



PeaceJam for an inclusive Europe

Peer-Training Resource: ACTIVITY HANDBOOK

This handbook has been created as part of the Erasmus+ project "PEACEJAM : Nobel Peace Prize Laureates mentoring youth to build an inclusive Europe".



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Erasmus+ Programme
of the European Union

Compassion in Action:

Peer Training Programme for Young People

Table of contents

1. Introduction

- [*About This Manual](#)
- [*About PeaceJam](#)
- [* PeaceJam's mission](#)
- [* PeaceJam's impact](#)
- [* PeaceJam's formula](#)
- [* World Leaders for Peace](#)
- [* PeaceJam's programmes](#)
- [*About EPTO – The European Peer Training Organisation](#)
- [*What is Peer Training?](#)
- [*Manual at a glance](#)
- [* Methodological Information](#)
- [* Education Standards Addressed](#)

2. Getting Started

- [* Facilitation Tips for Educators](#)
- [* Create Caring Communities](#)
- [* Toolkit for Engaging Your Group](#)
- [* Supporting Young People to be Changemakers](#)

OPENING ACTIVITIES

- [Activity 1 - Setting Clear Norms for Interacting \(15 minutes\)](#)
- [Activity 2: Change Detectives](#)
- [Activity 3: Standing my ground](#)
- [Activity 4: Take a step forward](#)

KNOWLEDGE ACTIVITIES

- [Activity 1: Empathy and the refugee crisis](#)
- [Activity 2: Words have meanings](#)
- [Activity 3: Different Greetings](#)

SKILLS ACTIVITIES

[Activity 1: Active Listening](#)

[Activity 2: Theatre of the Oppressed](#)

ATTITUDES ACTIVITIES

[Activity 1: The Power of Words](#)

[Activity 2: Exploring Compassion](#)

[Activity 3: The Three Cultures Game](#)

[Activity 4: I shape the world too](#)

[Activity 5: Sculptures: what needs to change](#)

TAKING ACTION ACTIVITIES

[Activity 1: A better me](#)

[Activity 2: Carousel brainstorming](#)

CLOSING AND EVALUATION ACTIVITIES

[Activity 1: Suitcase, trash bin and AHA moment](#)

[Activity 2: Closing Reflection](#)

ENERGIZERS

NOW IT'S YOUR TURN!

1. Introduction

*About This Manual

This manual is the outcome of a fruitful collaboration between the PeaceJam Foundation (US), the European Peer Training Organisation (EPTO, Belgium) and other European partners¹. It was largely made possible by the generous funding of the Erasmus+ programme of the European Commission, in the frame of the 2018-2020 project “**Nobel Peace Laureates mentoring youth to build an inclusive Europe**”.²

You will find in there some activities from some award-winning PeaceJam curricula, as well as other meaningful activities (tested and approved by some PeaceJam peer trainers of course!).

This guide will give you some examples of powerful PeaceJam activities you could use when you implement your own PeaceJam peer-training or workshop.

It is designed for educators and group leaders who wish to create inclusive communities through positive youth development.

For additional methodology and support, you can also refer to “*PeaceJam How-To Guide on Implementing*”

Most of the activities you’ll find there are drawn from **Compassion in Action**, PeaceJam's powerful curriculum, and completed by EPTO’s expertise in the field of peer training. It is originally designed for **young people aged 12-18**, but can be used with many different groups and communities on an engaging journey that explores the personal, social, and institutional contexts that shape today's world.

Building upon the powerful methodology of peer training, it **fosters young people’s core competencies from altruism and compassion, to action and engagement** – and helps youth value diversity and create inclusive communities within their schools and neighbourhoods.

It also provides young people with access to the wisdom, courage and determination of PeaceJam’s Nobel Peace Prize winners who have overcome life challenges such as war, racism, and poverty through peace, compassion and nonviolence.

¹ Namely: CED group (NL), PeaceJam Programme LTD (UK), EIMAI-Center for Emerging Young Leaders (GR), Ofensiva Tinerilor (RO), 4motion (LU) and AMO Reliance (BE).

² Ref. Number, etc.

*About PeaceJam



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

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

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

MEMBERS OF THE PEACEJAM FOUNDATION

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

* PeaceJam's mission

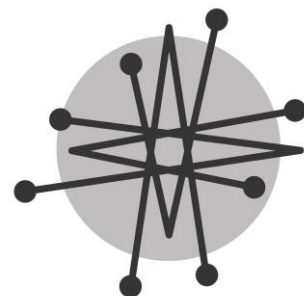
Nobel Peace Prize Winners Mentoring Youth to Change the

With over 23 years of experience around the world, the PeaceJam Foundation is a leader in developing engaged, informed, and compassionate young leaders who are addressing the root cause of issues in their

PeaceJam
students
working to
address school



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



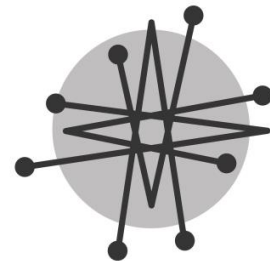
* PeaceJam's impact

Positive Change. Powerful Impact.

- **1.25 million young people** worldwide have participated in PeaceJam programming.
- **PeaceJam Curriculum** has been implemented in over **20,000 schools in 41 countries**.
- **Hundreds of Youth Leadership Conferences** have been held, connecting young people directly with Nobel Peace Laureates.
- **Millions of new service projects** have been developed by PeaceJam youth activists addressing issues of violence and injustice.
- PeaceJam has **created thousands of new leadership and volunteer opportunities** for young people and adults in their local communities

Impacts of our programmes include:

- Evaluations have shown that **incidents of violence decrease** in schools and community-based organisations where PeaceJam programmes are implemented.
- Evaluations have shown that young people who participate in PeaceJam programmes show statistically significant gains in:
 - **Academic skills & knowledge**
 - Moral development
 - **Understanding of social justice**
 - Life purpose
 - **Compassion, altruism & empathy**
 - Acceptance of diversity
 - **Increased school & community engagement**
 - Social emotional skills such as self-awareness, social awareness, and responsible decision-making
 - **Commitment to positive action**

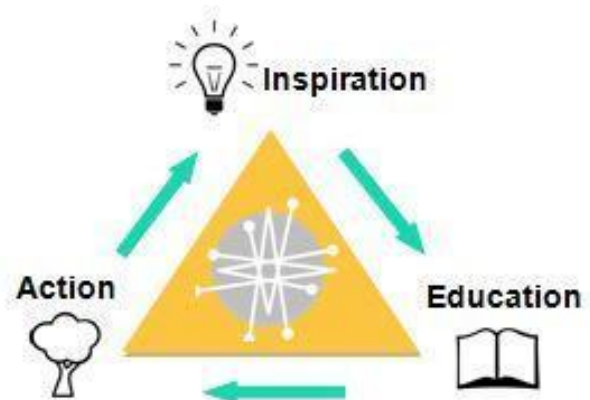


* PeaceJam's formula

■ Pillars of PeaceJam's Award-Winning Programmes

EDUCATION: Curriculum for young people of all ages that fosters new skills and knowledge, as well as a deeper understanding of the factors that shape positive youth development and create inclusive communities.

INSPIRATION: Nobel Peace Laureates whose wisdom and experience inspire young leaders to create positive change. Each Laureate's choice to stand up against injustice and oppression in their own communities inspires young people to respect each other and work together to address the issues they are most passionate about.



ACTION: Engaging young people as change agents in their schools and communities, giving them the tools they need to address the roots of hate and intolerance in their schools and communities. Students contribute to PeaceJam's One Billion Acts of Peace -- an international citizens' campaign led by 14 Nobel Peace Laureates and designed to tackle the most important issues facing our planet.



Spend two days with a Nobel Peace Prize Winner



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

[Right click image to watch a PeaceJam Conference in action.](#)

World Leaders for Peace



The Dalai Lama, 1989 Nobel Peace Prize winner for his efforts to resolve the Tibetan conflict peacefully and for being a global man of peace and environmental advocate.



Betty Williams, 1976 Nobel Peace Prize winner for her efforts to create a grassroots movement to end decades of violence in Northern Ireland.



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



Oscar Arias Sánchez, 1987 Nobel Peace Prize winner for his efforts to negotiate a peaceful resolution to years of war in Central America.



Desmond Tutu, 1984 Nobel Peace Prize winner for his courageous leadership in finding a nonviolent solution to the policy of apartheid in South Africa.



Máiread Corrigan Maguire, 1976 Nobel Peace Prize winner for her efforts to create a grassroots movement to end decades of violence in Northern Ireland.



Adolfo Pérez Esquivel, 1980 Nobel Peace Prize winner for his leadership for human rights and true democracy for the people of Latin America.



José Ramos-Horta, 1996 Nobel Peace Prize winner for his sustained efforts to end the oppression of the East Timorese people.



Jody Williams, 1997 Nobel Peace Prize winner for creating an international treaty to ban landmines and clearing landmine fields worldwide.



Sir Joseph Rotblat, 1995 Nobel Peace Prize winner for his efforts to eliminate the use of nuclear weapons worldwide.



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



Leymah Gbowee, 2011 Nobel Peace Prize winner for leading a nonviolent women's movement to end the civil war in Liberia.



Tawakkol Karman, 2011 Nobel Peace Prize winner for securing a role for women in the peacebuilding and democratic processes in Yemen.



Kailash Satyarthi 2014 Nobel Peace Prize winner for leading a global movement to end child slavery and exploitive child labor practices.

* PeaceJam's programmes

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



PeaceJam Juniors: Easy to use literacy-based curriculum that explores the lands, lives, and lessons of 14 heroes of peace with a step-by-step guide for engaging youth ages 5-11 in service.

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

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

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

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



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

PeaceJam Scholars: This programme is for university age students ages 18-25 who serve as mentors for participants at PeaceJam Youth Conferences, support local PeaceJam groups, and study international issues connected to the work of the Nobel Peace Laureates. They have

opportunities to engage in service and research that extends into the community as well as participate in internships and international service trips.

Contact us at europe@peacejam.org if you want to know more about our famous curricula, or if you want to use them!

You may be able to join one of our online trainings for educators!

***About EPTO – The European Peer Training Organisation**

The European Peer Training Organisation (EPTO) develops and promotes peer training for young people in Europe to embrace their differences and realize their unique potential.

EPTO provides activities where young people can be learners and educators, sharing with their peers their competences in a spirit of collaboration. They may train their peers themselves or create the conditions for peer education to happen between young people through training, mentoring and coaching creating a snowball effect.

With EPTO, young people can:

- ☐ Learn more about themselves and discover the great gift of human diversity.
- ☐ Learn how to become a peer trainer and train their peers about a variety of different topics: diversity and anti-discrimination, well-being, participation...
- ☐ Get to know other peer educators and youth workers using peer education.
- ☐ Participate in European meetings with other young people.
- ☐ Become activists and initiate their own projects.
- ☐ Make a difference... and risk having fun along the way.

EPTO begun in 1996 as a pilot project training young peer trainers in Europe to lead activities dealing with all forms of discrimination, thanks to CEJI - A Jewish Contribution to an Inclusive Europe and the Anti-Defamation League's A WORLD OF DIFFERENCE® Institute, with the support from the European Commission (see "History" section for more info).

Over the years, EPTO has developed a unique expertise in combining peer training, experiential learning and diversity education. In its activities, EPTO creates highly participatory, experiential and interactive environments where participants develop self-awareness, genuine communication, impactful engagement, metacognitive abilities and competences of leadership, facilitation, role-modelling and project management.

***What is Peer Training?**

The method of peer training is based upon the belief that **young people deliver a message to their peers that is often more credible and efficient than when it is delivered by authority**

figures. Contrarily to formal education settings where the transmission of knowledge is vertical (typically: a lecture delivered by a teacher to its pupils), peer training is a horizontal process where peers educate each other in a spirit of mutual learning. It assumes that all individuals are both learners and teachers and that the knowledge of a group is necessarily greater than the knowledge of one individual.

Peer training methods have been used by many over the years, from upholding the theories of Aristotle to joint educational systems, which were very popular in Europe in the 18th century. Peer training is now an increasingly important form of non-formal education in the youth sector, providing opportunities for youth empowerment through the development of self-awareness, social consciousness, special skills or talents, intercultural competencies and community-based projects.

It requires a pedagogical reflection about how to support young people in the long term to develop competences such as a growth mindset, self-awareness, self-confidence, communication skills, teamwork skills, public speaking skills, facilitation skills, leadership skills, etc. Therefore, it entails designing training processes for young people, defining learning outcomes, and creating mechanisms to support youth in assessing, improving and transferring their competences in their personal and professional lives constantly.

Peer training is, as an independent process, a political action that **facilitates youth participation in society**. Through training, young people experience intercultural microcosms, learn to articulate values and concerns, gain valuable skills, and can be motivated to take social or political action. Whether they are conscious social or political actors, or merely getting through life, youth have influence in a variety of sectors. The great potential they have to make positive contributions to society with consciousness and intention has not been fully tapped.

Educating and supporting young people as change agents of any kind can ultimately inspire a general evolution in the culture at large. Adults, organizations, and institutions can consider youth perspectives and needs when making decisions. If the general youth culture has an intercultural consciousness and demonstrates new competences to succeed in a diverse world, many other sectors in society will follow.

*Manual at a glance

We have decided to organise activities based on what they seek to develop.

As explained in “*PeaceJam How-To Guide on Implementing Your Own Youth-Led Workshop*”, Non-Formal Education is about transferring **knowledge** and **skills**, and about transforming **attitudes and behaviours**.

When you organise a peer-training or any other kind of activity, you should always **be clear with your purpose**: what do you want to achieve? What will participants learn? The categories above should be reflected in the objectives of your training.

You should be clear with what you want to achieve with each activity: do you seek to bring new information to the group (knowledge)? Or are you going to bring new skills?

Finally, the categories are also important to consider in the flow of a training. Generally, knowledge-based activities are located at the start (in the first 2 days), skills-based activities run in the middle but also during the entire duration of the training, and activities working on attitudes and behaviours are located in the last couple of days.

You can find an example of a peer-training objectives and flow in *How-To Guide on Implementing Your Own Youth-Led Workshop*

We created this manual as an **activity handbook**: you can check activities to implement during your workshop, peer-training or activity! We have divided them in several categories:

- Opening Activities,
- Activities transferring knowledge,
- Activities developing skills,
- Activities transforming attitudes and behaviours
- Activities for closing and evaluating your training,
- Energizers.

Check out the overview below to guide you!

OPENING ACTIVITIES	21
Activity 1 - Setting Clear Norms for Interacting (15 minutes)	21
Activity 2: Change Detectives	22
Activity 3: Standing my ground	23
Activity 4: Take a step forward	24
KNOWLEDGE ACTIVITIES	28
Activity 1: Empathy and the refugee crisis	28

Activity 2: Words have meanings	28
Activity 3: Different Greetings	32
SKILLS ACTIVITIES	34
Activity 1: Active Listening	34
Activity 2: Theatre of the Oppressed	35
ATTITUDES ACTIVITIES	36
Activity 1: The Power of Words	36
Activity 2: Exploring Compassion	37
Activity 3: The Three Cultures Game	38
Activity 4: I shape the world too	41
Activity 5: Sculptures: what needs to change	42
TAKING ACTION ACTIVITIES	48
Activity 1: A better me	48
(40 – 60 minutes)	48
Activity 2: Carousel brainstorming	50
CLOSING AND EVALUATION ACTIVITIES	51
Activity 1: Suitcase, trash bin and AHA moment	51
Activity 2: Closing Reflection	52
ENERGIZERS	53

* Methodological Information

Learning through experience or discovery learning is an approach that involves all aspects of the person. It focuses on the learning process for the individual.

Changing one's perceptions, feelings and behaviours can only happen in the context of meaningful experiences. Participation in such experiences requires a supportive environment which encourages learners to take responsibility for the activities they are involved in.

Knowing (with your mind) about human differences is essential but not enough. That is why the activities in this manual propose situations that stimulate empathy towards those that are different and reflection about how these differences impact other young people's lives. The manual is filled with activities such as role-plays, simulations, dramatizations that will challenge the participant.

In 1984, David Kolb developed a theory that suggests that there are four phases in the learning process. Later in 1985, Pfeiffer and Jones adapted the work of David Kolb into a 5-step Experiential Learning Cycle supported by key questions, which form the basic structure of each activity in this manual.

Most activities in this manual programmes are built on this model. It always starts with a briefing (or instructions) to setup some experience (a planned event / stimulus / activity such as a role play). The experience is then followed by a debriefing where participants are invited to reflect by sharing (phase 2) their impressions and feelings and together process (phase 3) the experience. Each activity description includes suggestions for questions to guide the debriefing and discussion to help people reflect on what happened, how they felt about the experience and how the experience compares with what they already know and relates to the wider world - generalising (Phase 4). Applying (Phase 5), or putting their learning into practice, takes place in the context of the community or youth group they are in. The role of the peer trainer is to support that process as it evolves. Special emphasis is put on developing a personal action plan as an expression of commitment by young people participating in EPTO activities to find ways to live that are more accepting of other people's difference.

It is important to understand that all stages are essential parts of the whole learning process; people will not understand without reflection, and what is the use of learning if they do not put it to use? Just doing an activity (phase 1) without the other phases has very little impact. Worse, due to the intensity of emotions some activities provoke, it can have harmful consequences to the participants.

Some people may be alarmed by these aspirations of social change and feel that promoting activism is going too far. They should not be. As educators we aim to inspire young people to be concerned about human rights and to give them the tools to act when and where they feel that this is necessary.

*Education Standards Addressed

Below are sample standards addressed through this manual

Language Arts

Apply knowledge of language and media techniques to create, critique, and discuss print and other media.

Develop an understanding and **respect for diversity** in language across cultures, geographic regions, and social roles.

Participate as **knowledgeable, reflective, creative, and critical members** of a variety of communities.

Use spoken, written, and visual language to accomplish students' own purposes.

Compare multiple points of view and how similar topics are treated the same or differently.

Integrate **quantitative or technical analysis** with qualitative analysis.

21stCentury Skills

Communication & Collaboration
Critical Thinking & Problem Solving
Creativity & Innovation
Technology & Media Literacy
Flexibility & Adaptability
Initiative & Self-

Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products

Civics & Social Studies

- ❑ Learn **elements of culture** through interpersonal and collective experience.
- ❑ Build **awareness and knowledge of other cultures** as part of a connected society and an interdependent world.
- ❑ Learn how the complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of **personal identity**.
- ❑ Understand concepts such as: mores, norms, socialisation, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, **race, ethnicity, and gender**.
- ❑ Evaluate different interpretations of the **influence of groups and institutions on people and events** in historical and contemporary settings.
- ❑ **Distinguish among fact, opinion, and reasoned judgment** in a text.
- ❑ Investigate **causes and effects** of significant events in world history.
- ❑ Examine and evaluate issues of **unity and diversity in world history**.

Speaking & Listening

Work with peers to set rules for **collegial discussions and decision-making** (e.g., informal consensus, taking votes on key issues, presentation of alternate views).

Posing and responding to questions that relate the current discussion to broader themes or larger ideas; and clarify, verify, or challenge ideas and conclusions.

Respond thoughtfully to diverse perspectives, summarise points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



2. Getting Started

Tools for....

- ☐ Group Facilitation Tips
- ☐ Creating Safe Space
- ☐ Supporting Young People to be Change Makers
- ☐ Getting Started

* Facilitation Tips for Educators

Nobel Peace Prize winners have so much to teach students about empathy, overcoming adversity and addressing the roots of injustice and hate – and as the group leader, so do you!

There are a number of forces, including the media, music, and corporations, which try to mould the opinions and behaviours of young people today. It is therefore critical that young people gain experience in thinking through issues, weighing the evidence, challenging their own misconceptions, and coming to their own thoughtful conclusions with guidance from adult role models.

- **Be a PeaceJam Role Model:** Your role is to guide your group and facilitate their interactions. Encourage the young people to form their own opinions, which means limiting your own beliefs and opinions, and continually asking the students what they think and why – and in many cases, playing the "devil's advocate" so they get used to hearing diverse perspectives.
- **Set Clear Norms for Interacting:** We provide an activity that helps the group establish group norms for interacting so they can both voice their opinions and be listened to respectfully, as well as be good listeners who can challenge others' ideas respectfully. The goal is to create a safe space for all to share and explore diverse ideas and experiences.
- **Teaching Civil Discourse:** Civil discourse is about speaking in ways that follow a set of rules that honour each person and their contributions. We provide an activity to help young people learn the four types of discourse (brainstorm, discussion, debate, and decision-making) so young people can share ideas, explore topics, and challenge beliefs in a respectful and productive way.
- **Explore Diverse Opinions:** Expose your group to a variety of opinions about topics you discuss. For instance, be sure to bring in articles and perspectives from various stakeholders, news sources, speakers, researchers, and political parties.
- **Youth as "Competent Partners":**³ Believe that the young people have a unique and important contribution to make that is worthy of respect and patience.
- **Encourage Playfulness & Imagination:**⁴ New ideas and solutions come from unexpected places and often from an open state of mind encouraged by play, creativity and imagination
-



³ <http://l4wb.org/#/en/home/page/principles>

⁴

□

* Create Caring Communities

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

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

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

?

* Toolkit for Engaging Your Group

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

Issue: One or two people dominate the conversation.

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

Issue: People interrupt or talk over one another.

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

Issue: No one in the group is sharing.

- o **Tool:** Do "think, pair, share" by getting the group into pairs to share about a topic or discussion question, then one person in the pair can share out to the group.
- o **Tool:** Do "write & read" by having everyone write their ideas down on a strip of paper and put them in pile. Then have each person pick out one slip of paper randomly from the pile and read it aloud to the group.

- o **Tool:** In response to a topic, have students line up along a "continuum" (imaginary line) from strongly agree at one end to strongly disagree at the other end, then share why they chose to stand at that point along the continuum

* Supporting Young People to be Changemakers

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

What is Service-Learning?

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



PeaceJam's One Billion Acts of Peace Campaign

PeaceJam and Google have come together to launch One Billion Acts of Peace -- an international citizens' movement led by 14 Nobel Peace Laureates and designed to tackle the most pressing issues facing our planet. Go to billionacts.org to get ideas for projects, and have your projects count toward the Laureates' ambitious goal of one billion acts of peace.

billion acts

Think BIG, and then start small!

 <p>ENRICH</p> <p>An estimated 100 million people are homeless around the world right now. Donate some books to a local homeless shelter.</p> <p style="background-color: #c00; color: white; padding: 5px; text-align: center;">Get Started</p>	 <p>UNPLUG</p> <p>In the United States alone, over \$10 billion in annual energy cost are wasted by idle electronics. Look around you, and unplug anything you are not using.</p> <p style="background-color: #c00; color: white; padding: 5px; text-align: center;">Get Started</p>	 <p>REACH OUT</p> <p>870 million people worldwide do not have enough food to eat. Contact a struggling friend and offer to cook them a meal.</p> <p style="background-color: #c00; color: white; padding: 5px; text-align: center;">Get Started</p>	 <p>RAISE YOUR VOICE</p> <p>Epilepsy affects over 65 million people, more than cerebral palsy, multiple sclerosis and Parkinson's disease combined. Call for an increase in research funding for epilepsy.</p> <p style="background-color: #c00; color: white; padding: 5px; text-align: center;">Get Started</p>	 <p>JOIN THE TREATY</p> <p>More than two million people die every day from armed violence, and hundreds of thousands more are displaced, maimed or lose their livelihood. Sign a petition in support of the Global Arms Trade Treaty.</p> <p style="background-color: #c00; color: white; padding: 5px; text-align: center;">Get Started</p>
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Your Role in this Process

As the adult facilitator, your role is to guide the young people through the service-learning process as they develop and implement a service-learning project. The steps are laid out in each chapter of the PeaceJam Curriculum to guide you in this process. This may be one of the few opportunities that young people have to be leaders, where they can direct their own learning

and exploration, assess the needs of their community, and execute service projects that address those needs. Your role is to foster youth voice and youth action.

3. Activity Handbook

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

You can check PeaceJam famous curriculum **Compassion in Action** to see how each chapters' objectives are focusing on these different categories.

For example, the objectives of the first chapter on Empathy and Compassion are:

1. Young people will **understand empathy (KNOWLEDGE)** and **practice it** using active listening techniques **(SKILLS)**.
2. Young people will **understand (KNOWLEDGE)** and **practice (SKILLS)** having compassion for others.
3. Young people will **explore** the power of words to hurt and to heal **(KNOWLEDGE, SKILLS AND ATTITUDES)**
4. Young people will know the data around refugees and explore why people would risk leaving their countries **(KNOWLEDGE AND ATTITUDES)**

At the start of any training or activity, regardless of your target group, you will want to introduce the activity/training: Explain the group why you're doing this activity, what do you seek to achieve together? It is also crucial that, together with the group, you decide on a common ground to interact.

Check out PeaceJam Introduction activity below!

OPENING ACTIVITIES

Activity 1 - Setting Clear Norms for Interacting (15 minutes)

*This is an activity you should **always** do when starting an activity or training.*

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

"As a class/group, let's take a few minutes to create a set of group norms (ways of behaving) or guidelines to help us remember to speak and interact with each other in

respectful ways. In order for everyone to feel safe in our group, what are some guidelines and ways of behaving that we can agree upon?"

PeaceJam Group Norms

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

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

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

DEBRIEFING

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

Activity 2: Change Detectives

(10 minutes) - Empathy and Compassion

DESCRIPTION

With a partner (facing away from each other). Tell them they have 30 seconds to change three things about their appearance that they think the other person will not notice such as rolling up sleeves, changing hair, etc. After 30 seconds, have the pairs face each other and give them one minute to find what each had changed about their appearance.

DEBRIEFING

- ❑ Which kinds of changes were hardest to detect and why?
- ❑ Did anyone notice the colour of their partner's eyes?

- ❑ How observant are you of other people? Do you really see them?
- ❑ What did you learn from doing this activity?
- ❑ What can you do differently as you interact with people every day

[Not included: activity molecule \(chapter 2\)](#)

Activity 3: Standing my ground **(45 minutes) Identity and Difference**

RATIONALE

The activity allows a positioning of the participants on controversial topics related to discrimination, encouraging participants to stand up for their own thoughts and opinions.

REQUIREMENTS

- Tape
- List of statements (see Annex)

PREPARATION

- Stick two posters on which you write "I agree" and "I disagree" at the opposite ends of the room. Use paper tape to draw a line from one poster to the other.

DESCRIPTION

1. Explain participants that will read several statements (see annex). For each they are invited to position themselves anywhere between "I agree" and "I disagree", depending on how much they agree or disagree with it.
2. Instruct participants that debating during the positioning is not allowed, as this is an activity strictly on taking on stand on different topics. After they find their position they will have few moments to look at the layout of the group and then the next statement will be read.
3. Read out the statements in turn.
4. After having gone through the statements bring the group back together for a reflection round in order to discuss their emotions and to avoid resentments against each other.

OPTIONAL VARIATION

In order to allow participants to explain their position, you can ask some of them why they have chosen their position. Make sure you invite persons from the end-points and near the centre to offer such explanation, in order to have a balanced approach on the topic.

DEBRIEFING

- How did it feel to stand up for your opinion?
- Which were the statements for which you found it more difficult to choose a position and why?
- Which were the statements for which you felt the biggest need to defend your position?

HANDOUT - Standing my ground

Statements

1. I have prejudice.
2. Positive discrimination/positive action is still necessary and important.
3. Far right politicians have the right to express their views, regardless how offensive people might find those views.
4. Immigrants should adapt their culture to the host country.
5. I believe it is possible to reconcile religion and science.
6. I believe allowing too many refugees will pose a threat to Christianity in Europe.
7. An employer should have the right not to employ a muslim woman wearing a headscarf.
8. Schools and workplaces should accommodate religious particularities of employees, such as dietary restrictions, holidays and prayer times.
9. The refugee crisis is a threat to European values.
10. Europe should welcome any refugee that asks for European protection.

Activity 4: Take a step forward⁵ (60 minutes) - Overcoming Stereotypes

RATIONALE

Using this activity, you can try to demonstrate how different factors (place of birth, income, gender, profession etc.) could affect individuals. You encourage participants to think about what are people's options and possibilities in life.

⁵ Adapted from an activity called "Take a step forward" presented in the "Manual on Human Rights Education with Young People" of the Council of Europe: http://www.eycb.coe.int/compass/en/pdf/2_38.pdf

REQUIREMENTS

- Estimated Time: 60 minutes
- Group Size: 12 – 30 participants
- Materials: Character cards, list of supporting questions, a room or place outside big enough for all participants to stand in one line

DESCRIPTION

Create a calm atmosphere with some soft background music. Alternatively, ask the participants for silence. Randomly hand out the character cards, one to each participant. Tell them to keep it to themselves and not to show it to anyone else. Invite them to read their role card and ask them to think about the life of their characters.

Character cards:

- You are an internationally successful rich businessman who openly supports the government. 45 years-old. Married to a 25 years-old top fashion model.
- You are a politician, important member of the leading party. Male, 60 years old. You are married with 3 children.
- You are a distinguished professor at the state Faculty of Arts. You are male, 55 years old and gay.
- You are an administrator in the multinational company Audi. You are female, aged 32 and married.
- You are a Lidl cashier. You are a 40 year-olds single mother of one.
- You are an 18 year-olds girl. You are a paraplegic confined to a wheelchair. You are living with your parents and just finished high school.
- You are a 25 years-old male asylum seeker from Syria. Before emigrating, you studied robotics. Your family is still in Syria. You are now trying hard to learn the local language.

Add more characters if needed, as many as there are participants in the group. Make sure they will represent different situations of people around the world.

Explain them that you will help them to get into their roles. Invite them to walk around the space. Tell them to imagine each role in their respective country. To help, read out some of the following questions, pausing after each one, to give people time to reflect and build up a picture of themselves and their lives.

Supportive questions:

- What was your childhood like? What sort of house did you live in? What kind of games did you play? What sort of work did your parents do?
- What is your everyday life like now? Where do you socialise? What do you do in the morning, in the afternoon, in the evening?
- What sort of lifestyle do you have? Where do you live? How much money do you earn each month? What do you do in your leisure time? What you do on your holidays?
- What excites you and what are you afraid of?
- What do you walk like? What is your posture like? How do you look at the people around you?

Now ask the participants to remain absolutely silent as they line up beside each other (like on a starting line). Tell the participants that you are going to read out a list of situations or events. Every time they can answer “yes” to the statement, they should take a step forward. Otherwise, they should stay where they are, and not move.

Read out the situations one at a time. Pause for a while between each statement to give people time to step forward and to look around to take note of their positions relative to each other. Every time make an image of what reaction it makes in you (how you feel about it).

Questions to make/or not make the steps forward:

- You have never encountered any serious financial difficulty.
- You feel respected by the society.
- You feel that your opinion on social and political issues matters and your views are listened to.
- You know where to turn for advice and help if you need it.
- You have never felt discriminated against for any reason.
- You have adequate social and medical protection for your needs, including private medical services.
- You can go away on holiday once a year.
- You have an interesting life and you are positive about your future.
- You feel you can study and follow the profession of your choice.
- You can celebrate the most important religious festivals with your relatives and close friends.
- You can participate in an international seminar abroad.

- You can go to the cinema or the theatre at least once a week.
- You are not afraid for the future of your children.
- You can buy new clothes at least once every three months.
- You never had to hide anything from other people.
- You have never felt discriminated against for any reason.
- You feel you are respected by the society.
- You can easily handle an unexpected expense of 300 euros.
- You never had to worry about finding a job.
- You live independently from family support.
- You feel motivated in your job. At the end, invite everyone to remember his or her final position.

Participants should now exit the characters. Invite them to walk around the space and shake the hand or hug the person they meet, saying their names at the same time.

Ask the participants to reveal their roles to others and ask them to compare their positions. Invite them to form groups of 2 and have a 2-minute discussion about the differences and similarities of their roles. Ask them to make an image (body sculpture) in couples of both characters based on this discussion. They should remember the image they did.

Each group (based on the nationality for instance) makes a composite hierarchical image from the former images. Compare both images and ask participants to share their opinions, feelings, etc.

Continue with a discussion. You can follow the guiding questions, but add your own if needed.

DEBRIEFING

- How did you feel in your role?
- What kind of information did you use when getting in your role?
- How did those participants who took many steps forward feel?
- How did those participants who took no or almost no steps forward feel?
- What did the questions/steps try to represent?
- Does the exercise mirror society in some way? How?
- Which human rights are at stake for each of the roles?

- What first steps could be taken to address the inequalities in society?
-

KNOWLEDGE ACTIVITIES

Activity 1: Empathy and the refugee crisis

(20 minutes) - Empathy and Compassion

Understanding Displaced People Today

Today, the number of people living as refugees from war or persecution exceeded 50million for the first time since World War II.⁶ By 2016, 65.3 million people worldwide had been forcibly displaced from their homes or countries. 30% of asylum seekers in the European Union in 2015 were 18 or younger.

Where are the people from?

In 2015, 363,000 people from Syria legally sought asylum from the European Union –29% of the total asylum seekers that year. There were more refugees fleeing conflict in Syria than from Afghanistan and Iraq combined.

Where are the people going?

The large number of asylum seekers have overwhelmed many European countries – with many countries receiving over four times more applications in recent years. Countries across the Middle East also accepted large numbers of refugees.⁷

DEBRIEFING

- ❑ What are the implications of this refugee crisis for your country? For the world?
 - ❑ How is today's refugee crisis compare to the refugee crisis during World War II?
 - ❑ How did countries deal with refugees during WWII and can any of these strategies be used today?
-

Activity 2: Words have meanings

(45 – 60 minutes) Identity and Difference

RATIONALE

⁶ <http://www.bbc.com/news/world-27921938>

⁷ <http://www.unhcr.org/en-us/figures-at-a-glance.html>
<http://www.bbc.com/news/world-europe-34131911>

When talking about gender-based discrimination, often we use “big words” that everyone understands differently. Such words have meanings and refer to social groups or phenomena relevant to discussions on refugees. This activity will allow everyone to have a common understanding of working words.

RESOURCES

- Time: 45 – 60 minutes
- Materials: Two sets of cards: one set with the “words”, one with definitions for the words (multiple sets depending upon the number of participants, e.g. one card per participants, being sure there are matching definitions and words if not needing a full set)
- Preparation: Materials to prepare in advance, actions needed to be taken by you or participants, everything needed so that the activity runs well.

DESCRIPTION

1. Explain the rationale to the participants. The purpose of the activity is to get a common understanding of different terms that are associated to refugees and migration. It is not necessary that there are the only “correct” or “good” definitions, but they will be the working definitions for us.
2. Divide participants into groups of 4-5 people. Distribute one set of definition cards to each group and ask them to silently read the word or information on their cards.
3. Instruct groups to try to match each of the word cards with one definition card. Have them place the matching pairs on the floor of the room (max. 10 minutes).
4. After the process is finished, ask the groups to walk silently around the room, comparing their matches to the matches of the other groups.
5. Ask groups to return to their definitions and discuss if they want to make any changes to the pairs of words – definition, based on what they observed with the others. Then ask the participants to share in their group experiences that they had, witnessed or know from different sources about each of the words. Offer 20-30 minutes for that.
6. Option 1: Regroup all the participants and start reading each of the words and their corresponding definition, asking that for each one of them participants to share one example. Ask then the rest of the group if they agree with the example or if there were something they would like to add.

Option 2: Ask groups to choose one of the words and do a short role-play (1 minute maximum) describing the meaning of it and somebody trying to intervene or confront that negative situation. Allow 10 minutes for that. Then have the groups perform the role-play and ask the other participants about what they observe and what is the word they think is presented.

DEBRIEFING

- What did you learn during this activity? Were you familiar from before with all the words and definitions? Did anything surprise you?
- How was it to find examples about each definition?
- What do you think is the difference between migrant, refugee and asylum seeker?
- Do you agree with all the definitions? What about the examples that were offered? Any comments regarding them?

HANDOUT - Words have meanings

Words and Definitions list

Stereotype

(idea) An oversimplified generalisation applied to an entire group of people without regard for individual differences. E.g. “all Muslim women wear headscarves”.

Prejudice

(feeling) Is a negative or hostile attitude toward a person or group formed without accurate or sufficient knowledge and based on negative generalisations/stereotypes, e.g. “He is from Syria, so I cannot trust him”.

Discrimination

(action) An unfair treatment of a person or members of a group generated by negative generalisations/stereotypes that you assume about that group or negative attitudes towards that group

Refugee

Persons who are living outside their country of origin for reasons of feared persecution, conflict, generalized violence, or other circumstances that have seriously disturbed public order and, as a result, require international protection. The definition can be found in the 1951 Convention and regional refugee instruments, as well as UNHCR’s Statute.

Migrant

While there is no formal legal definition, most experts agree that it is someone who changes his or her country of usual residence, irrespective of the reason or legal status. Generally, a distinction is made between short-term or temporary change, covering movements with a duration between three and 12 months, and long-term or permanent change, referring to a change of country of residence for a duration of one year or more.

Economic Migrant

Someone who moves from one region to another, seeking an improved standard of living, because the conditions or job opportunities in the own region are insufficient. Although the term is often confused with the term refugee, they leave their regions primarily due to harsh economic conditions, not fear of persecution on the basis of race, religion, nationality, political opinion, or membership of a particular social group. They are generally not eligible for asylum, unless the economic conditions they face are severe enough to have caused generalised violence, or seriously disturbed the public order.

Asylum seeker

A person who flees their home country, enters another country and applies for protection of that country, i.e. the right to international protection, in this other country. It is a type of migrant and may be a refugee, a displaced person, but not an economic migrant. A person becomes this by making a formal application for the right to protection of another country and keeps that status until the application has been concluded. The applicant becomes a “refugee” if their claim is accepted and asylum is granted.

Extremism

It means, literally, “the advocacy of extreme measures or views”. The term is used today more in the sense of a vocal or active opposition to fundamental values, including democracy, the rule of law, individual liberty, and respect and tolerance for different faiths and beliefs. It’s associated, for example, to far right movements promoting cultural or ethnical purity, Islamist movements, or other.

Tolerance

A fair, objective, and permissive attitude toward those whose opinions, beliefs, practices, racial or ethnic origins, etc., differ from one's own; freedom from bigotry.

Islam

An Abrahamic, monotheistic religion teaching that there is only one God (Allah), and that Muhammad is a messenger of God. It is the world's second largest religion with over 1.9 billion followers or 24.4% of the world's population. It teaches that God is merciful, all-powerful, and unique, and has guided mankind through prophets, revealed scriptures and natural signs.

Radicalisation

A process whereby people adopt extremist belief systems—including the willingness to use, encourage or facilitate violence—with the aim of promoting an ideology, political project or cause as a means of social transformation. It can refer both to religious or political reasons.

When we often hear that word with a negative meaning, it is also important to know that “radical” also means “supporting change” or “taking something by the root”. Cambridge Dictionary, Radical: Believing or expressing the belief that there should be a great or extreme social or political change.

Activity 3: Different Greetings

(30 minutes) - Building Community

RATIONALE

The activity allows participants to redefine the concept of “normal behaviour” by observing and experimenting the common gesture of greeting someone from the perspective of different cultures from around the world.

REQUIREMENTS

- Estimated Time: 30 minutes
- Materials: List of greetings

DESCRIPTION

1. Offer each participant a ticket with a specific greeting on it. Explain that they need to read the instructions of the greeting they received and then to use this greeting while meeting different people of the group. Allow 3 minutes for this, checking that the participants have understood the instruction.
2. Ask participants to make more space in the room by moving the chairs on the side and then to walk and randomly meet people. Whenever they meet someone they should greet that person according to the instructions they received. Allow few minutes for this.
3. Ask participants to regroup in the initial circle.
4. (optionally) After the debriefing or just before the break you can present the participants with the more detailed description of the different forms of greetings, as typically this activity raises their curiosity about them.

DEBRIEFING

- How was it like to have this experience by greeting and being greeted in such various ways?
- Which of the greetings felt more comfortable? Which did not?

- Why do you think that for us some of the greetings felt more comfortable than others? What were the elements that made you uncomfortable?
- Put yourself in the shoes of a person belonging to one of the cultures for which the greetings did not feel so comfortable. How would you feel if you greet someone in that specific way and in return they just show their hand or even get offended?
- What can this activity teach us about what is a so called “normal behaviour”? • Can you name other similar gestures/behaviours that in one culture are “normal” and in another one are unacceptable/offensive?
- Thinking about refugees in your country, what kind of such differences can you name?
- What can this activity teach us about cultural differences? How should we react to such differences?

HANDOUT - Different Greetings

1. Stick out your tongue – Tibet
2. Sniff faces – Greenland and Tuvalu (Press cheeks together and take a deep breath)
3. Bow – Cambodia, India, Japan, Laos, or Thailand (Men bow with their hands at their sides and women with their hands on their thighs. The more respect you want to show, the deeper you will bow, going up to 90 degrees)
4. Put your hand on your heart – Malaysia (Take the opposite person’s hands lightly in yours. Then release the other person’s hands, bringing your own hands to your chest and nodding slightly to symbolize goodwill and an open heart)
5. Clap your hands – Zimbabwe and Mozambique (Clap once. Men clap with fingers and palms aligned, and women with their hands at an angle.)
6. Cheek to Cheek or Air kiss – Middle East, Latin America, The Philippines (Perform a “cheek to cheek” motion instead of a proper double kissing)
7. Kiss on the cheeks – France, Italy, Portugal (Give two kisses on the cheeks of the other person)
8. Rub noses – New Zealand (greet each other making “nose-nose” contact)
9. Pagmamano – The Philippines (bow your forehead towards the back of a person’s hand, then press your forehead against it)
10. Handshake – Most European and American cultures
11. Spit – Maasai (Kenya and northern Tanzania) (spit in your palm before shaking hands)

SKILLS ACTIVITIES

Activity 1: Active Listening**(20 minutes) - Empathy and Compassion**

*This activity is also developing **KNOWLEDGE** (practicing active listening)*

Most of the time, knowledge-based activities are implanted at the start of a training. However, that is not always the case and you should also consider the flow of the training. On Empathy and Compassion, we would recommend doing the activity on Empathy Active Listening before the activity about migrants: participants need to learn to put themselves in someone else's shoes before looking at others' realities.

RATIONALE

"Empathy means to see and feel things from someone else's perspective. One way we can be empathetic is by listening to others in a way that lets them know that you really heard them. This is called Active or Intentional Listening, and it helps create mutual understanding and helps ensure that what a speaker says is what the listener hears."

DESCRIPTION

Have young people get in pairs and practice these steps by sharing something specific that happened recently and made them feel either upset or happy. Remind them of the steps when they switch roles after 3-4 minutes.

Step 1: Speaker shares what he/she is feeling from his/her perspective.

- ☐ Use "I messages" such as "I felt_____ when_____ happened because_____" These types of statements help the speaker take responsibility for their own feelings.

Step 2: Listener paraphrases or restates what she/he heard the speaker say, starting with "What I heard you say is..."

- ☐ Be sure to pay attention to the nonverbal cues such as body language and tone to get more clues. Your paraphrasing can include what you "heard" in the nonverbal cues as well.

Step 3: Listener asks if they correctly paraphrased what the speaker is trying to say.

- ☐ If the answer is yes, go on to Step 4
- ☐ If the answer is no, the speaker should restate any missed points and the listener should paraphrase them.

Step 4: Speaker thanks the listener for listening.

Step 5: Listener and speaker switch roles.

DEBRIEFING

- ❑ Which of the steps was most difficult for you and why?
- ❑ How does active listening help you have empathy?
- ❑ Where could you use this style of communication in your life?

Listening with our Hearts: We process information not just with our ears, eyes and our brains, but also with our hearts and our bodies. While you were listening to your partner:

- ❑ HEAD: What were you thinking when your partner was talking?
- ❑ HEART: What were you feeling? What emotions were coming up for you?
- ❑ BODY: What physical reactions were you having? What actions did you want to take?
- ❑ Which of these ways of listening do you rely on first or use most naturally when you hear someone share a powerfully story or experience?
- ❑ Which ways of processing information is most valued by our culture or society? Why do you think this is and what impact does it have?

Activity 2: Being an Ally

(30 minutes) - Inclusion and Being an Ally

"Often we are spectators to hate, discrimination, and cruelty. Allies are individuals who recognise discrimination and exclusion and other negative behaviours and take a stand."

DESCRIPTION

What is an Ally⁸?

Read the definitions aloud to the group:

- **Bystander** is a person or group who observes or hears about negative behaviours.

An active bystander supports/encourages the negative behaviour with words, gestures, or actions. A passive bystander supports the negative behaviour by ignoring or doing nothing in response to the behaviour.

- **Ally** (sometimes called an "upstander") is an individual or group who interrupts or prevents the negative behaviour, or supports the person or group who is being discriminated against.

Easy Ways to Be an Ally⁹:

"Here are some ways of being an ally. Can you think of any others?"

1. **Don't participate:** This doesn't require you to actually do anything, just to not do certain things such as laugh, stare, or cheer for the negative behaviour.

⁸ http://www.schoolclimate.org/bullybust/assets/documents/upstanderKit_moderators.pdf.

⁹ Adapted from <http://www.adl.org/assets/pdf/education-outreach/Be-an-Ally-Six-Ways-online-version.pdf>.

2. **Support the victim:** Whether you know them or not, you can show compassion - either on the spot or in private. It can be as simple as asking, "Are you okay?"
3. **Say something:** It can be as simple saying, "That's not funny/cool" to the person being cruel.
4. **Document it:** If you feel it is safe, take out your phone and video the situation. This can be used to document as well as support the person being bullied.
5. **Alert a trusted adult:** Sometimes you may need some help to stop the negative behaviour. It's important to tell an adult who you trust so that this person can be an ally.

Is It Easy?

"Discrimination probably looks different now than it did when you were younger. So being an ally looks different also. Let's give it a try."

Get into 3 groups - one for each scenario listed below. Have each group read their scenario and respond using each of the five ways to be an ally listed previously.

- **Scenario 1:** Your friend is being harassed online by her former boyfriend, who posted intimate photos of her.
- **Scenario 2:** You overhear two of your friends saying "we should send all these people back where they came from."
- **Scenario 3:** After class, you hear your teachers say to a student, "Your writing skills are very weak, and I'm not sure what else I can do since you and your family probably aren't here legally."

DEBRIEFING

- How well did the strategies work for your scenario?
 - Which of the strategies seemed to work the best for each scenario, and why?
 - What other strategies have you tried that have worked?
-

ATTITUDES ACTIVITIES

Activity 1: The Power of Words (15 minutes) - Empathy and Compassion

RATIONALE

Words have a powerful impact on young people. These include the words they are bombarded with all day through the media, friends, teachers, and parents, as well as the words they choose to use.

DESCRIPTION

Step 1: Read the following quote aloud to students (or select the one that is appropriate for the reading level of your students):

"Words are singularly the most powerful force available to humanity. Words have energy and power to help, to heal, to hinder, to hurt, to harm, or to humiliate."¹⁰

Step 2: Reflect on all the negative slang words used to describe people that students hear at school, at home, and in the media that could cause harm. Have students write the slang words privately on sticky notes or small strips of paper with one word per piece of paper (they can flip them over as they write for privacy). Collect all the sticky notes and put them up on the board (or write them) so that everyone can see them. Have students come up to the board and read the words in silence.

Step 3: Analyse the slang words. Ask students if there are patterns or similarities among the words. Can they be grouped or put in a continuum from least to most offensive? As students speak, draw arrows to words that they think should be grouped.

Step 4: Slang and the lack of empathy. People often say, "I was just joking around" after using offensive slang words, but they are still hurtful. As a group, reflect on how these words would make someone feel (write the students' reflections next to the slang words).

DEBRIEFING

- ❑ What power do these words have and why?
- ❑ How are these slang words used to bully people?
- ❑ What are 3 things you could say or do to reduce the use of these hurtful slang words in your school and community?
- ❑ How can you use words to heal?
- ❑ What are some times in history or your personal life when words led to bullying or violence against a person or group?

Homework: Affirmations

Small positive words, gestures or a simple smile or "thank you" can be an antidote to harmful slang words. For 24 hours, notice the words you use when talking to yourself, your family and friends, and teachers and other adults. What percentage of your words are negative and what percentage are positive? What effect do your words have on others and you?

Activity 2: Exploring Compassion (15 minutes) - Empathy and Compassion

¹⁰

<https://www.huffpost.com/author/hyder-zahed>

DESCRIPTION

Find a space where young people can move around (if the classroom is small, you might have to go outside or out into a hallway).

"Compassion is a word that you hear a lot today. In its simplest terms it means 'a deep awareness of the suffering of another, coupled with the wish to relieve it.'

We are going to play a game of similar 'tag,' but with a twist. When I call out a number, you need to run quickly and hook arms with other students to form a group of that number. For example, if I call out 'three' you need to get into groups of three. Everyone who is left out of a group, can form their own group. When it is time to switch you cannot stay with the same people." [this activity can be done in pairs if the group is small]

Then call out the following numbers and when students are in their groups, ask the associated prompt. To get the students warmed up, call out a few numbers and have them group up before you start the prompts below. Give the groups two minutes to discuss each prompt.

- ☐ **Call out "3":** When students are in groups of three, ask: "*the Dalai Lama says, 'Be kind whenever possible. It is always possible.' Do you agree or disagree with him and why?*"
- ☐ **Call out "2":** When the students are in groups of two, ask: "*The Dalai Lama says that the Chinese government officials are his greatest teachers because he has to work so hard to keep his compassion for them. What person or group do you have hard time having compassion for or being kind to and why?*"
- ☐ **Call out "4":** When students are in groups of four ask: "*What is one thing you can do to show more compassion and kindness to yourself and others?*"

DEBRIEFING

How did it feel to be left out of a group or to exclude someone from your group?

What were the similarities among your responses and what were the primary differences?

What did you learn about compassion from this activity?

Activity 3: The Three Cultures Game¹¹

(20 – 30 minutes) - Building Community

RATIONALE

¹¹

Adapted from the "Three cultures" activity developed by trainers from the Ec-pec Foundation: All in a Boat, Training guideline – Intercultural training for youth.

The activity tries to challenge participants to face their own stereotypes. It shows participants how we create and use our stereotypes to understand and categorize people around us. So that we can become aware of how our brain automatically creates these boxes and categories.

OBJECTIVES

- Learn about the different communication attitudes, signs and their messages, interpretations.

REQUIREMENTS

- Materials: Flip chart markers, pens, colourful stickers (3 colours)
- Group size: 10 – 30 participants
- Time: 20 – 30 minutes

DESCRIPTION

Group creation: Everybody receives a colourful sticker (3 colours) and has to find people with the same colour. Then each group goes to a different corner in the room (as far away from other groups as possible). Everybody should put up the sticker to a clearly visible place on his or her body.

Behaviour rules: Every group represents a type of behaviour and communication with specific behaviour rules. They should apply their rules in every case. The groups have 2–3 minutes to read and learn their behaviour rules or the trainer explain it to them. Need to be a clear explanation.

The game: Everybody starts walking in the space and get to know the others. They can make normal conversations and ask one another questions like in a typical event. Everybody could talk with different people. However, everybody should follow his or her own rules.

Clap: When they hear a clap, they should stop for a second and act as it is written in their rules. After the next clap, they should continue walking around. (10 – 15 min)

Back to your group: After the trainer stops the walking and chatting part, everybody goes back to the belonging group. They should discuss their perceptions and experiences about the two other groups. They should give them a name and a name for their own group.

Presenters: Then they choose a presenter who will present and summarize their group discussion (perceptions, names of the other groups) for the whole group.

Unmask: Every group reads out loud or describes all of their behaviour rules and tells the name of their own group. Everybody should leave the character. Everybody stands up and step out ritually from the character. They can shake their bodies to do it.

Reflection: Whole group discussion about the following questions: How they felt during the activity? How and why they created and built up their perceptions and descriptions about the other groups? What were the evidences for their conclusions? How they felt when they have heard the descriptions about their own group from the others?

Behaviour rules:

- Green: Move slowly. If you receive a question before you answer: count until 6, step one step back, cover your eyes. Clap: cover your ears.
- Red: Talk loud, touch the other person, ask many questions and move fast. Clap: bend down.
- Orange: Bow as greeting, ask politely. Clap: put your hands up in the air.

NOTE: A very important part of this activity is the feedback round that offers participants some space and time to share their feelings and emotions concerning the activity in the group. It is important to explain that stereotypes are a normal part of our system of thinking. They enable us to categorize things that surround us. Everybody has stereotypes, but we should be aware about negative ones, which influence our attitude towards other people. The first step to overcome our stereotypes is to be aware of them. Only then we can start dealing with them.

***OPTIONAL VERSION:**

- Materials: Papers, pencils, paper with tasks for the groups
- Time: 60 minutes

Warming up (15 minutes): The group forms a circle. Each of the participants tells his or her name with a gesture and then others repeat it.

Intercultural dialogue (15 minutes): Everyone gets a paper with a number. Participants join the group of people with the same number. Each number has its own instructions:

- Group 1: Every time you talk to someone, you touch this person. When you are communicating with the person, you come very close with your body.
- Group 2: When you meet a person and talk with him/her, you cross your arms. You do not have any eye contact with the person that you talk with.
- Group 3: When you talk with a person, you make a comment about his/her looks and body in every second sentence.
- Group 4: When you are talking with a person, you are only using questions, even when answering to him/her. After a short discussion in the group, a collective improvisation starts.

All participants should follow the rules written for his/her group. The goal is to interact with as many people as possible.

Groups get back together and participants should go out of their roles (e.g. go around and say their names to other people in the group). They should start the discussion about their experiences when talking to people from other groups. After a short discussion, they should come up with a nickname for their group and also with nicknames for other groups.

Reflection (5 minutes): Invite the participants to form a big circle. Do a quick energizer to connect the group. Invite the participants to share their feelings. Ask them about their experiences with meeting people from other/their group. Invite them to share the nicknames and ask them why did they choose them.

DEBRIEFING

- How did you feel when you talked with a person from another group?
- How did you communicate with him/her?
- How did you feel when you talked with a person from your own group?
- What global aspects do you think this game reflected on?
- Was the situation similar to the reality?
- Do you have any stories to share from your intercultural experiences?

Continue with the discussion about the stereotypes (why do we have stereotypes, how can we overcome them).

Activity 4: I shape the world too (45 minutes) - Building Community

RATIONALE

The goal: when describing their daily habits, participants become aware that all natural resources and living beings, including themselves, are interconnected and interdependent of each other and planet Earth. Participants learn that their habits and lifestyle play a direct part in global events, and that they influence and form relationships between people and nature on a local and global scale.

REQUIREMENTS

- Materials: A4 paper, multi-coloured post-it notes, big world map(Gall-Peters projection),coloured pens, scotch tape, ball of wool, poster, poster with concepts
- Time: 45 minutes
- Group size: 8 – 30 participants

DESCRIPTION

The participants sit in a circle facing outwards and they are given A4 paper and coloured pens. Each participant should write down five tasks they perform every day (brushing teeth,

drinking coffee, preparing lunch, using phones, listening to music, shopping, sleeping, studying etc.).

Participants should choose three out of five tasks. They write down three things/tools/necessities they need for each of the chosen tasks (e.g. toothbrush, water, towel, shirt, electricity, shoes, money, bread, coffee, bed, phone, notebook etc.).

Participants take the time to consider in which countries those things/tools/necessities were produced, and then write them on post-it notes (each country on one note). The facilitator then places a big world map in the middle of the circle and mark out our country with a post-it note that has “I” written on it.

Participants should face inwards the circle. Each participant then names one of the tasks he/she wrote down before and three things that are necessary for that.

Participants then stick the post-it notes with the countries on the world map. Together, we check which countries are marked on the map and which things were made in particular countries. We ask the participants to name the countries where the raw material for those things is produced (e.g. cotton, oil, wheat, water, coltan, cocoa, palm oil, wood...). We also write those countries on post-it notes (other colour than the countries) and stick them on the map.

We emphasize the fact that most of the stuff we use daily is produced in countries all over the world, and that the raw materials are often coming from some other countries as well. We take a piece of wool and use it to connect us (our home country, where there is a post-it “I”) and the countries where the things/raw materials are coming from. We get a visual picture of our global interconnectedness and interdependence.

We show the participants the poster with concepts such as globalization, international trade, consumerism, human rights, sustainable development, social justice, gender equality, intercultural dialogue, (non)responsible lifestyle etc., and ask them how are we connected to these concepts as individuals and how can we fight for a more just and sustainable world. (The difficulty level of the debate depends on the age of the participants and the remaining time.)

Activity 5: Sculptures: what needs to change¹²

(40 – 60 minutes) Inclusion and Being an Ally

RATIONALE

Oppression is expressed in various forms and we have all experienced examples of oppression in our lives. Through body sculptures, participants will create visions of oppression found in

¹² Based on the “The Oxfam Gender Training Manual” © Oxfam UK and Ireland 1994.

society and through physical space and actions, experiment strategies to change these “sculptures of oppression”.

REQUIREMENTS

- Materials: A big room
- Time: 40 – 60 minutes
- Group size: min. 10 participants

DESCRIPTION

1. Introduce the theme of the sculpture. Allow participants 5-10 minutes to brainstorm ideas.
2. Explain how sculpturing works (see Facilitator's notes). Ask for a volunteer to be the first sculptor. It needs one courageous person to start the ball rolling! Stress that the sculpture is created by everyone and each person sculpts one idea only.
3. Ask participants to break into small groups, and ask each group to produce a human sculpture illustrating one idea they have has about the theme. Each group then shows their sculpture to the other groups. Then one of them explains what the sculpture represents.
4. Invite the first group to present their sculpture and explain it to the audience. Ask everyone what they think about the sculpture. Does anyone want to add another idea? Someone in the actual sculpture can ask for a replacement, step out and become a sculptor.
5. Once there is a final sculpture, initiate a discussion in the group, based on the following questions:
 - ❑ What have you noticed about the current situation?
 - ❑ What changes do you think are needed for this to become real?
 - ❑ Who may be the main actors of this change?
 - ❑ What can be your personal contribution?
6. Write up the main ideas raised. Ask participants to think about the proposed changes and write in their learning diaries what could be their personal contribution to one or more of them.
7. Repeat the process for all the teams.
8. At the end you can also find ways of combining all the sculptures into a single work of art. Also, you could take a photograph to keep a record of it.

FACILITATOR'S NOTES

- ❑ This is an energising exercise, helpful when people seem tired, muddled or lacking in direction.

- ❑ 'Living sculpture' is a method that can be used to express any concept in a visual, physical way, rather than verbally. (it has been used to express empowerment, machismo, etc.). One person acts as sculptor to arrange the others to represent the concept as a tableau or single image. People then take it in turns to be the sculptor and change the sculpture until it represents all the ideas.
- ❑ It is important to finish the session on a hopeful note: that changes are possible, that we can be allies with oppressed people.
- ❑ This activity can be used after discussion about gender roles and needs, or later in the workshop, as a preparation for defining strategies and action plans.

Check out PeaceJam curriculum **Compassion in Action** to find meaningful activities about “Inclusion and Being an

Veil Exercise¹³ (45 minutes)

RATIONALE

This experiential exercise enables participants to see and feel what it is like to be a young person when exposed to extremist ideologies – and to explore what may help to counteract emotions and ideas associated with extremism.

OBJECTIVES

- Explore discrimination, exclusion and inclusion.

REQUIREMENTS

- Materials: Seven large scarfs that can be draped over a volunteer’s head obscuring their vision.
- Time: 45 minutes

DESCRIPTION

¹³

Taken from SALTO Cultural Diversity Resource Centre: Young people and extremism: a resource pack for youth workers, 2016, and based on an exercise facilitated by Farkhanda Chaudhry and Ghizala Avan during the ‘Preventing Youth Extremism’ seminar in Paris, April 2016.

The facilitator reads out a series of seven statements and participants are asked to place a veil over a volunteer participant after each statement. Once all seven veils have been placed over the volunteer, the second set of statements is read out, and after each statement a veil is removed.

At the end, the volunteer is asked to share her/his experience and others are asked to reflect upon this.

Two sets of statements are provided below, reflecting different perspectives on the same scenario.

Scenario 1:

Pascal is 19 years old and studying at college. He lives in a suburb, which has many diverse communities including refugees.

First set of statements:

1. I am studying at college and recently I found out from my friends that these foreign students have been given a special prayer room. I feel excluded and left out.
2. When I walk in my neighbourhood, I notice these foreign students standing in street corners speaking in their own language. I feel unsafe.
3. I hear on the news that thousands of refugees are on their way to my country. Our country will have to spend all this extra money on them. What about our people? I feel angry.
4. My brother applied for a job and didn't get it because they gave the job to one of them.
5. These foreign boys are after our girls and keep their own women covered up and indoors. Makes me feel sick and angry.
6. I meet a group of people at college who think like me and are really annoyed at these immigrants. It makes me feel stronger.
7. We have decided to start approaching their women and harass them. They will know what we feel like when they talk to our women. I feel in control.

Second set of statements:

1. The college publicise the opening of an inclusive 'open to all' contemplation room and I find out that I can use this space too. I tell my friends. It makes me feel that my college has thought about me as well.

2. Local youth workers in my neighbourhood are forming football teams and I notice that some of these people who are hanging about in street corners are great players. They really want to win the football tournaments just like I do and make our neighbourhood feel proud of us. I feel that we are more similar than I thought.

3. One of the immigrant boys in our football team invites me to his home; I don't want to go because I heard their houses are smelly and unclean. I like him and decide to go and I can't believe how hospitable and kind the whole family is. I taste food that I have never tasted before and get to know the rest of the family, including his sisters. I feel I am trusted and respected.

4. My brother confronts the immigrant that got the job and finds out he has been living in this country for three generations. My brother also finds out that he had applied for ten other jobs in the last six months, which he didn't get and has a university degree which my brother doesn't have. I feel this is fair.

5. I go to the house of my football friend and I find out that one of his sisters is very good at maths. She is at the same college as me and is a few years older. She offers to help me with maths once a week. I feel valued and didn't expect to learn from someone from a different culture.

6. I hear about a group of students at college who don't like immigrants and they want to take action. They invite me to join. I choose not to. I feel my mind is open to new experiences and people.

7. I talk with a few people from the football group about how we need to do more things together so that we get to know about each other. We decide to speak to the local youth workers about this. I feel I can make a difference and feel good about myself.

Scenario 2

Yasmin is a 22-year old working woman who is single and lives with her parents.

First set of statements:

1. Today I come home from work and my mother tells me someone pulled her headscarf off and told her she didn't belong in this country. I feel hurt and angry.

2. I go to work after the terrorist bombing incident and my colleagues are talking about this. When I enter the room, they all become silent. I feel confused.

3. When I hear the news on television, I understand That they blame my parents' country for this bombing incident and are now going to bomb the city my parents come from. I feel very angry and feel there is no justice.

4. I have been thinking about wearing a hijab and choose to wear it because it is the right time for me. I notice the looks of hatred I get when I walk down the street. I feel isolated and that I don't belong.

5. I go online and start chatting with other people who are like me and feel they, as well as Muslims across the world, are being victimised. I feel anger at the oppression Muslims are facing.

6. My parents tell me that they don't want me to wear a hijab as it is not safe. They also tell me that I spend too much time in my own room and don't talk to them. I feel they don't accept me and don't know me any longer.

7. I talk to a girl who is in Syria and is married to one of the 'freedom fighters'. I begin to think that I want to do the same. I feel frightened and feel I'm losing control over my life.

Second set of statements:

1. My mother comes home and tells me her hijab was pulled off, but a few people who were there at the time helped her and called the police. I feel proud of the community.

2. After the terrorist bombing incident in my country, I go to work and my colleagues who were talking about it become silent. Later on, I talk about the issue at lunch and explain how the people who carried out the bombings are not accepted as Muslims and they are criminals. I feel listened to and accepted.

3. I hear the news and find out they are planning to bomb my parents' country for the bombing incident. I organise a petition and get thousands of people to sign it, including people at work. I feel I am helping to make a difference.

4. I decide to wear the headscarf and before I do this I start discussing this with my family, friends and colleagues. I also start a small campaign called 'see me, not my headscarf'. I feel empowered and in control of my life.

5. I go online and start chatting and hear that Muslims across the world are being victimised. I speak to my family and friends and get a more balanced view and understand that all

communities have oppressors and victims. It is a human rights issue. I feel more informed about the complexity of situations.

6. A local NGO has decided to tackle the problem of increasing segregation between Muslims and non-Muslims. They organise an environmental project to bring all communities together. I feel part of my community and involved.

7. I hear how ISIS is recruiting young women and I find out real stories about how these women are mistreated and oppressed and let other young women know. I create a safe environment for young women to discuss these issues. I feel I am making a difference to the lives of others.

TAKING ACTION ACTIVITIES

As you may know by now, PeaceJam's mission is to inspire young people to take action for positive change. Below are two activities that can provoke an additional spark, and can support your participants into finding meaningful projects for positive change in their communities.

Activity 1: A better me **(40 – 60 minutes)**

RATIONALE

Even if most of us have a general knowledge about what we should do or not do, we often do not acknowledge them. "Each trip starts with the first step". So, change start with us acknowledging what we need to change about us and start making concrete plans.

REQUIREMENTS

- Materials: One copy of the "A better me" handout for each participant
- Time: 40 – 60 minutes

DESCRIPTION

1. Introduce the theme of the activity.
2. Give each participant a copy of the "A better me" handout. Ask participants to assess themselves from 1 to 5, based on how much those statements represent them and their personality.
3. Following the assessment, ask participants to start thinking about things that they should start doing, stop doing or do differently in order for them to be more inclusive and promote this behaviour in society. Offer about 20 minutes for this.
4. Once this is finished, group the participants in a circle and start the debriefing process.

DEBRIEFING

- Was there anything that surprised you while making the self-assessment?
- What can be something you can immediately change about you?
- What are the biggest challenges you foresee in making these changes in your life?
- How did it feel to write concrete things you plan to change?
- What can you learn from this activity?

A better me

Please rate your own behaviour from 1 to 5.

1 means you don't find yourself in the description on each line, 5 means that the description is an essential part of your life/work.

I educate myself about prejudice and discrimination (e.g. what it is, how it is manifested, how it can be prevented, etc.), by attending classes, workshops, by reading about it, searching for good practices, etc.	
I promote/advocate for equal treatment in my close spheres of influence (e.g. by explaining this to relatives, friends or co-workers and pushing them to adopt it, by promoting inclusive attitudes on social media, by preventing or taking action in situations in which I see people in my proximity showing discriminatory attitudes, etc.).	
I promote/advocate for inclusion and equality in society in general (e.g. by speaking/writing to people outside my close environment, politicians and different other public or private entities to raise awareness of problems that discrimination and exclusion are creating, by participating in demonstrations or being an activist for the rights of vulnerable groups, etc.).	
I monitor the environment in my organisation, my school, my work or other places I hang out to check if they promote/foster equality and inclusion or not.	
I share household duties with my partner (e.g. cooking, cleaning, taking care of the children, etc.), or plan to when I will have a partner.	
I share decision making in the couple/family (or plan to when I will have a partner)	
I promote non-violence in the couple that I am part of (or plan to when I will have a partner)	

I support victims of domestic violence to seek for the appropriate support, when I meet such a situation	
I feel free to confront persons who use are using discriminatory language or show discriminatory behavior and ask them to stop.	
I volunteer for the cause of promoting gender equality.	

After you complete the checklist, please make a list of areas you think you should improve. Then create for yourself specific goals for becoming more inclusive in your life and for promoting a more inclusive world.

I should start doing...

I should stop doing...

I should do differently...

Activity 2: Carousel brainstorming (40 minutes)

RATIONALE

This activity will allow participants to reflect on changes to which they can contribute to. The changes aim at creating more inclusive communities and a more inclusive world.

OBJECTIVES

- To identify potential areas of improvement to which participants can contribute.

REQUIREMENTS

- Time: 40 min.
- Materials: 4 sheets of flip chart chart paper, one for each of the subtopics; 4 different coloured markers – one for each subtopic.

DESCRIPTION

1. Write on 4 flip charts the following questions (one/flip chart):

- ❑ How can we create an inclusive environment in our environment/community, where our colleagues with a different cultural background would feel welcome?
- ❑ How can we encourage our colleagues with a different cultural background to be more present in activities that are happening outside the classroom?

- ❑ How can we encourage/determine our colleagues to show an inclusive behaviour so that our colleagues with a different cultural background would feel welcome?
- ❑ How can we encourage/determine our community to show an inclusive behaviour so that our colleagues with a different cultural background would feel welcome?

2. Divide the participants into 4 groups. Ask each group to start from one of the flip charts and, for about 5 minutes, to brainstorm answers to the questions posted on it. When the time is up, each group will move clockwise to the next flip chart and, again, for 5 minutes, propose answers to the question there. This will be repeated 4 times so that each group will be able to offer potential answers to each of the questions on the flip chart papers.

3. Post all the answers on the walls of the training room and encourage participants to explore them and write in their learning diaries the answers that inspired them the most and the solutions they could also use in their own community.

DEBRIEFING

- What can be done immediately?
 - What can be done in the near future?
 - What can be the contribution of each?
 - What are the main obstacles you might face?
 - How can these be overcome?
-

CLOSING AND EVALUATION ACTIVITIES

It is essential to try to evaluate the workshop or series of workshops you're giving. If you're leading a several-days-long training, it is also recommended to deliver a closing activity: it allows participants to make a formal closure the workshop, appreciate the connection they've made, and to gain hindsight on the activities, their role and participation, as well as what they've learnt and developed.

Activity 1: Suitcase, trash bin and AHA moment (15 minutes)

RATIONALE

A bit of dancing and sharing of experiences, thoughts and ideas can make the evaluation part more fun.

REQUIREMENTS

Materials: 1 suitcase, 1 trash bin, 1 piece of paper with a sign “AHA moment”, music-player, speakers

Time: 15 min.

Group size: 8 – 30 participants.

DESCRIPTION

Place all three objects (1 suitcase, 1 trash bin, 1 piece of paper with a sign “AHA moment”) in different parts of the room.

Explain to the participants that:

- ☐ a suitcase represents something they will take back home (something they have learnt during the training),
- ☐ a trash bin represents something they will throw away (something that was not useful for them),
- ☐ a sign “AHA moment” represents something that made them think differently (something that was surprising to them).

Put on some energetic music and invite the participants to walk/dance around the room in the rhythm. As soon as the music stops, they should stop too. They should look around and check which of the three objects (suitcase, trash bin or “AHA moment”) is closest to them. Invite one participant per object to share his/her thoughts with the rest of the group. Repeat as many times as you want, but make sure everyone gets a chance to speak.

Activity 2: Closing Reflection **(30 minutes)**

DESCRIPTION

1. Ask the participants how it was to think about the last days from the perspective of the others and have a small discussion about this without referring to someone specific but just to their feelings.
2. Tell the participants that they will have the chance to describe the feelings that one of their colleagues had. Ask them to write their name on a piece of paper (that you are distributing).
3. Collect the papers with their names in your hand. It is important not to collect them in the box, as participants might see the mirror on the bottom of the box.
4. Put the pieces of paper in the box. Explain to the participants that they will come one by one and pick one name from the box. They will not share the name they got with the others but they will just describe how they think that person felt, what do they think the person learned, what

changes has the person experienced, how happy is now that person, etc. The others will have to guess:

- a) who might that person be?
- b) if they are that person?

Instruct the ones picking not to share the name they got until the end of the exercise.

5. Ask participants to come, one by one, and pick one paper. When one gets to the box, block him from reaching the pieces of paper with the names and instead make the participant look at the mirror on the bottom. He will see himself. Tell the participant that in fact, the person who he will be describing is himself. This must be done in secrecy, for the others not to be aware of this trick. It is advisable for the box to be located behind the flip chart or some kind of wall, for others not to see the reaction or to understand what is actually going on. Also, you can write this on a piece of paper, next to the box "The person you will be describing is, in fact, yourself. Please make sure to talk about yourself at the 3rd person (he/she was feeling...)!".

6. One by one, participants will be coming, picking a paper and talking about themselves. After each, ask the group to guess who might be that person or if they think the description is about themselves.

7. Until the end of the exercise, more and more people will know what is the trick and be smiling. For the last one, it will be obvious that everyone knows what is actually happening. You can debrief by asking participants how it was to reflect about themselves and if there are any other things participants would like to share.

ENERGIZERS

You can use energizers at any time, when you notice the group energy is low. Keep them short and energetic! They are useful ways of activating the group or having a break from using your head too much. They also play a role in teambuilding.

You can find a few suggestions below! You can also ask participants to contribute, most of them know short and funny games they are happy to share.

Ninja

<https://vimeo.com/137593092>

Big Fat Pony

<https://www.youtube.com/watch?v=FK410D00qzg>

The Squirrel

<https://www.youtube.com/watch?v=rEaYazPNFs4>

Fruit Salad

<https://www.youtube.com/watch?v=0mhvz38hrU>

Below are a few websites that contain many good energizers:

Hyper Island Toolbox

<http://toolbox.hyperisland.com/>

Communicate at your best (Project)

<http://communicate.oti-online.ro/index.php/en/other-resources-1>

Motti Adict (Entrepreneur Programme)

<https://www.youtube.com/channel/UCHAc-I5Vb-KUtsCA09T39KA>

NOW IT'S YOUR TURN!

We hope this guide was useful to you! We advise you to use it together with PeaceJam How-To Manual to Implement your Own Youth-Led Workshop.

And remember, we also have numerous other resources and activities available for you! We encourage you to explore PeaceJam's other programmes for young people ages 5-25 that feature all 14 of our Nobel Peace Laureates. Visit www.peacejam.org and click on Programs for more more information.



And, if you haven't done so already, you can also meet one of our Nobel Peace Prize Laureates!

Attend a PeaceJam Youth Conference



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

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

Last but not least, feel free to contact us for support and guidance at europe@peacejam.org.

You can also share with us your updates, successes and challenges, we'll always be happy to hear from you!