



# LEADERS

## CURRICULUM

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











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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 13 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 13 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](http://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 • Aung San Suu Kyi • Máiread Corrigan Maguire • Adolfo Pérez Esquivel  
José Ramos-Horta • Jody Williams • Sir Joseph Rotblat (Emeritus) • Shirin Ebadi • Leymah Gbowee



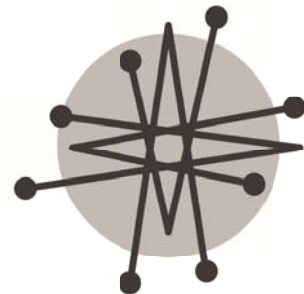
# Nobel Peace Prize Winners Mentoring Youth to Change the World

With 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.



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.





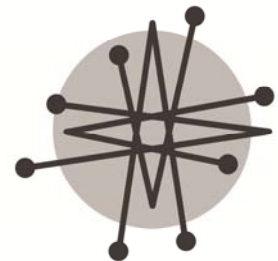
# Our Impact

## Positive Change. Powerful Impact.

- **1.2 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**



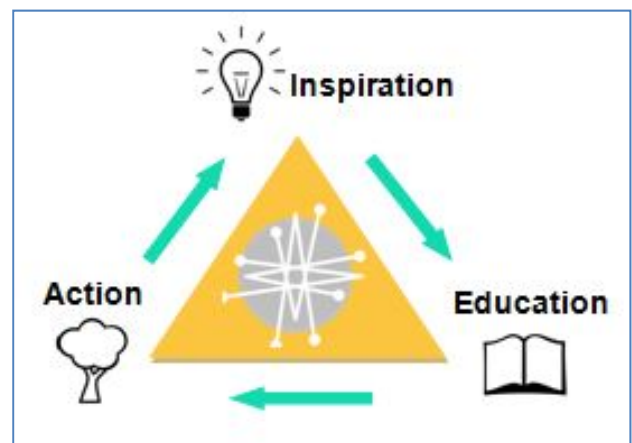


# Our Formula

## 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.

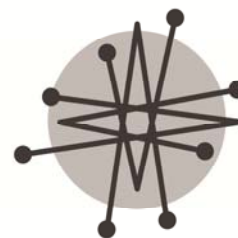


**ACTION:** Engaging young people as change agents in their schools and communities, giving them the tools they need to address the roots of hate and intolerance in their schools and communities. Students contribute to PeaceJam's One Billion Acts of Peace -- an international citizens' campaign led by 13 Nobel Peace Laureates and designed to tackle the most important issues facing our planet.



# Our Role Models

## 13 World Leaders for Peace



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

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

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

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

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

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

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

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

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

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

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



# Our Programs

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



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

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

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

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

**PeaceJam Ambassadors:** For youth ages 14-19, this program explores issues related to peace, violence, and social justice along with the study of the work of 13 Nobel Peace Laureates. It includes an annual Youth Conference with a Nobel Peace Laureate, giving youth an unprecedented opportunity to learn from and be inspired by a world peace leader.



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

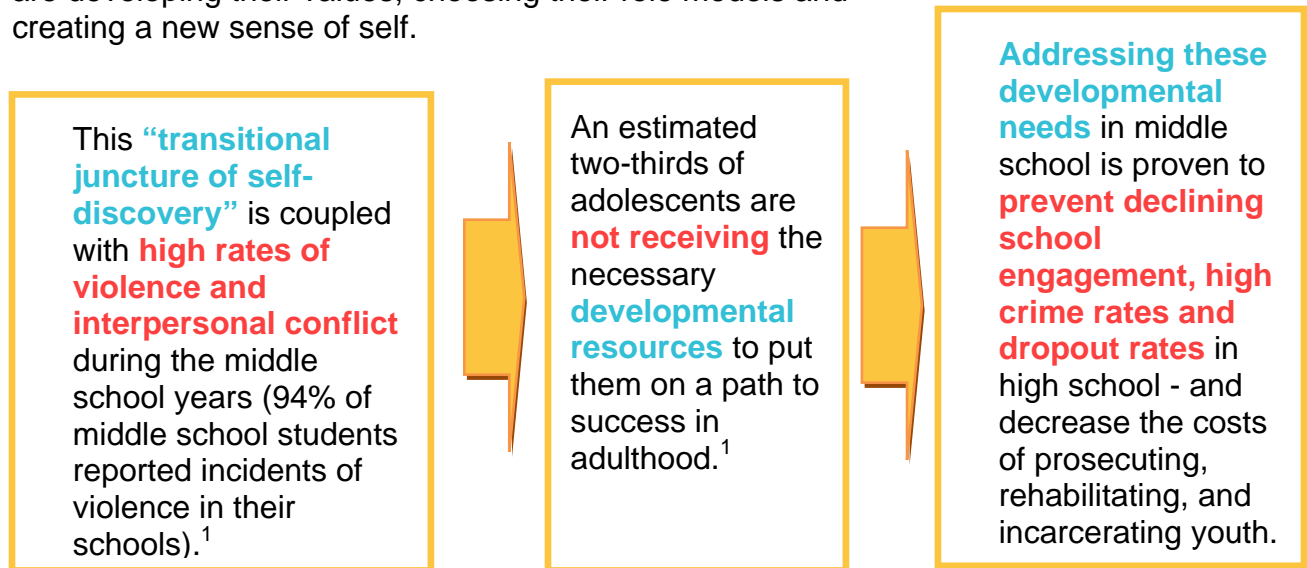
**PeaceJam Scholars:** This program is for university age students ages 18-25 who serve as mentors for participants at PeaceJam Youth Conferences, support local PeaceJam groups, and study international issues connected to the work of the Nobel Peace Laureates. They have opportunities to engage in service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



# 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<sup>1</sup>, 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.

<sup>1</sup> *Normal Adolescent Development Part I, No. 57.* Washington, DC: American Academy of Child & Adolescent Development, June 2001.



## Me - We - World

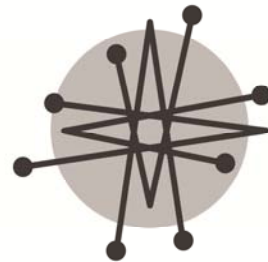
The PeaceJam Leaders curriculum is designed to guide youth through a cycle from looking at themselves (me), to the groups they belong to (we), to their role in the broader community (world)."

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 13 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 21<sup>st</sup> 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 Connections

"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 Global Call to Action 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 13 Nobel Peace Laureates such as historical events, cultural values and personal experiences, and examine how these factors also play a role in their own identity development. The curriculum then guides youth to write their own personal stories as they learn to use their power in positive ways and make healthy life choices.



## Leadership Development

The PeaceJam Leaders Curriculum is also aligned with 21<sup>st</sup> 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](mailto:programs@peacejam.org)  
[www.peacejam.org](http://www.peacejam.org)



## Curriculum at a Glance

Laureate	Theme	Leadership skills	Taking Action	Curricular Extensions
<b>PeaceJam</b> <i>"connecting youth and peace leaders"</i>	<b>Self-Reflection</b>	<b>Understanding Self</b> Exploring beliefs, values and identity	<b>Community Walk</b>	Poetry Mapping Historical analysis Research
<b>Alfred Nobel</b> <i>"creator of the Nobel Prizes"</i>	<b>Beyond Self</b>	<b>Empathy</b> Opening your eyes, mind and heart	<b>Needs Assessment</b>	Newspaper editorials Debate Role of government History of Norway and Sweden
<b>Nobel Peace Prize</b> <i>"honoring those who solve problems without violence"</i>	<b>Peace &amp; Violence</b>	<b>Recognizing Peace</b> Exploring what it means to be a peacemaker	<b>Project Selection</b>	Biographies Research papers Speeches Civic study of Peace World Geography
<b>Rigoberta Menchú Tum</b> <i>"they had to work together"</i>	<b>Community</b>	<b>Team Work</b> Learning to work well together	<b>Community Cafés</b>	Autobiographies Central America Indigenous peoples Child labor issues Essays on community
<b>Dalai Lama</b> <i>"only had words"</i>	<b>Communication &amp; Compassion</b>	<b>Listening &amp; Speaking Skills</b> Listening and speaking with respect and compassion	<b>Writing Service-Learning Plans</b> (Global Call to Action)	Opinion papers History of Tibet Mapping Government in Exile Research
<b>Adolfo Pérez Esquivel</b> <i>"turned to art to find his way"</i>	<b>Identity Shapers</b>	<b>Risky Behaviors</b> <ul style="list-style-type: none"> <li>• Positive and negative influences</li> <li>• Façades</li> <li>• Groups we choose to belong to</li> <li>• Role Models</li> </ul>	<b>Power of Letters</b>	Writing comic strips Business letters Analyzing song lyrics Study of Argentina Dance & sculpture
<b>Desmond Tutu</b> <i>"harnessed anger"</i>	<b>Emotions</b>	<b>Handling Anger</b> Identifying emotion triggers and transforming anger into action	<b>Educating the Community</b>	Play writing/Acting Apartheid/South Africa Civil rights movements Global diseases



<b>Betty Williams &amp; Máiread Maguire</b> <i>"moved beyond stereotypes"</i>	<b>Diversity</b>	<b>Overcoming Stereotypes</b> Understanding your own biases and prejudices	<b>Exploring Issues from Diverse Perspectives</b>	Writing narratives from two perspectives Persuasive speeches History of Europe
<b>Jody Williams</b> <i>"took action"</i>	<b>Making a Stand</b>	<b>Taking Action</b> <i>"Emotion without action is irrelevant"</i>	<b>Informed Action</b>	Writing news briefs Landmines Arms Trade Human security
<b>Shirin Ebadi</b> <i>"defends those with no voice"</i>	<b>Rights</b>	<b>Exploring &amp; Defending Rights</b> Understanding your rights and the rights of others	<b>Doing Human Rights Scan</b>	Writing arguments Study of Iran Citizens' Rights UN Human Rights Judicial Systems
<b>Leymah Gbowee</b> <i>"Used her skills to help end a Civil War"</i>	<b>Using Your Skills</b>	<b>Evaluating Your Dreams</b> Identifying and keeping to the root of your dream.	<b>Peer Mediation</b>	Liberia Child Soldiers Slavery West African Pen Pals
<b>Jose Ramos-Horta</b> <i>"made a convincing case for his country"</i>	<b>Problem-solving</b>	<b>Conflict Resolution</b> Exploring no-lose problem-solving	<b>Working with Civic Institutions</b>	United Nations Colonization Democracy Reconciliation
<b>Joseph Rotblat</b> <i>"took responsibility for his actions"</i>	<b>Responsibility</b>	<b>Taking Responsibility for Your Actions</b> It's never too late to change your life around	<b>Analyzing Future Impacts</b>	WWII The Holocaust Nuclear weapons Role of Science
<b>Oscar Arias</b> <i>"had a vision and a plan"</i>	<b>Goal Setting</b>	<b>Setting Personal Goals</b> Using your power in positive ways	<b>Re-Evaluating Project Goals</b>	Demilitarizing Rainforests Peace accords Central America wars
<b>Aung San Suu Kyi</b> <i>"had the courage to overcome challenges"</i>	<b>Overcoming Challenges</b>	<b>Courage</b> Overcoming obstacles that may keep you from reaching your goals	<b>Public Speaking</b>	Study of Burma Military dictatorships Role of protests in history
<b>ME</b> <i>"what will the world say about you?"</i>	<b>My Story</b>	<b>I am...</b> I believe... I care about... I belong to... I will...	<b>Reflection &amp; Celebration</b>	Writing Peace Plans Self-expression Creating life purpose



# 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.

## 21<sup>st</sup> 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

## 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.



# 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 through Sixteen 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 Global Call to Action 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 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 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":**<sup>2</sup> Believe that the young people have a unique and important contribution to make that is worthy of respect and patience.
- **Encourage Playfulness & Imagination:**<sup>3</sup> 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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<sup>2</sup>, <sup>3</sup> <http://l4wb.org/#/en/home/page/principles>



# Create Caring Communities

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

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

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

## Toolkit for Engaging Your Group

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

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

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

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

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

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

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



# Supporting Youth to be Changemakers

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

## What is Service-Learning?

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






## PeaceJam's One Billion Acts of Peace Campaign

PeaceJam and Google have come together to launch One Billion Acts of Peace -- an international citizens' movement led by 13 Nobel Peace Laureates and designed to tackle the most pressing issues facing our planet. Go to [billionacts.org](http://billionacts.org) to get ideas for projects, and have your projects count toward the Laureates' ambitious goal of one billion acts of peace.



billion acts

## Think BIG, and then start small!

 <p><b>ENRICH</b></p> <p>An estimated 100 million people are homeless around the world right now. Donate some books to a local homeless shelter.</p> <p><a href="#" style="background-color: white; color: #0072bc; padding: 5px;">Get Started</a></p>	 <p><b>UNPLUG</b></p> <p>In the United States alone, over \$10 billion in annual energy cost are wasted by idle electronics. Look around you, and unplug anything you are not using.</p> <p><a href="#" style="background-color: white; color: #0072bc; padding: 5px;">Get Started</a></p>	 <p><b>REACH OUT</b></p> <p>870 million people worldwide do not have enough food to eat. Contact a struggling friend and offer to cook them a meal.</p> <p><a href="#" style="background-color: white; color: #0072bc; padding: 5px;">Get Started</a></p>	 <p><b>RAISE YOUR VOICE</b></p> <p>Epilepsy affects over 65 million people, more than cerebral palsy, multiple sclerosis and Parkinson's disease combined. <a href="#" style="color: white;">Call for an increase in research funding for epilepsy.</a></p> <p><a href="#" style="background-color: white; color: #0072bc; padding: 5px;">Get Started</a></p>	 <p><b>JOIN THE FIGHT</b></p> <p>More than 1.6 billion people die every year from violence. Join the fight to reduce violence and support those displaced by conflict.</p> <p><a href="#" style="background-color: white; color: #0072bc; padding: 5px;">Get Started</a></p>
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## 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.

**PeaceJam Tip**  
*Teaching Tolerance* has some additional tools for learning civic discourse (free of charge)  
<http://www.tolerance.org/discourse>

### The common types of civil discourse are:

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

### Debrief

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

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



## Taking Action

### Join PeaceJam

The first step is to register on the PeaceJam website. It is easy and will take only a few minutes! Just go to [www.peacejam.org](http://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](http://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.



billion acts

### Join PeaceJam Social Media

Join PeaceJam's social media by clicking the icons at the top of the [PeaceJam.org](http://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).
- **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](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.

- **Download the e-book: "PeaceJam: A Billion Simple Acts of Peace"**

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](http://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.





# **SAMPLE CHAPTER**

## **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

**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



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](http://Peacejam.org/about-us) (16 minutes).



**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 Service-Learning & The Global Call to Action**

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 **Global Call to Action**, 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 the Global Call to Action that will be counted toward the One Billion Acts of Peace.”

“Turn now to your *PeaceJam Service-Learning Guide* at the back of your PeaceJam Journal. Let's read about the Global Call to Action 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.]

### **Answering the Global Call to Action by joining the Billion Acts of Peace:**

1. Explore the Issues: In small groups or pairs, have youth read through the Global Call to Action issue areas on the next page of their journals. Then have them think and talk about each of these issues and which ones they think are the most important ones to work on.
2. Show the “How to Get Started” video (2 minutes) on the Billion Acts of Peace Website: [www.1billionacts.org/create-amazing](http://www.1billionacts.org/create-amazing) or [Watch here.](#)

### **Discussion Questions:**

- What issues are you interested in and why?
- Which issue do you think is the biggest problem in our community and why?
- What could we do to address these issues?





## Curricular Extensions

Content Area	Activity
<b>Writing</b> <i>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</i>	<ol style="list-style-type: none"> <li>1. <u>Poetry</u>: have youth research various styles of poetry and write 2-3 different “I am...” poems experimenting with different styles.</li> <li>2. <u>Additional Journal or Essay prompts</u>: <ul style="list-style-type: none"> <li>▪ What experiences in your life have had the greatest impact on you and why?</li> <li>▪ What is your definition of violence?</li> </ul> </li> </ol>
<b>Reading</b> <i>Read for perspective and multicultural understanding</i>	<ol style="list-style-type: none"> <li>1. Have youth read the Introduction to <u>PeaceJam: A Billion Simple Acts of Peace</u> (2008: Penguin Books) which tells how the Global Call to Action got started and grew into the Billion Acts of Peace campaign (available as ebook at amazon.com).</li> <li>2. Read Chapter One in <u>The Peace Book</u> by Louise Diamond (2006) – especially pages 1 through 5 which explores finding peace within yourself.</li> </ol>
<b>Communication</b> <i>Demonstrate effective verbal and non-verbal communication skills</i>	<ol style="list-style-type: none"> <li>1. <u>Miming Me</u>: have youth act out an important experience in their life without using words.</li> <li>2. <u>Poetry Slam</u>: have youth memorize and recite their poetry aloud after practicing their delivery.</li> </ol>
<b>Geography</b> <i>Understand how to use maps and other geographic tools</i>	<ol style="list-style-type: none"> <li>1. <u>Mapping My Life</u>: have youth map their lives using a state, national, or world map. Have them put: <ol style="list-style-type: none"> <li>a. a star on the place they have lived;</li> <li>b. a circle on the places their parents and grandparents are from;</li> <li>c. a square for place they would like to visit; and</li> <li>d. a triangle on the place they would like to live when they are adults.</li> </ol> </li> <li>2. <u>My Place in the World</u>: have youth calculate the exact latitude and longitude of their home (or all the places on their Life Map).</li> </ol>
<b>Civics &amp; History</b> <i>Identify historical, geographic, social, and economic factors that have shaped society</i>	<ol style="list-style-type: none"> <li>1. <u>Me &amp; Society</u>: 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.</li> </ol>
<b>Research</b> <i>Use a variety of technological and information resources to gather, synthesize, and share information</i>	<ol style="list-style-type: none"> <li>1. <u>Internet Search</u>: have youth practice doing internet research by having them search for PeaceJam, and then their own names or family members' names.</li> <li>2. <u>Internet Bibliography</u>: have youth practice writing a proper bibliography for information they find on the internet</li> </ol>



## Resources

### Books

Hipp, Earl, Pamela Espeland, and Michael Fleishman. *Fighting Invisible Tigers: a Stress Management Guide for Teens*. Minneapolis, MN: Free Spirit Pub., 1995.

Diamond, Louise. *The Peace Book*. Bristol: Peace, 2006.

Engle, D & Suvanji Jeff. *PeaceJam: A Billion Simple Acts of Peace*. New York: Penguin Books, 2006.

Gifford, Darcy. *PeaceJam*. San Francisco: Jossey Bass, 2004.

Gillen, Donna. *Giving Voice to the Leader Within: Practical Ideas and Actions for Parents and Adults Who Work with Young People*. Minneapolis: Syren Book, 2006.

### Internet

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

- <http://www.therapeuticresources.com/21496text.html>

PeaceJam YouTube Channel

- <https://www.youtube.com/user/PeaceJamHQ>

Billion Acts of Peace, How to Get Started Video

- [www.1billionacts.org/create-amazing](http://www.1billionacts.org/create-amazing)





# **SAMPLE CHAPTER**

## **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 Skill:** Empathy

**Service-Learning:** Discovering Issues in Our Community

**Curricular Extensions:** Biographies, Nobel Laureate research papers, Civic study of peace, World Geography.



#### **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?”

**Vocabulary:** Youth will need a basic understanding of these terms for this chapter:

**obituary**  
**pacifist**  
**empathy**



**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

### Inventor of the Nobel Peace Prize

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-1800's. 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).

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### 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

Content Area	Activity
<b>Writing</b> <i>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</i>	<ol style="list-style-type: none"> <li>1. <u>Newspaper Editorials</u>: 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.</li> <li>2. <u>Additional Journal or Essay prompts</u>: <ul style="list-style-type: none"> <li>▪ Who do you have the hardest time empathizing with and why?</li> </ul> </li> </ol>
<b>Reading</b> <i>Read for perspective and multicultural understanding</i>	<ol style="list-style-type: none"> <li>1. <u>Alfred Nobel: Inventive Thinker (2004)</u> by Tristan Boyer Binns explores the life of Nobel as a motivated, intelligent scientist and businessman who had a profound impact on humankind.</li> </ol>
<b>Communication</b> <i>Demonstrate effective verbal and non-verbal communication skills</i>	<ol style="list-style-type: none"> <li>1. <u>Dynamite Debate</u>: have youth debate whether dynamite's benefit to humankind outweighs the harm it has done over the years.</li> <li>2. <u>Empathy Skits</u>: have youth write and act out short skits that demonstrate empathy – especially for those who we may have the most difficult time empathizing with.</li> </ol>
<b>Geography</b> <i>Understand how to use maps and other geographic tools</i>	<ol style="list-style-type: none"> <li>1. <u>Scandinavia</u>: have youth use maps and other resources to locate the Scandinavian countries including Norway and Sweden.</li> <li>2. <u>Map Dynamite's Impacts</u>: have youth map the areas of their community or the world where dynamite is most used.</li> </ol>
<b>Civics &amp; History</b> <i>Identify historical, geographic, social, and economic factors that have shaped society</i>	<ol style="list-style-type: none"> <li>1. <u>Sweden-Norway History</u>: 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.</li> <li>2. <u>Role of Government</u>: 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?</li> </ol>
<b>Research</b> <i>Use a variety of technological and information resources to gather, synthesize, and share information</i>	<ol style="list-style-type: none"> <li>1. <u>Internet Search</u>: have youth research the different Nobel Prizes and how they are awarded.</li> <li>2. <u>Library Search</u>: have youth practice using the library by finding books and other resources on Alfred Nobel.</li> </ol>



## Resources

### Books

Boyer, Tristan Binns. *Alfred Nobel: Inventive Thinker*. Scholastic: Scholastic, 2004.

### 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>

### Videos/DVDs

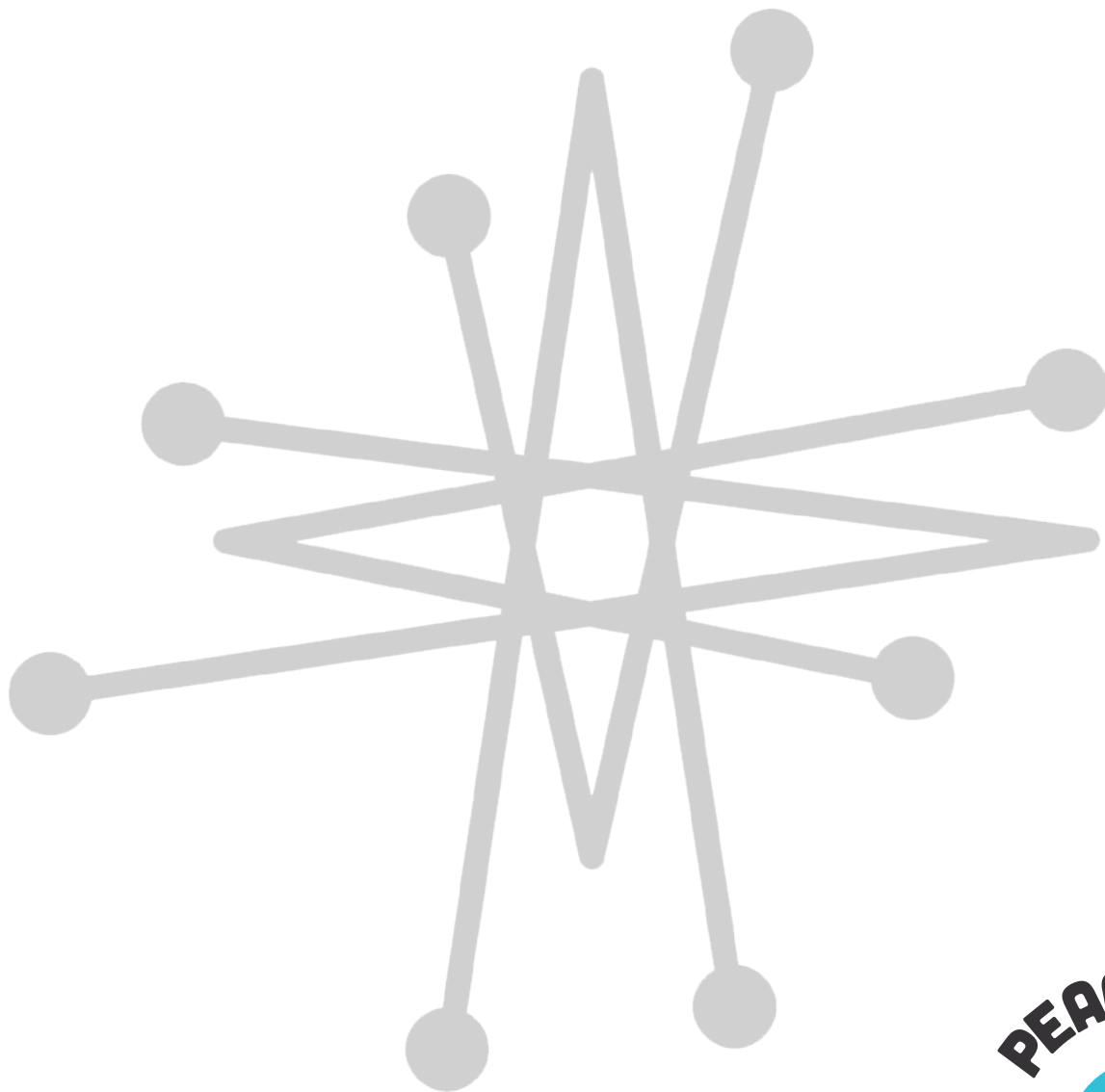
*The Alfred Nobel Story*. Dir. Harald Braun. Fox, 1955. DVD.

Legacy of Alfred Nobel on About.com (2 minutes):

- <http://video.about.com/inventors/Profile-of-Alfred-Noble.htm>



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