

Guidance for Implementation in Schools

**Nobel Peace Prize Winners Mentoring
Young People to Change the World**





PeaceJam UK Guidance

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Aims

This document aims to suggest a range of opportunities that schools can use in order to implement the PeaceJam programme rather than a prescriptive route. The programme is flexible. Schools can adapt the programme to best suit their needs. This guidance aims to:

- Illustrate the benefits to schools in setting up and operating a PeaceJam programme;
- Demonstrate the fit of PeaceJam to different frameworks, eg Ofsted requirements for Spiritual, Moral, Social & Cultural (SMSC) Education and Global Citizenship;
- Highlight issues and areas which schools may want to consider when adopting the PeaceJam programme;
- Provide details of links that can assist schools in delivering skills-based, SMSC and global education.

Using the guidance

This document can be used in different ways by different types of educational professionals. For example, it can be used to:

- Provide an overview of what PeaceJam is all about, the key principles underpinning it and the benefits it can provide;
- Assist and support schools and their staff in maximising skills-based, SMSC and global learning opportunities;
- Manage and schedule PeaceJam and global learning opportunities;
- Champion skills-based and global learning within schools or with those staff who have responsibilities for co-ordinating skills-based, SMSC or global learning;
- Assess and measure the outcomes of skills-based and global learning;
- Deliver curriculum subjects and plan PeaceJam and global learning into their everyday curriculum schemes of work.

Contact Us

If, after looking at this guidance, you still have unanswered questions or want further information about PeaceJam, then please let us know by visiting our websites, or emailing your questions. We look forward to working with you!

- Visit PeaceJam.org to learn more about PeaceJam globally
- Visit peacejam.org.uk to learn about PeaceJam in the United Kingdom
- Contact us at unitedkingdom@peacejam.org

What we do

Nobel Laureates mentoring young people to change the world

With over 20 years of experience around the world, the PeaceJam Foundation is a global leader in developing young leaders and engaging adults and young people in their local and global communities.

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



PeaceJam UK students present their work to Nobel Peace Prize Winner Leymah Gbowee at the 2017 Winchester conference



HH the Dalai Lama

“Nonviolence is the only way. Even if you achieve your goal by violent means, there are always side effects and these can be worse than the problem. Violence is against human nature.”

You'll Be in Good Company



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 (d. 2020) along with Mairead 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 Centres of Compassion for Children.



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



Oscar Arias 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.



Tawakkol Karman won the Nobel Peace Prize in 2011 in recognition of her nonviolent struggle for women's rights to participate in peacebuilding efforts in Yemen. Tawakkol was at the forefront of the struggle for human rights in her country for years.



Kailash Satyarthi was awarded the Nobel Peace Prize in 2014 for leading a global movement to end child slavery and exploitive child labour practices. As a grassroots activist, he has led the rescue of over 85,000 child slaves and developed a successful model for their education and rehabilitation.



Mairead 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.



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



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



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



Leymah Gbowee was awarded the Nobel Peace Prize in 2011 for her leadership of a nonviolent mass women's movement that brought together Christians and Muslims to end the second civil war in Liberia.



Sir Joseph Rotblat (d. 2005) and the Pugwash Conferences on Science & World Affairs were awarded the Nobel Peace Prize in 1995, on the 50th anniversary of the atomic bombs being dropped on Japan, for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.

PeaceJam is the only organisation that has this many Nobel Peace Prize winners working together for the development of young people!

Tackling the Toughest Issues

For over 25 years, PeaceJam has provided high quality youth engagement and social justice programmes to bring our programmes to scale worldwide.

Young people and adults work together in their own communities as activists creating change in these crucial areas:

- Education and community development
- Human Rights for all
- Advancing women and children
- Alleviation of extreme poverty
- Global health and wellness
- Clean water for everyone
- Non-proliferation and disarmament
- Conflict resolution
- End racism and hate
- Protecting the environment

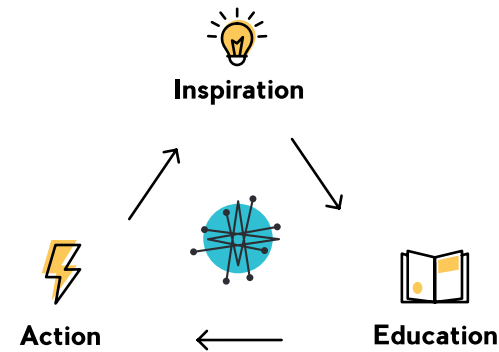


Rigoberta Menchú Tum

“This world's not going to change unless we're willing to change ourselves.”

Our Formula

PeaceJam UK is the UK Affiliate of the international PeaceJam Foundation and supports skills-based, SMSC and global education including the development of young people from the ages of 5-25. We achieve this through education, inspiration and action as demonstrated through our triangle of learning.



Education: PeaceJam UK offers curriculum-based programmes for students:

- The purpose of the PeaceJam curriculum is to stimulate a student's critical thinking skills, strengthen their research abilities, increase their knowledge of the role of nonviolence in conflict, and promote self-growth and reflection;
- It includes specific content on the lives and work of the Nobel Peace Laureates, as well as engaging activities for analysing root causes of issues that affect communities both locally and globally;
- Extensive resources in each lesson allow students to participate in an in-depth exploration of topics such as violence, poverty, reconciliation, conflict resolution and an individual's power to make a difference.

Inspiration: Through the PeaceJam programme, students explore the personal stories of 14 Nobel Peace Laureates, all of whom have overcome tremendous challenges:

- Each Laureate's choice to stand up against negative forces and to solve problems in their own countries through nonviolence serves as inspiration for the students as they work to address the issues which they are most passionate about;
- Students analyse the skills, knowledge and attributes that allowed the Laureates to be successful in their work. Students also explore their own beliefs, actions, and choices and how to put their talents, skills, and passion to work for positive change;
- PeaceJam also brings Nobel Peace Prize winners together with secondary school aged students for two-day PeaceJam Youth Conferences.

Action: PeaceJam puts students in the authentic position of being peacemakers and peacebuilders who address the most pressing issues of our time in both local and global communities through the One Billion Acts of Peace Campaign:

- Students will use the PeaceJam framework to implement creative projects that address the root causes of such issues as extreme poverty, disease, racism, violence, environmental degradation, human rights, and the proliferation of weapons;
- PeaceJam offers all young people the opportunity to step into powerful leadership roles that will make a lasting and sustainable impact;
- The Billion Acts of Peace Campaign offers an immediate showcase for student Action – and the opportunity to inspire and be inspired on a global scale.

Billion Acts of Peace Campaign

The 'One Billion Acts of Peace' Campaign is an international global citizens' movement designed to tackle the most important problems facing our planet. We started with a simple idea:

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

Log into www.billionacts.org

- Sign up!
- Showcase the impact of your Act online
- Join other members of the Billion Acts community
- Support your organisation's effort to create change
- Showcase your projects
- Be inspired and inspire others!



Education and Community Development



Protecting the Environment



Alleviating Extreme Poverty



Global Health and Wellness



Non-proliferation and Disarmament



Human Rights for All



Ending Racism and Hate



Advancing Women and Children



Clean Water for Everyone



Conflict Resolution

Our Impact

- More than one million young people worldwide have participated in PeaceJam projects and learning.
- Hundreds of Youth Leadership Conferences have been held, connecting young people with Nobel Peace Laureates.
- Nearly two million community projects have been developed by PeaceJam youth activists.
- PeaceJam has created thousands of new leadership and volunteer opportunities for young people and adults in their local communities.
- Evaluations from around the world have shown that young people who participate in PeaceJam programmes show statistically significant gains in academic skills and knowledge as well as increased school and community engagement.
- Evaluations from around the world have shown that incidents of violence decrease in schools and community based organisations where PeaceJam programmes are implemented.

PeaceJam has been nominated for the Nobel Peace prize 9 times.



Betty Williams

“There is no use talking about the problem unless you talk about the solutions.”

Our Programmes



PeaceJam Juniors

Adventures in Literacy & Leadership through the Study of 14 Nobel Peace Prize Winners

Easy to use curriculum guide that explores the lands, lives, and lessons of 14 heroes of peace with a step-by-step guide for engaging children of 5 to 11 years old in service.



PeaceJam Leaders

Fostering Leadership & Positive Identity through the Study of 14 Nobel Peace Prize Winners

A powerful programme for 11 to 14 year olds that features the teenage stories of 14 heroes of peace that encourages young people to explore their own identities and their life choices while developing problem-solving skills to address local needs.



PeaceJam Ambassadors

Nobel Peace Prize Winners Mentoring Young People to Change the World

Curriculum for 14 to 18 year olds that explores issues of peace and violence, identity and difference, and case studies of the 14 change-makers, giving young people the tools they need to create positive change in themselves and their communities.



Compassion in Action

Creating Inclusive Communities

Designed to create inclusive communities through positive youth development, it is for 12 to 18 year olds, and provides an antidote to radicalisation, xenophobia, and discrimination facing our communities.

Why PeaceJam?

Benefits to the school:

- Creates a safe and positive school climate;
- Provides a framework for fostering 21st century global citizens;
- Enhances the school image through connections with the local community and PeaceJam’s One Billion Acts of Peace, a global campaign supported by Google;
- Contributes to the achievement of skills-based learning frameworks and OFSTED inspection criteria including promoting children and young people’s Spiritual, Moral and Social and Cultural (SMSC) development;
- Offers more entry points for parent engagement;
- School-wide inspiration from the Nobel Peace Laureates – 14 global role models for peace.

• Benefits for students:

- Young people meet and mix with their peers from different backgrounds and cultures;
- Young people get to know that they have the power to effect change in themselves through self-reflection and analysis;
- Young people are given the skills to be active citizens and understand that one person can make a difference, whoever they are and whatever their background;
- Young people learn about and have the opportunity to meet a Nobel Peace Laureate;
- Opportunity to raise personal achievement and to add relevant life skills to their CV;
- Opportunity to contextualise their learning by completing a One Billion Acts of Peace project that applies their learning to issues in their community;
- Opportunities to network and make international contacts with other PeaceJam groups.

Benefits for teachers:

- Opportunity to tap into a curriculum that has Personal Life and Thinking Skills (PLTS) and Bloom’s specific learning objectives therefore making curriculum teaching easier;
- Opportunity for Continuous Professional Development (CPD) via PeaceJam UK;
- Opportunity to develop innovative approaches to teaching and learning, embedding skills-based learning as part of the school curriculum;
- Opportunity to encourage student learning in and outside the classroom;
- Opportunity for ongoing assessment.

Use PeaceJam to meet the Ofsted criteria¹

PeaceJam UK is the UK Affiliate of the international PeaceJam Foundation. An Ofsted inspection will make judgements on Overall Effectiveness.

Based on the four key judgements:

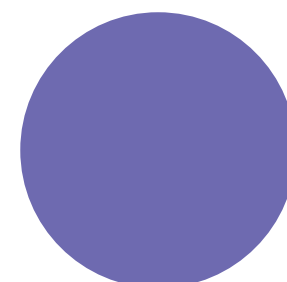
- The quality of education
- Behaviour and attitudes
- Personal development
- Leadership and management

In the UK, the PeaceJam programme aims to support schools in the four areas as can be seen by the table below:

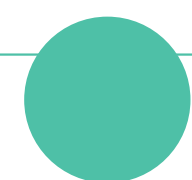
| Ofsted Area of Judgement | PeaceJam links |
|---|--|
| The Quality of Education | |
| <ul style="list-style-type: none"> • Inspectors will take a rounded view of the quality of education that a school provides to all its pupils. • The curriculum remains as broad as possible. • As part of making this judgement inspectors will also consider the extent to which schools equip pupils with the knowledge and cultural capital. i.e. “... essential knowledge that pupils need to be educated citizens, introducing them to the best that has been thought and said and helping to engender an appreciation of human creativity and achievement”. | <ul style="list-style-type: none"> • PeaceJam enables teachers to use questioning highly effectively and demonstrate understanding of the ways that pupils think about subject content. They identify pupils’ common misconceptions and act to ensure they are corrected. • PeaceJam emphasises the importance of enquiry and questioning skills, meaningful dialogue and careful reasoning and reflection. • PeaceJam allows an open and safe place for dialogue and enquiry with a set of procedures and ground rules which focus on interdependence. |

¹ “School Inspection Handbook”, May 2019

Ofsted Judgement of SMSC



| Ofsted Area of Judgement | PeaceJam links |
|--|---|
| Behaviour and Attitudes | |
| <ul style="list-style-type: none"> Consider how schools create a safe, calm, orderly and positive environment and the impact this has on pupils. | <ul style="list-style-type: none"> Develop pupils' motivation and positive attitudes, which will have a long term impact on pupils. Promote a positive and respectful school culture. |
| Personal Development | |
| <ul style="list-style-type: none"> The curriculum provided by schools should extend beyond the academic, technical or vocational. Schools support pupils to develop in many diverse aspects of life. Building confidence and resilience. Preparing pupils for adult life and teach them how to engage with society and providing them opportunities to do so. | <ul style="list-style-type: none"> Challenging negative stereotypes of people from different places and cultures to help develop greater respect for all. Relating the rules and behaviour in the classroom to wider issues such as conflict and wider world issues. Nurturing respect for others and encouraging pupils to value a range of different opinions. Involving the Laureates and members of the local community to develop a greater understanding of issues such as ethnic minority groups, asylum seekers and refugees. |
| Leadership and Management | |
| <ul style="list-style-type: none"> Schools provision has a positive impact on all its pupils Providing better outcomes for pupils | <ul style="list-style-type: none"> Enabling leaders to create a climate in which teachers are motivated and trusted to take risks and innovate in ways that are right for their pupils. Enabling leaders to promote equality of opportunity and diversity exceptionally well, for pupils and staff, so that the ethos and culture of the whole school prevents any form of direct or indirect discriminatory behaviour |



Before making the final judgement on overall effectiveness, inspectors always consider SMSC development of pupils at school, and evaluate the extent to which the school's education provision meets different pupils' needs, including pupils with SEND (Special Educational Needs & Disability).

SMSC is a broad concept that can be seen across the school's activities but draws together many of the areas covered by the personal development judgement.

SMSC values have been taught in schools for many, many years now – but the recent changes to the Ofsted Framework means they'll feature much more prominently in the classroom of the future.

Provision for the spiritual development of pupils includes developing their:

- Ability to be reflective about their own beliefs (religious or otherwise) and perspective on life;
- Knowledge of, and respect for, different people's faiths, feelings and values, sense of enjoyment and fascination in learning about themselves, others and the world around them;
- Use of imagination and creativity in their learning;
- Willingness to reflect on their experiences.

Provision for the moral development of pupils includes developing their:

- Ability to recognise the difference between right and wrong and to readily apply this understanding in their own lives, and to recognise legal boundaries and, in doing so, respect the civil and criminal law of Britain and the wider world;
- Understanding of the consequences of their behaviour and actions;
- Interest in investigating and offering reasoned views about moral and ethical issues and ability to understand and appreciate the viewpoints of others on these issues.

Provision for the social development of pupils includes developing their:

- Use of a range of social skills in different contexts, for example working and socialising with other pupils, including those from different religious, ethnic and socio-economic backgrounds;
- Willingness to participate in a variety of communities and social settings, including by volunteering, cooperating well with others and being able to resolve conflicts effectively;
- Acceptance of and engagement with the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs. They will develop and demonstrate skills and attitudes that will allow them to participate fully in and contribute positively to life in modern Britain.

Provision for the cultural development of pupils includes developing their:

- Understanding and appreciation of the wide range of cultural influences that have shaped their own heritage and that of others;
- Understanding and appreciation of the range of different cultures in the school and further afield as an essential element of their preparation for life in modern Britain;
- Ability to recognise, and value, the things we share in common across cultural, religious, ethnic and socio-economic communities;
- Knowledge of Britain's democratic parliamentary system and its central role in shaping our history and values, and in continuing to develop Britain;
- Willingness to participate in and respond positively to artistic, musical, sporting and cultural opportunities;
- Interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity and the extent to which they understand, accept and respect diversity. This is shown by their respect and attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

PeaceJam promotes the development of SMSC by:

- Ensuring children and young people have the opportunity to be reflective about their own beliefs, religious or otherwise, that inform their perspective on life and their interest in and respect for different people's faiths, feelings and values;
- Ensuring children and young people gain an interest in investigating and offering reasoned views about moral and ethical issues and have an ability to understand and appreciate the viewpoints of others on these issues;
- Engaging in PeaceJam's One Billion Acts of Peace campaign.

Citizenship

The National Curriculum for Citizenship can be linked to PeaceJam easily in that the subject aims to ensure that all pupils:

- Acquire a sound knowledge and understanding of how the United Kingdom is governed, its political system and how citizens participate actively in its democratic systems of government;
- Develop a sound knowledge and understanding of the role of law and the justice system in our society and how laws are shaped and enforced;
- Develop an interest in, and commitment to, participation in volunteering as well as other forms of responsible activity, that they will take with them into adulthood;
- Are equipped with the skills to think critically and debate political questions, to enable them to manage their money on a day-to-day basis, and plan for future financial needs;

Education for global citizenship supports young people to explore and question the world around them. It promotes critical thinking, advocates social justice and encourages learners to apply their learning to real-world issues. One is also preparing pupils for the 21st century. The following table illustrates why global citizenship is so important.

| Knowledge and Understanding | Skills | Values and attitudes |
|-----------------------------------|--|---|
| Social justice and equity | Critical and creative thinking | Sense of identity and self-esteem |
| Identity and diversity | Empathy | Commitment to social justice and equity |
| Globalisation and interdependence | Self-awareness and reflection | Respect for people and human rights |
| Sustainable development | Communication | Value diversity |
| Peace and conflict | Cooperation and conflict resolution | Concern for the environment and commitment to sustainable development |
| Human rights | Ability to manage complexity and uncertainty | Commitment to participation and inclusion |
| Power and governance | Informed and reflective action | Belief that people can bring about change |

(Education for Global Citizenship: A guide for Schools, Oxfam, 2015)

PeaceJam Activities can support a school and improve outcomes for all children and young people because:

- PeaceJam supports the development of a range of different skills that include communication, critical thinking and reasoning;
- It provides a wealth of real life contexts to which students can apply these core skills across the curriculum.

PeaceJam offers opportunities for involving parents and the wider community by:

- Using open evenings and parents' evenings as an opportunity for pupils to display their work that reflect their views and perspectives;
- Developing learning and understanding about current and relevant local, national and global issues relating to cultures other than their own;
- Having a curriculum that is responsive to local, national and international issues as they emerge and provides highly positive, rich and memorable experiences for your pupils.

PeaceJam provides opportunities to bring students face to face with Nobel Peace Laureates, making learning real and increasing interest and engagement.

- Global PeaceJam partnerships provide opportunities for both students and teachers to contact other PeaceJam groups throughout the world and participate in an annual two-day conference on a university campus with a Nobel Peace Laureate.

Steps to get started

1. Select your PeaceJam Programme:

- Juniors** (for ages 5-11)
- Leaders** (for ages 11-14)
- Ambassadors** (for ages 14-18)
- Compassion in Action** (for ages 12-18)

2. Decide on Level of Implementation:

- Individual:** Single membership for youth groups (Includes online training and single curriculum subscription)
- Institutional:** School or agency membership for two or more classes or school-wide

Contact unitedkingdom@peacejam.org for prices on curriculum & training for Institutional memberships.

3. Get Trained

PeaceJam provides a tutorial on using the Curriculum Guides. There are two training options:

- Online Training**
- In-Person Training**

4. Get Your School on Board:

- Ensure the senior leaders **provide the support and direction**;
- Nominate a member of staff who **champions and promotes PeaceJam** within school, making the necessary links between PeaceJam and the wider school curriculum;
- Identify subject teachers and other staff who can use PeaceJam to **enhance the delivery of their subject** and use skills-based learning within their area of expertise in a creative manner;
- Give students opportunities to **participate in PeaceJam**, facilitated and supported by members of staff;
- Plan for how PeaceJam can support **whole school development** by providing a lens to bring together curriculum development, pupil leadership, staff development, and community engagement.

The PeaceJam UK Ambassadors

Curriculum Scheme of Work (SOW)

The scheme of work for the PeaceJam Ambassadors curriculum is not prescriptive, but rather is designed to allow education professionals to identify which activities they wish to use.

There are enough activities to allow the curriculum to be used over three years.

The three core components of the PeaceJam Ambassadors programme are education, inspiration and action.

| Core Component | What does this look like |
|--|---|
| Education | |
| The Ambassadors curriculum allows students to explore specific content relating to the lives and work of the Nobel Laureates including local and geopolitical issues that shaped their work. | Learn about Desmond Tutu’s work to end South Africa’s unjust policy of Apartheid. Research Rigoberta Menchú Tum’s struggles to secure basic human rights for indigenous peoples in Guatemala and around the world. In addition, there are extensive, differentiated resources in each lesson that allow students to explore topics such as gangs, youth violence, reconciliation and nonviolence in more depth. |

Key Educational Concepts

| Core Component | What does this look like |
|---|--|
| Inspiration | |
| Students examine the personal and harrowing stories of the 14 PeaceJam Nobel Peace Laureates, who grew up with extreme violence, oppression, social and political injustice and racism. | <p>Students analyse each of the Laureates' stories to understand how and why they chose to stand up against these negative forces and work to solve these problems in their countries through nonviolence.</p> <p>Since a central goal of PeaceJam is to inspire a new generation of young leaders in commitment to positive change, students are also asked to explore their own beliefs, actions and choices and explore how to put their talents, skills and passion to work for positive change.</p> <p>PeaceJam employs the case study method which many higher education institutions use.</p> <p>For Key Stage 4 and 5 students, PeaceJam brings students together for a two-day conference with one of the PeaceJam Nobel Peace Laureates.</p> |
| Action | |
| Students are put in the position of being peacemakers and peacebuilders, proposing solutions to actual problems. | <p>Students generate their own ideas for their projects as part of PeaceJam's One Billion Acts of Peace campaign.</p> <p>Students research and implement projects that will address the root causes of the most pressing issues facing their communities based on the Laureates' 10 issue areas.</p> <p>The PeaceJam curriculum is not simply students learning about Nobel Peace Laureates. Rather, students are offered a very real opportunity to make a difference in their schools/colleges/neighbourhoods, communities and the world.</p> |

The PeaceJam Scheme of work incorporates:

- Subject area content in History, Religious Studies, Geography, Citizenship, PSHE and Politics;
- Exploration of social justice, human rights, bullying and much more;
- Academic skills including historical analysis, formal report and letter writing, analysis of source documents, literacy skills, public speaking, group work and projects, self-reflection and community learning;
- Communication skills such as active listening, civil discourse, cross-cultural understanding and nonviolent problem solving;
- Skills that businesses in the 21st century require, including critical thinking, problem solving, ability to work with people from diverse backgrounds, communication and collaboration, information literacy, self-management, personal responsibility and a work ethic.

Getting Started:

- The first chapter in the curriculum, Getting Started, provides the framework for introducing PeaceJam to the students;
- The SOW is laid out in six Chapters. Each Chapter may take 2-3 weeks to complete. Educators can use the Planning Template in the curriculum to select activities to do each week so that they fit in the time allotted. Included in the resources section is a range of master worksheets that the teacher can use;
- Every group needs to produce a project based on one of the areas highlighted by the PeaceJam Nobel Peace Laureates. Use the One Billion Acts of Peace website to get them started. Lower ability students may need extra help but they are still expected to do a project following the same planning procedure.

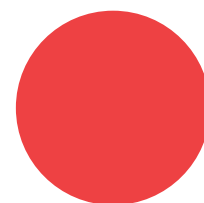
Assessment

There are activities within each chapter that make strong assessments and demonstrations of student learning. Education professionals can apply these to their specific assessment criteria. Included in the resources section are some frameworks for using PLTS including level descriptors. The SOW provides some ideas for assessment tasks, which include:

- Mini research projects based on the Laureate's lives using the biographies;
- The critical reflection questions could be used as targeted questions and would also make good homework questions;
- Demonstrations such as presentations, interviews, and videos;
- Products such as policies for their school, marketing materials, and educational brochures.

We encourage each school to align the PeaceJam curriculum to their specific needs.

PeaceJam Schools of Excellence



Evaluations have shown that young people engaged in each aspect of PeaceJam's model, show a measurable improvement in academic skills and knowledge. They also become more engaged in school and community life. PeaceJam is therefore committed to helping schools implement the PeaceJam programme fully so that students: attend PeaceJam's youth leadership conferences, engage in PeaceJam's curricula and produce a social change project as part of the One Billion Acts of Peace campaign. Schools committed to developing excellence in skills-based learning, Global learning and SMSC by engaging in each aspect of PeaceJam's model become 'PeaceJam Schools of Excellence'.

In summary, PeaceJam Schools of Excellence, will:

- Adopt an innovative cross-curricular approach to skills-based and global learning;
- Release staff to access Continuous Professional Development within school and at the national 2 day PeaceJam conference;
- Provide opportunities for students to participate in PeaceJam activities including the One Billion Acts of Peace campaign.

The Offer to Schools -

A PeaceJam School of Excellence will receive:

- School based support to develop an innovative skills-based and global curriculum which will incorporate a significant proportion of SMSC material;
- Teacher Professional Development Training Day, for teachers representing different curriculum areas, delivered by educators from PeaceJam UK;
- Annual school visit made by PeaceJam educators to provide support with the PeaceJam curriculum, schemes of work, learning resources and gather data to monitor the implementation and impact of PeaceJam;
- On-going remote support to facilitate the implementation of the PeaceJam programme and obtain updated resources;
- The opportunity to host a one day event, PeaceJam Slam with support from PeaceJam UK (permission must be obtained first);
- Preference in terms of unique opportunities available for you and your students, such as tickets to attend the film premiere of PeaceJam's latest documentary in the Nobel Legacy film series, and other exclusive events.

The commitment from PeaceJam Schools of Excellence.

A PeaceJam School of Excellence is required to:

- Provide contact details for relevant teachers implementing the PeaceJam programme;
- Commit to incorporating PeaceJam in to the School Improvement Plan and where relevant Department / Team Improvement Plan;
- Release a minimum of 3 teachers representing different curriculum areas to attend CPD training, and time for them to meet PeaceJam UK staff at an annual visit to your school;
- Supply data which will include examples of how the PeaceJam curriculum and the learning resources are being used within the school;
- Provide evidence of young people producing social change projects to tackle the root cause of an issue, by logging these on the One Billion Acts of Peace website, with PeaceJam UK selected as the affiliate;
- Regularly attend PeaceJam's annual youth leadership events with a minimum of 2 teachers accompanying students.

Contact unitedkingdom@peacejam.org for more information.

Useful References

British Council – Global citizenship teaching resources

<https://www.teachingenglish.org.uk/blogs/zahrazuhair/global-citizens>

Educate Against Hate

The Government has launched educate against hate www.educateagainsthate.com a website designed to equip school and college leaders, teachers and parents with the information, tools and resources they need to recognise and address extremism and radicalisation in young people. The website provides information on training resources for teachers, staff and school and college leaders.

The Deliberative Classroom:

Leading knowledge-based discussions and debate www.teachingcitizenship.org.uk/deliberative-classroom-topical-debating-resources-and-teacher-guidance


Written and developed by the Association for Citizenship Teaching (ACT), Middlesex University and the English Speaking Union (ESU), The Deliberative Classroom is a project funded by the Department for Education (DfE) to support teachers to lead knowledge-based discussions and debates with students on topical issues relating to fundamental British Values, Citizenship and Equality. The Key Stage 3 resources will be published as six packs over 18 months with a first topic of Religious Freedom.



Get in touch

 peacejam.org.uk
 unitedkingdom@peacejam.org
 07760 160 906

Follow us on social media:

 **PeaceJamUK**
 **@PeaceJamUK**



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