



Creating Peacemaking Projects

Facilitator Manual

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Dear facilitator,

Thank you for joining us and others across the globe to create more just societies! At Peace First, we believe that the single most powerful act we can do is prepare young people with the skills and commitments to solve problems with courage, compassion and collaboration; what we call peacemaking.

The following manual is a guide to help you and your young people through the process of creating peacemaking projects in your community. This manual, along with the peacemaker manual, will guide your group through: **Choosing** an injustice, **Understanding** the injustice, **Planning** to solve the injustice, **Acting** upon that plan, and then **Reflecting** on their work. Along the way you will find activities, worksheets, videos, and discussion prompts to help guide you.

Please keep in mind that you know your young people the best! Feel free to supplement and alter portions of this as you see best fit for your young people and your community. There is an output for the end of each phase to submit online, otherwise; use this as a guide. Should you need any support along the way, there are more resources on our website: www.peacefirst.org or feel free to contact the Peace First Team at programs@peacefirst.org. We look forward to hearing about your projects in the near future!

Good luck!

Peace First Team



Before You Begin: About Peace First

Text: Peace First believes in the power of young people to change the world. Not someday in the future - right now.

Peace First is a non-profit organization dedicated to helping young people around the world to become powerful peacemakers by:

- Investing in their ideas
- Providing them with tools and skills
- Connecting them with other awesome young people around the world
- Sharing their stories and impact with the world

Violence is pervasive in our culture and impacts our young people every day, from guns on the streets to bullies in schools, intolerance, and our inability to connect with, respect, and be kind to each other. These experiences have a devastating effect on young people's healthy development, and contributes to a cycle that is at the root of so many other problems in our world.

Thankfully, over twenty years of experience working with young people has taught us that they can be powerful problem-solvers if they are called and prepared to do so. By teaching young people the skills of courage, compassion, and collaborative leadership, we can unleash their moral imagination. By investing in those ideas, we can help them address some of the most challenging issues in their communities.

Now is the time to unleash this untapped resource by teaching young people the skills they need to solve the problems that matter most to them, investing in the ideas that will help change our world for the better, and celebrating the stories of youth peacemaking happening around the world."

Before You Begin:

Overview of the Phases and Timelines

Below is an overview of the five phases young people will go through as they create their peacemaking projects: **Choose, Understand, Plan, Act, and Reflect**. Each stage has a touchpoint -- a point at which young people submit evidence of their work to Peace First to get feedback from their community of peacemakers -- and a series of tools to help young people create and implement their projects. Young people do not need to use every single tool, but we recommend going through the entire process as thoroughly as possible.

Choose:

Young people will learn about Peace First and the essential traits of peacemakers, identify issues in their community, differentiate between injustices and inconveniences, and choose an injustice to focus their peacemaking project on.

Touchpoint: Young people create a project page identifying their injustice on the Peace First site.

Tools:

- Introduction to Peace First (20–40 minutes)
- Personal Development (30 minutes)
- Creating an Effective Team (45 minutes – 1 hour)
- Positives and Negatives (45 minutes)
- Injustice or Inconvenience (45 minutes)
- Choosing an Injustice (20–30 minutes)

Understand:

Young people will dive deeper into their chosen injustice, interviewing members of the community to learn about their experiences and perspective, mapping the root causes and potential solutions to problems, envisioning a better future, and using the data they've collected and ideas they've generated to create a "Compassionate Insight" -- a big idea for how they'll improve their community.

Touchpoint: Young people will submit a Compassionate Insight on their project page on the Peace First site.

Tools:

- Talking to Others (Part 1: 45 minutes, Part 2: 45 minutes – 1 hour)
- Problem and Solution Trees (30–45 minutes)
- Imagining the Future (30–45 minutes)
- Compassionate Insights (20–30 minutes)



Plan:

Young people will create a concrete plan to bring their idea to life, setting specific goals, mapping out the resources and partnerships they will need, creating mechanisms for tracking their progress, designing a detailed plan and budget, and assessing risks.

Touchpoint: Young people will submit their plan, and can request a mini-grant of up to \$250, on their project page on the Peace First site.

Tools:

- SMART Goals (20–30 minutes)
- Head, Heart, Hands, and Feet (30–45 minutes)
- Planning and Budgeting (45 minutes)
- Reducing Risk (25 minutes)

Act:

Young people will put the project into action, collecting feedback from community members to improve their work and using a tool to track their progress.

Touchpoint: Young people will create updates on their project page, featuring photos, video, and stories from their project in action.

Tools:

- Getting Feedback (45 minutes - 1 hour)
- Tracking Your Progress (45 minutes)

Reflect:

Young people will reflect on how they have changed their community -- and changed themselves -- over the course of the project, thank those who supported them, work to tell their story to the world, and submit a final reflection as evidence of their hard work and lasting impact.

Touchpoint: Young people will submit a reflection on their project page on the Peace First site.

Tools:

- Individual Reflection (15 minutes)
- Team Reflection (15 minutes)
- Celebration and Thanks (varies)
- Telling Your Story (20 minutes)
- Final Reflection (30–45 minutes)

Before You Begin: Teams & Facilitator Agreement:

Please read and sign this with your team(s) before proceeding.

This agreement brings together the peacemakers, the facilitator, and Peace First into a commitment to support one another in changing our community for the better.

Peacemaking is hard work. It takes energy, focus, determination, and a lot of time. Because of that, no one can be a peacemaker without support from others around them.

By signing this agreement, we all accept our responsibilities in the peacemaking process. If we hold to this agreement, our project will be a success, and our community will change for the better.

Facilitator Agrees:

- To let the peacemakers' own ideas and values guide the peacemaking process
- To create a space that is warm, welcoming, affirming, and collaborative for peacemaking work to occur
- To share their knowledge, expertise, and time to help the peacemakers achieve their goals.

Peace First Agrees:

- To provide mini-grants of up to \$250 to all young peacemakers who submit feasible proposals that demonstrate compassion, courage, and collaboration.
- To provide a safe, welcoming digital community where peacemakers can get feedback and support for their project.
- To provide mentors, tools, and support to help peacemakers as they create their projects.

Peacemakers Agree:

- To show compassion by listening to others, courage by standing up for what's right, and collaboration by giving everyone a chance to lead.
- To follow through on our commitments and bring our best energy to the peacemaking process.
- To continue making the choice to be a peacemaker, even when doing the right thing is difficult or confusing.

Signed:

Peace First:

Facilitator:

Peacemakers:



PHASE 1 CHOOSE

In **Phase 1: Choose**, the young people will go through 6 tools in order to identify an injustice in their community. You will begin by introducing the peacemakers to the Peace First program through the introductory video. The young people will then reflect on their role as peacemakers and create group norms which will guide them through their work. They will then identify positive and negative aspects of their community and determine what is an injustice versus an inconvenience. By voting, young people will decide which injustice in their community they would like to address for their peacemaking project.

Output: Create a project page on the Peace First website and share your chosen injustice.

Choose: Introduction to Peace First

Objective:

Young people will understand the goals and steps of creating peacemaking projects. Young people will be exposed to the concepts of a peacemaker and peacemaking projects.

Resources Needed:

- [Peace First: Overview](#)
- Computers (if possible)

Deep Dive Resources:

- [Introductory Video](#)
- [Peacemaker examples: Choose](#)

Time:



20-40 minutes

Background:

This introductory lesson will give an overview of how to create peacemaking projects. It will show the young people the 5 phases they will go through, as well as give them an example of a peacemaking project. Young people will also be exposed to the definition of a peacemaker.

At the beginning of every lesson engage the young people in an opening circle. The purpose of the opening circle is to focus, inspire and connect the group as well as build a community between the young people. Young people can sit or stand in a circle (feel free to do the circles outside!). In each lesson, you will be given prompts to guide the opening circle. You, as the facilitator, will explain that there will be a talking token which indicates that whoever is holding the token is the one to be speaking (this can be any special item that you have available -- an option is to let the young people decorate a stone to use as the talking piece). You will begin with the talking piece as you state the circle prompt. Then you will pass the talking piece to the right and each young person will respond to the prompt.

A peacemaking project answers the questions:

How do you stand for what you believe in even when it is difficult and there are challenges? How can you understand different people's perspectives? How do you work with others, including people who disagree with you?

Different from other service projects or volunteer work, a peacemaker project is as much about who you are, as it is about what you do.



Tasks:

1. Begin by gathering the young people in a circle (sitting or standing; outside if it's a nice day!). Explain the role of the talking piece and that each day there will be a prompt to respond to in the circle. Sample opening prompts:
 - I feel happy when...
 - How would your best friend describe you?
 - What is one thing you like about yourself?
2. Begin your Peace First journey by showing young people through the video [Peace First: Overview](#) to inspire them.
3. This will allow them to become familiar with the purpose, the five steps they will be taking, and examples of peacemaking projects.
4. If possible, let the young people explore the [Peace First website](#) to become familiar with the platform as well as other projects around the world.
5. Lead a short class discussion on what it means to be a peacemaker. Young people may pull from examples they know from their community, the [Peace First Online](#) Community or beyond, or begin to think about how they can be a peacemaker in their community.
6. End the lesson by showing a [video](#) of Peacemakers already a part of the Peace First community.
7. Close the lesson by handing out the Peacemaker manuals and allowing young people to look through them so they understand the scope of the project they are beginning. Collect manuals at the end of the lesson.

Additional Information:

- If possible, have someone from your community who is a peacemaker come in to speak with the young people.
- For more information on opening (peacemaking) circles:
 - [Peacemaking Circles Overview](#)
 - [Restorative Practice and Circles](#)
- Young people can sign up to become part of the [Peace First](#) community and create a profile page online.



Choose: Personal Development

Objective:

Young people will be able to identify the extent to which they feel they are a peacemaker and reflect on their role as a peacemaker.

Resources Needed:

- Peacemaker manuals printed
- Videos/songs on computer
- Pen/pencils/crayons

Deep Dive Resources:

- Ted Talk: [The Danger of Silence](#)
- [Imagine - John Lennon](#)
- [Where is the Love? - Black Eyed Peas](#)

Time:



30 minutes

Background:

This lesson will encourage young people to think deeply about their own feelings on being a peacemaker. A peacemaker is one who identifies an injustice and seeks to address it through compassion and courage. Peacemaking includes how people welcome others into their school or community, how you and your community treat one another, how one stands up for others, and engaging in conversation and actions to solve injustices in your community such as poverty, girls rights, pollution, or hunger. However, it is not enough to just put peace first in your own life -- being a peacemaker means putting these practices to work on a broader scale. By using Malala and former Peace First Fellows as examples of peacemakers, young people can see themselves as peacemakers as well.



Tasks:

- Engage in the Opening Circle:
 - a. Pick a word to describe your future. Why did you chose that word?
 - b. Something that frustrates me is _____
 - c. If "peace" were a color it would be _____, because _____
- Show young people examples of a peacemakers:
 - a. [Malala video](#)
 - b. [Malala article](#)
 - c. Peace First examples:
[Meet Amazing Peacemakers!](#) (articles)
- Ask young people what they think made the person in the video a "peacemaker."
- Give young people their Peacemaker Manuals (either just for Phase 1 or complete manual). Explain to students that they will be working through the tool **Choose: Personal Development** today.
- Have young people begin working through their **Choose: Personal Development** materials.
- Circulate the room to answer any questions while young people complete worksheets, to answer any questions.
- After 10 minutes, call young people back to the whole group. Ask if anyone would like to share something they want to accomplish or something they learned about being a peacemaker.

Additional Information:

- Young people will complete this in their peacemaker manual, however; they can upload it to their profile page on the [Peace First Online Platform](#)
- Use the videos and songs from the Deep Dive resources to further engage the young people.
- You can chose to give the young people their entire Peacemaker manuals for all phases, or you can split them up and give each phase one at a time as they work through them.

Choose: **Creating an Effective Team**

Objective:

Young people will split into groups and will be able to identify characteristics of an effective team and create groups norms.

Resources Needed:

- Peacemaker manuals
- Team building activity preparation

Deep Dive Resources:

- Team building activities:
 - [Middle school](#)
 - [High school](#)
- [Characteristics of an Effective Team](#)
- [Peace First Digital Activity Center](#)

Time:



45-60 minutes

Background:

Based on the size of your group, split young people into groups of 3-5 people. You could group them based on common interests or in whichever way you believe would be most effective.

In this lesson, young people will begin by learning about each other by developing and sharing “Personal Crests.” They will identify their **superpowers** and **kryptonite** (strengths and weaknesses), the **communities** they belong to, and the **perspectives** they bring. Identifying and discussing these characteristics will help make sure that everyone has a clear and valued role in the group – that their teammates understand how to build on their strengths, support their areas of weakness, and learn from their unique identities and experiences.

Next, young people will develop “group norms” for their peacemaking group to adhere to. A **group norm** is a statement that the group decides together that they will follow. They are typically suggested by members of the group and then combined, altered, and agreed upon by the group. (For example, if one student suggests “Be respectful,” another student says, “Be kind,” and a third student says “Listen to each other,” those may be combined into the group norm: “Listen respectfully to each other in order to create a kind and safe environment.” All group members must agree upon the norms and refer to them throughout the peacemaking journey to ensure effective collaboration. Young people will use guided questions in their manual to create these norms.



Tasks:

1. Engage the young people in an opening circle:
 - Share a time when you worked with a really great team.
 - My best quality is _____
 - What does respect look like?
2. Choose one of the Deep Dive resources to engage the young people in a team building activity.
3. Help young people create Personal Crests, using the tool in their Peacemaker Manuals. Have them share their crests with one another and discuss how they can best support each other as a team.
4. Brainstorm with the group a list of effective team characteristics or examples of effective and ineffective teams they have worked with in the past. Document these on a board or chart paper to be left up during this lesson or for the duration of the peacemaking project.
5. Discuss with the young people what a group norm is -- give an example:
 - Norm: We will listen carefully in an effort to better understand one another and to be understood.
6. Split the young people into their peacemaking groups and work through the Choose: Creating an Effective Team portion of their packet (setting group norms).

Additional Information:

Young people will revisit this tool at the end of your project to see the progress they have made as a team. Young people can share their Team's effectiveness with other Peacemaking Teams via the [Peace First Online Platform](#).

Choose: Positives and Negatives

Objective:

Young people will be able to gather data about positive and negative aspects of their community and/or school.

What are you upset about? What are you proud of?

Resources Needed:

- Peacemakers manuals printed
- Large paper
- Markers
- Map of community (if applicable)

Deep Dive Resources:

- The following are two examples of community mapping activities which allows the young people to identify various resources within their community:
 - [Example 1](#)
 - [Example 2](#)
- This [video](#) shows young people going into their communities and documenting their challenges and strengths in them.

Time:



45 minutes

Background:

This lesson will be used to identify positives and negatives within the community on a small and broad scale. **Negatives** are things that are troubling in the community. Anything that is upsetting the young people may be able to be tracked down to an issue in their community. A **positive** is anything that the young people are proud of in their community or that is beneficial to them and the community. Try to encourage young people to think of positives in terms of resources that are available to them that they may be able to use when planning their projects (materials, skilled people, community centers, etc.). A positive can range from tables at your community center, to a community member with construction abilities, to the openness of the community to try new things. Negatives can range from lack of running water, to students being unkind to other groups of students, to littering.



Tasks:

1. Engage young people in the Opening Circle:
 - The best part of my community is....
 - One thing I would change about our community is...
 - My favorite place to go is....
2. Explain what a “community mapping” activity is. Split young people into their peacemaking groups to participate in this activity. Young people will identify aspects that make the community great, and those that might be difficult or unjust. IF possible, have young people explore and record their community outside. Use these prompts to get young people thinking:
 - Draw a map of your community: places you visit, where you can buy food or get water, community centers or places where people gather.
 - Draw what you love or appreciate about your community: people, places, resources
 - Draw the helpers in your community or the people trying to make positive change? Are you one of them?
 - Draw the problems in your community, the things that upset you about your community. What is something that is difficult in your community?
 - Draw the people who have power in your community? What are they doing with their power?
 - Draw the people who do not have power or access to resources in their community. Where are they? What are they doing? What do they need?
 - Draw your hopes for your community. What are the changes you want to see?
 - Examples in Deep Dive resources
3. Young people will use their guiding questions in their peacemaker manual and their community maps they created to discuss in depth the positives and negatives in their community.
 - If possible, provide pictures of their school, community, or a map to help prompt their thinking.
4. After they finish discussing, students will move to filling out the Positives/Negatives table in their manual.
5. When walking around during this activity, engage students by using prompting questions when they get stuck:
 - What is something you are proud of in your community?
 - What is something in your community that makes you upset?
 - What is something that is difficult in your community everyday?
6. Once finished, take pictures of the community maps and let young people hang up their completed maps in the room.

Choose: Injustice or Inconvenience

Objective:

Young people will be able to identify the difference between an injustice and an inconvenience, as well as categorize specific problems in their school and community.

Resources Needed:

- Peacemaker manuals
- Injustice/Inconvenience cards

Deep Dive Resources:

- [Addressing Injustice](#)

Time:



45 minutes - 1 hour

Background:

In this lesson young people will differentiate between injustices and inconveniences in order to prepare for identifying an injustice to solve in their community. An **injustice** is a long-standing harm to a particular person or group, or when someone is targeted based on their identity. Examples of injustices range from bullying in a school because of ethnicity, lacking clean water in a community, and girls not receiving an education. An **inconvenience** can be short-term irritants to all groups, often random. An inconvenience could be not being allowed to use cell phones, a traffic jam, or becoming sick with a cold.

In the past, injustices have been the catalyst for many great social movements. The targeted group often uses the lack of justice, fairness and equality as fuel to overcome obstacles and to realize a greater sense of purpose, potential and the advancement of human rights.



Tasks:

1. Engage the young people in an Opening Circle:
 - a. Peace feels like...
 - b. It's not fair when...
 - c. I feel frustrated when...
2. Split the young people into their peacemaking groups to participate in an activity:
 - a. Young people will be asked to categorize 4 pictures as injustices or inconveniences.
 - b. Young people should begin by doing this activity on their own before discussing their choices in small groups.
3. Bring the young people back to the whole group circle and discuss what they believe the differences are between an injustice and an inconvenience and why they categorized some photos as one but not the other in the previous activity.
4. Young people will then refer to the table and examples of injustices versus inconvenience.
5. They will then take their list of "negatives" from the previous lesson and fill in the table in their students manual to determine whether the negative is an injustice or inconvenience.
6. If the young people answer YES to 2 or more questions -- the issue is probably an injustice. If not, it is likely an inconvenience.
7. Conclude by referring back to the earlier activity and see if the young people's views have changed after engaging in this lesson.

Additional Information:

The goal is not for all young people to necessarily view each picture in the same way. The goal is for them to think critically about whether they view certain events as injustices or inconveniences.

Choose: Choosing an Injustice

Objective:

Young people will be able to choose an injustice for their peacemaking project.

Resources Needed:

- Peacemaker manuals printed

Deep Dive Resources:

- [Examples of Young Activists](#)
- [Meet Amazing Peacemakers](#)

Time:



20-30 minutes

Background:

In this lesson, young people will be able to refer to their injustices they discovered in the previous lesson and decide which one they would like to address for their peacemaking project. As a team they will need to agree on the injustice that is most compelling for them.



Tasks:

- 1.** Engage young people in an Opening Circle:
 - a.** If you could have dinner with anyone who inspires you (alive or not) who would it be and why?
 - b.** What gives you hope?
 - c.** Today I feel...

- 2.** Watch one of the peacemaking examples videos on the Peace First website to inspire the young people as they begin to chose their injustice.
 - a.** In Deep Dive resources: There is a link to examples of young people activists around the world.

- 3.** Have each young person, anonymously, write one thing they want to see in the world, how they view peace in their community, or something that inspires them. Have each person crumble up their paper and throw it into the center of the room. Then, have each young person pick up someone else's paper and read it out loud. As each young person reads another's paper, paste the words on a picture of a globe or a central location in the room to serve as a reminder of their inspirations as they begin this peacemaking journey.

- 4.** Split young people into their peacemaking groups. Young people will use their manuals to fill out the worksheet on injustices and why they are important.

- 5.** Young people will use the multi-vote system to determine which injustice they will create their project on.
 - a.** Each team member is given 5 votes. They can choose to allocate their votes in any way they see fit: All five votes to one injustice, split between a few injustices, or one to each.
 - b.** All votes will be tallied and the injustice with the most votes will be the one the group will address for the peacemaking project.

- 6.** Once teams have selected an injustice, have young people create a project page on the [Peace First Online Platform](#) where they will share their chosen injustice and post a picture. All young people in the team should join that project page so they can get updates and feedback from the Peace First Community.

Choose:

Referenced Links

Peace First: Overview video: <https://www.youtube.com/watch?v=zEpx6sw8aXU&t=2s>

Introductory Video: <https://www.youtube.com/watch?v=z7lowRJSRi0&t=9s>

Peacemaker examples: <http://www.peacefirst.org/stories>

Peace First: Overview: <https://www.youtube.com/watch?v=zEpx6sw8aXU&t=2s>

Peace First website: <http://www.peacefirst.org/>

Video: <https://www.youtube.com/watch?v=FI0ep47B0V4>

Peacemaking Circles Overview:
http://www.project-nia.org/docs/Peacemaking_Circles_overview.pdf

Restorative Practice and Circles: <http://bit.ly/1mbUiox>

Personal Development Deep Dive Resources:

Ted Talk: The Danger of Silence:
https://www.ted.com/talks/clint_smith_the_danger_of_silence

Imagine - John Lennon: <https://www.youtube.com/watch?v=DVg2EjvvlF8>

Where is the Love? - Black Eyed Peas: <https://www.youtube.com/watch?v=WpYeekQkAdc>

Examples of peacemakers:

Malala video: https://www.youtube.com/watch?v=5FNriz_YVh0

Malala article: <http://www.timeforkids.com/news/malala-yousafzai/195376>

Peace First examples:

Meet Amazing Peacemakers! (Articles):
<https://www.peacefirst.org/meet-some-amazing-peacemakers/>



Additional Information:

Peace First Online Platform: www.peacefirst.org

Team building activities: Middle school and High school

Middle school:

<http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/>

High school:

<http://www.ventureteambuilding.co.uk/team-building-activities-for-teens/>

Characteristics of an Effective Team:

http://www.ursuline.edu/documents/student_life/student_activities/lead/10_Characteristics_of_Successful_Teams.pdf

Peace First Digital Activity Center:

<http://www2.peacefirst.org/digitalactivitycenter/resources/search>

Peace First Online Platform:

<http://www.peacefirst.org>

Examples of community mapping activities:

Example 1:

www.generationon.org/files/flat-page/files/community_mapping_for_youth.pdf

Example 2:

<https://www.rootsandshoots.org/sites/default/files/Community%20Mapping%20101.pdf>

Video:

<https://www.youtube.com/watch?v=re7bl4yTTWY>

Examples of Young Activists:

<http://www.complex.com/pop-culture/2013/03/10-young-activists-who-are-changing-the-world/christopher-yao>

Meet Amazing Peacemakers:

<https://www.peacefirst.org/meet-some-amazing-peacemakers/>

Addressing Injustice:

<http://www.beyondintractability.org/essay/address-injustice>



PHASE 2 UNDERSTAND

In **Phase 2: Understand**, young people will research and conduct interviews in order to more deeply understand their chosen injustice. They will begin by interviewing members of the community who may have opposing views. The young people will then create problem and solution trees to uncover the root cause of the injustice and brainstorm solutions. Once they have identified potential solutions they will identify any potential risks for this project. The main output from this phase is a **compassionate insight** – a statement identifying the root cause of the problem and an action that can be taken to solve it – that young people will create. This will include an image of their chosen injustice, their understanding of the injustice root cause and an idea on how they want to address that root cause.

Output: Compassionate insight uploaded to team's project page on the Peace First Challenge platform.



Understand: Talking to Others

Objective:

Young people will be able to gather information about how others view their injustice through research and interviews.

Part 1: Research, identify and plan interviews.

Part 2: Conduct interviews

Resources Needed:

- Peacemaker manuals
- Recording devices (if applicable)
- Research materials: books, articles, etc.

Deep Dive Resources:

- [Email Etiquette slideshow](#)
- [Email Etiquette video](#)
- [Games to teach interviewing](#)

Time:



Part 1:
45 minutes



Part 2:
45 minutes-1 hour

Background:

The first lesson of the second phase, Understand, will allow the young people to discover various perspectives on their injustice.

Part 1: They will begin by researching their injustice. This can be done using computers, books, articles, or any other means that is available in your community. If few research resources are available, have the youth brainstorm what they think could be other perspectives on this injustice.

Part 2: They will then identify people in their community to interview to gain a broader perspective on this injustice. Encourage the youth to gather information from a wide variety of people. Young people will plan interviews, make contact with the person or group, and then interview them and record the responses.

The idea of this part is to gain a wide perspective on the injustice in order to plan an effective solution. Youth will also gain skills in researching and interviewing.

Tasks:

Part 1:

1. Engage the young people in an Opening Circle:
 - a. Talk about a time when you were out of your comfort zone.
 - b. I feel nervous when...
2. Explain the purpose of this part and the two parts they will go through in this phase: research and interview.
3. Model for the students how to research their injustice in whatever means is best for your school/community (internet, books, etc. -- if these resources are not available, students can list differing opinions they believe people may have regarding this injustice.) Please reach out to the members of the Peace First Online Community for ideas and opinions.
4. Using their worksheets in the peacemakers manual, young people will take notes on the differing opinions and then brainstorm a list of potential interviewees.

Part 2:

1. Show the young people the [video](#) on good and bad interviewing. Have young people act out good and bad interviewing practices.
 - a. Although the video is on job interviews, many of the same skills still apply.
2. Young people will contact potential interviewees via phone calls or email to schedule an interview time.
 - a. Refer to the Dive Deep resources for interview and email preparation materials.
3. During the interviews, encourage one young person to ask the questions while another one records the responses in their manuals. Remind the young people that they are gathering unique perspectives -- not trying to argue or convince anyone of their opinion.
4. If at all possible, ensure there is a responsible adult to observe these conversations.
5. After all interviews have taken place, have young people meet back in their group to discuss their findings.

Additional Information:

- Encourage the interviews to take place in a variety of locations. Getting the young people out into the community is the most effective way to encourage engagement!
- It is important to remember and communicate clearly with the young people that interviewing members of the community on their injustice could present some risks. Try to have an adult present for the interview and remind the young people not to engage in an argument and to be respectful of the views presented. Reach out to the Peace First Community if you have any concerns!



Understand:

Problem and Solution Trees

Objective:

Young people will be able to create problem and solution trees through research and collaboration with their team relating to their chosen injustice.

Resources Needed:

- Peacemaker manuals
- Chart paper
- Markers

Deep Dive Resources:

- [Slideshow](#) for problem/solution trees

Time:



30-45 minutes

Background:

In this lesson the young people will research the causes and consequences of their injustice. A **cause** refers to the force, circumstance, behavior or person that is causing the injustice. Causes of the injustice will include researching the history of the injustice and who is perpetuating this injustice. A **consequence** refers to the resulting outcome or experience. Consequences of the injustice will include who is affected by it and who is working towards solving this injustice.

Young people will create **Problem and Solution Trees** (see a slideshow example in Dive Deep resources). A **Problem Tree** identifies the core problem, the root causes, and the impact of those. A **Solution Tree** identifies a desired alternative, potential solutions and consequences.

Tasks:

1. Engage young people in an **Opening Circle**:
 - a. What change would you like to see in your community? How can you promote that change?
 - b. Discuss a time you experienced conflict and how you solved it.
 - c. Problems are best solved by...
2. Now that the young people have selected an injustice, they will research the history and impact of that particular injustice. Have the young people use the internet, articles, and/or books to research the causes and consequences of their injustice. Young people can use the questions and worksheet in their peacemakers manual to guide their research.



3. Before you start, discuss the difference between a **Cause** and a **Consequence**.
4. Introduce a **Problem and Solution Tree** to the young people. On the **Problem Tree**, the primary Injustice represents the trunk, the Causes below are the roots, and Consequences extend into the sky as branches.
5. Create a **Problem Tree** as an example and model filling out the tree by asking: "What might have caused this and why?" Draw each cause as a root growing off of the main trunk, labeled "Primary Injustice." When you have an answer to that question, go deeper by asking, "What might have caused that and why?" Keep inquiring until you have at least three levels of inquiry.

When modeling, chose a problem and solution that is familiar to you and your young people.

6. Model and repeat the process above for Consequences, working through three levels of inquiry to give a well-rounded perspective of the deepest consequence of the chosen injustice. Draw each consequence as a branch growing up from the main trunk, labeled "Primary Injustice."
7. Split the young people into their peacemaking groups to complete their own **Problem Trees**. This can be done in their manual or on large chart paper to hang around the room as a visual reminder, if available. Encourage young people to be creative in designing their tree and use the worksheet either as an example or template, if needed. (Some options are to use paints, construction paper, or other art materials to create various problem and solution trees).
8. If there is time, have young people walk around the room to view and reflect on other groups' **Problem Trees**. Prompt young people to think about the similarities and differences between **Problem Trees** in the same community.
9. Repeat the process and model for the young people how to fill in a **Solution Tree**. This time, rather than the problem, imagine what the future would look like if this injustice did not exist. Write this desired alternative in the trunk of the tree. Next, in the branches, write all of the positive effects of this new alternative – what does this good cause in the world? Finally, turn to the roots and ask: How could you reach this good alternative? Keep asking the same question up to three times to brainstorm more ideas that will help you identify a solution to your chosen injustice. After you have modeled this, have the young people complete their **Solution Trees** with their groups.
10. Encourage students to share their **Solution Trees** with members of the community or other Peace First groups.



Understand: **Imagining the Future**

Objective:

Young people will be able to reflect on their desired alternative for their chosen injustice and the challenges that may prevent this solution from being possible.

Resources Needed:

- Peacemaker manuals
- Chart paper
- Markers

Deep Dive Resources:

- You can listen to the song: [Imagine - John Lennon](#) to engage the young people in imagining a more peaceful future.

Time:



30-45 minutes

Background:

In this lesson, the young people will reflect on their desired alternative to their chosen injustice. They will use their previous work on “Positives and Negatives” to guide their thinking as they list the driving and opposing forces to their solutions.

A **driving force** is a positive force, circumstance, and/or condition that encourages and enables progress toward the Desired Alternative. In other words, what’s working, what’s helping, what’s inspiring, encouraging and gaining positive traction? These “Driving Forces” are like arrows, moving the situation up toward an ideal future. **Obstructing Forces** are circumstances and conditions that keep the injustice in place and block any progress toward achieving the Desired Alternative. In other words, what’s keeping you stuck, tripping you up, standing in your way and stopping you from moving forward?



Tasks:

1. Engage the young people in an Opening Circle:
 - a. When I imagine my future, I imagine...
 - b. When I imagine our communities future, I imagine....
 - c. What is your passion?
2. As a whole group, show [stories](#) from other peacemaker journeys that relate to the injustices each team has chosen. Have the young people turn and talk in their group about how similar solutions or challenges may arise within their projects.
3. Before splitting into their groups, discuss exactly what a driving force and an opposing force is, with examples from the peacemaker examples.
4. To demonstrate driving and opposing forces have the young people play "Forces Tug-of-War"
 - a. Outside, lay a large rope on the ground. Have young people suggest opposing or driving forces from the examples they discussed. Each time a young person suggests a force write it on a small piece of paper (Red paper or marker for opposing and green for driving). Tape the paper to the back of one young person and have them hold onto the rope on either the opposing or driving force side.
 - b. After a few are suggested have the young people tug on the rope and try to get the other people to their side (this will demonstrate if they have more opposing or driving forces suggested)
 - c. Continue by adding more suggested forces from the young people.
 - d. Reflect as a group what this means for their projects.
5. Have young people split into the peacemaking groups and write their current state of the injustice and desired alternative on their worksheets. In the peacemakers' manual they have detailed instructions on how to complete the activity.
6. Once they have completed the worksheet, call them back as a whole group. We will take this opportunity to assess how the teams are working together. Using a "team effectiveness" survey, found in their manuals, each team (or individual) will complete the survey. This can be used to track their progress as a team or identify aspects of the team that need to be improved. Encourage students to reflect honestly and offer any suggestions to help their team work together more effectively.

Additional Information:

- If you are unfamiliar with "typical" tug-of-war, the link to basic instructions is below. Modify this based on the [instructions](#) given above for this activity.



Understand:

Compassionate Insights

Objective:

Young people will be able to explore the feelings of those affected by the injustice and those who are causing it.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- What is [compassion](#)?
- [Projects](#)

Time:



20-30 minutes

Background:

In this lesson, the young people will be able to reflect compassionately on how this injustice affects others and then create “Compassionate Insight” statements relating to their chosen injustice. A “Compassionate Insight” is a statement that states the injustice, the chosen root cause or problem, and then an alternative solution. The young people are going to use this phase to create those statements through a lens of compassion. They will reflect on how people suffering from this injustice may feel as well as those perpetuating this injustice. After creating these statements they will vote on which solution they will pursue.



Tasks:

1. Engage the young people in an Opening Circle:
 - a. Have the young people take 3-5 minutes of silence to reflect on how they would feel if this injustice was affecting them, or how they do feel if it currently does affect them. They can silently reflect or write down their thoughts.
 - b. Pose the questions: What might it feel like to suffer these forces and causes contributing to this injustice? What might it feel like to actually be the force or the cause of this injustice?
2. Remind the young people of their work with the problem trees and with the driving and obstructing forces. They will use those activities to create 2-3 statements about their injustice and solutions. Model this using the problem tree that you used to model in a previous lesson. Use the sentence structure:

To overcome the injustice of _____ (list injustice),
we will address _____ (list one of the root causes)
by _____ (list possible solution-referring to
driving forces and positive community assets).

3. Have the young people split into their teams to begin creating their own compassionate insights.
4. After 15 minutes, request that the young people begin to decide on which statement will guide the rest of their project but voting on each statement. (Worksheet for this is provided in the peacemaker manual).
5. Once the statement is chosen, young people will write it on their team's project page on the Peace First website and add a group picture.
6. If time permits, allow young people to creatively display their Compassionate Insights (Decorate on a poster, painting a picture, drawing a comic -- whatever is meaningful to their group). These can be displayed around the room.



Understand:

Referenced Links

Email Etiquette slideshow:

<https://www.slideshare.net/elliesimons/email-etiquette-26673915>

Email Etiquette video:

<https://www.youtube.com/watch?v=qNSztAqD19g>

Games to teach interviewing:

<https://storydynamics.com/Articles/Education/interviewing.html>

Video: <https://www.youtube.com/watch?v=GmzYrjAsDng>

Slideshow for problem/solution trees:

<https://www.slideshare.net/ncsustainability/developing-a-problem-tree>

Tools Page:

<http://www.peacefirst.org/resources>

You can listen to the song:

Imagine - John Lennon: <https://www.youtube.com/watch?v=DVg2EjvvlF8>

Stories: <https://www.peacefirst.org/stories>

Instructions: <http://www.csuci.edu/recreation/basicugofwarrules.pdf>

Compassionate Insights

Compassion:

<https://www.psychologytoday.com/blog/happiness-in-world/200911/what-compassion-is>

Insights Map: <http://www.peacefirst.org/projects>



PHASE 3 PLAN

In **Phase 3: Plan**, the young people will turn their insights into action and invite others to join them. They will begin by creating SMART goals and then identify resources needed to carry out the plan. The young people will create a budget for their project and identify people, with whom they could partner. Once they have completed the plan stage they may be eligible for a mini-grant between \$25-\$250!

Output: Submit your project plan on the Peace First Challenge website and apply for a mini-grant of up to \$250 to support your peacemaking project.



Plan: SMART Goals

Objective:

Young people will be able to use SMART Goals to structure the plan of their projects.

Resources Needed:

- Peacemaker manuals
- Large chart paper
- Markers

Deep Dive Resources:

- [SMART Goals Introduction](#)
Video This video will introduce the young people to the ideas behind SMART goals and how to create them:
- ["Where Are We Headed?"](#)
This is a video of young people discussing their goals:
- Bring in a guest speaker from the community to discuss goal setting

Time:



20-30 minutes

Background:

In this lesson, the young people will be use the SMART Goal structure to plan their projects.

SMART Goals are:

Specific: Clear, concrete, concise

Measureable: Goal can be tracked and counted

Attainable: Achievable with your time and resources

Relevant: Aligned with the injustice you are trying to solve

Time-bound: Scheduled

The young people will use their Compassionate Insight from the previous lesson that had the most votes to begin planning using the SMART Goal format. If possible, have young people and adults from the community come in to speak with the young people about the values and purposes of goal setting.

Tasks:

1. Engage the young people in an Opening Circle:
 - a. When I get to be older I want to be a _____
 - b. Goals are important because _____
 - c. I feel motivated when _____



2. Show young people the [“Where Are We Headed?”](#) video. Engage in a whole group discussion about the video.
 - a. What is the difference between a wish and a goal?
 - b. What are important aspects of setting a goal?
3. OR participate in goal setting [TRASH Game](#)
4. Walk students through an example of SMART Goal setting. Write this on a board or large chart paper to hang in the room for young people to reference as they create their own goals. Use the example below or an example most relevant to your community.

EXAMPLE:

Selected Injustice: Young people do not always have enough food over the weekends.	
Compassionate Insight: We will address schools not providing free meals over the weekend by growing food in a school garden for students to take home.	
Desired Future: We envision a future where no child goes hungry.	
Specific <i>What are we going to do? What do we want to accomplish? How are we going to do it?</i>	<i>Create a school indoor and outdoor garden with fruits and vegetables.</i>
Measurable <i>How will we know when we have reached our goal?</i>	<i>We will know we have reached our goal when 20 students can take home food over the weekends.</i>
Attainable <i>Can we see ourselves achieving this goal? Can we break it down into manageable pieces?</i>	<i>We will gather donation from the community in terms of resources and expertise. There are many members of our community that are experts in gardening.</i>
Relevant <i>Is this aligned with our injustice we are trying to solve?</i>	<i>The garden will provide food for the community.</i>
Time-bound <i>What is our target date for reaching this goal</i>	<i>We will begin the garden in the spring and have the initial crops harvested by the fall.</i>

5. Split young people into their peacemaking groups and have them complete their own SMART Goals. Walk around to monitor and support.
6. After 15 minutes, bring the young people back to the whole group. Have each group switch SMART Goals with another group (if possible) to determine if their goals fit the SMART Goal criteria and are clear enough for other people to understand.



Plan: Head, Heart, Hands, and Feet

Objective:

Young people will be able to plan how to solve their injustice.

Resources Needed:

- Peacemaker manuals
- Optional:
 - Chalk
 - Paint
 - Markers
 - Large paper
 - Sticky Notes

Deep Dive Resources:

- [Brainstorming tricks to inspire brilliant ideas](#)

Time:



30-45 minutes

Background:

In this lesson, the young people will brainstorm ideas to help them better plan their project to solve the chosen injustice. The framework they will be using is a diagram of a human body to help guide their thoughts as they think through various aspects of their projects.

Each body part represents a different aspect of their planning:

Head (Goals): What they need to keep in mind when planning

(Young people will write their SMART Goals here)

Heart (Compassion and Courage): How they can show their compassion and courage

(How will they care for others? How will they stand up for what's right?)

Hands (Actions): Identify a group they can collaborate with and supplies/equipment needed.

Feet (Outlined Steps): What will they do and how will they know when they have succeeded.

After they have completed the activity they will participate in a gallery walk using the "TAG" strategy. Young people will be given sticky notes to walk around the room with and view other team's planning diagrams. On the sticky note they will offer feedback to other teams using the "TAG" strategy and leave the sticky note feedback beside the groups' diagrams.

T: Tell the group something you loved.

A: Ask the group clarifying questions about their plan.

G: Give the group a positive suggestion.

Tasks:

1. Engage the young people in an Opening Circle:
 - a. Something positive that happened to you this week.
 - b. One part of my project that I am unsure about is...
2. Explain to the young people the diagram that they will be using as a framework for the plan and what each part of the body represents in their plan.
3. Model this activity by either tracing a young person on a large sheet of paper or if possible, with chalk on a sidewalk outside. Using the SMART Goal example from P1 engage the students in filling out Head, Heart, Hands, and Feet using the traced human body diagram. (If done with chalk, make sure to take a picture of the example).



4. Split young people into their groups to complete this activity for their chosen injustice and SMART goal. Depending on availability of materials, have students either complete the activity outside with chalk (and then take a picture of it), or use large paper to trace a team member and complete activity (using markers or paint).
5. Make sure to have every group take a picture when finished, as well as copy this activity onto their worksheet in their manuals.
6. Once they have answered the questions for each part of their diagram, encourage the young people to decorate their diagram in a way that is meaningful to their group and project. Display the diagrams in the room to create a mural of goal setting diagrams.
7. Once all diagrams are complete and hung up on a wall, have all groups participate in a TAG gallery walk (as described above). Once finished give teams two minutes to read the feedback provided for them by the other groups.

Additional Information:

Upload your Head, Heart, Hands, and Feet worksheet or picture of activity to your team's project page located on the Peace First [website!](https://peacefirst.org)



Plan: Planning and Budgeting

Objective:

Young people will be able to create a detailed plan for their project and outline a budget with resources and prices.

Resources Needed:

- Peacemaker manuals
- Paper bag and 5 items (Resourcefulness activity)
- Sticky notes

Deep Dive Resources:

- [Article](#) on teaching young people to be resourceful
- Resourcefulness activity: Put 5 items in a paper bag. Have students take items out and they must create something that could be useful for their classroom or home. They are only allowed to use their imagination and what is in the bag. Have a discussion about the benefits and challenges of being resourceful such as this activity demonstrated.

Time:



45 minutes

Background:

In this lesson, the young people will develop a detailed plan with action steps and an accompanying budget for their projects. The more detailed this section is the more likely they are to receive a grant (from Peace First or another organization) and successfully complete their projects on time.

It is important to encourage students to be specific about what materials they and how much they cost and to be realistic on the timing. Most prices of supplies can be found online or through asking community members.

Besides just listing activities, target dates, who will do these activities, and the corresponding budget, the worksheet asks the young people to develop indicators for quantity and quality. A quantity indicator could be the number of people served or attending the event. The quality indicator would be relating to their experience.

NOTE:

Many projects do not require a budget for the first steps. Make sure to use resources that are already in your community!

Tasks:

1. Engage the young people in an Opening Circle:
 - a. Describe a time where you did not have enough of something.
 - b. An experience where you turned a negative situation into a positive.
 - c. I feel calm when...
2. Split young people into their peacemaking groups. Give each group a paper bag with five random items (items from home, the classroom or outside). Instruct each group to make something that could be used in the classroom out of only those five materials. Once finished, bring the groups together to discuss what it feels like to have to use limited resources. What were the benefits and challenges?
3. As a whole group, walk the young people through an example of planning and budgeting, continuing off of the example from the previous two tools. Encourage them to think within the community for resources (who has what skills, who or what organization could donate materials, etc.)
4. Give each student 3 sticky notes of the same color. Have the students think about resources within the school, community, or homes that could be used in the example injustice (Refer to the example injustice SMART Goal and Head, Heart, Hands, Feet activities).
5. Model filling in the planning and budgeting worksheet provided for the example injustice. As you go, have them place their sticky note resources next to the step that corresponds with that resource. Whatever necessary resources are left over that would need to be purchased, research or estimate the cost of that supply.
6. Have young people split into their teams to participate in this activity by themselves. Before they begin filling out their worksheets, give each young person 5 more sticky notes of a different color. Have them each write available resources for their project.
7. Young people will then fill in a detailed plan and budget for their projects, focusing on resources that are already available to them.
8. If possible, have students walk around the school, or outside in the community to find resources, materials, and supplies that could be gathered for free for their projects (look for donation centers, ask community business partners, resources within a school, etc).
9. Once they have a plan, budget, and indicators are developed, submit the narrative template and proposed budgets for consideration for a mini-grant through Peace First!

Additional Information:

- Use the tools page for additional examples of Project Plans and Budgets. Refer to the tip sheet.
- For additional funding sources try crowdfunding sites like [Donors Choose](#) and [Go-FundMe](#)



Plan: Reducing Risk

Objective:

Young people will be able to assess risks associated with their projects and find ways to reduce those risks.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [How to use a risk assessment matrix](#)

Time:



25 minutes

Background:

In this lesson, young people will identify any potential risks associated with completing their peacemaking project. A risk is anything that is potentially harmful to the young people themselves, the community, or their project. These risks could be small, such as looking silly in front of their friends. Some risks could be more significant, such as making someone in the community angry or being in a physically unsafe environment. In this lesson it is important, as the facilitator, to help the young people determine if a risk is reckless or a safe risk.

It is important to remember that people often over or underestimate risks associated with projects, especially projects they are passionate about. Finding a mentor to check the team's assumptions or trading work between groups will be helpful in this stage in order for teams to more accurately assess the risks. The goal is to not make this project risk-free but rather, to be able to assess your risks wisely for the success of the project.



Tasks:

1. Engage the young people in an Opening Circle:
 - a. Discuss a time you took a risk. Why did you take this risk? What happened?
 - b. I am afraid when...
 - c. I feel brave when...
2. As a whole group, discuss risks that are reckless versus wise risks. Give each young person a notecard with a risk written on it. Have each person go around in the circle and identify whether it is a wise or reckless risk and why.
3. Split young people into the peacemaking groups. Have the young people begin to identify risks associated with their projects. Walk around with prompting questions such as:
 - a. How might you be putting yourself and others at risk?
 - b. Is this a short-term or small risk that will help you grow as a peacemaker or is this a reckless risk?
 - c. What is something you can do to lessen this risk?
4. Once finished, have peacemaking groups trade their risk assessment papers and re-view each other's work. This allows for another perspective on what is reckless versus wise.
5. Using the project plan and budget worksheets, submit the project plan form on the Peace First Challenge website to be eligible for a mini-grant of up to \$250 to support each team's peacemaking project.



Plan:

Referenced Links

SMART Goals Introduction: <https://www.youtube.com/watch?v=yA53yhiOe04>

"Where Are We Headed?": <https://www.youtube.com/watch?v=nJRd-yzC5GI>

TRASH Game:

<http://www.thiagi.com/archived-games/2015/2/22/trash-goal-setting-simulation>

Brainstorming tricks to inspire brilliant ideas:

<https://blog.hubspot.com/marketing/brainstorm-productive#sm.0000ubhmgkgxqeeixeh2fp2j74drr>

Website: <https://www.peacefirstchallenge.org/get-started/>

Article on teaching young people to be resourceful:

<http://www.opencolleges.edu.au/informed/features/the-ultimate-lesson-teaching-your-students-to-be-resourceful/>

Additional funding sources

Donors Choose and Go-FundMe

Donors Choose: <https://www.donorschoose.org>

Go-FundMe: <https://www.gofundme.com>

How to use a risk assessment matrix:

<http://www.brighthubpm.com/risk-management/88566-tool-for-assessing-project-risk/>



PHASE 4 ACT

In **Phase 4: Act**, the young people will engage in their peacemaking projects. As the projects progress, teams can track their progress through a worksheet and online to stay accountable to the work. It is also a good time to go back to the team effectiveness survey and check in on their progress. Since activities will look different for each group, support your young people by asking them what they need to complete their activities and help in facilitating the activities. If possible, have group reflections after activities are completed. We have also included some resources for common challenges young people face in their peacemaking projects.

Output: Post evidence of peacemaking project (updates, videos, and pictures) on the team's project page on the Peace First Challenge website.



Act: Gathering Feedback

Objective:

Young people will collect feedback on their plans and materials and use it to improve their project.

Resources Needed:

- Peacemaker manuals, recording devices (optional)

Deep Dive Resources:

- [How To Take Feedback Like A Pro](#)

Time:



45 minutes - 1 hour

Background:

This lesson helps young people gather feedback on the plans they've developed so far, and incorporate that feedback into their project. Encourage young people to seek feedback from a wide range of sources, especially those closest to the problem, and to consider all suggestions carefully. However, remind young people that a project doesn't need to be perfect for them to be ready to act -- they can still start implementing their idea even if they still have things they want to work on or questions they want to fix.

Tasks:

1. Engage the young people in an Opening Circle with the following questions:
 - a. Discuss a time where getting feedback helped you improve something you were doing.
 - b. Share a memory of good feedback you received from a mentor or teacher.
2. As a group, identify the resources young people will share to receive feedback. It may just be the materials they prepared during the planning stage. Or, if they are planning something like an event or a workshop, it may be the materials they have developed for that purpose.
3. As a group, create a list of individuals young people will reach out to for feedback. Remind young people of the questions to ask.
4. Each young person will interview a few people who can offer them feedback on the project. These interviews may have to occur separately.
5. As a group, read through the feedback received during each interview. Encourage young people to identify two or three specific improvements to make to their project as a result of the feedback.

Additional Information:

Let young people know that it is important to graciously receive all feedback, but that doesn't mean they need to make every single change that is suggested to them!

Act: Tracking Your Progress

Objective:

Young people will be able to reflect on how their activities are going for their peacemaking project.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [How to stay motivated](#)

Time:



45 minutes

Background:

Background: This lesson is extremely flexible regarding timing and how you use it. The idea is that the young people will have engaged in some of their activities prior to this lesson. Then, they will use their manuals to reflect and track their progress so far. This can be done quickly after each activity they complete over the course of their projects, or every couple weeks as they finish different activities associated with their projects.

Make sure to constantly be checking in with the groups about their progress and any support they may need to complete each activity.

Once all activities have been completed, young people will give a survey to the participants in their activity to determine their level of impact. This could be a simple question such as: "Do you commit to recycling your bottles and cans?" following a community recycling awareness campaign. This will allow young people to determine the scope of their impact.



Tasks:

1. Engage the young people in an Opening Circle:
 - a. Discuss a time when you achieved something you are proud of.
 - b. Discuss things that you find challenging.
2. As a group, discuss the activities that have been completed and the activities that still need to be completed.
3. Go through each activity and discuss how the activity went compared to how it was planned.
4. Ask them to reflect on things they feel need to be changed to help them be successful with their projects. These changes need to be updated in their plans.

Additional Information:

Encourage young people to come back and revise their plans as they go. No plan is perfect and they all require adjustments to reach the final desired state!

Act: Other Resources



Although most of your planning was done in the previous phase, here are some more things you may want to think about.

If you are planning an event, make sure to think about:

- A date and time that allows the most people to be able to come
- Where this event can take place
- Who you want to come
- How to market/advertise this event to different people
- What would stop people from coming
- Making the purpose of the event clear
- What resources and materials do you need
- How can you get those materials
- What is the purpose of your event or desired outcome

Please reach out to the Peace First Community if you need any support in planning!



While the best option is to try to use resources that are already available within your community, we understand you may need to raise additional funds. Here are some resources to help guide your fundraising:

Crowdfunding:

- [Donors Choose](#)
- [GoFundMe](#)
- Information on crowdfunding [websites](#)
- [Tips](#) for crowdfunding
- 5 Tips ([video](#)) for making crowdfunding videos

Fundraising Tips:

- <http://www.thefundraisingauthority.com/fundraising-basics/>
- [How to raise money](#)



It is important that you have enough people at your event and getting involved in your plan! Here are some suggestions for how to market your project.

- Make sure you clearly state the purpose of your project on all marketing materials
- Keep in mind you may need to market differently to different groups of people (maybe a flyer around your school for the students, but an email for the teachers).
- If it is safe to do so, include pictures of your team creating this project

Ways to market or advertise:

- Flyers around school, community, town, etc.
 - [Advice](#) on making flyers
- Emails
- Facebook; school websites; etc.
- Word of mouth
- Phone calls
- Videos
 - Making a simple [video](#)!
- Posters

Marketing [Suggestions](#) and [Advice](#)



As you plan your event, or develop your peacemaking project it is important that your group:

- Assign specific roles and responsibilities
- Track your Progress -- refer to Act: Tracking your Progress
- Reflect on what is successful or not and why
- This is also a good time to go back to Team Effectiveness Survey and check in as a group.



DONATIONS

There may be local business that are willing to support your projects! Reach out to businesses or organizations that either sell/provide the materials or resources you might need, or have a similar mission to your project.

Ideas:

- Write a donation request letter or email
- Go speak with someone at the business
- Call the business

[Article](#) on school-business partnerships

[Companies That Care About Kids](#)



STAY INSPIRED

Make sure to keep your team inspired in this process!

- Refer back to the other peacemaker videos or examples of project online.
 - [Meet Other Peacemakers](#)
 - [Explore Peace First Projects](#)
- Continue to engage in group circles
- Watch Ted Talks
 - [Racial Violence](#)
 - [Street Art with a Message of Hope and Peace](#)
 - [A Powerful Poem About What It Feels Like to be Transgender](#)
 - [The Beauty and Diversity of Muslim Life](#)
 - [The Courage to Tell a Hidden Story](#)
 - [Kid President: A Pep Talk](#)
- Get out in the community to spread the word about your project!

Act:

Referenced Links

How to stay motivated:

<https://www.forbes.com/sites/nextavenue/2013/07/19/how-to-stay-motivated-and-accomplish-anything/>

Crowdfunding

Donors Choose: <https://www.donorschoose.org/>

GoFundMe: <https://www.gofundme.com>

Information on crowdfunding websites: <https://www.forbes.com/sites/katetaylor/2013/08/06/6-top-crowdfunding-websites-which-one-is-right-for-your-project/#431696645932>

Tips for crowdfunding: <https://www.forbes.com/sites/katetaylor/2013/08/06/6-top-crowdfunding-websites-which-one-is-right-for-your-project/#1ad6fe225932>

5 Tips (video) for making crowdfunding videos: <https://www.forbes.com/sites/katetaylor/2013/08/06/6-top-crowdfunding-websites-which-one-is-right-for-your-project/#79e7a04d5932>

Fundraising Tips: <http://www.thefundraisingauthority.com/fundraising-basics/>

How to raise money: <https://www.youcaring.com/blog/how-to-raise-money>

Ways to market or advertise:

Advice on making flyers: <http://www.visualmoss.com/>

Making a simple video!: <https://animoto.com>

Marketing Suggestions and Advice

Suggestions: https://b.3cdn.net/owarm/931419a4449e7efe1c_ycm6ivr8.pdf

Advice: <https://blog.campusgroups.com/campusgroups/2014/9/16/9-innovative-ways-to-promote-your-events-beyond-banners-and-sidewalk-chalk>

Article on school-business partnerships:

http://www.educationworld.com/a_admin/admin/admin323.shtml

Companies That Care About Kids:

<http://www.scholastic.com/parents/resources/article/parent-child/companies-care-about-kids>

Meet Other Peacemakers: <http://www.peacefirst.org/stories>

Explore Peace First Projects: <http://www.peacefirst.org/projects>



Watch Ted Talks

Racial Violence: https://www.ted.com/talks/sanford_biggers_an_artist_s_unflinching_look_at_racial_violence

Street Art with a Message of Hope and Peace:
https://www.ted.com/talks/el_seed_street_art_with_a_message_of_hope_and_peace

A Powerful Poem About What It Feels Like to be Transgender: https://www.ted.com/talks/lee_mokobe_a_powerful_poem_about_what_it_feels_like_to_be_transgender

The Beauty and Diversity of Muslim Life:
https://www.ted.com/talks/bassam_tariq_the_beauty_and_diversity_of_muslim_life

The Courage to Tell a Hidden Story:
https://www.ted.com/talks/eman_mohammed_the_courage_to_tell_a_hidden_story

Kid President:
A Pep Talk https://www.ted.com/talks/kid_president_i_think_we_all_need_a_pep_talk



PHASE 5 REFLECT

In **Phase 5: Reflect**, the young people will reflect on their journey as a peacemaking both individually and as a team. The young people will then plan a celebration and giving thanks activity for all of their hard work and the hard work of the community that supported them. Then a tool is for the peacemakers to tell their stories. This is an important component to the project both for the peacemaker's journey as well as spreading the word to other young people around the world that they, too, can make a difference in their communities! The last tool includes a few questions for young people to reflect on their full journey.

Output: Young people will be able to share with the community their reflection by sharing their story and posting the answers to the reflection questions.



Reflect: Individual Reflection

Objective:

Young people will be able to reflect on their feelings on being a peacemaker.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [Tools to help you with self-reflection.](#)

Time:



15 minutes

Background:

Now that the young people have completed their projects, they will reflect on their individual growth as a peacemaker. Using the same rating scale as in Phase 1, young people will fill out their level of agreement with each of the statements. This will allow you, as the facilitator, to see the progress of the young people.

Tasks:

1. Engage the young people in an Opening Circle:
 - a. What was the most challenging part / fun part of this project?
 - b. One thing I would like to continue doing is _____
 - c. I could have done a better job at _____
2. Remind the young people of the personal development form they filled out at the beginning of this journey, but do not have them look back at it.
3. Have each young person fill out their personal development ratings individually. Once completed they can look back at their form from the first phase and compare their answer to see their growth.
4. Engage the young people in a whole group reflection about how they have grown as peacemakers:
 - a. How did your scores change since starting the journey?
 - b. How and why did they change?
 - c. What do you now see that you could have done differently?
 - d. Did any of your scores stay the same? If yes, why do you think that is?
 - e. What are you most proud of overcoming or accomplishing?

Reflect: Team Reflection

Objective:

Young people will be able to reflect on their journey as a peacemaking team.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [Helping students reflect on their group work](#)

Time:



15 minutes

Background:

In this lesson, students will reflect on their progress as a team and how effectively their team worked together. You can compare this to their team reflection during Phase 2 to collect data on their improvement as members of a team, in regards to their collaboration, communication, and problem-solving skills.

Tasks:

1. Engage the young people in an Opening Circle:
 - a. What is the best and worst part about working in a team?
 - b. One thing you learned about a teammate.
 - c. Describe a problem or disagreement you had within your group and how you all worked through it.
2. Have the students work through the team reflection part of their manuals.
3. Once finished, have them compare with their previous team reflection and discuss ways in which they grew as a member of a team.
 - a. Why do you think you made this growth?
 - b. What were the most challenging parts about doing a team project like this?
 - c. How did you overcome those challenges?
 - d. What do you now see that you could have done differently?
 - e. What are you most proud of overcoming as a team?



Reflect: Celebration and Thanks

Objective:

Young people will be able to plan an event to celebrate their successes and give thanks to those who supported them along the way.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [Celebrating student success](#)

Time:



Varies

Background:

Celebration and Thanks gives the young people the profound experience of expressing their gratitude and appreciation for the people who participated in their project along the way, as well as solidifying the positive culture of peace and gratitude that the teams has worked so hard to create.

This celebration event can be as big or as small as you wish. We encourage you to take this event into the community and spread the word about peacemaking to anyone you can! This event can take place at your school, community center, a park, or anywhere your young people see fit.

Tasks:

1. Plan your event with the young people. If working with a full class, it may be best to have one event for all groups.
2. Make a list of the individuals and groups who contributed to your Project and who participated and collaborated with you, such as:
 - a. People that shared their views with you, especially those with differing views and opinions.
 - b. People or organizations that contributed time and/or funds to your Project.
 - c. Local authorities such as the Mayor, Town or City Councilors, Senators, members of Congress, business owners, directors of organizations, teachers, etc.
 - d. Mentors and other members of the Peace First Online Community.
 - e. Friends, family members and other people who are significant in your lives.
3. Decide on the location, time, and date of your event. Then work with your young people to decide what will be at the event: food/drinks, games, a speaker, project presentations, etc.
4. Invite, Plan, and Enjoy!



Reflect: Telling Your Story

Objective:

Young people will be able to tell their story about their peacemaking journey.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [Filmmaking tips - telling your story through video](#)

Time:



20 minutes

Background:

To conclude their peacemaking journey, the young people will be able to tell their story. Using a template they will be guided through storying telling. This helps future teams learn from their stories and inspire upcoming peacemakers. Sharing their story will powerfully contribute to the creation of more effective projects, and in this way, the team will continue to grow and expand a culture of peace, compassion and collaboration.

Tasks:

1. Engage in an Opening Circle:
 - a. What can you learn from stories?
 - b. A peacemaking story that inspired me along the way was....
2. Have the young people use the template in their manuals to tell their stories.
3. Once they are filled out, have young people share in front of the class or in small groups.
4. Upload their stories to the Peace First Online Platform.

Additional Information:

If the young people would rather tell their story through: art, dance, song, video, comic, etc. feel free to have them do that. This story telling should be creative and meaningful to them!



Reflect: Final Reflection

Objective:

Young people will be able to reflect in their full journey so that they understand that as much as an internal transformation, their work has contributed to positive change in their schools and/or communities.

Resources Needed:

- Peacemaker manuals

Deep Dive Resources:

- [Self-reflection](#)

Time:



30-45 minutes

Background:

Now that young people have completed their projects and created a story to share with others, it is time for them to close the process by reflecting on the change they have created in their communities as well as how their teams have changed as part of the process. They will also think about how their projects helped them express courage, compassion and collaboration.

Tasks:

1. Engage the young people in an Opening Circle:
 - What would you like to do next as a team?
 - What was something you were surprised by?
 - If you were to do this project again, what would you do differently?
2. Have each young person fill out their final reflection form individually. Once completed ask them to get together into their teams to compare how each of them reflected on their projects. The teams should submit their reflections to the Peace First website.
3. Get together again into a Closing Circle and ask each young person to share what they were most surprised by in their reflections.
4. Close the session by expressing how proud they should feel of the work they have done during their project and letting them know that becoming a peacemaker is not something they just do as part of a project but it is something that stays with them for the rest of their lives.

Reflect:

Referenced Links

Tools to help you with self-reflection:

<https://agileleanlife.com/tools-to-help-you-with-self-reflection/>

Helping students reflect on their group work:

<https://teaching.unsw.edu.au/helping-students-reflect-group-work>

Celebrating student success:

<http://www.sadlier.com/school/core-literacy/5-ways-to-celebrate-student-success>

Filmmaking tips - telling you're through video:

https://www.youtube.com/watch?v=4a__UfDuijY&feature=youtu.be

Self-reflection:

<http://www.open.ac.uk/choose/unison/develop/my-skills/self-reflection>