

# PeaceJam

# Leaders

DESIGNED FOR YOUTH AGES 11-14

---

FOSTERING LEADERSHIP & POSITIVE IDENTITY  
THROUGH THE STUDY OF 12 NOBEL PEACE  
LAUREATES



THE PEACEJAM FOUNDATION  
11200 RALSTON ROAD  
ARVADA CO 80004  
303.455.2099  
[WWW.PEACEJAM.ORG](http://WWW.PEACEJAM.ORG)

COPYRIGHT © 2010 THE PEACEJAM FOUNDATION  
ALL RIGHTS RESERVED

NO PART OF THIS PUBLICATION CAN BE REPRODUCED, STORED IN A RETRIEVAL SYSTEM, OR  
TRANSMITTED, IN ANY FORM OR BY ANY MEANS, ELECTRONIC, MECHANICAL, PHOTOCOPYING, OR  
OTHERWISE, WITHOUT THE PRIOR WRITTEN CONSENT OF THE AUTHOR.

PAGES IDENTIFIED AS HANDOUTS MAY BE REPRODUCED.

# PeaceJam Foundation

11200 Ralston Road • Arvada CO • 80004  
tel (303) 455-2099 • fax (303) 455-3921 • [info@peacejam.org](mailto:info@peacejam.org) • [www.peacejam.org](http://www.peacejam.org)

Dear Educator:

The PeaceJam Foundation is proud to bring you the PeaceJam Leaders Curriculum for young adolescents between the ages of 11 and 14. This is an exciting curriculum that introduces youth to the lives and work of Nobel Peace Laureates in an exciting, interactive, standards-based format. It is designed to be implemented in school or out-of-school settings as a stand alone unit or as a complement to existing curricula or programs such as Leadership Development, Service-Learning, Advisory, or Multicultural Education.

PeaceJam Leaders is one program of the PeaceJam Foundation, an international education program founded in Denver, Colorado in 1996 that has since expanded to regions throughout the USA and several countries across the globe. Among other honors, the PeaceJam Foundation was awarded the Man of Peace Award and nominated for the 2008 Nobel Peace Prize for its efforts to educate youth about peace worldwide and the Outstanding Service-Learning Award from the Colorado Department of Education for its innovative curricular programs.

The PeaceJam Leaders Program is a standards-based curriculum that 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.

This curriculum is designed to meet the unique developmental and social needs of adolescent youth and the challenges of adults that work with them by fostering positive identity development, healthy peer relations, responsibility, avoidance of risky behaviors, communication skills, and tools for setting goals and overcoming challenges.

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

Sincerely,

PeaceJam Foundation staff and the regional PeaceJam Affiliates & Chapters

## MEMBERS OF THE PEACEJAM FOUNDATION

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

# 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 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 United States and internationally including South Africa, Costa Rica, India, Guatemala, Argentina, United Kingdom, and Ghana. 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 (emeritus), Adolfo Pérez Esquivel, José Ramos-Horta, Máiread Corrigan Maguire, Betty Williams and Shirin Ebadi.

## Other 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 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 Ambassadors Program:** 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 Program:** 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 Program:** 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.

## Why the PeaceJam Leaders Curriculum?

The PeaceJam Leaders curriculum is designed to meet the unique developmental and social needs of adolescent youth. According to the Academy of Child and Adolescent Development<sup>1</sup>, middle school age youth struggle with a sense of identity, an obsession with self, poor self-esteem, influence of peer groups and feelings of awkwardness about themselves and their bodies. They are developing their values, choosing their role models and creating a new sense of self. This “transitional juncture of self-discovery” is coupled with high rates of violence and interpersonal conflict within our middle schools (94% of middle schools reported incidents of violence in 2003-04) which puts our adolescent at risk.<sup>2</sup> In fact, it is estimated that more than two-thirds of adolescents are not receiving the necessary developmental resources to put them on a path to success in adulthood.<sup>3</sup> Research indicates that addressing these developmental needs in the middle school years in turn addresses declining school engagement, high crime rates and high school dropout rates, and the escalating costs of prosecuting, rehabilitating, and incarcerating youth.

Researchers in the fields of education, social-emotional learning, and positive adolescent development tend to agree about the “resources” that adolescents need to make the healthy transition to adulthood. The Search Institute (2006) refers to these as “internal assets.” These assets are the foundation of The PeaceJam Leaders Curriculum and include: 1) **Commitment to learning**-Young people need to develop a lifelong commitment to education and learning; 2) **Positive values**-Young people need to develop strong positive values that guide their choices such as caring, equality and social justice and responsibility; 3) **Social competencies**-Young people need skills and competencies such as peaceful conflict resolution, ability to resist pressure, cultural understanding, interpersonal skills (empathy) and decision making skills in order to make positive choices, to build relationships, and to succeed in life; and 4) **Positive identity**-Young people need a strong sense of their own power, purpose, worth and promise.

The PeaceJam Leaders curriculum is designed to guide youth through a reiterative cycle from looking at themselves (me), to the groups they belong to (we), to their role in the broader community (world).” The activities in the curriculum will help young people develop school engagement, civic and leadership skills as well as provide youth with positive role models and skills to make good choices – all of which will contribute to the formation of their positive identity.

- **Me = Individuality:** Who am I? Understanding my skills, abilities, and faults. Using my personal power in positive ways.
- **We = Belonging:** Where do I belong? Understanding the groups I belong to and the people who are important in my life. Using my skills and abilities to communicate, work, and problem-solve with others.
- **My World = Giving:** What do I contribute? Applying my leadership skills and abilities to make positive change in my community, my nation, and the world.

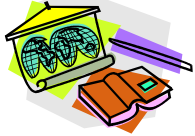
<sup>1</sup> American Academy of Child & Adolescent Development. Normal Adolescent Development Part I, No. 57; June 2001.

<sup>2</sup> Gootman, E. (Jan 3, 2006). Trying to Find Solutions in Chaotic Middle Schools. New York Times.

<sup>3</sup> Scales, P. C., & Benson, P. L. (2006, December). Toward quality and equality: Fulfilling our promises to America’s children and youth. *Search Institute Insights & Evidence*, 3(2), 1–10,

## Components of PeaceJam Leaders Program

*The PeaceJam Leaders Program centers on the adolescent stories of 12 Nobel Peace Prize Laureates, introducing the concepts of peace and leadership through integrated instruction for youth ages 11 to 14. The program aligns with best practices in the field of service-learning, leadership development and positive identity development.*



### STANDARDS CONNECTIONS

PeaceJam Leaders Program is a standards-based curriculum designed for youth ages 11 to 14. Each Lesson is aligned to National Learning Standards and 21<sup>st</sup> Century Skills. We encourage you to align the curriculum to your district standards or other learner outcomes as part of the planning process.



### 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 carry out 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. In 2006, the Nobel Peace Laureates launched the Global Call to Action with the youth of the world. This ten-year global campaign guides the service-learning activities in this curriculum. For example, the Dalai Lama of Tibet calls on youth to address the issue of diminishing natural resources- both locally and globally. Each PeaceJam Lesson has a suggested service-learning activity. Yet, youth are encouraged through research and discussion to develop their own projects.



### POSITIVE IDENTITY DEVELOPMENT

The PeaceJam Leaders Curriculum is designed to help youth explore who they are and who they want to be through reflective activities and positive role models. Youth explore the factors that shaped the identities of the 12 Nobel Peace Laureates such as historical events, cultural values and personal experiences and examine how these factors also play a role in their own identity development. The curriculum then guides youth to write their own personal stories as they learn to use their own power in positive ways and make healthy life choices.



### LEADERSHIP DEVELOPMENT

The PeaceJam Leaders Curriculum is also aligned with Leadership Skills including communication, goal setting, problem-solving and service to others. The following table outlines specific leadership skills that are demonstrated and modeled by each of the Nobel Laureates.

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

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

## Curriculum at a Glance

### Overview of Concepts & Skills Taught

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

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

## Members of the PeaceJam Foundation

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

**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.

**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.

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

**Aung San Suu Kyi** was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma, following the principles of Gandhi. She has been under house arrest since 1989.

**Máiread Corrigan Maguire & Betty Williams** were presented with the Nobel Peace Prize in 1977 for their efforts to create a grassroots movement to end the violence in Northern Ireland.

**Jody Williams** & the International Campaign to Ban Landmines (ICBL) were awarded the Nobel Peace Prize in 1997 for their work for banning of and the clearing of anti-personnel landmines.

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

**José Ramos Horta**, President of East Timor, was awarded the Nobel Peace Prize in 1996 with Bishop Carlos Belo for their sustained efforts to end the oppression of the East Timorese people.

**Sir Joseph Rotblat** & the Pugwash Conferences on Science & World Affairs were awarded the Nobel Peace Prize in 1995 for their efforts to diminish the part played by nuclear arms in international politics and, in the longer run, to eliminate such arms.

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

## STRUCTURE OF LEADERS PROGRAM

The PeaceJam Leaders Curriculum is designed for youth between the ages of 11 and 14 yet can be used with any age group who are working on the core concepts embodied in the curriculum. It can be implemented either as a part of an academic or elective class, as an after-school program or in an out-of-school community or faith-based organization. All that is needed is an adult sponsor—a teacher, facilitator, parent, nonprofit worker, etc.—who will implement the program with youth.

### HOW TO USE THIS CURRICULUM

The Curriculum at a Glance table on pages vi and vii outlines the chapters in the PeaceJam Leaders Curriculum. Although the curriculum is designed to be flexible, we recommend that adult facilitators begin with the first three chapters:

- **PeaceJam: Exploring Self**
- **Alfred Nobel: Exploring Empathy**
- **The Nobel Peace Prize: Exploring Peace & Violence**

These chapters set the foundation for the program and prepare youth to explore the stories of the Nobel Peace Laureates. The Nobel Peace Laureate chapters that follow are designed to be done either in sequential order or in any order that fits with existing curricula or programs. We recommend that adult facilitators do at least one to two of these Nobel Peace Laureate chapters so that youth get to learn first hand about these amazing world leaders and the ways they have approached problems in their lives. It is important to conclude the curriculum with the final chapter:

- **Me: Exploring Who I Am & Where I'm Going**

This final chapter brings the youth full circle to examine themselves, their role models, the choices they make and who they want to be in the world.

### PEACEJAM JOURNAL

A unique component of the PeaceJam Leaders Curriculum is the PeaceJam Journal which aligns directly with the curriculum and gives youth a place to write, draw and explore their thoughts and emotions as they move through the PeaceJam Curriculum. At the back of the journal is the Global Call to Action Service-Learning Log which allows youth to keep track of their Global Call to Action Project.

### PEACEJAM YOUTH SURVEY

Documenting the impacts of the PeaceJam Leaders Program is critical to building support for PeaceJam Programs and for documenting their effectiveness worldwide. **You may be asked to administer the PeaceJam Youth Survey to your youth.** If you would like to volunteer to be part of the PeaceJam Evaluation Study, please contact your local PeaceJam affiliate or the PeaceJam Foundation at 303-455-2099.

## **CHAPTER OVERVIEW**

Chapters Four through Sixteen are each build around one of the Nobel Peace Laureates that are members of the PeaceJam Foundation. These chapters contain the following curriculum components:



**Opener:** Each chapter starts with an “opener” activity to help open youths’ eyes to different ways of thinking and interacting with each other.



**Nobel Peace Laureate Story & Discussion:** Each chapter contains a profile of one Nobel Peace Laureate and an activity that explores a critical incident in the Laureate’s life. The stories may be read aloud by the adult facilitator as “guided reading” or by youth.



**Leadership Skill Builder:** Each chapter engages youth in a leadership skill building activity that relates to the life and work of the Nobel Peace Laureate.



**Reflection/Journal:** Each chapter provides youth with the opportunity to write, talk and think about the concepts and issues that they have explored in the chapter through journal writing, discussion and sharing.



**Action/Service:** Service-learning is a central component to the PeaceJam curriculum and each chapter asks youth to apply their knowledge and skills to real issues in their local and/or global community by creating a Global Call to Action project.



**Curricular Extensions:** Each chapter contains curriculum extension ideas and activities to allow educators and adult sponsors to explore related curricular material related to Language Arts, History, Civics, Geography and research.

“...” **Quotes:** The paragraphs in each chapter that are enclosed in quotes are suggested scripts for adult facilitators and are meant to be read aloud to youth.



This symbol indicates that youth also have the activity in their PeaceJam Journals.

### **Suggested Resources to Purchase:**

- ***PeaceJam Documentary*** (\$25) available from [www.peacejam.org](http://www.peacejam.org) or [www.amazon.com](http://www.amazon.com).
- ***PeaceJam: One Billion Simple Acts of Peace*** (\$16) available from [www.amazon.com](http://www.amazon.com)
- ***PeaceJam Book*** (\$22) available from [www.peacejam.org](http://www.peacejam.org) or [www.amazon.com](http://www.amazon.com)

## GUIDELINES FOR ADULT FACILITATORS

There is a great number of forces today– including the media, music and corporations— that try to mold the opinions and behaviors of youth. It is therefore critical that youth gain experience in thinking through issues themselves, weighing the evidence and coming to their own thoughtful conclusions. PeaceJam believes that this is especially important because the world will need new ideas and perspectives on how to build peace in the 21st century. The Nobel Peace Prize winners will have a great deal to teach about peacemaking, but they too are humans with their own opinions and ways of seeing the world. Youth need to know that and be encouraged to thoughtfully challenge whatever they are reading or hearing.

Here are some guidelines to remember.

PeaceJam Leaders is a youth-centered curriculum designed to empower youth to take on leadership roles in their schools, communities and the world. Thus the role of the adult facilitator or educator is critical to the success of the program. Your role is to scaffold their experience, providing necessary support and encouragement, while allowing them to take on active leadership roles within the group.

We recommend reading “*Giving Voice to the Leader Within*” for creative ideas on working with youth (see reference section in next chapter)

- **Be a PeaceJam Role Model:** Your role is to guide the group and facilitate their interactions. Encourage the youth to form their own opinions which means checking your own beliefs and opinions and instead continually asking them 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:** (see activity in first chapter) Help the group establish guidelines so that they can both voice their opinions and be listened to respectfully as well as be good listeners who can challenge others’ ideas respectfully. In doing so, be ready to help youth think of issues that may arise such as someone getting upset or not feeling safe to share. Because these norms have been set by the youth, they are responsible for adhering to them. If a problem arises, check back in with the group norms and decide whether to change them or go back to following the norms that had been set.
- **PeaceJam is About “Civil Discourse”** – speaking in ways that follow a set of rules that honor each person and their contributions. Explain the difference between brainstorming, dialogue and debate.
  - *Brainstorming:* goal is to get many ideas out on the table. All responses are good ones.
  - *Dialogue:* goal is to explore a few ideas by talking them through. This is the time for people to explain ideas.
  - *Debate:* goal is to defend an idea. This the time for people to pick a position on an idea and defend their position using examples, etc.

What can happen if the rules for the group discussion are not clear and some people are brainstorming, while others are trying to dialogue and others are debating?

- **Youth Leadership and Voice:** PeaceJam may be one of the few opportunities that adolescent youth have to be leaders, where they can direct their own learning and exploration, assess the needs of their community and plan and carry out service projects that address those needs. Your role will be to foster youth voice and youth action. Authentic youth leadership and voice includes:

- Fully valuing youth contribution and input
- Encouraging youth ownership of the group and projects
- Involving youth at all levels, including final decision making
- Providing the necessary training for youth
- Valuing youth input with the same weight as adult input
- **Supportive Facilitation:** To be used when building a team, establishing a rapport with a team, diagnosing problems, building on diversity or trying to get people to appreciate differences and when the person is more important than the task. Supportive behaviors include:
  - Asking questions that lend themselves to critical thinking
  - Modeling active listening
  - Allowing youth to explore consequences and choices
  - Using praise appropriately
  - Asking for help from youth in determining expectations
  - Exploring common ground
  - Being positive, understanding and caring
  - Encouraging youth to examine a variety of sources about the issue
  - Exposing youth to a variety of opinions
  - Encouraging youth to come up with their own position on the issue
  - NOT trying to solve their problems for them
  - NOT offering solutions
  - NOT using your expertise to influence their decisions
- **Tool Bag for Solving Problems:** Be sure to have tools ready to head off any potential issue that may arise in the group. Here are few to get you started:
  - Issue: One or two people dominate the conversation.
    - Tool: Give everyone five coins (pebbles or pieces of paper) at the start of each discussion. Explain that they have to use a coin every time they want to talk and they cannot talk any more once their five coins are used up.
  - Issue: people interrupt or talk over one another.
    - Tool: Use a talking stick or other object and pass it around the circle and only the person holding the object can speak.
  - Issue: No one in the group is sharing
    - Tool: Move around the circle asking each person in turn to comment on the question or conversation. Each person can pass if they would like but they only get one “pass” per discussion.
- **Create a Safe Space:** Creating a safe space for all youth who are in the group is crucial to their involvement. Define with the group what a Safe Space is and how they will ensure that their group is a safe space for all participants. Some elements of a Safe Space include:
  - Establishing yourself as an adult ally
  - Creating clear norms/culture of respect and openness for all participants
  - Drawing participants and speakers from diverse backgrounds
  - Vocally advertising that your space is safe for all who wish to participate
  - Stress importance of confidentiality (aside from your reporting requirements)

## Service-Learning & the Global Call to Action

Service-learning is a central part of the PeaceJam experience because it allows youth to put their academic, civic and leadership skills to action in their communities— and gives them a sense of efficacy as they plan and carry out activities that are meeting real needs. In addition, it fosters an ethic of service and caring for others that is critical to the development of active citizens. Through PeaceJam Leaders, youth will engage in service-learning projects that connect to PeaceJam’s ten-year Global Call to Action Campaign that was launched by the Nobel Peace Laureates in 2006.

**What is Service-Learning?** Service-learning is a teaching method that allows youth 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, encourage lifelong civic engagement, and strengthen communities. High quality service-learning has the following components:

- **Curricular connections**- Service activities are connected to learning and provide youth with opportunities to apply their academic, personal and social skills and knowledge to real world issues. The learning goals associated with the service are clearly articulated so youth know what it is they are supposed to be learning.
- **Youth voice** - Beyond being actively engaged in the project itself, youth have the opportunity to select, design, implement and evaluate their service activity.
- **Authentic community needs** – Youth investigate to be sure that the issues they select to work on are really high priority needs in their local or global community.
- **Reflection** – Youth have structured opportunities to think, talk, and write about their service experience. The balance of reflection and action allows youth to be aware of the impact of their work and what they are learning.
- **Partnerships** – Service is done in partnership with service recipients (not “to them”) whether they are people or agencies. The partners work with youth to identify genuine needs and contribute to completing the project. In a successful partnership, both sides will give to and benefit from the project.
- **Assessment** – Well structured assessment instruments with constructive feedback through reflection provide valuable information regarding the positive 'reciprocal learning' and serving outcomes for sustainability and replication.

**What is my role in this process?** As the adult facilitator, your role is to guide youth through the service-learning process as the youth develop and implement a Global Call to Action project. The steps are laid out in each chapter of the PeaceJam Leaders Curriculum to guide you in this process – have fun with it and allow youth to be creative! The basics of the Global Call to Action are:

1. Identify an issue to work on
2. Research the issue from multiple perspectives
3. Create an action plan
4. Get out there and serve!
5. Reflect and revise
6. Celebrate and showcase the youths’ accomplishments



### PeaceJam: A Billion Simple Acts of Peace

By Ivan Suvanji Jeff and Dawn Engle  
**The Story of the Global Call to Action**

This new book tells the amazing story of a worldwide youth movement that aims to create one billion acts of peace and it shows you how you can become part of it. It tells how Nobel laureates like The Dalai Lama, Archbishop Desmond Tutu, Oscar Arias Sanchez and Aung San Suu Kyi are working with young people to tackle the core issues facing our world today.

## The Global Call to Action

In September 2006, ten leading Nobel Peace Laureates launched 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 decade-long, worldwide campaign and we encourage all PeaceJam groups to select service-learning projects that align with this Global Call to Action.

**The PeaceJam Leaders Youth Journal contains step by step guidelines to help youth plan and implement their projects.**

*“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 Nobel Peace Laureates*

### THE GLOBAL CALL TO ACTION (in no specific order)

#### » Ensure Access to Water and Other Natural Resources

The lack of access to clean water and farm land is an increasing problem for many people around the world – and the struggle over these limited resources leads to war and conflict. We must work to be sure all people have at least the most basic natural resources, such as safe drinking water.

#### » End Racism and Hate

Racism and the growing divide between rich and poor are problems that affect all of us. There are two groups of people in most countries – one which that is well off, and one that is hidden and full of suffering. This is creating a lot of tension among people that is leading to war and conflict.

#### » End Global Disease

The movement of people and goods around the world means that many “third world” diseases are now threatening the developed world, and have now become the problem of everyone. We must address these diseases together, as one human family.

#### » End Poverty

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

#### » Ensure Social Justice & Human Rights

When people lack basic human rights and social justice over long periods of time, it leads to conflict and violence. Only when people have basic rights and are treated fairly by their government will there be peace. So we need to work to protect those rights in the areas of the world that are in conflict.

#### » Defend Rights for Women and Children & their Role as Leaders

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

#### » Care for the Earth’s Environment

The earth is our mother, and it is wounded. It is out of balance and needs to be healed. Global warming is a reality, and only by working together can we address the many problems we have created for ourselves here on earth.

#### » Control the Use and Selling of Weapons

The world still spends nearly a trillion dollars each year on the weapons of war. We must change our values and our priorities as we enter the 21st century. By making, buying and selling nuclear and conventional weapons, we are increasing violent conflicts and wars around the world.

#### » Break the Cycle of Violence

We have a culture of violence and our minds have been shaped to think violence is okay. Peace is the grand revolution that humans have been waiting for. We need to see that our thoughts and actions are shaped by the violence around us and we can reshape them with peace.

#### » Invest in Human Security

Many leaders say that they need guns and other military machines to make their people safe and secure. But when we stop global warming, provide decent education, or end racism we are doing more to create a secure world. We need to stop thinking about military security and work for true human security.

**SAMPLE CHAPTER**

# Chapter Four

## Rigoberta Menchú Tum: Exploring Community

## CHAPTER FOUR

### RIGOBERTA MENCHÚ TUM: EXPLORING COMMUNITY

**Chapter Overview:** In this chapter, youth will learn about Nobel Peace Laureate Rigoberta Menchú Tum and the struggles she encountered as a teenager and the importance of community in her life. They will build their “teamwork” skills and explore the meaning of community in their own lives.

**Theme:** Community

**Peace & Leadership Skills:** Teamwork

**Service-Learning:** Community Cafés

**Curricular Extensions:** autobiographies, study of Central America and Indigenous peoples, child labor issues, essays on community, research on Guatemalan government, group problem-solving and teamwork

**Vocabulary:** Youth will need a basic understanding of these terms for this chapter (review them before or during the lessons as they come up):

activist  
human rights  
community building  
cultivate  
malnutrition  
indigenous



#### **Opener: Community Chat**

1. Ask youth to pair up with a buddy and have one be Mountain and one be Coast.
2. Have all Mountains form a circle facing out, with their backs toward the center of the circle.
3. Have all Coasts face their partners in a larger circle outside the Mountains.
4. Ask the question, “what does community mean to you?” and ask youth to take turns talking with their partner about the topic.
5. Instruct both groups to rotate 1 person to their right to face a new partner. Ask the question, “what are your favorite things about your community?” and have youth taking turns talking with their partner about the topic.
6. You can repeat this process a few more times with different questions (e.g., “What do you not like about your community?”).

*“We have to listen to people to find out what they want, to discover the solutions they have to offer for the future.”*  
~ Rigoberta Menchú Tum

#### Debrief:

- How many of you shared with someone you have never shared with before?
- What did you learn from your partner?
- Why is it important to talk with people we don’t usually talk to?
- Rigoberta Menchú said, “We have to listen to people to find out what they want, to discover the solutions they have to offer for the future.” How does this quote apply to the activity we just completed?



#### **Rigoberta Menchú Tum’s Story**

“We are going to get to know a woman from Guatemala named Rigoberta Menchú Tum. From the time she was 12 years old, Rigoberta worked very hard for the rights of indigenous peoples in Guatemala. Let’s read about Rigoberta and how she worked with her community to stay alive and protect the rights of her people.”

Read Rigoberta Menchú Tum’s story aloud as a group.



## Rigoberta Menchú Tum

### **1992 Nobel Peace Laureate**

*“What I treasure most in life is being able to dream. During my most difficult moments and complex situations I have been able to dream of a more beautiful future.”*

-Rigoberta Menchú Tum

Rigoberta Menchú Tum is a Mayan Indian. She was born in 1959 in a small mountain village in Guatemala. The Mayan Indians have lived in Guatemala for thousands of years. They had great cities, a written language that used pictures, and were skilled at pottery and weaving. About 500 years ago, soldiers and conquistadors from Spain landed in Guatemala and **conquered** the Indians that lived there. The Spanish took over the land and made the Indians follow Spanish laws. This created many problems for the Mayan Indians. Guatemala became free from Spain in 1821, but life was still difficult for the Mayan Indians when Rigoberta was born.

In Mayan culture, community is very important. Everyone looks out for everyone else and the community gathers often for festivals and celebrations. Rigoberta grew up loving her village. From a very young age Rigoberta had a lot of work to do. The girls in Rigoberta’s village would get together and chat while doing their work.

“There is a place in the fields which is so wonderful and pretty and shady that all the girls get together—seven or eight of us—and sit under the trees and hang up our weaving. We talk and weave. It’s how we enjoy ourselves with our friends. And also, when we go to fetch water, we call all the girls in the village, shouting to each other, and off we go in a line, chattering, to fetch water... This is another way of enjoying ourselves, talking to our neighbors and friends.”<sup>4</sup>

The Mayan Indians were very poor and they could not grow enough food in the mountains to survive. Most years, Rigoberta’s family had to leave their community for six months to work on cotton and coffee fincas, or plantations. They worked 14 hours a day and were paid only pennies for their very hard work.

***Why did Rigoberta and the other Mayan Indians work so hard for just pennies a day? Was that fair?***

Rigoberta’s mother and father were leaders in their village and many people came to them for help with their problems. When Rigoberta was 12, her father asked her to come with him on his trip to the city.

“We were used to traveling in closed trucks, as if we were in an oven with all of the people and animals. It was the first time I’d sat on the seat of a truck, and one with windows... When we reached the capital, I saw cars for the first time... When I first saw them, I thought the cars would all bump into each other, but they hardly did at all. It was amazing for me.”<sup>5</sup>

Rigoberta’s father would go to the city to speak with different groups and the government, telling them about the Mayan Indians’ struggles

<sup>4</sup> Menchu, Rigoberta. *I Rigoberta Menchu: An Indian Woman in Guatemala*. London: Verso, 1984 (p. 82).

<sup>5</sup> *Ibid*, p. 31

to get equal rights. He wanted Mayans to be able to own their own land, get paid fairly for their work, and have the right to vote. The trip to the city was very memorable for Rigoberta. She knew that she wanted to do **community building** work, just like her father.

When Rigoberta was a teenager, the military began raiding Rigoberta's village. There was not much land suitable for farming in the mountains of Guatemala. Rigoberta's parents and the rest of their community worked hard to **cultivate** their land. The government and other wealthy people wanted the community's land, so they tried to scare Rigoberta and her neighbors away. The soldiers set houses on fire, broke all of their cooking things, killed their animals, and threatened Rigoberta's father.

The community knew the military would return and they wanted to be ready. Rigoberta worked side-by-side with her father to help her community prepare for future military attacks. The community began to hold meetings. All of the community members brought stones, sticks, work tools, chili, salt, lime, and hot water and discussed how to use them for self-defense. They dug several large, deep, holes on the paths to the village to trap soldiers. When the military came, they saw that the community was prepared. Rigoberta even helped to catch a soldier!

"All the mothers in the village came to see the soldier. Then the men came too and begged him to [tell] his experience when he got back to the army and to take on the role of convincing the others not to be so evil... we told the soldier that [we] were organized, and were prepared to give [our] last drop of blood to counter everything the army did to us...The soldier went away very impressed, he took this important message with him... We didn't kill the soldier."<sup>6</sup>

<sup>6</sup> Ibid, p. 139.

### *Why didn't the Mayan Indians kill the soldier?*

The government did not like the work that Rigoberta's father was doing. So they kidnapped him, tortured him, and put him in prison for 14 months. Rigoberta had to work for a year without a break to help pay for his release. When Rigoberta's father was released, he took her to the city to meet the groups of people he worked with. Rigoberta's father knew that the government wanted to kill him. He knew that if they did, Rigoberta had the strength and smarts to continue his work.

Soon after, another horrible thing happened. Rigoberta's brother was kidnapped and tortured by the government. The government then made the Mayan Indians in Rigoberta's community watch as they set him on fire.

Everyone was weeping...Every time I tell this story, I can't hold back my tears, for me it's a reality I can't forget...My mother almost risked her own life by going to embrace my brother. My father...didn't shed a tear, but he was full of rage. And that was the rage we all felt... I couldn't believe that had happened to my little brother. What had he done to deserve that? At that moment I wanted to show my aggression. You know, it wasn't just my brother's life. It was many lives, and you don't think that the grief is just for yourself but for all the relatives of others. And what you think is that Indians are already being killed off by **malnutrition**, and when our parents can hardly give us enough to live on...then they burn us alive like that...I concluded that the most important thing was to organize the people so that they wouldn't have to suffer the way we had, see that horror film that was my brother's death.<sup>7</sup>

A few months later, Rigoberta's father received the same treatment as her brother. Her mother was also killed by the military, just months

<sup>7</sup> Ibid, p. 172.

after her father. In the name of her brother, father, mother, and all the Mayan peoples killed by the military, Rigoberta continued working hard for the rights of her people. All the violence that Rigoberta witnessed did not cause her to act violently, even though she was very angry. Rigoberta put all of her energy into non-violent work for the rights of Mayan Indians in Guatemala. She used the knowledge she gained from her father to continue his work in community building. Rigoberta's parents had taught her how to become an **activist** for **human rights**.

***What does it mean to be an activist for human rights?***

The military did not like the work that Rigoberta was doing. They threatened to kill her so she had to hide. She was scared they would find her so she escaped to Mexico. She knew that if she wanted to help the Mayan Indians she had to stay alive. Rigoberta learned to speak Spanish so she could talk to the government leaders in Guatemala. She tried to return to Guatemala, but each time, the military threatened her. She wanted to share the story of Mayan Indians with the rest of the world. So in 1983 she wrote a book called "I, Rigoberta Menchú." This book made people around the world realize that horrible things were happening in Guatemala.

In 1992, on the 500<sup>th</sup> anniversary of Christopher Columbus and the Spaniards landing in the Americas, Rigoberta Menchú Tum was awarded the Nobel Peace Prize in recognition of her work for the rights of **indigenous** peoples. She was the first indigenous person ever to receive the award and one of only a handful of women to ever win it.

All of Rigoberta's non-violent work contributed to the 1996 Peace Accords in Guatemala, which ended Guatemala's 36 year civil war and gave many rights to Rigoberta's

people. In 2004, the president of Guatemala, Oscar Berger, asked Rigoberta to be Guatemala's "goodwill ambassador." Her job is to be sure that the new government treats the Mayan people fairly.<sup>8</sup> She wants all citizens of Guatemala to have their rights protected by the government. In 2008, Rigoberta ran for president of Guatemala. She was the first woman and first Maya Indian to run for president in her country. Although, she did not win, she showed others that it could be done!

### **Global Call to Action**

In 2006, at PeaceJam's 10<sup>th</sup> Anniversary Conference, Rigoberta and nine Nobel Peace Laureates issued the Global Call to Action—a ten year campaign that invites youth to work side by side with the Laureates to address core problems facing the world today. Rigoberta urges youth to specifically focus on "racism and hate." She believes that racism and hate cause tension between people and countries and this tension leads to violent conflict. If people work together to understand differences, instead of hating one another, the world will be a more secure place.

### **Discussion Questions:**

- How do you think Rigoberta felt when her brother, father, and mother were killed?
- Why didn't she fight back with violence? What did she do instead?
- Why was Rigoberta's community so important to her?
- How was Rigoberta affected by the issue of racism and hate?

<sup>8</sup> cited from [www.moreorless.au.com/heroes/menchu.htm](http://www.moreorless.au.com/heroes/menchu.htm).



### **Skill Builder: Teamwork**

#### Turning Our Community Around

1. Lay the tarp out in the center of the room.
2. Begin by asking youth to quietly think about some of the things they don't like about their community today.
3. Ask youth to share their thoughts and write them each on separate piece of tape.
4. After all thoughts have been shared, have the youth stick each piece of tape to one side of the tarp. Then, turn the tarp over.
5. Now ask youth to quietly think about what kinds of hopes, dreams, and goals they have for their community (What could their community look like in an ideal world, if they had unlimited resources?).
6. Ask youth to share their thoughts and write each answer on a separate piece of tape.
7. After all thoughts have been shared, have youth stick each piece of tape to this blank side of the tarp.
8. Adult facilitator should now hold the tarp up to show youth that one side is the way things are and the other is the way things could be.
9. Spread the tarp out on the floor with the side representing the community's challenges facing up.
10. Invite youth to come forward and stand upon the tarp. There should be enough room on the tarp for youth to stand without having to touch anybody else (if not, use 10-12 volunteers from the group).
11. Once they are on the tarp, explain the task. They are a community. Their task is to turn the tarp over, so that the way things could be, are facing up and the community's challenges, face the floor. The only rule is that no part of any of their bodies can touch anything off the tarp. They can not touch the floor, chairs, desks, anything, not even the end of their finger or the tip of their toe. After they have solved the problem, debrief the activity.

#### Debrief

- What did we learn about working together as a team by doing the activity?
- How was doing this activity similar to what we need to do to "turn our community around" (e.g., it is difficult; it requires that everyone get involved; you have to be creative; sometimes you just can't break the rules).

[See additional Team Building Games in the Resource Section of this chapter]



### **Reflection/Journal:**

"A community can be your neighborhood, your family and friends, or the world. What does 'community' mean to you and why (who, what, and where)?"



### **Action/Service: Getting Community Buy-in: Community Cafés**

"Now that you have identified what community issue you would like to tackle, a great way to gauge community support for this idea is to conduct **Community Cafés**. What are Community Cafés? They bring members of a community together to examine an issue." Youth can use this

#### **Materials:**

Tarp, blanket or bed sheet about 8 x 10 feet

Masking or duct tape

A marker to write on the tape

forum to interview their peers during lunch in the cafeteria, members of their community at a local coffee shop, senior citizens at a senior center, teachers at a staff meeting, etc.

### Steps to Organizing a Community Café:

Have youth turn to Chapter 4 of their PeaceJam Journals and locate the Community Café Activity.

#### **1. Choose a topic or issue to examine.**

Youth should use the issue they have chosen for their Global Call to Action project.

#### **2. Organize the Café to gather people.**

Set a time, date, and place for the café. If the café is done in a school setting, youth can make posters, use morning announcements, and word of mouth to promote their café. If students would like to survey the entire community, they can use community boards at local businesses, contact their local media, and use online event calendars. Don't forget to include *where* and *when* the Community Café is going to take place!

#### **3. Discuss.**

Develop questions or talking points to frame the café. There should be youth facilitators to provide structure for the discussion. Participants should examine the issue their Global Call to Action project addresses and also possible ways to solve the problem. Also, youth should discuss their Global Call to Action project not only to gauge interest and community need, but to also receive feedback and ideas to strengthen the project.

#### **4. Thank participants for their attendance.**

Let attendees know that their voices have been heard and that their ideas will be used to strengthen the service-learning project. It's a great idea to gather participants' contact information to inform them of future cafés and events surrounding the project!



### Curricular Extensions

Content Area	Activity
<b>Writing</b> <i>Use writing process elements to communicate for a variety of purposes and to a variety of audiences</i>	<ol style="list-style-type: none"> <li>1. <u>“My Community” Essay</u>: have youth write a three paragraph essay on their community that describes three things that are good about their community and three things they would like to change. Be sure they support their claims with evidence and details.</li> <li>2. <u>Community Newsletter</u>: Rigoberta used her book to tell the world about the issues in Guatemala. Have youth write a community newsletter that highlights the issues in the community and what is being done about them (they can highlight their Global Call to Action project). Most word processing programs have newsletter templates that youth can use to get started.</li> </ol>
<b>Reading</b> <i>Read for perspective and multicultural understanding</i>	<ol style="list-style-type: none"> <li>1. <u>PeaceJam Book</u>: have youth read Chapter Two in the book, <u>PeaceJam</u> which explores Rigoberta Menchú Tum's influence on Rudy Balles and his decision to work for peace instead of violence.</li> <li>2. <u>I, Rigoberta Menchú</u>: as a group or independently, read Rigoberta's book which explores her life and gives youth a first hand account of her struggles and her non-violent solutions to those struggles.</li> <li>3. <u>Child Labor</u>: have youth read <u>Free the Children: A Young Man's Personal Crusade Against Child Labor</u> by Craig Kielburger. At age 12, Craig</li> </ol>

	<p>became outraged about children being sold into slavery in Pakistan so he founded Free the Children, a human rights organization.</p> <p>4. <u>Autobiographies</u>: have youth read other autobiographies of peacemakers from around the world.</p>
<p><b>Communication</b> <i>Demonstrate effective verbal and non-verbal communication skills</i></p>	<p>1. <u>Language Learners</u>: Rigoberta taught herself Spanish so she could communicate with the government in Guatemala. Have youth explore what different languages are common in their community and learn basic greetings in these languages – and then have them try them out in the community.</p> <p>2. <u>Communicating without Words</u>: have youth work together to build a “house” or rough structure that all of them can fit in using only tape and newspapers (they can roll up the newspapers to create a frame for a house). The catch is that they cannot talk to each other (break into small groups of 4-5 if needed).</p>
<p><b>Geography</b> <i>Understand how to use maps and other geographic tools</i></p>	<p>1. <u>Central America</u>: have youth study a political map of Central America, learning about the environment and climate of each country and how these have affected citizens of these countries over the years.</p> <p>2. <u>Birds Eye View</u>: have youth log on to <a href="http://www.googleearth.com">www.googleearth.com</a> and find their own community and then try to locate the mountains in Guatemala where Rigoberta grew up. How are the two locations different and what do they have in common?</p>
<p><b>Civics &amp; History</b> <i>Identify historical, geographic, social, and economic factors that have shaped society</i></p>	<p>1. <u>Child Labor</u>: Ribogerta and her brothers and sisters worked on the plantations even though they were children. Have youth research the issue of child labor around the world and in their own country and the national and international laws that try to protect children.</p> <p>2. <u>Mayan Civilization</u>: have youth study the history of the Mayan people from its ancient civilization to today.</p> <p>3. <u>Indigenous People</u>: have youth read Rigoberta’s powerful ideas about indigenous peoples such as “Indigenous people are not some myth from the past” and “indigenous peoples don't need protection. What we do need is simply to be allowed to exist.” Then have a discussion about each of the points she makes [see extension activity below and Chapter One for guidelines for group discussions].</p>
<p><b>Research</b> <i>Use a variety of technological and information resources to gather, synthesize, and share information</i></p>	<p>1. <u>Guatemala Today</u>: have youth research the current status of Mayan rights in Guatemala today.</p> <p>2. <u>Rigoberta Today</u>: have youth research the work that Rigoberta is currently doing in Guatemala and around the world.</p>

**Resources**

**Books**

Menchú, Rigoberta. I, Rigoberta Menchú: An Indian Woman in Guatemala. Verso, 1987.  
 Sanford, Victoria. Buried Secrets: Truth and Human Rights in Guatemala. Palgrave Macmillan, 2004.

### Internet Sites

- The Nobel Peace Prize site has a concise biography of Rigoberta at: [http://nobelprize.org/nobel\\_prizes/peace/laureates/1992/tum-bio.html](http://nobelprize.org/nobel_prizes/peace/laureates/1992/tum-bio.html)
- Guatemala Fact book: <http://www.cia.gov/cia/publications/factbook/geos/gt.html>
- Commission for the Defense of Human Rights in Central America: Interview with Rigoberta: <http://www.indians.org/welker/menchu2.htm>

### Video/DVDs

When the Mountains Tremble. Dirs. Newton Thomas Sigel, Pamela Yates. 1983. DVD. New Video, 2004.

Mystery of the Maya. Dirs. Barrie Howells, Roberto Rochín. 1995. DVD.

Approach of Dawn: Forging Peace in Guatemala. Films for the Humanities and Sciences, 2004.

### **Extension Activity: Indigenous People**

Have youth discuss the following quote by Rigoberta and the points she makes about indigenous peoples.

#### **What should be done to protect indigenous peoples?**

“It is very important to understand that we indigenous peoples don't need "protection." What we do need is simply to be allowed to exist, to live, to let our own culture develop, and to recover the meaning of our own history. Indigenous peoples have always depended on their traditional wisdom and culture. Our ...way of thinking and our lifestyle have empowered us to survive through many difficult times in the past. Now that we stand at the close of the twentieth century, this fact should send a very clear message to the conscience of the world. We indigenous people reaffirm our struggle to survive!

To me, the most important thing is that indigenous people still possess a balance, an equilibrium with Mother Nature, a balance between human life and the Earth itself. For us, the Earth is the source of knowledge, of historical memory, of life! But the rest of the world does not share this vision, and so they keep on destroying Mother Earth. Indigenous people aren't strange. We may be special, but we are also part of the modern world in which we all live... Indigenous people are not some myth from the past, a myth that survives only in legends and in ruins! ...I sincerely hope that now, at the end of the twentieth century, indigenous people will never again be forced into extinction on the face of this Earth. We need international law, national legislation, the legal protection of our human rights, as well as the respect and acceptance of society in general, in order to face the future. To listen to indigenous peoples is to listen to the women and to those who know how to love this earth. We may be only a small grain of sand, but it is one which will prove important for the challenges Humankind must face in the next millennium.”<sup>9</sup>

---

<sup>9</sup> Extracts from the transcript of a *Global Vision* video interview by Michael O'Callaghan