

PeaceJam Juniors

CURRICULUM FOR
YOUTH AGES 5-11

Adventures in Literacy & Leadership
through the Study of
12 Nobel Peace Laureates

PeaceJam

CHANGE STARTS HERE PeaceJam.org

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Dear Educator:

The PeaceJam Foundation is proud to bring you the PeaceJam Juniors Curriculum that is designed for youth ages 5-11. This is an exciting curriculum that introduces young students to the lives and work of Nobel Peace Laureates in an age-appropriate, standards-based format. It is designed to stand alone as a curricular unit or as a complement to existing curricula or programs such as Character Education, Conflict Resolution, Service-Learning, Citizenship, Positive Behavior Supports, and Multicultural Education.

PeaceJam Juniors is one program of the PeaceJam Foundation, an international education organization founded in Denver, Colorado in 1996 and has since expanded to regions throughout the USA and several countries across the globe. Among other honors, the PeaceJam Foundation was nominated for Nobel Peace Prize in 2007 and awarded the Man of Peace Award for its efforts to promote peace through education. In addition, PeaceJam received the Outstanding Service-Learning Award from the Colorado Department of Education for this innovative curricular program.

PeaceJam Juniors explores the childhood stories of 12 Nobel Peace Laureates and the strategies they used to overcome problems in their communities. Students also engage in service-learning activities that address local needs and are inspired by the Nobel Laureates' Global Call to Action which calls on youth to address the root causes of problems facing the world today. As a result of participating in PeaceJam Juniors, students gain academic skills in the areas of history, civics, geography, reading, and writing. They also gain personal and social skills including problem-solving, civic responsibility, and leadership.

The PeaceJam Foundation and its local Affiliates (see www.peacejam.org for listing of Affiliates) are available to support you in the implementation of this exciting curriculum.

Sincerely,

PeaceJam Foundation staff and the regional PeaceJam Affiliates

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Archbishop Desmond Tutu • The Dalai Lama • Rigoberta Menchú Tum • President Oscar Arias • Aung San Suu Kyi • Jody Williams • Sir Joseph Rotblat, Emeritus • Adolfo Pérez Esquivel • José Ramos-Horta • Máiread Corrigan Maguire • Betty Williams • Shirin Ebadi

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OVERVIEW OF PEACEJAM FOUNDATION

PEACEJAM MISSION

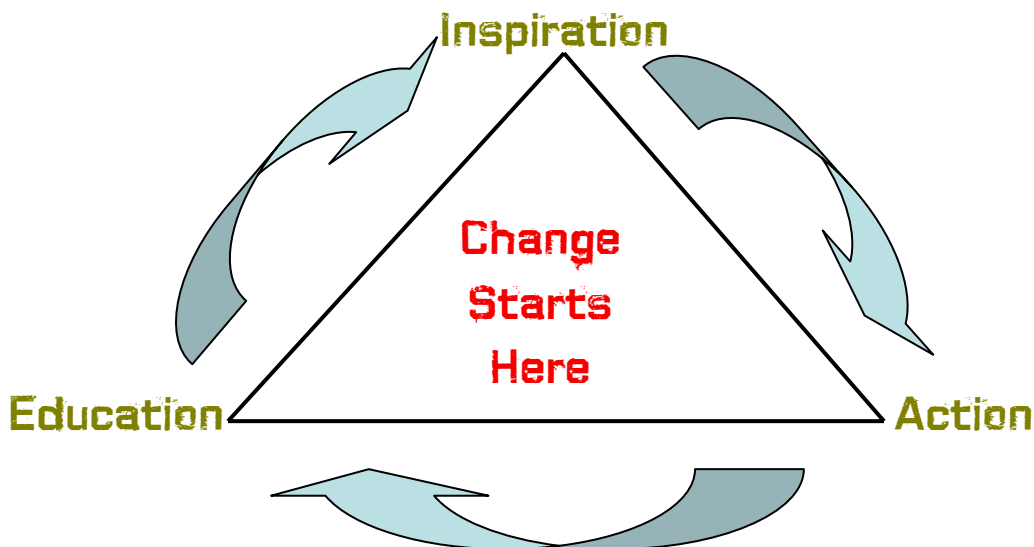
The mission of the PeaceJam Foundation is to create young leaders committed to positive change in themselves, their communities and the world through the inspiration of 12 Nobel Peace Laureates.

PEACEJAM ORGANIZATION

PeaceJam is a non-profit organization with its international headquarters located in Arvada, Colorado. Since its inception in 1996, almost 600,000 youth have participated in the PeaceJam Program, engaging in over one million service projects in their communities. PeaceJam has affiliate and chapter offices across the U.S. and world including South Africa, Costa Rica, India, Guatemala, Argentina, and the United Kingdom. Members of the PeaceJam Foundation include Archbishop Desmond Tutu, The Dalai Lama, Rigoberta Menchú Tum, President Oscar Arias, Aung San Suu Kyi, Jody Williams, Sir Joseph Rotblat, Adolfo Pérez Esquivel, President José Ramos-Horta, Máiread Corrigan Maguire, Betty Williams, and Shirin Ebadi.

CORE COMPONENTS OF PEACEJAM

- **Education:** Curriculum for youth ages 5-25
- **Inspiration:** 12 Nobel Peace Laureates
- **Action:** Service-Learning projects aligned with the Global Call to Action



PEACEJAM PROGRAMS

PEACEJAM JUNIORS: The PeaceJam Juniors Program is a standards-based curriculum for ages 5-11 that explores the childhood stories of 12 Nobel Peace Laureates and the character traits they embody. Students study the personal experiences of these amazing world leaders and then engage in Global Call to Action service-learning projects that address needs in their local community. As a result, students gain academic and social skills including leadership, conflict resolution, problem solving, and character development.

PEACEJAM LEADERS: The PeaceJam Leaders Program is a standards-based curriculum for young people between the ages of 11 and 14. It explores the adolescent stories of 12 Nobel Peace Laureates and the strategies they used to overcome problems in their lives and their communities. Through this age-appropriate curriculum, youth explore their own identities and reexamine the choices they make including their role models and the peer groups to which they belong. Youth also develop leadership and problem-solving skills while engaging in service-learning activities that address local needs.

PEACEJAM AMBASSADORS: The PeaceJam Ambassadors Program is designed for youth ages 14-19 and explores issues related to peace, violence, social justice and oppression. Youth study the lives and work of 12 Nobel Peace Laureates and the strategies they use to address pressing global issues. Participating youth create and implement their own Global Call to Action projects, becoming creative leaders who are committed to solving the most difficult problems facing our world. The program also includes an annual PeaceJam Youth Conference where youth spend a weekend with a Nobel Peace Laureate, giving them an unprecedented opportunity to share with, learn from, and be inspired by a world leader for peace.

PEACEJAM JUVENILE JUSTICE: The PeaceJam Juvenile Justice Program is designed for incarcerated youth and youth recently released from the juvenile justice system. This curriculum addresses issues of gangs, drugs and alcohol, domestic violence, property theft and other risky behaviors. Participants develop skills in the areas of civic responsibility, reconciliation, and leadership while being challenged to rewrite their life stories, reevaluate their role models and learn the power of peace.

PEACEJAM SCHOLARS: The PeaceJam Scholars Program is a college-level program where college students 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 with opportunities to engage in service and research that extends that work into the community.

OVERVIEW OF PEACEJAM JUNIORS

The PeaceJam Juniors curriculum centers on the childhood stories of 12 Nobel Peace Prize Laureates, introducing the concepts of conflict, peace, and problem-solving through integrated instruction for youth. The program aligns with best practices in the field of service-learning, conflict resolution, and character education.



STANDARDS CONNECTIONS

PeaceJam Juniors is a standards-based curriculum designed for youth ages 5-11. Each Lesson is aligned to United States National Learning Standards. We encourage you to align the curriculum to your district standards or grade level learning objectives as part of the planning process. Your local affiliate can help with this process (for a listing of U.S. and International PeaceJam Affiliates, visit www.peacejam.org).



SERVICE-LEARNING CONNECTIONS

Service-Learning is a teaching method that combines academic learning with community service. Students of all ages assess the needs of their community (school, neighborhood, or world) and design and carryout service projects that address those needs. Teachers use service to teach new concepts and skills or to provide an authentic context for applying newly learned knowledge. For example, students in a second grade class may learn about Nobel Laureate Máiread Corrigan Maguire and the struggles in

Northern Ireland and organize a pot-luck for their class that allows families of different ethnic, cultural, and economic backgrounds to build greater awareness and acceptance of one another. Each PeaceJam Juniors Lesson has a suggested service-learning activity. Yet, students are encouraged through journaling and discussion to develop their own projects. In 2006, the Nobel Peace Laureates launched the Global Call to Action with the youth of the world which guides the service-learning activities in this curriculum (see the *Service-Learning Chapter* for resources).



CHARACTER EDUCATION CONNECTIONS

Table 1 summarizes the 12 Nobel Peace Laureates studied in the PeaceJam Curriculum and the character traits they embody. Each lesson includes activities that help young people learn and demonstrate those character traits.



CONFLICT RESOLUTION & PEER MEDIATION CONNECTIONS

The PeaceJam Juniors Curriculum is also aligned with the common skills and principles of Conflict Resolution and Peer Mediation programs. The following table outlines specific skills that are demonstrated and modeled by each of the Nobel Laureates.

We encourage you to adapt the PeaceJam Juniors Curriculum to fit with your education goals, learner outcomes, and school and district priorities. Please contact us with questions or comments.

PEACEJAM FOUNDATION: 303-455-2099 OR INFO@PEACEJAM.ORG /WWW.PEACEJAM.ORG

Table 1: Overview of Nobel Peace Laureates in the PeaceJam Curriculum

NOBEL LAUREATE	CHARACTER TRAITS	CONFLICT RESOLUTION SKILL
<p>Dalai Lama of Tibet awarded the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and for his worldwide role as a man of peace and advocate for the environment.</p>	<p>Caring & Compassion: showing understanding of others by treating them with kindness, compassion, generosity, and a forgiving spirit.</p> <p><i>"Love and compassion are necessities, not luxuries. Without them, humanity cannot survive." ~ The Dalai Lama</i></p>	<p>Active Listening: One of the Dalai Lama's main themes is listening. Active listening is a skill used to help people understand what is being said as well as to let speakers know they are being listened to.</p>
<p>Máiread Corrigan Maguire & Betty Williams were awarded the 1976 Nobel Peace Prize for their efforts to create a grassroots movement to end the violence in Northern Ireland.</p>	<p>Humility & Generosity: being modest and having a lack of vanity or self-importance; willingness to give and be unselfish.</p> <p><i>Máiread Corrigan Maguire's sister was badly injured and three of her nieces and nephews were killed in an accident witnessed by Betty Williams. Even though it was hard and dangerous, both women knew they must stand up for peace.</i></p>	<p>Problem Solving: Students will learn about the ways Betty Williams and Máiread Corrigan Maguire used creativity to solve their problems – they were able to “think outside the box” to find a solution to the violence and hatred in Northern Ireland.</p>
<p>Archbishop Desmond Tutu was awarded the Nobel Peace Prize in 1984 for his courageous leadership and efforts to find a nonviolent solution to the policy of apartheid in South Africa.</p>	<p>Leadership & Patience: capacity to lead or guide others; ability to endure hardship, delay or inconvenience without complaint.</p> <p><i>"My brother Naim Ateek used to say: "I am not pro- this people or that. I am pro-justice, pro-freedom. I am anti- injustice, anti-oppression." ~ Archbishop Desmond Tutu</i></p>	<p>Anger Management: Students will study the ways Desmond Tutu used his feelings of moral outrage as a tool to bring about positive change as well as ways to solve conflict without resorting to violence.</p>
<p>Rigoberta Menchú Tum was awarded the Nobel Peace Prize in 1992 for her work as a peaceful advocate of native Indian rights in Central America and for her leadership among indigenous peoples worldwide.</p>	<p>Justice & Equality: respecting and defending the rights of all people and ourselves; treating all people equally.</p> <p><i>"I hope that the world will one day acknowledge its' responsibility and will not be indifferent to any war or to any violation of human rights, no matter where it may occur." ~ Rigoberta Menchu Tum</i></p>	<p>Positive Power: Rigoberta Menchu Tum was a poor woman who had few rights in Guatemala, yet she found she had great power to make change. Students will learn that they have power and how to use it for good.</p>
<p>Adolfo Pérez Esquivel was awarded the Nobel Peace Prize in 1980 for human rights leadership in Argentina and across South America.</p>	<p>Honesty & Integrity: keeping your word and standing up for what you believe in, even when it is hard to do it.</p> <p><i>"To create this new society [of peace], we must present outstretched and friendly hands, without hatred...because we cannot sow seeds [of peace] with clenched fists." ~ Adolfo Pérez Esquivel</i></p>	<p>Communication: Students will look at the hidden messages they send with their words and body language. Students will learn to be aware of their words and actions, just as Adolfo Perez Esquivel had to do.</p>

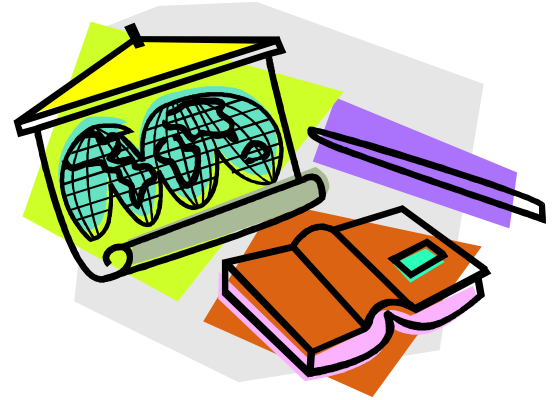
NOBEL LAUREATE	CHARACTER TRAITS	CONFLICT RESOLUTION SKILL
<p>Jody Williams & the International Campaign to Ban Landmines (ICBL) were awarded the Nobel Peace Prize in 1997 for their work toward banning and clearing anti-personnel landmines.</p>	<p>Hard-Working & Independent: doing what it takes to get the job done; applying yourself to a task and not relying on anyone else to do it for you.</p> <p><i>In six years, Jody Williams and her coworkers formed a coalition of more than 1,400 nongovernmental groups that persuaded at least 90 national governments to support a total ban on anti-personnel mines.</i></p>	<p>No Put Downs: Jody and her brother had to deal with put-downs and teasing throughout their childhood. Students will learn how to deal with put-downs and how to not use them.</p>
<p>José Ramos-Horta President of East Timor, was awarded the Nobel Peace Prize in 1996 for his sustained efforts to end the oppression of the East Timorese people.</p>	<p>Perseverance & Patriotism: not giving up when faced with difficulties; and love of and devotion to one's country.</p> <p><i>From 1975 to 2002, José Ramos-Horta tried to get the world to recognize E. Timor as an independent country and to end the human rights violations being inflicted on the E. Timorese by the Indonesian government.</i></p>	<p>Understanding Feelings: Students learn that their feelings and their actions are connected. They learn to identify how they are feeling when they are faced with conflicts.</p>
<p>Sir Joseph Rotblat & the Pugwash Conferences on Science & World Affairs were awarded the Nobel Peace Prize in 1995 for their efforts to lessen the role of nuclear weapons in international politics and, in the longer run, to eliminate nuclear weapons worldwide.</p>	<p>Responsibility & Altruism: being responsible for your own actions and how they affect others and the world; having unselfish concern for others.</p> <p><i>"We need to convey the message that safeguarding humankind will require developing in each of us a new loyalty...We have to become world citizens with a loyalty to mankind." ~ Sir Joseph Rotblat</i></p>	<p>Problem Ownership: Students will learn how to identify if the problem is yours, mine, or ours. Sir Joseph decided take responsibility for the problem that he helped create by working to make the first Atomic Bomb.</p>
<p>Aung San Suu Kyi was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma. She has been under house arrest since 1989.</p>	<p>Courage & Empathy: to do what is right in the face of difficulty; feeling for others and what they are going through.</p> <p><i>"The quest for Democracy in Burma is the struggle of people who want to live whole, meaningful lives as free and equal members of the world community." ~ Aung San Suu Kyi</i></p>	<p>Conflict Defenses: Students will learn to recognize ways that they typically deal with conflict and explore new ways of responding. Aung San Suu Kyi continues to assess how she is responding and trying new ways to get her message across.</p>

NOBEL LAUREATE	CHARACTER TRAITS	CONFLICT RESOLUTION SKILL
<p>Oscar Arias President of Costa Rica, was awarded the Nobel Peace Prize in 1987 for his efforts to negotiate a peaceful resolution to the years of conflict and war in Central America.</p>	<p><u>Citizenship & Determination:</u> knowing your rights and fulfilling your responsibilities to your community, your country, and the world; having strong purpose and resolve to get something done.</p> <p><i>"To offer hope, courage must be joined to wisdom. Only thus can we avoid violence; only thus can we achieve the serenity to respond peacefully to offense." ~Oscar Arias</i></p>	<p><u>Non-Violence:</u> President Arias faced tough problems between Costa Rica and its neighbors with non-violence. Students will learn peaceful solutions instead of resorting to violent solutions such as yelling, name calling or fighting.</p>
<p>Shirin Ebadi was one of the first woman in Iran to serve as a judge but was forced to step down in 1979. She won the Nobel Peace Prize in 2003 for defending the rights of women and children in the Middle East.</p>	<p><u>Fairness & Respect:</u> treating people equally without prejudice and favoritism; valuing the rights and property of self, others, and one's country.</p> <p><i>"If the 21st century wishes to free itself from the cycle of violence, acts of terror and war, and avoid repetition of the 20th century...there is no way except by understanding and putting into practice every human right for all of mankind, irrespective of race, gender, faith, nationality or social status." ~ Shirin Ebadi</i></p>	<p><u>Stand up for Your Rights</u> Shirin Ebadi has spent her life defending the rights of women and children because they are often treated unfairly in her country. Students will learn their rights and the rights of others and then practice standing up for them.</p>

GETTING STARTED

Teacher Checklist

- Review curriculum template
- Read Nobel Laureate Story
- Select books and pictures to show
- Select curricular activities
- Align with Academic standards
- Select assessments
- Prepare for activities



PEACEJAM CURRICULUM TEMPLATE

The PeaceJam Juniors Curriculum follows a standard format or template and is designed for use either as a stand alone unit or as a component of an existing lesson or unit. It is comprised of fourteen chapters: one chapter for each of the 12 Laureates, one for Alfred Nobel, and a chapter on service-learning. Each Laureate chapter follows the format outlined below:

PEACEJAM JUNIORS LESSON FORMAT

1. Bringing the Laureate to Life (*script introducing Laureate*)
2. Laureate's Childhood Story
3. Working for Peace (*non-violent strategies the Laureate used*)
4. What Can We Do to Help? (*Service-Learning Global Call to Action Projects*)
5. Curricular Connections
6. Curricular Extensions
7. Resources and Handouts

PEACEJAM JUNIORS CURRICULAR CONNECTIONS

Each Lesson has reading, writing, service-learning, and conflict resolution activities that are aligned with Content Standards and have assessments designed for them. In addition, each Lesson has a table of Curricular Extensions specific to the life and work of that Nobel Laureate.

CONTENT AREA	ACTIVITIES
READING	Literature selections; non fiction; legends from Nobel Laureate's country; vocabulary.
WRITING	Journals (see description), writing prompts (aligned with standards) oral discussions, presentations, letter writing.
SOCIAL STUDIES	<u>Geography</u> : reading maps, locating countries. <u>History</u> : studying Nobel Laureate's life and related historical events. <u>Civics</u> : studying different types of governments, roles of citizens (including study of character), human rights, principals and practices of our democracy compared to other governments in the world. <u>Cultural Study</u> : compare and contrast how people live in various countries.
MATH	Reading data, analyzing and creating charts, basic computation; problem solving.
SCIENCE	Studying plants, animals, environmental issues of Laureate's country (could include study of basic chemistry or physics in case of Rotblat).
MUSIC	Music from Nobel Laureate's country; making/playing instruments from Laureate's country; guest musicians.
ART	Drama (plays, enactments); visual arts; industrial arts.
LEADERSHIP SKILLS	Games, teambuilding, leadership, and conflict resolution skills.
RESEARCH	Inquiry questions and research topics; research steps; internet sites and other resources to assist research.

TEACHER RESOURCES

Each Lesson concludes with a list of reading, music and internet resources as well as sample handouts and assessments.

THE GLOBAL CALL TO ACTION

In September 2008, ten Nobel Peace Prize Winners started the PeaceJam Foundation's Global Call to Action with the Youth of the World as a part of PeaceJam's 10th Anniversary Celebration. This is a ten year long, worldwide campaign and in each chapter of this curriculum, the youth are asked to engage in service-learning projects that align directly with the this Global Call to Action – inviting even the youngest members of our societies to be part of addressing the root causes of the most pressing issues facing the world today.

“Today we ask the young leaders of PeaceJam, and the youth of the entire world, to join us in a Global Call to Action. For the next ten years, we invite them to work side by side with us as we address ten fundamental issues. These ten core problems are at the root of much of the suffering in our world, and we believe that young people can mobilize to make a difference in these ten key areas.”

THE GLOBAL CALL TO ACTION (in no specific order)

» Equal Access to Water and Other Natural Resources

The lack of access to clean water and farm land is a growing problem for many people around the world. We must work to be sure all people have at least the most basic natural resources, like safe drinking water.

» End Racism and Hate

There are two groups of people in most countries – one which is well off, and one that is hidden and full of suffering. This is caused by racism and hate. This is creating a lot of tension among people and is leading to war and conflict.

» Stop Global Disease

The movement of people and goods around the world means that many diseases which used to affect just a few countries are now the problem of everyone. We must address these diseases together, as one human family.

» Eliminate Poverty

Our world cannot be safe when billions of people are forced to live on less than \$1 per day, without shelter, food, or education. Extreme poverty can be erased in our lifetimes if we work together.

» Ensure Social Justice & Human Rights for all

Only when people have basic rights and are treated fairly by their government will there be peace. We need to work for the protection of people's rights all over the world.

» Work for the Rights of Women and Children & their Role as Leaders

We need to end the abuse of women and children and defend their basic human rights, including the right to an education. We also need to work for more women and youth leaders in local communities.

» Care for Environment

The Earth is our mother. It is wounded and needs to be healed. Only by working together can we address the many problems we have created for ourselves here on Earth.

» Stop the Use and Selling of Weapons

The world still wastes nearly a trillion dollars each year on weapons of war. By making, buying and selling nuclear weapons, guns, tanks, and bombs we are increasing violent conflicts and wars around the world. We must change what we spend our money on.

» Break the Cycle of Violence

Our minds have been shaped to think violence is okay. We need to help people see that our thoughts and actions are shaped by the violence around us and we can reshape them with peace. Peace is what humans have been waiting for.

» Human Security is True Security

Many leaders say that they need guns and other military machines to make their people feel safe. However, we create a safer world when we stop global warming, provide education, or end racism. Taking care of people - not guns - makes the world more safe.

PEACEJAM PARENT & FAMILY PROGRAM

We encourage you to incorporate a parent/family component into your PeaceJam program. Parents, grandparents and guardians across the country and the world have expressed a strong desire to “learn what their children are learning” when it comes to the lives and work of the Nobel Peace Laureates as well as the new approaches to handling conflicts and taking action in the community. Below we have outlined suggested strategies for incorporating a PeaceJam Parent/Family component into your PeaceJam Program.

- Engage Parents and Families in the Global Call to Action: Youth who participate in all PeaceJam Programs create and implement a service project that aligns with PeaceJam’s Global Call to Action. Youth work with their adult supporters – teachers, parents, agency staff, etc. – to identify an issue in their community and then actually do something to address the root cause of that issues or problem. We strongly encourage you to invite parents and family members to participate directly in these Global Call to Action projects. In some cases, parent/family groups design and carryout their projects in addition to supporting the youths’ projects. The book, *PeaceJam: One Billion Acts of Peace*, features inspiring stories about youth from around the world who have made a difference through their Global Call to Action projects. The book also provides ideas for doing local and global projects connected to each of the 10 Global Call to Action issue areas. We encourage you to share this book with parents and community members! (visit www.amazon.com or your local bookstore to purchase the book)
- Introduce PeaceJam Program to Families: It is important to share this exciting program with parents/guardians and other members of the family. Possible strategies include:
 - Send home a cover letter describing the program or include the description in a school or agency newsletter that goes home to families.
 - Send home PeaceJam materials each week for children to share with their families – such as one of the short biographies of a laureate (available on the PeaceJam website at www.peacejam.org), the childhood stories from the curriculum, or children’s art or writing that they create while doing the program.
 - Invite families to an “information session” about PeaceJam and how it will be implemented at your school or agency (show the 12 minute overview of PeaceJam Juniors – email info@peacejam.org to order a copy).
- Recruit PeaceJam Volunteers: Specifically invite parents/guardians, grandparents and other family and community members to participate in the delivery of the

Research shows that parents and other family members are more likely to volunteer if they are asked to come in at specific times for a specific purpose and if activities

PeaceJam curricular program. Steps to creating a successful volunteer program could include:

- Create a sign up sheet for volunteers with specific days and times that you will be doing PeaceJam activities (e.g., making PeaceJam Journals or Peace Prizes).
- Include a description of the types of activities the volunteers will be assisting with on those days – general descriptions are fine since you may not have the specifics planned out yet.
- You could also host a brief volunteer orientation when they arrive with specifically what you want them to help with that day.
- Have supplies, etc. ready when volunteers arrive.
- Types of activities that volunteers could assist with:
 - Assisting youth with PeaceJam art and craft projects
 - Helping younger youth write their responses
 - Finding resources needed for the PeaceJam activities such as books from the library, pictures from the internet of the Laureate and his/her country, art supplies, and artifacts from that Laureates culture.
 - Setting up activities
 - Creating a bulletin board or display to feature the children’s PeaceJam work
- PeaceJam Programming for Parents & Family: Have PeaceJam participants “teach” their parents and/or families about what they are learning through the PeaceJam Program such as new concepts and ideas about peace, justice, and human rights, the new role models they are getting to know, and the projects they are doing to make a difference in their community. PeaceJam Parent/Family Programming can take various forms including:
 - Monthly PeaceJam Parent Nights Hosted by the youth for their parents and/or family members. The youth can teach the adults about the concepts, guide them through activities, and do interactive presentations, skits, etc. that demonstrate what they are learning through PeaceJam. Each monthly meeting can feature a different laureate or different skill such as “active listening.”
 - Weekly PeaceJam Parent Session: In some cases, the parents host their own weekly meetings to go through the PeaceJam curriculum together –reading the materials, doing the activities that their youth are engaging in and often going beyond by studying the PeaceJam Ambassadors Curriculum (designed for high school age youth). In the case of these weekly meetings, they can be facilitated by existing school or agency groups (e.g., PTA), parent volunteers, or school/agency staff.

Research also shows that school-home connections are essential for making positive changes to school culture, student achievement, and overall student success.

These are just a few suggestions – it is up to you to select the strategies that will work for your school, agency, or community. Please do find a way to include your parents/guardians, families and community members in the exciting PeaceJam Program – it will enrich their lives and the lives of their children.

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