Creating Inclusive Communities

COMpassion
IN ACTION

Nobel Peace Laureates Mentoring Youth to Change the World
TEACHERS GUIDE FOR STUDENTS 12-18
Dear Educator or Group Leader:

Welcome to Compassion in Action, PeaceJam’s powerful curriculum that is designed to create inclusive communities through positive youth development. It is for young people ages 12-18, with the goal of providing an antidote to radicalization, xenophobia, and discrimination facing our communities. Compassion in Action takes your students and community on an engaging journey that explores the personal, social, and institutional contexts that shape today’s world. It builds young people’s core competencies from altruism and compassion, to action and engagement - and helps students value diversity and create inclusive communities within their schools and neighbourhoods. It also provides students with access to the wisdom, courage and determination of PeaceJam’s Nobel Peace Prize winners who have overcome life challenges such as war, racism, and poverty through peace, compassion and nonviolence.

PeaceJam is the only youth development programme led by 14 Nobel Peace Laureates. Students will learn about these world heroes of peace through the Compassion in Action programme: The Dalai Lama from Tibet, Rigoberta Menchú Tum from Guatemala, Desmond Tutu from South Africa, Jody Williams from the United States, and Shirin Ebadi from Iran. This programme fosters creativity, systems-thinking, and the unique potential of each student - because they are the best antidote to hate, fear and discrimination.

The PeaceJam Foundation has been nominated for the Nobel Peace Prize and received the Man of Peace Award for its award-winning youth programming. PeaceJam also received the Outstanding Service-Learning Award for this innovative approach to engaging young people as change makers.

The curriculum is flexible, allowing schools and youth organisations to adapt it to their priorities, policies, schedules, and school climates. Schools participating in Compassion in Action also have the life-changing opportunity to participate in a PeaceJam Youth Conference with a Nobel Peace Laureate. The PeaceJam Foundation and its regional offices (see www.peacejam.org for listing) are available to support you in the implementation of this exciting curriculum.

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

With over 23 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.

PeaceJam students working to address school violence with Nobel Peace Laureate Desmond Tutu

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 41 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 programmes include:

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

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

3 Pillars of PeaceJam’s Award-Winning Programmes

**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.
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 Programmes

Each PeaceJam programme 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 programme 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 programme 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 programme 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 neighbourhoods through the inspiration of Nobel Peace Prize winners.

**PeaceJam Ambassadors:** For youth ages 14-19, this programme 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 behaviours. 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 programme 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.
Compassion in Action: Creating Inclusive Communities through Positive Youth Development

Getting Started: Guide for Educators
- Facilitation Tips .............................................................. 12
- Creating Caring Communities ....................................... 13
- Supporting Young People to be Change Makers .......... 14
- Getting Started .............................................................. 15

Lessons
- Empathy & Compassion ............................................... 18
- Identity & Difference .................................................... 35
- Building Community ..................................................... 51
- Inclusion & Being an Ally ............................................. 69
- Overcoming Stereotypes ............................................... 83
- Taking Action ............................................................... 103

Chapter Assessments ...................................................... 116
A short assessment of students' learning is provided for each chapter. These are also available online for easy access to student scores for summative and formative assessment purposes. There is also a teacher reflection.

Student Handouts
Handouts are provided at the end of each chapter, and can be copied and handed out to the young people in your group or class.
# Curriculum at a Glance

<table>
<thead>
<tr>
<th>Chapter</th>
<th>EDUCATION Lessons</th>
<th>INSPIRATION</th>
<th>ACTION Service-learning</th>
</tr>
</thead>
<tbody>
<tr>
<td>Getting Started</td>
<td>Educator’s Guide</td>
<td></td>
<td>• Overview of service-learning</td>
</tr>
<tr>
<td></td>
<td>Getting Started</td>
<td></td>
<td>• Young people as Change Makers</td>
</tr>
<tr>
<td></td>
<td>• Group Norms</td>
<td>The Dalai Lama from Tibet and his struggle against discrimination based on religion and being displaced from his home.</td>
<td>• Kindness Challenge</td>
</tr>
<tr>
<td></td>
<td>• Civil Discourse</td>
<td></td>
<td>• 1 Billion Acts of Peace</td>
</tr>
<tr>
<td>Empathy &amp; Compassion</td>
<td>• Active Listening</td>
<td>Desmond Tutu from South Africa and his struggle against discrimination based on race and sexual orientation.</td>
<td>• Proud to be Me Challenge</td>
</tr>
<tr>
<td></td>
<td>• Power of Words</td>
<td></td>
<td>• 1 Billion Acts of Peace</td>
</tr>
<tr>
<td></td>
<td>• Compassion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Refugee Crisis &amp; Displaced People</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Identity &amp; Difference</td>
<td>• Dimensions of Identity</td>
<td>Rigoberta Menchú Tum from Guatemala and her struggle against discrimination based on being indigenous.</td>
<td>• School Climate Survey</td>
</tr>
<tr>
<td></td>
<td>• Race &amp; Ethnicity</td>
<td></td>
<td>• 1 Billion Acts of Peace</td>
</tr>
<tr>
<td></td>
<td>• Visible &amp; Invisible Differences</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Inner Diversity</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building Community</td>
<td>• Teamwork</td>
<td>Jody Williams from USA and her struggle against discrimination based on disabilities and marginalisation.</td>
<td>• Hosting Volunteer Day</td>
</tr>
<tr>
<td></td>
<td>• Violence in our Lives</td>
<td></td>
<td>• 1 Billion Acts of Peace</td>
</tr>
<tr>
<td></td>
<td>• Cross-Cultural Awareness</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Community Cohesion &amp; Hate Crimes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Inclusion &amp; Being an Ally</td>
<td>• Inclusion &amp; Exclusion</td>
<td>Nobel Peace Laureate Shirin Ebadi from Iran and her struggle against discrimination based on gender.</td>
<td>• Human Rights Scan of Your School</td>
</tr>
<tr>
<td></td>
<td>• Influence of Media</td>
<td></td>
<td>• 1 Billion Acts of Peace</td>
</tr>
<tr>
<td></td>
<td>• Being an Ally vs. a Bystander</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Overcoming Stereotypes</td>
<td>• Human Rights</td>
<td>Highlights the work of young people around the world who are taking actions to create positive change!</td>
<td>• 1 Billion Acts of Peace Project</td>
</tr>
<tr>
<td></td>
<td>• Understanding Biases and Prejudices</td>
<td></td>
<td>• PeaceJam Conference with a Nobel Peace Laureate</td>
</tr>
<tr>
<td></td>
<td>• Overcoming Stereotypes</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking Action</td>
<td>• Taking Action Against Injustice</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Addressing Issues in Our Community</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Curriculum at a Glance continues on the next page...*
Using the PeaceJam Curriculum

*Compassion in Action: Creating Inclusive Communities* is for young people ages 12-18. It is designed to be flexible so it can be implemented to fit your school or organisation’s schedule, structure, and goals. There are **7 total chapters**, including the "Getting Started" chapter, which we recommend you do first. The remaining chapters can then be **done in any order**.

We know from educational research that "**sustained and ingrained**" programmes are the **most effective**, thus, we recommend implementing the PeaceJam Programme over the academic year. However, we also understand the reality of implementing programmes, and thus the curriculum can easily be implemented in shorter time frames. **Start where you are**...whether that is a semester, the academic year, or just a short-term program:

### 7 Months
Implement the PeaceJam Programme over 7 months, doing one chapter a month.

### 7 Weeks
Implement the PeaceJam Programme over 7 weeks, doing one chapter a week.

### 7 Days
Implement the PeaceJam Programme over 7 days. Schools/groups hosting a PeaceJam event or assembly at their school may choose this shorter time frame if they are just introducing the programme to their school or community.

**Spend two days with a Nobel Peace Prize Winner**

PeaceJam offers young people the opportunity to spend two days interacting with a world leader for peace. We encourage groups to attend a **PeaceJam Youth Conference with a Nobel Peace Prize Winner**, if one is offered in your region (Visit [peacejam.org](http://peacejam.org), to find the conference nearest you).

**The Antidote to Increasing Intolerance & Polarization**
The BBC recently published an article[^1] document the growing intolerance and polarization of political views around the globe and contend that the primary cause is that we have lost the ability to hear other perspectives and tolerate dissenting views. PeaceJam is one of the few programs today that provides purposeful opportunities for young people to interact with others from diverse backgrounds in deep and meaningful ways, including curriculum activities, service projects, and events with Nobel Peace Laureates where students hear different solutions to today's issues and are purposefully put into "family groups" with students they do not know where they get to know each other, share ideas, and participate in dialogue.

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, socialisation, 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**, summarise 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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**21st Century Skills**
- Communication & Collaboration
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Technology & Media Literacy
- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility
Getting Started

Tools for....

- Group Facilitation Tips
- Creating Safe Space
- Supporting Young People to be Change Makers
- Getting Started
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 mould the opinions and behaviours 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 honour 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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Create Caring Communities

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

Creating a safe space for all young people who are in the group is crucial to their involvement. Define with the group what a safe and brave space is and how they will work together to create a space where all participants feel safe but also brave to explore difficult issues and have challenging conversations. Some elements of a safe space include:

- Establish yourself as an adult ally
- Create clear norms and a culture of respect and openness for all participants
- Draw participants and speakers from diverse backgrounds
- Vocally state that your space is safe for all who wish to participate
- Stress importance of confidentiality (aside from your reporting requirements)
- Ask permission before sharing group members’ stories or experiences
- Be aware of what is happening in the community and the world that may be impacting the young people.

Toolkit for Engaging Your Group

Be sure to have strategies ready to deal with any potential issue that may arise in your group. Here are few to get you started:

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

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

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

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

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

- **Tool:** Do “think, pair, share” by getting the group into pairs to share about a topic or discussion question, then one person in the pair can share out to the group.
- **Tool:** Do "write & read" by having everyone write their ideas down on a strip of paper and put them in pile. Then have each person pick out one slip of paper randomly from the pile and read it aloud to the group.
- **Tool:** In response to a topic, have students line up along a "continuum" (imaginary line) from strongly agree at one end to strongly disagree at the other end, then share why they chose to stand at that point along the continuum.
Supporting Young People 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

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

Setting Clear Norms for Interacting (15 minutes)

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

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

PeaceJam Group Norms

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

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

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

Debrief

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

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

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

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

The common types of civil discourse are:

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

Debrief

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

If everyone is clear about when the group is brainstorming, dialoguing, debating, and deciding -- and what behaviours 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](http://www.youtube.com/user/PeaceJamHQ).
- **Nobel Legacy Film Series**: [peacejam.org/films](http://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.
Overcoming Stereotypes
Overcoming Stereotypes

Chapter Overview: In this chapter, young people will learn about the 2003 Nobel Peace Laureate Shirin Ebadi, the struggles she encountered as a teenager, and how she worked for the rights of women in Iran. They will learn about their rights and the rights of others.

Objectives
1. Young people will explore concepts of bias, prejudice, discrimination, and oppression.
2. Young people will know their human and civil rights.
3. Young people will understand how discrimination is a violation of human rights.
4. Young people will learn about the life and work of Shirin Ebadi, and her work to defend the rights of women in Iran and across the Middle East.

Opener: Privilege vs. Right
Have young people get into groups of three. Read the following list and have each group decide whether each item is a “privilege” or a “right.” If the item is a “right,” is it a civil right (given by their school or national government) or a human right (given to all humans):

- Vote in your country’s elections
- Go to school
- Change your religion
- Be a member of a country
- Be allowed to meet with your friends
- Be safe from attack
- Get paid for work you do
- Leave your country and return to it
- Marry and have a family
- Wear what you want in public
- Have rest and leisure time

Debrief
1. Which items did you list as privileges and why?
2. Which items did you list as rights and were they civil or human rights?
3. How do you think young people in other countries would respond to this list?
4. Which of these rights is stated in your country’s constitution or laws? How could you find out?
5. Who is supposed to protect your civil rights? Your human rights?
Exploring Prejudice (20 minutes) (Handout)

Read through the definitions below. In pairs or small groups, come up with examples of how something can start as a preference or bias and lead to discrimination and oppression. The examples can be from their lives, they can be fictional, or from history. Then share your examples with the whole group and discuss the questions below.

<table>
<thead>
<tr>
<th>Term:</th>
<th>Definition</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bias</td>
<td>A preference or an inclination that inhibits impartial judgment; a preconceived judgment or preference that interferes with one’s ability to be impartial or objective.</td>
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<tr>
<td>Prejudice</td>
<td>A negative judgment or opinion formed without any knowledge or examination of the facts, often based on one’s bias.</td>
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<tr>
<td>Bigotry</td>
<td>Being rigidly devoted to one’s own group, religion, race, or politics, and intolerant of those who differ; complete intolerance of any race, belief, or opinion that differs from one's own.</td>
<td></td>
</tr>
<tr>
<td>Discrimination</td>
<td>A behaviour that treats people unequally because of their group memberships; the act of making decisions and taking actions based on one’s own prejudice.</td>
<td></td>
</tr>
<tr>
<td>Oppression</td>
<td>To suppress or discriminate through unjust or tyrannical use of force or authority; the use of laws, systems, and other means to deny a group their rights or access to resources and opportunities.</td>
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</tbody>
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**Debrief**

1. Did you add anything to the definitions provided, and if yes, what?
2. Which of the examples of bias becoming oppression was most powerful and why?
3. Do you think people are born with biases and prejudices? Why or why not?
4. Why is it important to distinguish between discrimination and oppression?
5. Give an example of a time when you or someone you know has been discriminated against.

**Journal**

What are some messages, beliefs, or behaviours that you were taught growing up that you think reflect a prejudice?

Moving Beyond Stereotypes (30 minutes)

Defining Stereotypes: “A stereotype is a widely held but oversimplified belief about a particular type of person or group. Stereotyping happens when someone groups individuals together based on some factor and makes a judgment about them without knowing them. This can include racial, sexual, and gender stereotypes, such as:

- Women can’t do as good a job as men
- Refugees are a burden to society
- Asian people are smart
- Immigrants are lazy
- Any feminine man is gay
- Any masculine woman is a lesbian

Brainstorm other stereotypes to add to this list.

From Micro to Macro

"Stereotypes and discrimination can range from the "micro" level -- which are small acts or comments -- to the "macro" level-- which are overt statements or actions that are intended to harm or demean a person or group."

- Examples of subtle stereotypes and discrimination include comments such as saying to a biracial person, “what are you?” implying that they are different from the norm and not fully human. These are usually brief, everyday put downs of a socially marginalised group, such as racial groups, poor people, disabled people and sexual minorities.
- Examples of overt stereotypes and discrimination include the use of racist names, purposeful exclusion of certain people or groups, or acts of violence that are intended to put down or harm a group.

Step 1: Divide the students into two groups.

- Group 1: Have one group brainstorm a list of the comments and acts that they have heard or said that may be subtle forms of discrimination - that may not have been intentional. They can write each one on a sticky note or make a list on piece of paper.
- Group 2: Have the other group brainstorm a list of comments and acts that they have heard or said that are overt or open forms of discrimination - where the desire to cause emotional or physical harm was intentional. They can write each one on a sticky note or make a list on piece of paper.

Step 1: Draw a straight horizontal line on the board about four feet long. At one end write "Subtle Discrimination" and at the other end write "Overt Discrimination".

- "Now come up to the board and place your sticky notes (or write) your examples where you think they fit on the decimation continuum, with more subtle forms going on the left end and more overt forms going toward the right end (if you are looking at the board)."

Once the comments are in place, ask students to share why they chose to put them in that place in the continuum. Then ask if the other group agrees or disagrees and why.

Debrief

- Was there a lot of agreement or disagreement about where the examples of discrimination fell on the continuum and why?
- What were the groups or people who seemed to be the most targeted by the subtle and overt comments or acts?
- Why is it important to identify the subtle ways stereotypes play out in our daily lives?
- How do the concepts of subtle and overt discrimination relate to bullying at your school?
- How can we use this information to make our school more safe and welcoming for all groups?

Journal/Homework

As you go through your day, watch for any of your own stereotypes. They may be unintended and ones you were not aware of before. Write them down and reflect on where you think they came from (family, media, peers, etc.) and how you can help remind yourself to be more aware of them.

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. Let’s read about Shirin and what inspired her to become a judge.” Read Shirin’s story out loud as a group.
Case Study of Shirin Ebadi

Things to know before reading the case study

**Vocabulary**
Review these terms before or during the story as they come up:
- Muslim
- hijab
- human rights
- humiliate
- revolt
- monarchy
- republic
- inalienable

**Nobel Peace Prize**
The Nobel Peace Prize was created by Alfred Nobel. He was an inventor from Sweden with more than 350 inventions, and he also wrote poetry and plays. His most famous invention was dynamite. He created it to help blow up areas to make roads and railways. But dynamite soon became the most destructive weapon known to humankind, and Alfred became known as the “merchant of death.” So, he set aside millions of dollars to create the Nobel Prizes in Physics, Chemistry, Medicine, Literature, and Peace. He died on December 10, 1896. The Peace Prize is awarded each year on December 10th in honour of Nobel’s death. **Shirin Ebadi received the Nobel Peace Prize in 2003 for her efforts for democracy, peace, and women’s rights in the Middle East.**

Watch Shirin talk about human rights

Right click image to play video

Map of Iran
Shirin Ebadi was born in 1947, and grew up in a large home in Tehran, the capital city of Iran. Her house had a courtyard full of flowers and a small pool where fish swam. On summer evenings, Shirin and her siblings moved their beds outside to sleep under the stars.

Shirin was 14 years old when her older sister married and moved away. This made Shirin the oldest child at home, and she felt a great sense of responsibility for her younger siblings because her mother was very 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.”

Shirin was raised as a Muslim. Muslims are followers of the religion called Islam. One fifth of the world’s population (1 out of every 5 people) are Muslim. Shirin was taught from childhood that Islam was about peace and forgiveness, and that if you pray to God he will help you. Shirin would often ask God to keep her mother alive. One night, she was really worried about her mother. She snuck up to the attic to quietly pray. For the first time she felt as though God was really listening to her. Shirin’s grief was replaced by joy. Before that night, 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.

Who do you talk to when you are scared or having problems?

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 more affection from their aunts and female relatives, especially around mealtime.

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

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 calmly mediate their disagreement. Their household staff disapproved with the way Shirin’s father gave his son and daughters equal independence, affection, and discipline.

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

1from 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 woman in Iran to serve as a judge, and she was only 24 years old!

Have you ever achieved something that you were told you could never do? What gave you the courage to believe in yourself?

During the time when Shirin was a judge, the people of Iran became very upset with their government. They decided that they wanted a new ruler. The shah (or emperor) was overthrown in 1979. They elected the Ayatollah Khomeini, who they believed would bring justice and fairness to all people in Iran.

But once the Ayatollah took office, he and his officials made drastic changes and took away many of the Iranian people’s rights. Shirin and her colleagues had been so eager for change, they had been active in the revolution that put the Ayatollah into power. But they did not realise that the Ayatollah and his officials would immediately take away many women’s rights. These drastic laws included: 1) women were forced to cover their heads in public with a hijab, 2) they were not allowed to be judges or hold government jobs, and 3) the legal age of marriage for girls was reduced from 18 to 9 years old.

Here are examples of the new laws:

- **Article 102 of Iran’s Constitution:** "Women who appear on streets and in public without the prescribed ‘Islamic Hijab’ will be condemned to 74 strokes of the lash."

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!”

Shirin was also forced to step down as a judge. She was told she could take the job as “court assistant” in the same courtroom she had presided over as a judge. She was very angry and humiliated to be treated so unfairly by the new government of Iran that she helped to elect.

Shirin stayed at home for several years, raising her two daughters, writing books, and working to get her job back.

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. Then they arrested her and put her in prison for several months.

In 2003, Shirin Ebadi received 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 in the United Kingdom since 2009. She has not been able to return to Iran or to see her husband or sister. Yet she continues to defend women working for human rights and people who have been imprisoned and executed in Iran for their work.

**Global Call to Action**
Shirin urges young people to specifically focus on “rights for women and children and their role as leaders.” She believes that if women and children’s rights are respected, and they are given more leadership roles, the world will be a more secure place.

**Discussion:**
1. Why did people object to Shirin’s parents treating their son and daughters equally?
2. Have you ever experienced an unfair rule or law at your school or in your country? What was it and how did it affect you?
3. Have you ever needed to defend the rights of someone close to you? What did you do?
Know Your Rights: (20 minutes)

Step 1: Introduce the Declaration of Human Rights: “In 1948, the United Nations adopted the Declaration on Human Rights to recognise the inherent dignity and equal and inalienable rights of all members of the human family in response to the atrocities that happened during World War II.”

Step 2: Introduce the European Convention on Human Rights (ECHR): In 1953, the newly formed Council of Europe created an international treaty among the 47 countries that were members. Articles from the Declaration of Human Rights formed the foundations for the ECHR. It is a treaty to protect the rule of law and promote democracy in European countries.

Examine the Declaration of Human Rights and European Convention on Human Rights (provided in the Handout Section): Have young people read and understood both documents? Summarise them if needed.

Step 3: Introduce the European Court of Human Rights: In 1959 the European Court of Human Rights was set up to safeguard the European Convention on Human Rights. If someone’s rights have been violated and they haven’t been able to seek recourse from the authorities in their country, they can take their case to the European Court of Human Rights in Strasbourg, France. Judgements of the Court are legally binding which means countries have to stand by its rulings.42

Step 4: Know your Rights: Have young people make a list of the three rights from the ECHR that are most important to them and why?

Debrief

- What did you choose as the three most important rights that you have, and why?
- How is bullying a human rights issue? Which rights are violated when someone is bullied?
- Who protects these rights? For example, if someone is being bullied and it violates their human rights, who can they turn to for help?
- Why is it important to understand the rights you have and the mechanisms that protect these rights?

42 https://www.amnesty.org.uk/what-is-the-european-convention-on-human-rights
Brown Eyes, Blue Eyes – Systemic Oppression: (45 minutes)

As a group, watch the video Frontline: A Class Divided. This video is a "Brown Eyes, Blue Eyes" simulation done by Jane Elliott, a third grade teacher in the United States in response to the killing of Martin Luther King Jr.

The video illustrates systemic oppression by showing a situation where a culture of oppression was created, accepted, and upheld by those in the system. In this case, the system was a third-grade classroom.

- A nine-minute summary is available at: http://www.youtube.com/watch?v=Hqp6GnYqljQ
- The full video is available at: http://www.pbs.org/wgbh/pages/frontline/shows/divided/etc/view.html

Debrief
1. What is the main message of this video?
2. What were some of the obvious ways that the children were arbitrarily given privilege? What were some of the hidden ways?
3. How might messages in the media – for example, a group only seeing people of their race or gender portrayed negatively on television – affect a group?
4. What examples of oppression do you see in your daily life, either in school or in your community?
Preparing for Action: Exploring Our Unique Potential
(20 minutes) (Handout)
"We all have unique skills, perspective and ways of seeing the world. In other words, we each have unique potential. \(^{43}\) Shirin Ebadi had an affinity for justice - even when she was a child she could not stand things that were not fair. We are going to explore some of the unique potential that each of us brings to this group - and how we can use this potential to create an inclusive community in our school and beyond?"

Step 1: Assessing our Unique Potential
How would you answer this question:
"We can always count on (YOUR NAME HERE) for __________, ____________, and __________.

- What are **3 positive** things that people would say that you contribute?
- Think about how each of these groups would answer this question about you:
  1. your first friends when you were about 5 years old
  2. your teachers and peers in primary school
  3. friends, teammates, and classmates in secondary school

**Journal/Reflection:**
- Did your three contributions come to you quickly or did you struggle to think of them? Why do think that is?
- How are your three contributions reflective of your unique potential, what do they say about you? Did you learn anything new about yourself?

Step 2: Share Out
- Have students go to the front of the room and write their three contributions on the board (or large piece of paper) - or the teacher can write them as student say them aloud.
- When everyone’s contributions have been written on the board, ask the students to find patterns or grouping among the contributions. Which ones are related? How can they be categorized?

**Debrief**
- Which of these contributions are most valued by our school? Community? Society in general? Why do you think that is?
- Why is it important to value diverse ways that people contribute to the world?
- As you prepare to take action as a group, how can you use each person’s unique contributions to make your PeaceJam project better?

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Taking Action

Do a Human Rights Scan of Your School

Now that you have learned about the Declaration of Human Rights, see how well your school and/or community protects these human rights by doing a Human Rights Scan of your school.

- **Pick Your Survey**: You can create your own survey using the Articles from the Declaration or use one that already exists such as: "Becoming a Rights Respecting School"[^44] or "Taking the Human Rights Temperature of Your School"[^45] which are provided in the Handout Section.

- **Survey Your School**: Administer the survey to students, teachers, administrators, and staff at your school. Be sure to include as many different groups as possible. You can ask people to take it during lunch or get permission to pass it out during class time.

- **Score Your School**: Once you have the surveys back, average all the scores to find the Human Rights Score for your school.

- **Share the Results**: Find creative ways to share your findings with your school community and to educate them about human rights and why they are important.

Debrief

- What did your scan tell you about human rights at your school or in your community?
- Which rights were rated the highest and which were rated the lowest? What hypotheses do you have for these findings?
- What are two things your group can do help protect human rights at your school?
- How can we all use our "unique potential" to contribute to this project?

One Billion Acts of Peace: Be sure to log your Human Rights Temperature project on the [peacejam.org](http://peacejam.org) website so it will be counted in the One Billion Acts of Peace!

[^44]: https://www.unicef.org.uk/rights-respecting-schools/
[^45]: http://www.hrusea.org/hrmaterials/temperature/temperature.shtm
Taking Action
Taking Action

**Chapter Overview**: In this chapter, young people will learn how to take action on issues that are important to them and their community. They will also learn how they can participate in a PeaceJam Youth Conference with a Nobel Peace Laureate and host a Day Without Hate event at their school.

**Objectives**

1. Young people will understand the process of service-learning and how to take action effectively.
2. Young people will explore issues that are important to them and address the root cause of these issues.
3. Young people will learn how to make a difference in their communities and the world.
4. Young people learn how to participate in leadership events and activities.

**Opener: From Emotion to Action**

Watch this video of Jody Williams talking about how "emotion without action is irrelevant" by right clicking the image or the link: [https://www.youtube.com/watch?v=w0n3JHJzgBQ](https://www.youtube.com/watch?v=w0n3JHJzgBQ)

Then have young people sit in a circle. Give everyone a small strip of paper (scrap paper is fine) and a pen or pencil.

- Think of an issue or problem that you are passionate about – that gets you angry, upset, or outraged. Write it on the piece of paper.
- When everyone has finished writing, fold the pieces of paper and place them in a pile in the centre of the circle.
- One at a time, have each person take a piece of paper from the pile and read the issue or problem out loud to the group.
- When all the papers have been read, decide if there are any common themes. Then go around the circle and have each person offer a solution to one of the problems or issues presented.
- If time allows, have the group do Internet research for organisations that are working on these issues where they could volunteer.
Getting Ready to Take Action: (15 minutes)
Here are a few reminders from the Nobel Peace Laureates when it comes to "taking action." Read these aloud to the 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 organised 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?

Explore the Issue Areas (20 minutes)
As a group, review the 10 Issue Areas that the Laureates have identified as the most pressing issues facing humanity and are the foundation of the One Billion Acts of Peace Campaign.

The 10 Issue Areas are provided in the Handout Section of this chapter and are available at billionacts.org.

- Which of the issue areas is most relevant or interesting to you and why? (Visit www.peacejam.org and click on Act to read more about each issue).
- What are some of the root causes of this issue?
- What are some things you could do to address this issue?
Get Involved with an Existing Project/Group
Replicate an existing project or join with a group already working on an issue you care about. Visit billionacts.org to get ideas!

Create Your Own Project
Watch the One Billion Acts of Peace video to get started with your project (right click image to play or watch here:) https://www.youtube.com/watch?v=gVDPFP0e7Z4#t=14

Then follow the step-by-step guide provided in the Handout Section to create your project. Once you have decided on your project ideas, be sure to discuss:

1. What has already been tried by different groups to address this issue?
2. What can your group do to address this issue, taking into account the time and resources you have?
3. Use the Project Planning Worksheet sheet provided in the Handout Section of this chapter to first write up your plan.
4. Go to www.peacejam.org to register your project and see what other PeaceJam groups are doing across the globe. Registering your project will make it officially part of the One Billion Acts of Peace campaign!

Attend a PeaceJam Youth Conference

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

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

Check Out PeaceJam’s Other Award-Winning Curriculum

If you enjoyed this curriculum, we encourage you to explore PeaceJam’s other programmes for young people ages 5-25 that feature all 14 of our Nobel Peace Laureates. Visit www.peacejam.org and click on Programs for more information.
Steps to Create Your PeaceJam Project

These steps will help you and your students create engaging and powerful service projects that address the root causes of issues in their community or the world.

Step 1: Pick Your Issue

Young people determine the needs in their community by exploring, observing, interviewing, and surveying as part of a community needs assessment aimed at identifying an issue and determining the root cause of the problem.

- **Explore the Billion Acts of Peace issue areas** and determine which one is most aligned to the issues in your community (see list at peacejam.org).
- **Investigate** - watch the news, read news websites, use existing data, take a community walk, explore original source documents, etc.
- **Write problem statement** summarizing the issue with data and facts.
- **Explore the root causes of the issue** – volunteer, observe, read newspapers, talk to experts, interview people involved, watch documentaries or talks on the issue (e.g., Tedtalks).
- **Get perspective** - get information from at least three sources representing different perspectives (various news outlets, interest groups, stakeholders, elected officials).

Step 2: Make a Plan

Young people brainstorm ideas about how to address their issue/ community need by accessing available resources, and discussing what they can do to address the root cause of the issue.

- Investigate what is **already being done** to address the issue.
- **Explore who makes decisions** about this issue and how can you influence decisions about this issue.
- **Do an inventory of youths’ skills and interests** to help shape the project.
- **Brainstorm creative solutions** that have not been tried.
- **Assess what your group can feasibly do** with the time and resources you have.
- **Explore project ideas** to get ideas and inspiration at billionacts.org.
- **Write up** your plan using the Project Plan provided in this section.
Step 3: Take Action

Youth implement their plan and take leadership roles in all parts of the service project.

- **Involve the community** (give them an active role).
- Be sure to do project "with" not "for" a group.
- Ensure youth lead the project and make the decisions.
- **Document the action** with photos, video, journaling, etc.

Step 4: Reflect

Young people think, write and talk about learning connections as well as assess their accomplishments and challenges, examine the impact of their action, and explore how it could be improved and sustained.

- **Support youth to make connections to their learning** (academic standards, citizenship, and 21st century skills).
- **Assess** the learning associated with their project (Chapter Assessments provided at the end of Curriculum).
- Provide **creative and diverse ways** for youth to think, write, talk and process what they are learning.
- Help youth **apply their learning**.

Step 5: Document & Celebrate

Young people compile evidence collected during their project, present it to diverse audiences, celebrate successes and educate others on what they learned and ways to get involved.

- **Compile project “report”** with photos, letters, videos, etc. and add to your.
- **Submit** to newspapers and other local media.
- **Educate community** and showcase work (you can also present to a Nobel Peace Prize winner at a PeaceJam Conference).
- **Invite others** to get involved/take action on this issue.
- **Log your Project** to join the Billion Acts of Peace Campaign, receive recognition for your work, and to inspire others take action for good!
10 PeaceJam Issue Areas

Our Nobel Laureates invite you and your students to help them address these pressing issues.

**Advancing Women and Children** - It is essential to bring an end to the exploitation of children, and to defend the human rights of women and girls around the world. This includes the right to education, employment, and equal opportunities. The role of women and youth as leaders, and in developing creative solutions to problems in their communities, must be fostered and encouraged.

**Access to Water and Natural Resources** - The lack of access to clean water and arable land is an increasing problem for many people around the world - and the struggle over these limited resources provides fuel for war and conflict. We must work to ensure access to at least the most basic of natural resources, safe drinking water, for everyone.

**Education & Community Development** - When we ensure that basic human needs are met, provide quality education, and work to create jobs and adequate housing for all, we are creating a more secure world. The time has come to shift our energy and our resources from a focus on military security, to a long-term investment in true human security.

**Global Health and Wellness** - One of the effects of globalization is the spread of disease. National boundaries no longer mean what they once did. We must address the challenge of ensuring global health and wellness together as one human family.

**Environmental Sustainability** - Climate change is a reality. It is essential that we make a concentrated effort involving individual citizens, civil society, and our government leaders to address the many

**Conflict Resolution** - One of the first things that we must do is to dismantle our own armed consciousness because we are children of a culture of violence, and our minds have been armed. What is required is a profound understanding of the new realities created by an increasingly interconnected and interdependent world, and a strong belief in the path of nonviolence.

**Inclusivity & Cooperation** - Racism and hatred based on differences as well as the growing divide between rich and poor are endemic, and it is a problem that affects all of us. We must work together to build acceptance and support within our human family.

**Human Rights** - The lack of basic human rights and civil liberties, and the persistence of social injustice over long periods of time with no hope or plan for progress or change, always creates a backlash. We need to address the fundamental issues at the core of society and ensure that all people have the right to participate in government processes without fear of retribution, and can live freely in the pursuit of their own happiness.

**Alleviation of Extreme Poverty** - Our world cannot be secure when so billions of people are forced to exist on less than $1 per day, without access to the most basic levels of shelter, sustenance, or education. Extreme poverty can be eliminated in our lifetimes, and poverty in general can also be significantly reduced. Establishing economically sustainable futures for all of humanity must remain a fundamental goal.

**Non-Proliferation & Disarmament** - It is incomprehensible that the world still wastes nearly a trillion dollars each year on the weapons of war. We must end the ever increasing spiral of expenditures on arms, both nuclear and conventional, which only
causes for the precarious situation we have created for ourselves here on earth. serves to increase the likelihood of armed conflict.
Write down three ideas for service-learning projects:

______________________________________________________________________________
______________________________________________________________________________
__________________________________________________________
Your PeaceJam Project Plan

Your name:

Your group’s name:

Your school or organisation name:

Your project’s name:

Location of project:

Focus area:

☐ Education & Community Development
☐ Conflict Resolution
☐ Inclusivity & Cooperation
☐ Protecting the Environment
☐ Advancing Women & Children

☐ Alleviating Extreme Poverty
☐ Global Health & Wellness
☐ Nonproliferation & Disarmament
☐ Human Rights for All
☐ Clean Water for All

Project summary: (75 words or less)

Project Write-up:

1. Issue
   • State your issue (include evidence of issue with data, etc.)

   • How did you discover that this was an issue?

   • List possible root causes for this issue

2. Context
   • What are 2-3 different views on this issue?
• Who makes decisions about this issue?

• What is already being done about this issue by others?

3. Plan
• Describe what you did (or plan to do) to address this issue (include who, what, where and how).

4. Accomplishments
• Describe what changed as a result of your project

• What did you learn by doing this project?

• How did your project contribute something new and innovative?

• How can your project be continued to make a lasting difference?

Put your write up online and upload a picture and/or video link!
NOBEL PEACE LAUREATES MENTORING YOUTH TO CHANGE THE WORLD