanted Northern Ireland to be part of the Republic of Ireland and the Protestants wanted Northern Ireland to stay a part of the United Kingdom. Over the years, the situation became very violent as the two sides used guns and knives to solve their differences.

Betty’s mother was Catholic and her father was raised Protestant. He decided to convert and become Catholic when he married Betty’s mother. Some Protestants harassed and beat Betty’s grandfather because his son married a Catholic woman. This shows how deeply divided people were in Northern Ireland.

“When I was 16 years old there used to be newspapers in Northern Ireland that would advertise a job, but underneath it they would put "Protestants only need apply" in black capitals. Well, it didn’t say this in this particular advertisement; it just said tele-ad girl wanted. So, I went down for the interview – of course, I took my time getting ready, and practiced what I was going to say the whole way down on the bus. Then I’m in this office with this very well-dressed gentleman – sorry I’ll rephrase that – very well-dressed "man", because he definitely wasn’t a gentleman. He didn’t ask me my religion, but my schooling gave it away – St. Theresa’s, St. Dominic’s – these are Catholic names. And he just looked at me after – I mean, a tele-ad girl – you don’t have to be an Einstein to write down advertisements, and I was pretty bright, you know? I remember him looking across the desk at me and saying, "It's never been our policy to employ Catholics." Part of my innards just kind of collapsed. I remember sitting on the bus and the whole way home, I was crying because I felt as if he’d removed my pride. My daddy was standing there when I got home, and he said, "What's the matter,
love?" The tears were still streaming down my face, and I told him, "I didn't get the job, Daddy." So I told him why, and my father gave me the biggest hug – he held me for about five minutes. He said, "Darling, that's their loss." I was so angry. But my mother once told me, "If you ever want to get rid of anger, knead bread." So I took out some dough and pressed it and squeezed it until I got rid of my anger.

Betty and Máiread became involved in working for peace in Northern Ireland after a horrible accident that killed three young children. Betty was driving home one day when she heard gunshots and then a terrible crash. She saw a car driven by an Irish Republic Army member (Catholic) being chased by British soldiers (Protestants). The soldiers shot at the car, killing the driver. His car then crashed into a mother and her three little children. The children were killed and the mother was badly hurt. This mother was Máiread's sister and the children that were killed were her nieces and nephew. They were so moved by the senseless violence and the loss of innocent lives that the two women began building a peace movement in Northern Ireland.

Betty remembers that day: "I must have been in shock. I don't remember much except screaming. And I remember being angry. That anger has never passed. I decided to take action. I went door to door asking my neighbors to sign a petition to end the violence between Protestants and Catholics. The women of Ireland had had it up to here with their sons and husbands dying." 17

They planned a series of peace rallies that mobilized thousands of people to overcome their fear and gather side-by-side with their Protestant and Catholic neighbors to declare an end to the violence which had ripped their communities apart.

In 1976, Betty Williams and Máiread Corrigan Maguire were awarded the Nobel Peace Prize for their work against violence in their native Northern Ireland. Together, Betty, Máiread, and their friend Ciaran McKeown founded the “Community of Peace People,” an organization which is still actively working to better life in Northern Ireland. Betty delivered the Nobel Prize acceptance speech and stated, “We are for life and creation, and we are against war and destruction, and in our rage, we screamed that the violence had to stop. But we also began to do something about it besides shouting."

For the past twenty years, Betty and Máiread have traveled the world, working with fellow Nobel Peace Laureates to end violence. Betty serves as the President of World Centers of Compassion for Children whose mission is to be a voice for children in areas of war, hunger or social, economic, or political upheaval. Máiread works with inter-faith organizations and is a member of the International Peace Council to find non-violent solutions to problems around the world.

One Billion Acts of Peace

Betty and Máiread part of PeaceJams’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. They invite you to join him and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Betty urges youth to specifically focus on “Protecting the Environment.” She believes that climate change is a reality that is causing many problems around the world. If we work together and address the impact humans have had on planet Earth, the world will be a more secure place. Máiread urges youth to specifically focus on “Human Rights All.” She believes that often times when groups of people experience a lack of basic human rights and are victims of social
injustices it leads to violent conflict. If we work for the protection of human rights, especially for the areas of the world that are in violent conflict, the world will be a more secure place.

**Discussion Questions:**

1. Have you ever felt like someone judged you because of your age, religion, sex or skin color and not for who you are? How did you feel?

2. Have you ever judged someone else because of these things?

3. How do Betty and Mairead’s Billion Acts of Peace issue areas of “Protecting the Environment” and “Human Rights for All” relate to one another?
Skill Builder: Moving Beyond Stereotypes

“The first step in overcoming stereotypes and prejudices against other people is to be aware of them in ourselves. We all have stereotypes about people who are different and we are going to learn some ways to overcome these.”

Ask youth to quietly and independently complete the Moving Beyond Stereotypes activity in their PeaceJam Journals.

Discussion:

- How do you feel about having these stereotypes? Where do you think they came from?
- Were the majority of the stereotypes positive or negative?
- How did this activity make you more aware of your own prejudices?
- How can you overcome these prejudices?

Journal/Reflection:

At one of the first peace marches that Betty and Máiread organized in Northern Ireland, they talked about how Protestant and Catholic women – women who had never met each other and were taught from birth to hate each other – poured off the buses and ran into each other’s arms. What do you think they were feeling? Tell about a time when you felt that way or had a similar experience of accepting someone you had prejudices against or had not gotten along with.

Action/Service: Exploring Issues from Diverse Perspectives

“Sometimes it is hard to see things from someone else’s point of view. In order to address problems in our community, we have to understand them from different perspectives. There are always at least two sides to every story and it is our job to find out what those different views are. For example, members of one community complained that teenagers hanging out in the park were making young children afraid to play there. The teenagers complained that there were no activities for teenagers in their community and that they just wanted a place to hang out and talk. In order to find a solution to this problem, the community had to understand both sides of the story. What are some things that this community can do to solve this problem in a way that is fair to everyone?”

“I do think the best way for young people to gain confidence in themselves – because we are all afraid, and we all lack confidence – is to try to reach out to someone else and work together on a project, or help someone else in some way.”

~ Máiread Corrigan Maguire

“Now let’s think about our PeaceJam project” (if youth have not decided on a Billion Acts of Peace project yet, have them select an issue or problem in their community). Have youth write their thoughts on each of these questions in Chapter 8 of their PeaceJam Journals.

1. Discovering Different Perspectives: “What is the underlying issue or problem that your Billion Acts of Peace project will address?” Have youth use the Finding Common Ground worksheet in their PeaceJam Journals. First have youth describe the problem in one sentence as a problem statement. Then have them figure out whom this problem involves (list the people or groups) and what they think, say or feel about the problem. This may require more research, a phone call, a visit to a local meeting, or inviting guest speakers to address your group.
2. **Moving Beyond Differences/Finding Common Ground:** “Next, we are going to find the “common ground” like Betty and Máiread did. The people who came to their marches all agreed that the violence in Northern Ireland had to end.” Have youth use the Common Ground Venn diagram to brainstorm where there is or might be agreement among the groups. Then have the youth decide how to use this information to revise or improve their Billion Acts of Peace project (or as a starting point in designing one).

### Curricular Extensions

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| Use writing process elements to communicate for a variety of purposes and to a variety of audiences | 1. **“Shifting Perspective” Narrative:** have youth write a short story from the perspective of one of the characters, like the protagonist. Then have them rewrite their stories from the perspective of a different character, like the antagonist.  
2. **Petitions:** Betty and Máiread used petitions to help people speak out against the violence in Northern Ireland. Have youth write a petition about an issue that is important to them or an issue related to their Billion Acts of Peace project. They will need to write a summary of the issue with compelling data that will persuade someone to sign it.  
3. **Additional Journal or Essay prompts:**  
   - Whose perspective do you have the hardest time listening to and why? |
| **Reading**                               |                                                                          |
| Read for perspective and multicultural understanding | 1. **Fairytales with a Twist:** read aloud some of the fun fairytales that are told from the perspective of the antagonist such as *The Three Little Wolves and the Big Bad Pig* by Eugene Trivizas or *The True Story of the 3 Little Pigs!* by Jon Scieszka (see reference section). This activity connects well with the “Shifting Perspective Stories” (see writing section).  
2. **Women Changing the World series:** have youth read *Máiread Corrigan and Betty Williams: Making Peace in Northern Ireland* by Bettina Ling. |
| **Communication**                         |                                                                          |
| Demonstrate effective verbal and non-verbal communication skills | 1. **Persuasion:** have youth take their petitions (see writing section above) out into the school or local community and see if they can build support for their issue. Have youth practice their “pitches” before heading out.  
2. **Peace Rally:** have youth organize and hold a rally or march in their school or community to build support for their issue or cause. They will need to make a plan for how they will educate and motivate their community about the issue. |
| **Geography**                             |                                                                          |
| Understand how to use maps and other geographic tools | 1. **Understanding the distinction between UK & Great Britain:** have youth explore the geographical boundaries of the United Kingdom and those of Great Britain and the role of Northern Ireland in this distinction. |
Civics & History
Identify historical, geographic, social, and economic factors that have shaped society

1. Study of Northern Ireland: Northern Ireland has a fascinating history from its role in the Protestant Reformation to the Potato Famine. Much of European history can be understood and contextualized by exploring the history of this area. Have youth make a timeline of the history of Northern Ireland.

2. History from the Others’ Perspective: History is usually told from the perspective of the victor of wars and conflicts. Have youth select an event from history and retell it from a different perspective.

3. Study Peace Rallies/Marches: have youth study the ways that peace marches have been used over the years in their country and around the world.

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

1. Internet Search: have youth research current events in Northern Ireland.

2. Analysis: have youth research the different groups who are also working on the issue they selected for their PeaceJam project. What types of things are being done? How does this information impact the project they have planned?

Resources
Books


Internet Sites


Videos & DVDs
Chapter Nine

Jody Williams:
Exploring Personal Action
CHAPTER NINE
Jody Williams: Exploring Personal Action

Chapter Overview: 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: Personal Action
Peace & Leadership Skills: Taking action, Standing up for something or someone
Service-Learning: Creating information leaflets
Curricular Extension: cause and effect analysis, researching topics from diverse perspectives, and synthesizing information

Opener: Taking a Stand
Have the group sit in a circle on the floor. Have one youth volunteer to 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 person in the middle of the circle has just told you he/she has brought a gun to school. Each person in circle is going to stand up, one at a time, come to the center of the circle, put a hand on the shoulder of the person who “has the gun” – or on the shoulder of a person who has his/her hand on the volunteer in the middle. We will go in a counterclockwise direction. When it is your turn, step into the circle and say out loud what you would do in this situation – either something you would say to the person who brought the gun or something you would do." We will go around the circle until everyone is standing with their hand on the shoulder of someone else. Try not to repeat what anyone else has said.”

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 and take action. We will also learn about how she developed a sense of duty to act on behalf of those whose voices are not being heard.”

As a group, read Jody Williams’ story aloud.
PeaceJam Leaders Curriculum

Jody Williams
1997 Nobel Peace Laureate

“I believe that worrying about problems plaguing our planet without taking steps to confront them is irrelevant. The only thing that changes the world is action.”
~Jody Williams

Jody Williams was born in the small town of Poultney 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. Jody loved her family and felt very connected to them.

Although Jody’s father grew up poor and in a large family also, 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 because he talked differently, 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.

Have you ever stood up for someone who was being bullied? Why did you do it?

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.

18 Adapted from PeaceJam interview, unless otherwise noted.
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 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 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.

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 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 worked with women and children in the refugee camps in Africa and Thailand where civil war has killed thousands of innocent people and forced millions to flee their homes. Jody is also working to eliminate other types of weapons such as cluster bombs.

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.

**One Billion Acts of Peace**

Jody is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Jody urges youth to specifically focus on “creating true human security over military security.” 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 support the victims of war similar to her work to end the use of landmines?
Skill Builder: Cause & Effect

Mapping Ripple Effects

“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 are late for dinner.
- **CAUSES:** Your bike got a flat tire and you had to walk home or you forgot what time it was.
- **EFFECTS:** Your family was worried and they went out looking for you. (What might happen 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 in your PeaceJam Journals 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.
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”20 “What do you think Jody means by this?”

Writing Leaflets: "Now that we have our Billion Acts of Peace 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 it 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?
6. What action do we want people to take after reading the leaflet?
7. When and where will we pass out your leaflet? How will you get it into the hands of the people who we want to read it?

STEP 2: Design the Leaflet: Brainstorm as a whole group, or divide the youth into small groups, to come up with initial design ideas. 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: Disseminate 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 disseminated 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?
• What next steps do we need to take to continue educating their community about what we are doing (e.g., set up a booth, visit classrooms).

20 20 When Ordinary People Achieve Extraordinary Things by Jody Williams.

Sources of Information on Issue:
- Websites of NGOs that work on this issue
- Interviews with experts (in person or online such as www.npg.org)
- Local, National, or International Newspapers
- TV News Programs
- Fiction, memoirs, and historical fiction
- Academic journals
### Curricular Extensions

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<tr>
<th>Content Area</th>
<th>Activity</th>
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<tr>
<td><strong>Writing</strong></td>
<td>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</td>
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</table>
| **Activity** | 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).  
3. **Synonyms**: Have youth brainstorm synonyms for the word "bullying" that describes this type of behavior in their school or community. Examples include harassment, pestering, intimidating, persecuting, or oppressing. Have them explore the subtle differences in the meanings of these words practice using them in their writing to convey what they really want to say. |
| **Reading**   | Read for perspective and multicultural understanding |
2. **Fiction**: Have youth read *Freak the Mighty* (Rodman Philbrick, Blue Sky Press, 1993) which is about a friendship between two outcast boys, one of whom suffers from a disease that stunts growth. Visit [http://www.rodmanphilbrick.com/teaching.html](http://www.rodmanphilbrick.com/teaching.html) for a summary of the book and activities.  
3. **Cause & Effect**: Have youth explore cause and effect in the literature they are reading. There are many stories and poems such as *The House that Jack Built* or *If You Give a Mouse a Cookie* that explore the consequences of taking a certain action.  
4. **Leaflets**: Have youth collect leaflets from around their school or community (public libraries usually have some). Then have youth read and determine the main message in the leaflet and its purpose (what action does it want people to take?). Have them determine what makes an effective leaflet. |
| **Communicatio** | Demonstrate effective verbal and non-verbal communication skills |
| **Activity** | 3. **Debate**: Have youth pretend they are members of 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 "human security" 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
*Understand how to use maps and other geographic tools*

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<tr>
<td>1. <strong>Landmines Around the World:</strong> Find out which countries have the most landmines and which continent has the most landmines.</td>
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<td>2. <strong>Nobel Women’s Initiative:</strong> Research and them map the work that the female Laureates are doing around the world as part of the Nobel Women’s Initiative.</td>
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### Civics & History
*Identify historical, geographic, social, and economic factors that have shaped society*

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<td>1. <strong>Landmines:</strong> 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?</td>
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<td>2. <strong>Treaties:</strong> 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).</td>
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<td>3. <strong>Create a Treaty:</strong> Have youth create their own treaty to solve a conflict or issue in their school or community after they have researched its history and root causes of the issue.</td>
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### Research
*Use a variety of technological and information resources to gather, synthesize, and share information*

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<td>1. <strong>Weapons Research:</strong> Have youth research the weapons that their country is currently using, how much they cost, and what they are capable of doing.</td>
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<td>2. <strong>Impacts of Landmines:</strong> Have youth research the statistics about the economical, physical, emotional impacts of landmines on their continent.</td>
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### Resources

**Books:**


**Internet Sites**


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.youtube.com/watch?v=yqkWUhyR-ic  Free listening site.
http://www.newsongsforpeace.org/.
The Role of Individuals http://www.zcommunications.org/zaudio

One Billion Acts of Peace Extension Activity: True Human Security

Jody says that people rely too much on their governments to protect them. From very local to very global, it is people at the grassroots level who end up being most affected by policies that do not ensure security. In schools, for example, adults are not usually aware of up to 85% of bullying incidents, not to mention that sometimes it is those in charge who are the perpetrators of violence. Being safe and keeping others safe is something we all need to take responsibility for. In any country or community, it is people themselves who need to take a more active role in ensuring their own security by standing up against human rights violations and any system that causes violence, poverty or injustice.21

“True security is only possible when we break out of such selfish, nationalistic tunnel-vision and begin to think of others, of their security and the well-being of all.”
“When I fight for human rights, I’m fighting for a new vision of human security.”

True Human security is ultimately dependent on our ability to meet all human beings basic needs.

How does human security also involve 1) the environment, 2) disarmament, and 3) poverty reduction?

Part A: What does Jody Mean by True Human Security? Have a group discussion about the elements embedded in this term.

Part B: Addressing Basic Human Needs

- What are Basic Needs?
- Who has these basic needs met in your community? Is there any group that does not?

Chapter Ten
Shirin Ebadi: Exploring and Defending Rights
CHAPTER TEN
Shirin Ebadi: Exploring and Defending Rights

Chapter Overview: In this chapter, youth will learn about the 2003 Nobel Peace Laureate Shirin Ebadi, the struggles she encountered as a teenager, and how she worked hard for the rights of women in Iran. Youth will explore the meaning of rights and learn how to defend their rights and the rights of others.

Theme: Rights
Peace & Leadership Skills: Exploring & Defending Rights
Service-Learning: Human Rights Temperature of your school or community
Curricular Extension: Citizens’ Rights, United Nations Human Rights, Justice Systems, Universal Declaration of Human Rights

Opener: Privilege Vs. Right

Read the following list to youth and have them decide whether they are a “privilege” or a “right” and if they are a “right” are they a civil right (given by their school or national government) or a human right (given to all humans):

- Talk on the phone
- Go to school
- Ride a bike
  - Eat fresh food
  - Walk down the street
  - Get paid for work you do

Have youth think of other activities and decide if they are privileges or rights.

Shirin Ebadi’s Story

“We are going to get to know a woman named Shirin Ebadi who became the first female judge in Iran at the age of 24. She has worked hard to defend the rights of women in Iran. Have you ever defended a friend or a family member? Let’s read about Shirin and what inspired her to become a judge.”

Read Shirin’s story out loud as a group.
Shirin Ebadi
2003 Nobel Peace Laureate

“Human rights is a universal standard. It is a component of every religion and every civilization.”
~Shirin Ebadi

Shirin Ebadi grew up in a large home in Tehran, Iran with a courtyard full of flowers and a small pool where fish swam. In Farsi, one language spoken in Iran, Tehran means ‘warm mountain slope.’ On warm summer evenings, Shirin and her siblings moved their beds outside to take in the sweet smelling air and the starry night sky.

Shirin had a happy childhood but she worried about her mother who was a sickly woman. When Shirin was fourteen years old, her older sister married and moved away. This made Shirin the eldest child and she felt a great sense of responsibility for her siblings because her mother was so sickly.

"My mother's poor health was the backdrop of our lives, and I constantly feared her death. I would lie awake at night, staring at the ceiling through the gauze of mosquito netting, worrying about my brother and sisters. What would happen to them if our mother died?... In my young mind, I thought that if she died I would have to quit school and take on her duties at home."¹

Shirin would often talk to God. She would plead with God to keep her mother alive, at least until her brother and sisters grew up. One particular evening she snuck up to the attic to quietly pray to God. As she asked God to keep her mother alive, for the first time she felt as though God was directly answering her. Because she felt that God was listening, Shirin’s grief was replaced by joy. Before that special evening, Shirin had only said her prayers because she had been taught to and had never prayed with her whole heart. Shirin identified this moment as one that cemented her relationship with her God.

Have you had a close friend or family member become sick or injured? How did their sickness affect you? What emotions did you experience?

Growing up, Shirin and her brothers were treated as equals by their parents. Shirin didn’t know that her female friends, like most Iranian girls, were treated differently than their brothers at home. In Iran, most boys received more attention from their fathers. They were disciplined less frequently and enjoyed the plentiful affection of aunts and female relatives, especially around mealtime.

What does it feel like to have someone really listen to you? Can you think of a time when this has happened to you?

Shirin and her brother Jafar would often disagree and sometimes even fight. When this happened, Shirin’s father would treat Jafar and Shirin as equals and would calmly mediate their disagreement. Even the household staff disapproved with the way Shirin’s father gave their son and daughters equal independence, affection and discipline.

Have you ever been treated differently because of your gender? How did this make you feel?

1 from Shirin Ebadi’s autobiography, Iran Awakening.
Because Shirin’s father gave her far more attention and independence than other Iranian girls, Shirin grew the courage and passion to attend university and become a judge. Shirin was the first women in Iran to serve as a judge.

During the time when Shirin was a judge, the people of Iran became very upset with the current government. They decided that they wanted a new ruler and in 1979 the shah, or emperor, was overthrown. Ayatollah Khomeini began to rule Iran and the people were pleased because the shah was no longer in control. Unfortunately, many of the Iranian people’s rights were taken away by the Ayatollah. He didn’t allow women to serve as judges – including Shirin.

Shirin was told she could leave or she could take the job as “court assistant” in the same courtroom she had presided over as a judge. Shirin was very angry and humiliated to be treated so unfairly by the new government of Iran.

So Shirin resigned and went home. For several years she stayed at home, writing books and working to get her job back. The new laws in Iran also required women to cover their heads in public. That meant that every time she left her house, Shirin and the other women in Iran had a wear a head scarf called a “burka”. Shirin recalled the first time she was told to cover her head.

“I was shaken. Here I was in the Ministry of Justice, after a great popular revolt had replaced an antique monarchy with a modern republic, and the new overseer of justice was talking about hair. Hair!”

After a few years Shirin began to work again. She was not allowed to work as a judge but was able to get a job as a lawyer.

What does a lawyer do? How is that different than what a judge does?

As a lawyer, Shirin took cases that involved the unfair treatment of women and children because neither group had many rights under the Iran’s new laws. For example, a man’s life was worth twice as much as a woman’s life. If a man was killed, his family received twice as much money as they would if a wife or daughter was killed.

After a few years, the Iran government began to warn Shirin because she was standing up to their unfair laws and was defending the human rights of people in Iran. They threatened to kill her and arrested her and put her in prison for several months because of her work.

In 2003, Shirin Ebadi was awarded the Nobel Peace Prize for her efforts for peace and women’s rights in Iran and across the Middle East. Because of her work and threats from her government, Shirin has been living in exile since 2009. She has not been able to return to Iran or to see her husband.

One Billion Acts of Peace

Shirin is part of PeaceJam's Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Shirin urges youth to specifically focus on “advancing women and children.” She believes that we need to bring an end to the exploitation of children, and to defend the rights of women and girls around the world. This includes the right to education, employment, and equal opportunities.

Discussion Questions:

1. Why was Shirin treated differently at home than her friends were?
2. Why did people object to Shirin’s parents treating their son and daughters equally?
3. Have you ever needed to defend the rights of someone close to you?

1 from Shirin Ebadi’s autobiography, Iran Awakening.
Skill Builder: Know your Rights

STEP ONE: Introduce the Declaration on the Rights of the Child. “In 1959 the United Nations adopted the Declaration on the Rights of the Child that recognizes the inherent dignity and equal and inalienable rights of all members of the human family— including children— as the foundation of freedom, justice and peace in the world.”

STEP TWO: Translate the Declaration into “Teen Talk”: Have youth read the articles of the Declaration (see document at the end of this chapter). “What are they saying? Let’s put each of them into our own words.” Have youth turn to Chapter 10 of their PeaceJam Journals and write their responses in space provided.

STEP THREE: Know your Rights: Have youth make a list of the 3 rights that are most important to them and who helps to protect those rights?

Discussion: What did you choose as the three most important rights that you have and why?

Reflection/Journal:

“I have never been convinced throughout my life that one needs to be imitating others.”~ Shirin Ebadi

Do you agree or disagree with this quote by Shirin Ebadi? When is it true and not true? Can you have a role model without imitating them?

Action/Service: Do a Children’s Rights Scan

“Now that we have learned about the Universal Rights of the Child, we are going to see how well our school and/or community protects the rights of children by doing a Children’s Rights Scan.”

- Have youth make up their own Scan using the Articles from the Declaration or use one that already exists such as “Taking the Human Rights Temperature of Your School” Tool at: http://www.hrusa.org/hrmaterials/temperature/temperature.shtm (this is based on Human Rights rather than Children’s Rights).

Reflection Questions:

- What did our Scan tell us about children's rights at our school or in our community?
- Are everyone's rights protected? What can we do be sure they are (e.g., educate people about their rights)?
- How can we work to defend children’s rights at our school or community as part of our Billion Acts of Peace Project?”
## Curricular Extensions

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| **Writing**                  | 1. **Classroom Constitution:** Have youth discuss the differences between rights, privileges, and responsibilities. Then have them youth design their own Classroom Constitution surrounding their discussion.  
2. **Additional Journal or Essay prompts:**  
   - Like Shirin, many of us live with a fear or something or someone. What kinds of things do you do to live with this fear? |
| **Reading**                  | Additional reading selections:  
2. *PeaceJam* (2003) by Darcy Gifford is a companion book to the PeaceJam Documentary and connects the stories of the five youth to the lives of the Nobel Laureates that influenced them. |
| **Communication**            | 1. **Mock Trail:** Have the youth select real or fictitious court case and hold a mock trail. First, have them learn the various roles in the courtroom including defense attorney, prosecuting attorney, judge, defendant, etc. Then have them prepare their opening statements, closing arguments, etc.  
2. **“In Farsi”:** Have youth learn to say their names or a short saying in Farsi, practice it and perform it for Farsi-speaking community members or others. |
| **Geography**                | 1. **Middle East:** Have youth use maps and other resources to locate the Middle East and Iran. What natural features are in Iran?  
2. **Border Countries:** Have youth locate the countries that directly border Iran and research the topographical features of these countries. |
| **Civics & History**         | 1. **Iran History:** Have youth explore the history of leaders in Iran over the past 50 years and the reasons that these rulers frequently change.  
2. **Judicial System:** Have youth learn about Iran’s judicial system and then compare that to the judicial system of their country.  
3. **Ancient Civilization:** There are records of very early civilizations that started in the Middle East. Have youth research these ancient societies and how they impact the area today.  
4. **Islam:** Iran is considered an Islamic country. Have youth explore the meaning of Islam as both a religion and a form of government.  
5. **Shiites and Sunni:** Is Iran a Shiite country or Sunni? What are the differences between the two? |
| **Research**                 | 1. **Internet Search:** have youth research different Middle East countries and their relationship with Iran.  
2. **Library Search:** have youth practice using the school or local library by finding books Shirin Ebadi or other human rights defenders.  
3. **Current Events:** Have youth research Shirin Ebadi’s most current court cases and stories behind them. |
Resources

Books:

Video:

Internet:
Universal Declaration of Human Rights
[http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf](http://www.ohchr.org/Documents/Publications/FactSheet2Rev.1en.pdf)

Children’s Rights Document – give it a second to load!

University of Minnesota Human Rights Resource Center’s Taking the Human Rights Temperature of your School tool.
[http://www.hrusa.org/hrmaterials/temperature/temperature.shtm](http://www.hrusa.org/hrmaterials/temperature/temperature.shtm)

Text and video summary of Shirin’s Nobel Lecture:

Interview with Shirin: [http://www.peacewomen.org/news/Iran/October03/interview.html](http://www.peacewomen.org/news/Iran/October03/interview.html)

Current Human Rights Concerns in Iran:
PeaceJam Leaders Curriculum

United Nations Office of the High Commission for Human Rights
Declaration of the Rights of the Child
Proclaimed by General Assembly resolution 1386(XIV) of 20 November 1959

Whereas the peoples of the United Nations have, in the Charter, reaffirmed of their faith in fundamental human rights and in the dignity and worth of the human person, and have determined to promote social progress and better standards of life in larger freedom,

Whereas the United Nations has, in the Universal Declaration of Human Rights, proclaimed that everyone is entitled to all the rights and freedoms set forth therein, without distinction of any kind, such as race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status,

Whereas the child, by reason of his physical and mental immaturity, needs special safeguards and care, including appropriate legal protection, before as well as after birth,

Whereas the need for such special safeguards has been stated in the Geneva Declaration of the Rights of the Child of 1924, and recognized in the Universal Declaration of Human Rights and in the statutes of specialized agencies and international organizations concerned with the welfare of children,

Whereas mankind owes to the child the best it has to give, now therefore, The General Assembly Proclaims this Declaration of the Rights of the Child to the end that he may have a happy childhood and enjoy for his own good and for the good of society the rights and freedoms herein set forth, and calls upon parents, upon men and women as individuals, and upon voluntary organizations, local authorities and national Governments to recognize these rights and strive for their observance by legislative and other measures progressively taken in accordance with the following principles:

Principle 1: The child shall enjoy all the rights set forth in this Declaration. Every child, without any exception whatsoever, shall be entitled to these rights, without distinction or discrimination on account of race, color, sex, language, religion, political or other opinion, national or social origin, property, birth or other status, whether of himself or of his family.

Principle 2: The child shall enjoy special protection, and shall be given opportunities and facilities, by law and by other means, to enable him to develop physically, mentally, morally, spiritually and socially in a healthy and normal manner and in conditions of freedom and dignity. In the enactment of laws for this purpose, the best interests of the child shall be the paramount consideration.

Principle 3: The child shall be entitled from his birth to a name and a nationality.

Principle 4: The child shall enjoy the benefits of social security. He shall be entitled to grow and develop in health; to this end, special care and protection shall be provided both to him and to his mother, including adequate pre-natal and post-natal care. The child shall have the right to adequate nutrition, housing, recreation and medical services.

Principle 5: The child who is physically, mentally or socially handicapped shall be given the special treatment, education and care required by his particular condition.

Principle 6: The child, for the full and harmonious development of his personality, needs love and understanding. He shall, wherever possible, grow up in the care and under the responsibility of his parents, and, in any case, in an atmosphere of affection and of moral and material security; a child of tender years shall not, save in exceptional circumstances, be separated from his mother.
Society and the public authorities shall have the duty to extend particular care to children without a family and to those without adequate means of support. Payment of State and other assistance towards the maintenance of children of large families is desirable.

**Principle 7:** The child is entitled to receive education, which shall be free and compulsory, at least in the elementary stages. He shall be given an education which will promote his general culture and enable him, on a basis of equal opportunity, to develop his abilities, his individual judgment, and his sense of moral and social responsibility, and to become a useful member of society.

The best interests of the child shall be the guiding principle of those responsible for his education and guidance; that responsibility lies in the first place with his parents. The child shall have full opportunity for play and recreation, which should be directed to the same purposes as education; society and the public authorities shall endeavour to promote the enjoyment of this right.

**Principle 8:** The child shall in all circumstances be among the first to receive protection and relief.

**Principle 9:** The child shall be protected against all forms of neglect, cruelty and exploitation. He shall not be the subject of traffic, in any form.

The child shall not be admitted to employment before an appropriate minimum age; he shall in no case be caused or permitted to engage in any occupation or employment which would prejudice his health or education, or interfere with his physical, mental or moral development.

**Principle 10:** The child shall be protected from practices which may foster racial, religious and any other form of discrimination. He shall be brought up in a spirit of understanding, tolerance, friendship among peoples, peace and universal brotherhood, and in full consciousness that his energy and talents should be devoted to the service of his fellow men.
Chapter Eleven

Leymah Gbowee: Exploring Your Skills
Chapter Eleven
Leymah Gbowee: Exploring Your Skills

Chapter Overview: In this chapter, youth will learn about 2011 Nobel Peace Laureate Leymah Gbowee. When Leymah was a teenager her country of Liberia fell into civil war, which forced her to change her dreams and the goals that she had for her future.

Theme: Exploring & Using Your Skills
Peace & Leadership Skills: Evaluating Your Dreams
Service-Learning: Peer Meditation
Curricular Extension: Pen-pals in West Africa, Narrative Construction, Liberian Proverbs, Study of Civil Wars and National Armed Conflicts

Opener: West Africa Handshake
“The Snapshake”

- Have youth split into pairs
- As a group, watch the video demonstrating the snapshake:
  - [http://www.youtube.com/watch?v=Vnj4SOXCs3Q](http://www.youtube.com/watch?v=Vnj4SOXCs3Q) [or search “hand shake Liberia” on Youtube]
  - Have the youth practice the handshake with each other, and ask them to brainstorm why this handshake may be important or significant.

THE MEANING: It originated from an old slaveholder tradition. In America, slaveholders would often break the middle fingers of their slaves to exert power over them. When the freed slaves came to Liberia, they started a handshake that mimicked/mocked that tradition, by using the snapping noise as a symbol of their freedom. [Source: [http://learn.pacificcoastimmigration.org/countries/profiles/lr/index.html](http://learn.pacificcoastimmigration.org/countries/profiles/lr/index.html)]

Debrief:

- How is this handshake an example of the freed slaves' reconciling their painful past with a more promising future?
- What are the common handshakes or gestures in your culture and what messages do they convey?

Leymah’s Gbowee’s Story and Discussion:

“We are going to read about a woman named Leymah Gbowee from Liberia. We will explore how living through Liberia’s civil war changed her life and dream, and made her a peacebuilder.

Read Leymah’s story together as a group.
Leymah Gbowee grew up in the capital city of Monrovia, Liberia— a country in West Africa. Leymah was part of a big family with four sisters, and they were all very close. Many children in Liberia grew up in poverty. But, Leymah and her sisters grew up in a house that was not the biggest or the fanciest, but it did have a television, indoor bathrooms, and a modern kitchen. There were also lots of open fields close by, where Leymah and her friends would run around and play for hours.

...It was possible to find drinking water if you took care, but the port was being controlled... and they blocked food from reaching our part of the city. Sometimes my mother would ask one of us to go out in search of food. It was very dangerous... I carried money wrapped in a cloth between my legs, and went to find what little I could. We might try to feed twelve people on two cups of rice.” (pg 32)

Leymah was often sick as a child. She spent a lot of time in hospitals or with doctors, and that’s when she realized she wanted to become someone that helped others. She decided she would go to college to study medicine and become a pediatrician.

“...It was in the hospital at least twice a year. That was why I decided to become a doctor; two young pediatricians cared for me during one of my illnesses, and they were so loving. I remember looking in their soft eyes and thinking, ‘This is what I want to be.’” (pg.12)

Leymah started her teen years as a shy girl, but her confidence grew when she started high school. She was very smart, earned good grades, and was on the honor roll. She also was involved in student government as a senator, and gave speeches not only at her high school, but at other local schools as well. Leymah had a very bright future ahead of her and she was willing to work hard to achieve her goal of becoming a doctor.

“By graduation, I was confident in who I was, a pretty girl who was smart; a smart girl who was also pretty. It gave me a kick to say I would be going to the university to study biology and chemistry, and I knew that when I was in college, life would get even better... I’d have an intellectual adventure, and I’d go on to become what I’d dreamed of for years, a doctor” (pg. 6-7)

What plans do you have for your own future? Do you know what you would like to be when you grow up?

When Leymah was 17, a civil war started in Liberia. There was unrest in the country because many people thought that the president, Samuel Doe, was an
unjust ruler. Liberia has several indigenous tribes all over the country, but President Doe was not allowing certain tribes to participate in the political system. This made many Liberians angry, and so a man named Charles Taylor started a **rebel movement** to try and overthrow President Doe. This turned into a civil war, in which the rebel and government soldiers were responsible for killing not only each other, but civilians as well.

“We stayed at [my sister’s] apartment. When battles raged and mortars fell near the house, we ran to a neighbor, who had a basement, and huddled on the dirt floor listening to the booms and screams coming from above. …

Because of all this fighting and violence, Leymah had to change her plans for her future. The University of Liberia, where Leymah had begun studying medicine, was destroyed by the fighting and forced to close. As it became more dangerous, Leymah’s main goal became survival. To stay safe, she and her family decided they needed to leave Liberia. They boarded a ship and moved from Liberia to a neighboring country, Ghana, to live in a **refugee camp**.

Has your family ever moved? If yes, how did it affect you?

When they finally received word that the violence had lessened in Liberia, and Charles Taylor had been elected president, Leymah announced that she wanted to return to her home. Once there, however, life did not get easier. Buildings had been destroyed and it was not safe because soldiers there were committing random acts of violence. Leymah also married a man named Daniel, who she had met at the refugee camp, and together they had four children. However, he turned into an emotionally and physically abusive man. Leymah had no future with him.

With the support of her family and friends, Leymah finally decided to leave Daniel. She knew the only way to have independence, and to help end the fighting in her country was to go back to further her education. This is when Leymah’s work as a **peacebuilder** really began.

She went back to school to receive her degree in social work, which allowed her to assist victims of the war, and help them emotionally heal from all of the violence they encountered. She began an exhausting schedule of school, homework, and continuing her day job as a counselor to earn money for her family. She left her children in the care of her older sister, Geneva. She knew that to build a better life for herself and her kids, she needed to make that sacrifice.

“**It was the first time I chose the need to work over being with my kids. Not the last.”** (pg. 84)

Leymah loved working in the field of conflict resolution and peacebuilding. She understood the only way to truly bring about peace was to help heal and connect people on a personal level.

“**Reconciliation between victim and perpetrator [is] the only way to really resolve a conflict, especially a civil conflict, in the modern world.”** (pg. 88)

What is reconciliation? What does it mean to reconcile?

Soon after, Leymah started the Liberian chapter of WIPNET- the Women in Peacebuilding Network- and brought women together in the name of peace. They came from all around the country, wearing white and carrying signs saying “the Women of Liberia Want Peace Now!”
For weeks they sat outside in a fish market field and demanded to see the president so they could ask him to stop the fighting.

They sat in the hot sun, and sat in the rain. Eventually, they were given a chance to address the President. They urged him to hold talks with the different rebel groups and to sign a peace agreement. They made the same plea to the rebels, and eventually an agreement was reached. President Taylor was exiled to Nigeria, a new government was formed, and Liberia had finally found peace. Soon after, in democratic elections, Liberia elected a female president, the first in Africa’s history.

Leymah was awarded the Nobel Peace Prize in 2011 for her efforts in organizing the women of Liberia to bring peace to their country, and demanding that they have a role in Liberia’s peacebuilding work.

**One Billion Acts of Peace**

Leymah is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Leymah urges youth to specifically focus on “advancing women and children.” She believes that we need to bring an end to the exploitation of children, and to defend the rights of women and girls around the world. This includes the right to education, employment, and equal opportunities.

**Discussion Questions:**

1. What kinds of things did Leymah have to give up or change to do her work as a peacebuilder?
2. How did her dreams change from when she was a child to when she became an adult? Did anything about them stay the same?
3. Many people call Leymah a peacebuilder? What does this mean and what did she do that made her a peacebuilder?
4. Do you know other people who are peacebuilders? If yes, why are they peacebuilders?
5. What do you think Leymah means when she says that the only way to resolve a conflict is through “reconciliation”?

[Source: All quotes are from Leymah’s Autobiography, *Mighty Be Our Powers* (see resource section for citation)]
Skill Builder: Evaluating Your Dreams

"Leymah wanted to be a doctor because she wanted to help people, but she could not become a doctor because the civil war destroyed her school and she was forced to leave her country. Instead, Leymah became a social worker as a way to achieve her dream of helping people. She empowered women to stand up to both the president and rebel armies which helped put an end to the war."

Step One: Count the youth off by twos. Once the youth are in pairs, give them three minutes each to discuss these prompts:

• What are your dreams for your future?
• Why are those dreams important to you?

Step Two: Dream Changer Worksheet

“If things change and you are not able to fulfill the dreams you have now, how could you use your skills and passions in a different way? What else could you do that would be meaningful? Keep in mind what is going on in your community and the world. Now use the Dream Changer Worksheet in your PeaceJam Journals to write your responses.”

Journal/Reflection: Assessing Your Skills

"Consider the skills or personality traits that Leymah used to bring peace to her country. For example, she has always been a leader; she took part in student government when she was young, and later she organized a diverse group of women to get attention from the president to help end the civil war. Write about a skill you have (something you are good at or know how to do – from babysitting, to chores, or unique interests and hobbies) and how you could use that skill to solve a specific problem in your school or community (you can use an example from your Dream Changer Worksheet). How could you also use your skills on your Billion Acts of Peace Project?"

Action/Service: Peer Mediation

“Leymah and the women she worked with had to figure out how to work together. They used mediation techniques to bring a resolution between tribal leaders in Liberia’s Civil War. Now, we will learn some of these basic techniques”

A peer mediator acts as a neutral third party to guide conversations between people in conflict. Specifically, a peer mediator listens well to understand the issue, clarifies points of disagreement in order to create a better understanding of the issue, and invites each participant to respond to what the other has said. Conversely, the mediator avoids trying to fix the situation, telling peers what to do, suggesting solutions, giving advice, or taking sides."
The Process:

1. **Introduction**: The mediators (in pairs) introduce themselves and explain the process of mediation.

2. **Share Perspectives**: Each person in the disagreement tells his or her story of what happened, and their feelings about it.

3. **Get More Information**: Mediators ask open-ended questions to clarify and figure out if there are any past circumstances affecting the current issue. "Is there anything else we need to know?"

4. **Define the Problem**: Mediators restate each participant’s story and guide them to agree upon the root cause of the conflict or problem.

5. **Brainstorm Solutions**: The people in disagreement brainstorm possible solutions (the mediator does not suggest solutions). Mediators ask them to discuss which solutions are agreeable, and how each possible solution will affect their relationship with each other.

6. **Choose Solutions**: The people will decide together how they will proceed and come up with an agreement (sometimes written).

7. **Close**: Mediators thank the people for participation, and remind them that the mediation process is open to them in the future.

Applying Your Peer Mediation:

- Where is there currently conflict in your school or community? Where do you notice tensions and disagreements (e.g., classrooms, cafeteria, park)?

- Who is the disagreement between (e.g., different groups of youth, adults and youth)?

- Who would you approach to find out more information about the disagreement? How could you engage these groups in mediation?

- How could you apply these mediation techniques to your Billion Acts of Peace Project?

[Source: Adapted from Resolving Conflict with a Peer Mediation Program at the University of Maine]
### Curricular Extensions

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| Use writing process elements to communicate for a variety of purposes and to a variety of audiences | 1. **Pen Pals**: Have youth write letters to other PeaceJammers in West Africa. Visit [www.peacejam.org/westafrica](http://www.peacejam.org/westafrica) to find groups and contact information.  
2. **Additional Journal or Essay prompts**: Have youth write a narrative about their dreams for the future including the skills they will need and steps they will need to take to achieve that dream. |
| **Reading**           |                                                                           |
| Read for perspective and multicultural understanding | 1. **Biography**: Have youth read *Mighty Be Our Powers*, the autobiography of Leymah Gbowee.  
| **Communication**     |                                                                           |
| Demonstrate effective verbal and non-verbal communication skills | 1. **Proverbs**:  
Visit: [http://www.educationworld.com/a_tsl/TM/WS_african_proverbs.shtml](http://www.educationworld.com/a_tsl/TM/WS_african_proverbs.shtml) and have youth discuss the Liberian Proverbs and the purpose of a proverb. Then have them think of sayings or proverbs that are used in their country.  
2. **Movie**: Have youth watch the movie *Pray the Devil Back to Hell* available to watch at: [http://video.pbs.org/video/2155873888/](http://video.pbs.org/video/2155873888/). How did Leymah and the women use verbal and non-verbal communication skills push the tribal leaders to come to a resolution? |
| **Geography**         |                                                                           |
| Understand how to use maps and other geographic tools | 1. **Liberia**: Have youth use maps and other resources to locate West Africa and Liberia. What are the primary topographical features of the country?  
2. **Resources**: Have youth explore the natural resources of Liberia. What are these natural resources used to make? |
| **Civics & History**  |                                                                           |
| Identify historical, geographic, social, and economic factors that have shaped society | 1. **Civil War**: Look up the civil wars of the United States, Liberia, Syria, and Burma. How are they similar? How are they different? How were they resolved – have they all been resolved?  
2. **Youth in Liberia**: Have youth research how youth their age live in Liberia today. Have them think about school, family, sports, and daily chores or activities.  
3. **Slavery**: Liberia was settled by both indigenous people and slaves that returned from the United States. Have youth research the history of slavery and how it has impacted Liberia since its inception. Then have youth explore how slavery has impacted their country. |
| **Research**          |                                                                           |
| Use a variety of technological and information resources to gather, synthesize, and share information | 1. Develop a Peer Mediation program for your school. For a full guide visit: [http://umaine.edu/peace/files/2011/01/PEER_MEDIATION_FINAL_11.pdf](http://umaine.edu/peace/files/2011/01/PEER_MEDIATION_FINAL_11.pdf)  
2. **Child Soldiers**: In Darfur, an area of Sudan in Africa, military groups brutally recruit child soldiers to fight in local and regional wars. Have youth study the issue of child soldiers and what can be done to stop this practice around the world. 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. |
Resources

Books:

* Mighty Be Our Powers: How Sisterhood, Prayer, and Sex Changed a Nation at War, by Leymah Gbowee and Carol Mithers, Beast Books, 2011


Video:


* The Lost Boys of Sudan: [http://www.lostboysfilm.com/](http://www.lostboysfilm.com/)

* “Snapshake”: [http://www.youtube.com/watch?v=Vnj4SOXCs3Q](http://www.youtube.com/watch?v=Vnj4SOXCs3Q)

Internet:


Chapter Twelve

José Ramos-Horta: Exploring Problem-Solving
CHAPTER TWELVE
José Ramos-Horta: Exploring Problem-Solving

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate, José Ramos Horta, and the struggles he went through for his country of East Timor. Youth will explore how to handle different types of conflict in their lives and develop their problem-solving skills.

Theme: Problem-Solving
Peace & Leadership Skills: Conflict Resolution
Service-Learning: Working with Civic Institutions
Curricular Extension: United Nations, role of Foreign Minister, colonization, reconciliation

Opener: Peaceful or Violent Reactions
Below is a list of scenarios that create can conflict or problems. Have youth explore their own tendencies for dealing with problems.

1. Read the first scenario. Ask youth to think about what they would do in this situation. Give them only 15 seconds to think of the first thing that comes into their minds and write it down.
2. Create an imaginary line on the ground and explain that one end of the line represents violence and the other end represents peace.
3. Have youth line up along the continuum based on whether their first reaction to the situation was closer to promoting peace or promoting violence - or someplace in the middle.
4. Continue with the next scenario or make up scenarios that relate to the youths’ lives.

Scenarios:
- Someone that you do not get along with makes fun of you in front of your friends.
- You overhear someone telling lies about a friend of yours.
- Someone steals something that belongs to you and denies it.
- You see an older youth bullying a younger youth.
- Your parents or family members are yelling at each other during dinner.
- You are having an argument with someone and he/she hits or pushes you.

Debrief:
1. What did you learn about yourself from the way you responded to each scenario? Is your first response more peaceful or more violent?
2. Which approach do you think solves problems more effectively? Why?

José Ramos Horta’s Story
"We are going to get to know a man named José Ramos Horta from East Timor (also called Timor-Leste) which is a very small country in Southeast Asia. He worked to achieve peace and independence for his people and eventually became President of East Timor. Let’s read Jose’s story about his determination to bring global attention to his small, but proud country.” Read José’s story together as a group.
José Ramos Horta was born on December 26, 1949 in Dili, East Timor. His mother was Timorese and his father was Portuguese. José came from a large family of eleven children. His father was a member of the Portuguese Navy and was exiled to East Timor after speaking out against the Portuguese government. East Timor was then a colony of Portugal and the Portuguese government often sent dissenters there. José's mother was a native Timorese. She lived through the Japanese invasion of East Timor during WWII, which killed all but one member of her family.

When he was seven years old, José was sent to the remote village of Soibada to attend the oldest Catholic mission school in East Timor. During that time he did not see his family very often. From time to time, he did get to visit his half-brother, António who lived in a nearby village. José then attended high school in Dili, the capital of East Timor. Most youth in East Timor did not get to go to high school. Although José grew up with little exposure to television and other media, he did listen to the Beatles and the Rolling Stones and he sometimes saw John Wayne movies at the one theatre in his town.

Not long after graduating from high school, José met the same fate as his father. He was talking to his friends about the unfair way that Portugal was ruling East Timor. Someone in the government found out about José's comments and he was exiled for a year to Mozambique, another Portuguese colony. Having to leave his country and family at such a young age was a very scary moment in José's life.

"That hot tropical evening in 1970, I was dressed in my first suit ever...I had started life barefoot and had always worn shorts made of cheap material. Now, at 18, I was wearing a suit and traveling overseas - though in disgrace...I was terrified and tried to hide my fear. What if he decided I should not board the vessel and instead escorted me to prison...I gave my mother a kiss and hugged her. Tears rolled over her face. I was trying to maintain a cool appearance, hiding my emotions. Licinia, my little sister, an adorable creature who was then four years old, succeeded in pulling aside the masks I used to hide my emotions. As I lifted her up for a kiss, she said in that angelic voice of hers: 'Don't ever die, está bem?' Tears flooded my eyes and began to roll down my face. I rushed to the boat."

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José Ramos Horta

1996 Nobel Peace Laureate

"Just remember that violence leads you nowhere...Compassion, generosity, humility, and tolerance are real power."

~José Ramos-Horta

Have you ever had to leave your family for a long amount of time? How did you feel?

In the 1970's, many of Portuguese's colonies, including Mozambique and Angola, began to fight violently for their independence. These wars drained the resources of Portugal and the Portuguese government was eventually forced give independence to its colonies. During this time, violent fighting did not break out in East Timor, but groups formed to put

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25 Ramos-Horta. 8.
pressure on Portugal to decolonize. José was an active member of many of these groups. To silence him, the Portuguese government exiled him again in 1975. José was 25 years old.

On November 28, 1975, East Timor declared its independence from Portugal. People in East Timor were very excited about their independence, however they were also worried that their neighboring country, Indonesia, might try to attack and make East Timor part of Indonesia. Just nine days after they got their independence and three days after José was exiled, Indonesia invaded East Timor. This began a brutal 24-year occupation of the small country.

In exile, José had to figure out how to help his country. His people were dying and no one seemed to know or care. After much determination, José was able to get an audience with the United Nations in New York City. He was the youngest person to ever address the UN.

Have you ever presented to large group of people who you did not know? How did you feel?

His speech convinced the UN to pass a resolution that supported the independence of East Timor. Despite the resolution, Indonesia continued its occupation. This did not stop José. He developed a network of support for his country by traveling to over 100 different countries and asking for their help.

In 1991 a tragic massacre occurred. The Indonesian military killed hundreds of peaceful Timorese youth during a demonstration in the capital city of Dili. The incident was captured on film and José and his supporters were able to use the footage to show the world how brutal Indonesian's occupation was for the people of East Timor. This became known as the “Dili Massacre.”

Following the massacre, José formally presented a three-stage plan to the European Parliament. The plan called for the withdrawal of Indonesian troops, the release of all Timorese political prisoners, respect for the human rights of the East Timorese, and the stationing of UN Peacekeepers in East Timor. The final phase called for a period of independence which would end with a UN-supervised vote, allowing the East Timorese to vote between becoming independent, becoming a part of Indonesia or being associated with Portugal.

In December of 1996, José Ramos-Horta was awarded the Nobel Peace Prize for his tireless efforts to stop the oppression of his people and bring peace to East Timor. However, it was not until four years later that José really accomplished his goal. In 2000, the East Timor people voted for independence and became the first democracy of the 20th century. In response, the Indonesian army left the country, destroying and burning all they could as they left, leaving the already impoverished people with even less.

José was able to return home for the first time in 24 years. He was sad to see firsthand the devastation of his country, but was hopeful for his people. Even though four of his siblings were killed by the Indonesian military, he still believed that peace would only come to East Timor through reconciliation and nonviolence. José was appointed the first Foreign Minister of his country and a few years later, in 2007, José was elected President of East Timor.

On February 11, 2008, José Ramos-Horta was critically injured in an assassination attempt outside his home in Dili. Armed gunmen came to José’s house, shot and killed his body guard, and then shot him. He almost died. Two months after the attack, José returned to his presidential duties. Because of the attack he had to have more security, but this has not stopped him from continuing to connect and engage with his

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26 Ramos-Horta. 17-29.
people on a very personal and public level. As he left the hospital he stated, “I am returning home in the next few days, to do all I can to realize my dreams for East Timor—to continue lifting the Timorese people out of poverty, and to create a Zone of Peace where all forms of violence are abandoned.” In 2010 José Ramos-Horta forgave the man who was accused of attempting to assassinate him along with 22 other prisoners. Jose served as President of East Timor until 2012.

One Billion Acts of Peace

José is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. José urges youth to specifically focus on “Alleviating Extreme Poverty.” Extreme poverty is defined by the World Bank as having to live on less that $1 a day. Today, the majority of East Timorese people live in extreme poverty. José believes it is the responsibility of all humans to fight poverty: “If we see someone, even a stranger, in the street who is hungry, who is shivering because of cold, I think we as humans beings should help immediately. The fight against extreme poverty requires leadership at every level. You have to be compassionate.” José, along with the other Nobel Laureates, believes that eliminating extreme poverty is possible in our lifetime.

Discussion Questions

3. At the young age of 18, José was forced to leave his country and family for disagreeing with his government. Do you think it was worth it for him to speak out against his government? Why or why not?

4. Instead of asking the world to respond to the Indonesian army with violence, what did José propose in his plan? Why do you think he chose this response?

5. Have you ever responded to a conflict with violence? Did the conflict get resolved?

6. What do you think causes poverty? Are the causes of poverty the same in your country as they are in East Timor? Why or why not?
Skill Builder: Conflict Resolution: From Reaction to Resolution

Have youth open to the From Reaction to Resolution activity in Chapter 11 of their PeaceJam Journals.

Step 1. Read the definitions of reaction and resolution and discuss how they are different.

**Reaction:** the body's or mind's initial response to a stimulus or situation.

**Resolution:** a solution or settling of a problem or controversy.

Step 2. Look back at the scenarios listed at the beginning of the chapter in the Opener Activity:

- Someone that you do not get along with makes fun of you in front of your friends.
- You overhear someone telling lies about a friend of yours.
- Someone steals something that belongs to you and denies it.
- You see an older youth bullying a younger youth.
- Your parents or family members are yelling at each other during dinner.
- You are having an argument with someone and he/she hits or pushes you.

Step 3. Have youth:

a. Write their reactions to 1-2 of the scenarios (or scenarios from their lives) in the Reaction box,

b. Reflect on more helpful ways of solving the conflict and write them in Strategies box, and

c. Have them think of a resolution that would effectively solve the problem and write it in Resolution box. [see graphic in the Journal].

Debrief:

1. How helpful would your initial reactions have been at solving the problem? Why?

2. What strategies did you think of to resolve the problem that you did not think of in your initial reaction?

3. What are 2 easy things that you can do to help yourself move from reaction to resolution when you face problems and conflict in your everyday life with your friends and family?

4. According to José, power gained through violence is not real power. He said, "Just remember that violence leads you nowhere. We have to learn not to be violent if we want to have power. Compassion, generosity, humility, and tolerance are real power." Do you agree or disagree and why?

Action/Service: Working with Civic Institutions

"José had to work with different groups such as the United Nations and the European Parliament to help the people of East Timor. He knew that these groups had the power to stop Indonesia's occupation and harsh treatment of the East Timor people.

"Now that you have chosen your PeaceJam project, brainstorm different groups that you need help from in order to complete your project. Think about the best way to approach these groups. Below are some guiding questions. Write your responses in your PeaceJam Journals."
• Which groups make decision about the project/issue you are working on (e.g., city council, school board, principal, local business, or police)?
• What is the best way to approach each group (e.g., calling them, writing a letter, going to a city council, school board, or local business meeting)?
• What can each group do to help you accomplish your project? What do you want them to do for you (e.g., approve your request, provide funding, change a law or policy)?

Journal/Reflection:
Whether you are angry, sad, hurt, happy, or jealous, your emotions influence the way approach a problem. Think about a conflict that upset you and how your emotions influenced how you approached that person or situation. What are some ways that you can express your true emotions, and still reach a resolution?
### Extension Activities

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| **Writing** Use writing process elements to communicate for a variety of purposes and to a variety of audiences | 1. **Poem:** Write a poem that tells the story of a conflict you had and the emotions you were feeling.  
2. **Letter Writing:** Write a persuasive letter to a group that could help you complete your GCA project. Be sure to be specific about what you need or want from them.  
3. **Additional Journal or Essay prompt:** José life has been impacted by violence. Four of his siblings were killed and he almost died from an assassination attempt. After all that why do you think he has not resorted to violence himself? |
| **Reading** Read for perspective and multicultural understanding | 1. **PeaceJam Book:** Have youth read Chapter 4 of the book, PeaceJam, which highlights José’s work and his approach to overcoming hardship.  
2. **Funu:** Read the “Childhood Memories” chapter from José biography, Funu, and discuss or write about the things you can and cannot relate to from José childhood. |
| **Communication** Demonstrate effective verbal and non-verbal communication skills | 1. **Working with the Media:** The media’s filming of the "Dili Massacre" finally made the world aware of the problems in East Timor. Make a list of radio, newspaper, television, blogs, and online new organizations that are in your community. Invite reporters, bloggers, etc. to come and speak to your group about their work. Then create a press release about issues that your group is working and see if you can get the media to cover them.  
2. **Body Language:** Get in groups of two. Have one person express an emotion with their body language and see if the other can guess the emotion. Then switch. |
| **Geography** Understand how to use maps and other geographic tools | 1. **Study of East Timor:** Study the distance between East Timor, Portugal and Indonesia. Discuss how these distances may have influenced the decolonization and occupation of East Timor.  
2. **Topography:** Study the type of land formations in East Timor and discuss how these could be contributing to the poverty in the country and how they might be used to help them out of poverty. |
| **Civics & History** Identify historical, geographic, social, and economic factors that have shaped society | 1. **Changing Culture:** Research the roots of East Timorese culture and how that culture was affected by Indonesia and Portugal.  
2. **Colonization:** Did your country have colonies or was it the colony of another nation? If so what influence did this have on the culture and politics of your country today? |
| **Research** Use a variety of technological and information resources to gather, synthesize, and share information | 1. **Internet Search:** Research the United Nations Peacekeepers and the role they still play in East Timor as well as around the world.  
2. **Research:** Before he was President, José was appointed the first Foreign Minister of East Timor. What is the role of a Foreign Minister?  
3. **Investigate:** What is life like for teenagers today in East Timor? What kinds of schools do they go to, what types of hobbies to they have, etc. |
Resources

Books


*This book contains nine original essays that tell the story of East Timor, its people and its culture. The book also contains 64 photographs that show the people and the country.*


*The book has lots of great ideas for games and activities with a strong emphasis on social justice, multi-cultural appreciation and community action.*


Internet Sites

- The Nobel Peace Prize site has a written transcript and video of José’s acceptance speech:

- Video of Jose Ramos Horta returning to East Timor after his assassination attempt. Good scenes of East Timor and interviews with Ramos Horta.
  - [http://www.youtube.com/watch?v=FzDyey-1c00&feature=player_embedde](http://www.youtube.com/watch?v=FzDyey-1c00&feature=player_embedde)

Videos/DVD


*The documentary gives commentary about the international politics surrounding East Timor in the 25 years that followed the Indonesian invasion and the conflicts between UN resolutions and Economic Politics. It also follows Briere as she moves from a being a photographer to being a political activist.*

*Balibo*. Dir. Robert Connolly. 2009. DVD.

*This is a movie based on the true story of five Australian-based journalists that were killed at Balibo in East Timor by Indonesian troops involved in the preparation of the invasion in 1975.*
Chapter Thirteen

Joseph Rotblat: Exploring Responsibility
CHAPTER THIRTEEN
Joseph Rotblat: Exploring Responsibility

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate Joseph Rotblat, and how he took responsibility for his actions. They will learn how to take responsibility for past mistakes and build skills in evaluating future impacts of choices.

Theme: Responsibility

Peace & Leadership Skills: Re-charting Your Course

Service-Learning: Analyzing Future Impacts

Curricular Extension: Holocaust, World War II, nuclear weapons, role of Science in our Society

Opener: Group Count Off

1. Have youth stand in a circle.

2. Explain the activity to youth: “Today we’ll be doing a Group Count Off. The objective of this activity is to count up to the number of people we have in our circle. Each of you can only say one number and everyone has to be looking at their own feet. If two people talk at the same time, we’ll start again. There can be no pre-established pattern for our count. (i.e. go around the circle, every other person)”

3. Play activity until youth successfully complete it.

Debrief:

- What was the most difficult part of this activity?
- What was your responsibility in this game?
- How did you feel when you had to start over?
- How did you know when to say a number?

Joseph Rotblat’s Story

“We are going to get to know a man from Poland named Joseph Rotblat. He lived through both World Wars, and was a very successful scientist. He helped to invent something that has had a huge impact on our world. Let’s read about Joseph, the struggles he endured in his life, and the responsibility he took for his actions.”

Read Joseph Rotblat’s story aloud as a group.

Vocabulary: Youth will need an understanding of these terms for this chapter:

- prosperous
- fission
- Manhattan Project
- proliferate
Joseph Rotblat was born on November 4, 1908 in Warsaw, the capital of Poland. His family was Jewish and his father was a prosperous businessman. He made his living transporting goods by horse-drawn cart.

Joseph grew up playing with his two brothers and one sister. They were a privileged family with a comfortable apartment in Warsaw, and a second home in the countryside with horses. Joseph and his siblings grew up eating mom’s cooking, riding ponies at their second home, and playing games. However, when Joseph was just six, World War I began. At first the war only involved two countries, Serbia and Hungary. Very quickly many other European countries became involved, and Poland was drawn into the fighting.

The war was devastating for Poland. There was little food, money, or resources. Because of the war, no one could travel out of the country, so Joseph’s father’s business suffered. Also, the government took over the Rotblat’s second home because they needed places for soldiers to stay. This meant they took the horses, too. Joseph’s father was totally out of work now, because he had no way to transport anything without the horses.

As the war raged on, and the family had very little money which was making their lives incredibly difficult. They had very little to eat, it was dangerous for children to play outside, and when Joseph and his brothers and sister got sick, they couldn’t go to the doctor.

The war ended in 1918, which made things better for Poland. However many buildings, homes, and other places were destroyed from bombs and all of the fighting. Things continued to be very difficult for the Rotblats. Joseph wanted very badly to help and make things better for his family and country. When he was thirteen he went to school to learn how to be an electrician.

“I learned to become an electrician in a trade school. Initially, I worked for somebody. I was happy with this because this man never told me, ‘do this, do this’ without explaining why. If I do something, I like to know why. I decided quite early that I would work for myself. I printed business cards, ‘Joseph Rotblat, Electrician,’ and I sent them around. Gradually, people began to know about me and I began to do more and more work. There was no time for me to go to formal school or to prepare for university. I had to spend all day working very hard under hard conditions. In the evening, I taught myself Physics. I felt that Physics is the basic science of all the sciences. I did this for a number of years, but I still could not see any way to be a scientist, because I could not get entrance to a university. I couldn’t see any way in which I could bring me to my dream of being a scientist.”

Joseph was 13 years old when he started working as an electrician and studying Physics. How do 13 year olds in our country spend their time?

One day, Joseph learned something that changed his life forever. He learned about a night school for science. He enrolled and immediately began studying there. In just a
a few years time, he passed all of his exams and received a diploma.

Joseph was soon appointed as an assistant in the Physics Department. This was wonderful, because this meant he was paid to be a scientist! Joseph was becoming well known in Poland. He was very responsible, driven, and loved learning. His dreams were slowly coming true. During this time Joseph was also falling in love. He met Tola, a student of literature, when he was attending night school. They were married in 1937.

Joseph was very interested in a new type of physics, called nuclear physics. In order to practice this type of physics, scientists need a particle accelerator called a cyclotron. In 1939 Joseph was offered a chance to study in Liverpool, England. The Physics department had a brand new cyclotron. Also, a famous scientist named James Chadwick, who discovered the neutron, was head of the Liverpool Physics Department.

Joseph went to Liverpool alone because he could not afford to bring his new wife. After a while, James gave Rotblat a better paying job, so he returned to Poland to bring his wife to England. The day they were scheduled to leave Poland, Tola was too ill to travel, so Joseph had to return to England alone, this time with the intention of sending for her when she felt well again. At that time, World War II was just beginning and Poland was invaded by Germany just two days after Joseph left for England. Though he tried and tried to send for Tola, she could not leave Poland. Joseph never saw Tola again, and he never remarried.

“I tried for years to find out what had happened to her, but I never did. She was obviously dead, but I never knew the circumstances. She died in one of the Nazi camps, I imagine.”

Joseph and some of his colleagues were invited to Los Alamos, New Mexico, in the United States of America, to work on developing the atom bomb. This was a secret project called “The Manhattan Project.” The United States wanted to be the first country to develop the bomb, so they had scientists working for them from all over the world.

Very soon after arriving in Los Alamos, Joseph had a bad feeling about the work he was doing. Although he was nervous that Germany would create the bomb, he soon learned that Hitler had given up trying to make it. Joseph did not see a reason for working in Los Alamos any longer. So he resigned and returned to England in January, 1945.

What would you do if you were in Joseph or Tola’s situation?

World War II caused many of Joseph’s colleagues to do secret work for the war. There was talk about splitting atoms, or fission, which would release energy and cause a huge explosion.

“Now normally you would not expect me to work on an atom bomb or any weapon of mass destruction because my use for science is humanitarian— making weapons is not my idea of science. However I was very much afraid. I knew that within the next few months there would be a war in Europe and the war would start with the Germans occupying Poland. And I was afraid that if Hitler should acquire the bomb then he would win the war. Democracy would be doomed— this would be the end of democracy and this was unacceptable to me. I thought that the only way we could prevent this from happening would be if we also have the bomb and threaten with retaliation. And this is the rationale why I decided to start work on the atom bomb.”
On August 6, 1945 Joseph was in England listening to the radio when he heard that the United States had dropped an atom bomb on Hiroshima, Japan. Two days later another atom bomb was dropped on Nagasaki, another city in Japan. This was the first time that Joseph found out the scientists succeeded in creating the bomb.

This affected Joseph terribly. He felt responsible for the 200,000 deaths caused by the atom bombs.

Many scientists, some who worked on the Manhattan Project and some who did not, were very unhappy with the use of atom bomb. They wanted countries to agree to stop proliferating, or creating large amounts of nuclear weapons, and to promise that they would never use the bombs again.

The term “nuclear weapon” is used to describe the atom bomb and similar weapons that use nuclear fission.

In 1957, Joseph and many scientists got together in Canada in a small village called Pugwash to talk about how to end the use of nuclear weapons.

Scientists met each in Pugwash to talk about how to prevent the harmful effects of scientific inventions. Their accomplishments include the Partial Test Ban Treaty that stopped many harmful nuclear tests and the Non-Proliferation Treaty that limited the spread of nuclear weapons.

Can you think of other scientific discoveries besides nuclear weapons that have had harmful effects?

In 1995, 50 years after the atomic bomb’s first use, Joseph Rotblat and the Pugwash Conferences won the Nobel Peace Prize for their work.

In 2005, Joseph Rotblat passed away in his sleep. He dedicated his life to ensuring scientists take responsibility for their actions and inventions.

“I feel, however unpleasant it may be for scientists, that science may have to be controlled. We have got to tackle it because I think the whole future of mankind is in jeopardy.”

Pugwash Conferences still take place every year with scientists from around the world.

One Billion Acts of Peace

José is part of PeaceJam's Billion Acts of Peace Campaign which is a global movement to bring peace to the world. She invites you to join her and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Although Joseph passed away before this movement was created, he would urge youth to work towards "nuclear disarmament" and a world free of nuclear weapons. He believed that we must end the increasing spiral of expenditures on weapons, both nuclear and conventional, which only serves to increase the likelihood of armed conflict.

Discussion Questions:

1. What do you think the most difficult part of Joseph’s life was? Why?

2. Do you think it was easy or difficult for Joseph to take responsibility for creating the atom bomb? Why?

3. Why is Joseph so adement that we must work for a world free of nuclear weapons? What is the impact if one of them is used?

4. What similarities do you see between the lives of Alfred Nobel and Joseph Rotblat?
**Skill Builder: Taking Responsibility for Your Actions**

“Joseph Rotblat felt like he made a mistake by helping to create the atom bomb, so he spent the rest of his life taking responsibility for his actions – and trying to make up for what he did. We all make mistakes. It is part of being human. But we do have a choice about how we handle our mistakes.”

“What are some things we may do when we do NOT want to take responsibility for our actions? Some examples include:

1. Blame others (examples: “he made me do it,” “she did it first”)
2. Make excuses (examples: “I was tired,” “It’s not my fault”)
3. Make light of it (examples: “It’s not a big deal,” “She is fine”)
4. What are some other ways you can think of?

“What are some things we can do to take responsibility for our mistakes?” [Have youth brainstorm for a few minutes, then share these steps with them]. Here are 3 helpful steps to help us take responsibility for our mistakes:

1. Admit you made a mistake
2. Figure out who it hurt or impacted (person, group, yourself, etc.)
3. Fix the problem if you can

**Re-Chart Your Course of Action**

Have youth turn to the “Re-charting your Course of Action” activity in their PeaceJam Journals. “Who can give an example of a mistake they made and how they did or could and take responsibility for that mistake using these three steps?”

**Reflection/Journal:**

Because Joseph Rotblat left the Manhattan Project before the bomb was created, some would argue that he had no responsibility for the bombings of Hiroshima and Nagasaki. Do you agree or disagree? Why or why not?

**Action/Service: Analyzing Future Impacts**

Now that youth have a solid foundation and plan for their Billion Acts of Peace Project, they should begin looking at the impacts their project will have on the community in the future. Have youth turn to their PeaceJam Journals and do the “Analyzing Future Impacts” activity.

**Discussion:**

“What are some impacts our PeaceJam project will have in 1 year, 5-10 years, 25 years and 100 years? How could we present these projections to the public?
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| Writing                   | 1. Have students choose one of the actions they will take from the “Re-Charting Your Course” activity and write a “plan of action” outlining what steps they are going to take.  
2. **Examining World War:** In essay form, have students examine the idea of a ‘world war’ in today’s global society. How would it be different than previous world wars? What can be done to prevent another world war? |
| Reading                   | 1. Read *Z for Zachariah* by Robert C. O’Brien  
A nuclear holocaust has destroyed civilization. Ann Burden believes she is the last person alive, until she finds another survivor. She discovers there are worse things than being alone.  
2. **Nuclear Fallout:** Have youth read *Phoenix Rising* by Karen Hesse, a novel about the effects a Nuclear Plant has on a small New England sheep farming community. |
| Communication             | 1. **Language Learners:** Joseph studied many languages, when he moved to England he began communicating entirely in English. Have youth explore what other languages that are common in their community and learn basic greetings in these other languages — and then have them try them out in the community.  
2. **Seeing Guides:** Have youth arrange themselves around the room or other open space so that no one is touching and there is space to walk between them. Have groups self select a leader. This leader has to lead another youth (who is blindfolded) through the “forest” of his/her peers using only their words. Rotate roles so several youth get to be the leader, etc. |
| Geography                 | 1. **Poland:** have youth study a political map of Poland, learning about the environment and climate and how Poland’s boundaries have changed over the years.  
2. **Mass destruction:** The diameter of destruction in Hiroshima was 1.6km. Compare this to your community. What would the destruction be if a bomb was dropped at the center of your community? |
| Civics & History          | 1. **Pugwash Conferences:** What other initiatives have been started by the Pugwash Conferences?  
2. **Hiroshima and Nagasaki:** Have students study the impacts of the bombings of these two cities. What impact did these bombs have on the communities?  
3. **Role of Science:** Have students learn about other scientific discoveries that have shaped our society. |
Research

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

1. Nuclear Arms Today: Which countries have nuclear weapons? Which countries have tested them? What is the situation of nuclear proliferation in the world today? Have students choose one of these research questions, or create one of their own around Nuclear Arms Today, and organize 5-7 minute informative speeches to present in small groups.

2. Hitler’s WWII Holocaust: Take students to the library and have them use non-internet sources to research the Holocaust. After they have completed their research, have students write a letter to Hitler telling him what they think about the Holocaust.

Resources

Books:
Boas, Jacob. We Are Witnesses: Five Diaries of Teenagers Who Died in the Holocaust. New York: Scholastic, 1996.

Video/DVDs:
BBC History or World War II: Hiroshima. BBC Warner, 2002. DVD.

Internet Sites:
An interview with Joseph Rotblat.
http://www.vega.org.uk/video/programme/22
Joseph Rotblat speaks about the Manhattan Project.
http://openvault.wgbh.org/catalog?q=Joseph+Rotblat+&search_context=result&search_field=all_fields&utf8=%E2%9C%93&x=0&y=0
An article written by Joseph Rotblat, “The Fifty Year Shadow” from 2005
http://www.wagingpeace.org/articles/2005/05/17_rotblat_50-year-shadow.htm
Pugwash Conferences website.
www.pugwash.org
Joseph Rotblat’s renowned Nobel acceptance speech.
Chapter Fourteen

Oscar Arias: Exploring Goal Setting
CHAPTER FOURTEEN
Oscar Arias: Exploring Goal Setting

Chapter Overview: In this chapter, youth will learn about Nobel Peace Laureate, Oscar Arias, and the struggles he went through growing up in Costa Rica. Youth will explore how to set short-term and long-term goals for themselves and what it means to be a citizen of their community and country.

Opener: When I Grow Up

"We all had dreams about what we wanted to be when we grew up. For most of us, those ideas have changed as we have gotten older. It is fun to look back and remember what we wanted to be when we were little and why - because these were the very first goals we set for ourselves."

Step 1: Take a few minutes and think back to when you were about four years old.
- What were your favorite things to do?
- Who did you pretend to be and what did you pretend to do?
- What did you want to be when you grew up?

Step 2: Now take a few minutes and think about yourself today.
- What are your favorite things to do?
- What do you see yourself doing with your life when you grow up?
- How have your dreams and goals for yourself changed or stayed the same since you were young?

Step 3: Share what you wrote with the person next to you.

Debrief:
- What did you learn about yourself from this activity?
- What was similar between people's dreams and goals from when they were young and today?

Oscar Arias’ Story

“We are going to get to know a man named Oscar Arias who grew up in the Costa Rica and later became president of his country. Let’s read about what happened to Oscar and how his dreams and goals for himself helped him to bring peace to Central America and to lead to his country.”

Read Oscar’s story together as a group.
Oscar Arias
1987 Nobel Peace Laureate

"Peace is a never ending process... It cannot ignore our differences or overlook our common interests. It requires us to work and live together."
~ Oscar Arias

Oscar Arias Sánchez was born on September 13, 1940 in Heredia, Costa Rica which is known for its waterfalls, tropical forests, roaring rivers and coffee plantations. Heredia is located six miles north of Costa Rica’s Capital, San José. Over one-hundred years ago, Costa Rica became one of the first democracies in Latin America.

Growing up, Oscar lived with his entire family, including his grandparents, on their family’s coffee plantation. Coffee is one of the major exports of Costa Rica. Oscar’s grandfather was one of the first people to export coffee from Costa Rica to Europe. In addition to being important businessmen, many people in Oscar’s family were elected members of Costa Rica’s government.

Oscar was a good student and did well in school. He was a strong leader and other students looked up to him. He enjoyed learning new things and when he was challenged with a difficult assignment, he set goals to accomplish the work. Oscar was determined, a characteristic that has stuck with him to this day.

What are some characteristics that you would use to describe yourself?

For as long as he could remember, Oscar wanted to help people. When it was time for him to go to college, Oscar decided that he wanted to be a doctor because he thought it was the best way to help. However, this was hard for his family to understand. So many of his relatives were politicians and Oscar’s family expected him to study politics also.

Oscar understood that his family just wanted what was best for him and that they expected him to study law or government because they thought it would make him successful. But Oscar was determined to study medicine. He told his family that he understood what they wanted for him, but he had to follow his own dreams. So, in 1960, he went to the United States to become a doctor.

Have you ever had to go against your family's wishes in order to follow through on a goal or dream that you had for yourself?

Oscar studied medicine until one day when he saw the presidential debate between United States Senator John F. Kennedy and Vice President Richard Nixon. He was very impressed with Mr. Kennedy’s ideas about freedom, racial justice, and the role of government in helping people. He was determined to meet Mr. Kennedy and eventually, he did. The meeting changed Oscar’s life and helped him to decide to study politics after all.

Once Oscar decided he wanted to become a politician, he became very ambitious. When Senator Kennedy became the President of the United States, Oscar set another goal for himself: He wanted to become the President of Costa Rica.

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27 See Resource Section for video of debate
After Oscar finished college, he helped to elect the Costa Rican President José Figueres Ferrer. President Ferrer was so impressed with Oscar that in 1972 he asked him to be a part of his government. Oscar became the Minister of National Planning and Political Economy, an important position. Oscar was so determined and did such a good job with his position that over time he was gradually given more important jobs within the Costa Rican government.

Costa Rica was a peaceful country. They had dismantled their army back in 1949 and used the money to build schools, hospitals, etc. However, in the late 1970’s, civil wars broke out in the countries that surrounded Costa Rica, including Nicaragua, Guatemala, El Salvador, and Honduras. Over time, the violence from these neighboring countries spilled over into Costa Rica. Oscar decided that he had to do all he could to not only bring peace back to Costa Rica, but to all of Central America.

Oscar knew that, "war, and the preparation for war, are the two largest obstacles to human progress. The poor people of Central America are calling out for schools and doctors, not guns and generals."

This was not an easy goal to accomplish, even for someone as determined as Oscar. Violence was especially bad in neighboring country, Guatemala, where the military was taking land from the native people and destroying their farms and homes. [See Rigoberta Menchu Tum's chapter]

In 1986, Oscar helped to host a meeting between five presidents of Central American countries, Costa Rica, Honduras, El Salvador, Guatemala, and Nicaragua. The meeting took place in Esquipulas, Guatemala and the presidents discussed what needed to be done to create true and lasting peace. In 1987, after a year of work, Oscar presented a plan for peace in Central America. This was called the Arias Plan and it was discussed by presidents of all the Central American countries.

Oscar’s determination paid off. In August of 1987, the Arias Plan peace accord was signed by the five presidents, establishing an agreement to use non-violence to solve conflicts in Central America.

For his efforts to spread peace from Costa Rica into the surrounding countries, Oscar was awarded the Nobel Peace Prize in 1987. He thanked the Nobel Committee who honored him with the award by saying, “When you decided to honor me with this prize, you decided to honor a country of peace, you decided to honor Costa Rica.”

Oscar’s goal to bring peace to Central America had become a reality.

"Because our country is a country of teachers, we closed the army camps, and our children go about with books under their arms, not with rifles on their shoulders. We believe in dialogue, in agreement, in reaching a consensus.”

In 2006, the Costa Rican people voted to change their constitution, which previously stated that a president could only serve one four-year term. This allowed Oscar Arias to run for president again. Oscar won the elections in 2006 and served as the President of Costa Rica until 2010.

One Billion Acts of Peace

Oscar is part of PeaceJam’s Billion Acts of Peace Campaign which is a global movement to bring peace to the world. He invites you to join him and the other Nobel Laureates on this campaign to tackle the most pressing issues facing our planet today. Oscar urges youth to specifically

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30 http://www.peacekids.net/heroes/pages-a/arias-quotes.htm
work with him in “controlling the proliferation of weapons.” He believes that increasing the amount of weapons governments and countries possess will only increase the likelihood that violent conflict will occur. The world will be a safer place to live if we work together to decrease the amount of weapons on earth.

“The existence of nuclear weapons presents a clear and present danger to life on Earth. Nuclear arms cannot bolster the security of any nation because they represent a threat to the security of the human race. These incredibly destructive weapons are an affront to our common humanity, and the tens of billions of dollars that are dedicated to their development and maintenance should be used instead to alleviate human need and suffering.”

- Oscar Arias

Discussion Questions:

1. For a long time, Oscar wanted to be a doctor, something his family did not agree with. Was there ever a time where you wanted something for yourself and your family wanted something different? What did you do?

2. After Oscar met Senator John F. Kennedy, he was inspired to study politics to help the people of Costa Rica. Think of a time when learning about or meeting someone inspired you to do something. Who was it and what did they inspire you to do?

3. Oscar strongly believes that non-violence is the path to true peace and security. Do you believe that the world would be more secure if non-violence would be used to resolve conflicts? Why or why not?

4. Oscar worked very hard to create a plan for peace in Central America. Why didn’t he just work for peace in his own country, Costa Rica?

5. Why does Oscar have such a strong stance against nuclear weapons?
Skill Builder: Setting Goals

"From Oscar’s story we can learn how important it can be to set goals for yourself. Before we work on setting goals, let’s start by brainstorming what makes a good goal.” Here are a few ideas:

- **Time:** Decide when you want to reach your goal -- will it be next week or in 10 years?
- **Steps:** List the actions you will need to take to reach your goal; you may need to adapt your original timeframe.
- **Helpers:** List any people or groups you will need help or cooperation from to meet your goal.

**NOW: Setting Short-Term Goals**

Think of a *skill* you want to learn (e.g., juggling) or a *characteristic* you want to develop (e.g., standing up for myself) in the next year or so and write it in your PeaceJam Journal.

1. **Time:** When do you want to accomplish this goal?
2. **Steps:** What will you need to do to reach this goal? List the steps you will take.
3. **Helpers:** Whose help do you need to reach this goal and what would you like them to do?

**THEN: Setting Long-Term Goals**

Think about something you want to do or be when you are older, at least five to ten years from now.

1. **Time:** When do you want to accomplish this goal?
2. **Steps:** What will you need to do to reach this goal? List the steps you will take.
3. **Helpers:** Whose help do you need to reach this goal and what would you like them to do?

**Debrief**

1. Do you think it is important to have dreams and goals for your life? Why or why not?
2. Who will you share your goals with and why?

**Action/Service: Re-Evaluating Project Goals**

"Oscar set the goal of becoming a doctor and re-evaluated that goal when he heard John F. Kennedy speak about freedom and justice. Similarly, you are now going to look back at the goals you set for your Billion Acts of Peace project and see if they need to be revised or changed based on things you have learned or things that have changed since you wrote the goal.”

1. What were your original goals: What did you want to accomplish, change or address?
2. Is that goal still realistic? If no, why not?
3. What have you learned or experienced that can help you revise our goal to be more realistic?
4. What would be a more realistic goal for your project? Rewrite your goal.

**Extension Activity: Time Capsule**

Have youth write down their goals for themselves as well as their hopes and dreams for their lives and the world. They can include drawing, photos, quotes, etc. Then place these in a large manilla envelope or box and place in a safe place. You can take them out at the end of the year or at a designated time.
**Journal/Reflection:** Describe one dream or goal that you have for yourself that you have not told other people because you think they would laugh or tell you it is not possible. Who can you share this dream/goal with who will support you?

**Curricular Extensions:**

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<th>Content Area</th>
<th>Activity</th>
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<td><strong>Writing</strong></td>
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<td>1. <strong>Power of Persuasion:</strong> It took a lot of persuasion for the Presidents of Central America to sign the peace accords. Write about a time you persuaded someone else to do something. What strategies did you use?</td>
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<td>2. <strong>My Future:</strong> Write about what you think the world will be like in ten years. Focus on one thing that will be different and one thing that will be the same. Then write about what you will be doing.</td>
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<td>Reading</td>
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<td>1. <strong>PeaceJam Book:</strong> Read Oscar’s chapter of the book, PeaceJam, which highlights Oscar's work and ideas about peace and nonviolence.</td>
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<td>2. <strong>Modern Peacemakers:</strong> Read excerpts from Modern Peacemakers. What were some of the ways Oscar handled conflicts during his presidency?</td>
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<td><strong>Activity</strong></td>
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<td>Communication</td>
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<td>1. <strong>Family Talks:</strong> Before he became a politician, Oscar Arias wanted to be a doctor but his family kept pushing him to study politics. Role-play some different ways to communicate with your family if they do not seem to hear you or they disagree with your choices.</td>
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<td>Geography</td>
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<td>1. <strong>Rainforests:</strong> A quarter of Costa Rica’s total land area is comprised of national parks, biological reserves and wildlife refuges which can be classified into three groups: rainforests, cloud forests and topical dry forests. What are the differences between these? [See Resource Section for video on cloud forests].</td>
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<td>2. <strong>Central America:</strong> Where is Central America? What Countries are considered to be in Central America? How are these countries similar and different?</td>
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<td>Civics &amp; History</td>
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<td>1. <strong>The Business of Café:</strong> Oscar Arias’ family was one of the first to export coffee to Europe. Study the business of coffee – has the crop benefited Costa Rica and its people?</td>
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<td>2. <strong>Central America:</strong> Study Central America including its history, cultural groups, politics, and the relationship among the countries over time.</td>
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<tr>
<td>Research</td>
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<td>1. <strong>Internet Search:</strong> Search for information on other imports/exports in Costa Rica. How have they changed over time?</td>
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<td>2. <strong>Investigate:</strong> What other countries in the world, besides Costa Rica, do not have standing armies?</td>
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Resources

Books


*Stories of 51 men and women (including Oscar Arias) around the globe who put their lives on the line, surviving imprisonment, torture, and death threats, because of hope for justice and belief in a better future.*

Internet Sites


Videos


- Video footage of Costa Rica’s Cloud Forests. [http://www.youtube.com/watch?v=tLZmFDqIEOk](http://www.youtube.com/watch?v=tLZmFDqIEOk)
Chapter Fifteen

ME: Exploring Who I Am & Where I’m Going
CHAPTER FIFTEEN
ME: Exploring Who I Am & Where I’m Going

Chapter Overview: In this chapter, youth will self-reflect and explore their own beliefs, role models, and place in the world, as they did in the first chapter. This time they will re-examine who they are and where they are going in the world, creating a vision for themselves and their futures.

Theme: Me
Peace & Leadership Skills: Creating my Vision
Service-Learning: Final Reflection & Celebration

Opener: Positive Affirmations
Have youth sit in a circle. Place a small piece of paper (1/2 sheet) or index card and a pen/pencil on the ground in front of each person. Have youth put his/her full name on the top of his/her piece of paper. Then have youth stand up, leave the paper and pen at his/her place, and move around the circle (in any order) writing something positive about each person on their piece of paper— a word or short sentence. Have them return to their places in the circle and read what the others have written about them.

Debrief:
How did it feel to read what other people wrote about you? What was most surprising to you? What will you do with your sheet of paper?

Skill Builder: Re-Examining Me
Have youth do the self-portrait activity in their PeaceJam Journals. Then have youth open their journals to the Self Portrait they created on the first day of the PeaceJam Leaders Program and compare it to the one they just created.

Debrief:
• What about you has changed and what has stayed the same?
• What caused you to change?

Skill Builder: Creating a Personal Vision (I Am…)
Have youth create a vision for themselves that shows who they are and where they are going. Encourage them to be creative and to use different forms of expression (e.g., sculpture made from scraps, collage from magazine clippings, PowerPoint, graffiti, costume). The title of the pieces is “I am….” and they need to fill in the blanks. Have youth share their creations and talk about their vision for themselves.

1. I believe…
2. I care about…
3. I am not…
4. I belong to…
5. My role models are…
6. When I grow up, I will…
Skill Builder: Personal Commitment to Peace

In their PeaceJam Journals, have youth write how they will be committed to peace. Then have them develop a Commitment to Peace as a group and log it on the Billion Acts of Peace website.

Journal/Reflection:

“We can talk about peace out there, but actually being peaceful ourselves is a very, very difficult thing to do, because life is full of suffering. We have to deal with all of these world problems while still being peaceful and happy, because I believe we were born to be peaceful, and I believe we were born to be happy and to celebrate life.” ~ Máiread Corrigan Maguire

Do you agree or disagree when Máiread says you were born to be peaceful and why?

• In what ways can you be a peacemaker in your everyday life?
• Which of the PeaceJam Nobel Peace Laureates would you like to meet and why? What would be three questions you would like to ask him or her?

Service/Action: Final Reflection & Community Celebration

At this point in the program, youth may be finishing up their PeaceJam project. Have youth reflect on the success and challenges of their project and plan a way to celebrate their accomplishments with the community.

Final Reflection: Have youth open to the Project Plans they created at the start of the program:

• Did we meet our service goals? Did we do what we set out to do?
• Let’s finish up our KWL and see what we learned? [have youth complete the final column in their KWL table in the Service-Learning section of their PeaceJam Journals] Did we meet our learning goals?
• What did we do to address the Billion Acts of Peace issues areas?
• What went well with the project?
• What did not go so well? How can we change it to make it better?
• Do we want to continue working on this issue? If yes, what are our next steps?

Community Celebration: Have youth brainstorm fun and creative ways to showcase and celebrate with the community what they accomplished with their PeaceJam project (and the PeaceJam Leaders Program overall). Encourage them to use the things that they created over the course of the program including their Self-Portraits, their “I Am” pieces, their community presentation, and any documentation they have of their PeaceJam project such as plans, photos, products, quotes from community members, etc. Questions to guide their planning include:

• Where and when will we hold our celebration?
• What do we hope to accomplish with our celebration?
• Who will we invite and why?
• What will happen at our celebration?
• Who will do what? How will we divide up the work?
FOSTERING LEADERSHIP & POSITIVE IDENTITY THROUGH THE STUDY OF 13 NOBEL PEACE LAUREATES

Ages 11-14

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