

There are an estimated **3 billion people**
in the world **under the age of 25.**



Program Structure and Detailed Curriculum Overview

NewGen PeacebuildersSM is a global youth peace education program that emphasizes the role, value and impact of young people ages 14-24 in achieving a peaceful world.



The Need for Youth Peace Education

Mahatma Gandhi and many others have proposed: “to teach real peace in the world... we will have to begin with the children.” But when you ask students, including young people in the US, Argentina, Bolivia, Thailand and more, they tell you flat out, “We study war and conflict all the time. We generally don’t learn or even talk about building peace – in school, my church, or at home. And even when we talk about the goal, nobody gives us the tools or believes that we can make a difference now.”



Non-profit and for-profit leaders often point to the potential of youth as tomorrow’s global citizen leaders. Yet peace, the most cross-cutting of all global topics, is essentially absent from formal and

informal educational frameworks. And young people are rarely invited to gain experience by participating in local, national and international peace initiatives.

A 21st century program for youth peace education

NewGen PeacebuildersSM engages secondary school and university students (ages 14-24) in tangible efforts to create peace. It is a flagship project of international nonprofit Mothering Across Continents recognized by the Rotary Action Group for Peace as the only global youth peace education program designed with principles of the Rotary Peace Fellows program and Rotary’s values in mind.

In a “**Knowledge-Connection-Action-Skills**” format, NewGen Peacebuilders combines: scholarly work on conflict resolution, peace project case studies, peacebuilder profiles, high-energy exercises, and project management training. It recognizes and conveys “peace universals” that are consistent across cultures while being flexible enough to adapt for local context and circumstances. A particularly unique aspect is the focus on “education *for* peacebuilding” versus simply “education *about* peace.” To become certified NewGen Peacebuilders, participants must complete team action peace projects.

Youth peace education is not just a strategy for the future. Today’s young people have unprecedented awareness of global issues, access to information and technology, and energy for questioning traditional methods of problem-solving. It is logical that a disciplined global youth peace education program delivered in multiple countries, cities and contexts is a core manner in which Rotarians and others can support the pursuit of sustainable peace. **NewGen Peacebuilders equips young people to be informed agents of peace right now.**





NewGen PeacebuildersSM Program Structure

Learning Framework

The NewGen Peacebuilders program is designed to help young people understand frameworks related to peace, develop project planning and management skills, and explore peacebuilding as a personal responsibility.

The program is educational and experiential, incorporating universal peace principles while adapting for local realities, norms, practices and cultures.

The curriculum and facilitation process draw on a variety of peace education resources and integrate best-practices in global education.

NewGen Peacebuilders incorporates research-based content on peace, conflict, and violence; and real-life stories of youth peace role models through:

- Academic readings
- Dialogue, discussion and creative exercises
- Project management skills training
- Personal reflection

Workshop content is supplemented with other experiences including conversations with policy-makers, nonprofit professionals and researchers addressing conflict and building peace. An online learning platform and website supports participant access to readings, resources and reflections.

Program Components

The NewGen Peacebuilders program consists of five core elements:

- In-person **Immersion Workshops**, delivered in five parts:
 - Part I: Foundations and Frameworks of Peace
 - Part II: Processes and Practices of Peace
 - Part III: Compassionate Presence
 - Part IV: Effective Peace Project Management
 - Part V: Demonstrating, Celebrating Peace
- **Conversations with peacebuilding role models** at the local, state, national and international level
- Planning and implementation of one or multiple **team action peace projects**
- Support and coaching from **trained action peace project mentors**
- Online access to **Master's level content** on peace, violence and conflict (readings, resources, etc.)



The program spans the length of a typical high school or university term – 10 to 12 weeks.



Immersion Workshop Syllabus

NewGen Peacebuilders Part I: Foundations and Frameworks of Peace

UNIT A: INTRODUCTION TO NEWGEN PEACEBUILDERS

Before any “formal” peace education content is introduced, participants build relationship, establish group agreements and “norms,” and review the program structure and key dates for their NewGen Peacebuilders cohort.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

DESIGNING CREATIVE NAMETAGS	15 mins	As they enter the first Immersion Workshop, participants receive a blank nametag. They create a design that features their name and a “symbol of peace” on the front, and a peacebuilder role-model or favorite song about peace on the back. Alternative: Chose another way to ask students to identify themselves, based on local culture and context.
------------------------------------	----------------	--



NEWGEN PEACEBUILDERS PROGRAM OVERVIEW	20 mins	Program facilitators review the structure, major themes, and calendar for the NewGen Peacebuilders program with participants.
--	----------------	---

“STRING THING” ICEBREAKER	30 mins	Participants introduce themselves and share the peacebuilder role-model or song listed on the back of their nametag with the larger group. Then, each participant selects someone they do not know to go next. The facilitator hands one end of a piece of string to each participant as he/she finishes introducing themselves. At the conclusion of the exercise, all participants must find the person on the other end of their string, untangling themselves from the larger group in the process. Alternative: Chose another interactive icebreaker activity that allows participants to get to know one another.
----------------------------------	----------------	---





Program Structure and Curriculum

TOPIC/ ACTIVITY

DURATION

ACTIVITY DESCRIPTION

MOST PINS WINS ICEBREAKER

10 mins



Carefully delivered instructions from the facilitator allow pairs of students to choose the best approach to gaining “points” by pinning a partner’s arm to the table. This short hands-on exercise demonstrates how quickly most people interpret activities and projects as competitive vs. collaborative/collective. Most pairs will complete this activity competitively, struggling against one another and ultimately gaining very few points for either party. Conversely, pairs who collaborate during the exercise are able to gain many points in a short amount of time—the ultimate objective of the game.

CREATING GROUP AGREEMENTS

30 mins

RESPECT
Give undivided, uninterrupted attention to any person who has the floor.

CONFIDENTIALITY
What is shared in the group remains in the group (not discussed outside).

OPENNESS
We will be as honest as possible while working hard to be respectful.

NONJUDGMENT
We can disagree with another person’s point of view without “putting a person down.”

CLAIM OUR OPINIONS
We will state our opinions using the first person and avoid using ‘you’. For example, “I think that kindness is important.” Not, “You are mean.”

DIVERSITY
We will remember that people in the group may differ in cultural background, sexual orientation, or beliefs. We will be sensitive in our remarks.

ACCEPTANCE
It is okay to feel *uncomfortable* when discussing difficult topics.

HAVE A GOOD TIME
Creating a safe space is about coming together as a community, being mutually supportive, and enjoying each other.

STEP UP/STEP BACK
We will be mindful of how much we speak and make sure everyone has opportunities to participate.

Additional Group Agreements for the cohort:

Facilitators guide participants to establish “group agreements”—guidelines and expectations that will govern discussions and interactions throughout the NewGen Peacebuilders program. Setting group agreements is a skills-building activity around listening, group formation, and reaching consensus. Group Agreements established in the first workshop are referenced frequently by facilitators during subsequent workshops, conference calls, peace project planning meetings, etc. to remind participants to strive to be their best “peacebuilder” selves throughout the program.

Alternative: Alter the “suggested group agreements” for the cohort based on the culture and background of students in the area of program delivery.



Program Structure and Curriculum

UNIT B: PERCEPTIONS AND BELIEFS

Participants complete individual reflections and self-assessments. Related creative exercises help the group share and reflect on pre-conceived ideas about peace, conflict and violence and evaluate the impact of cultural influences—from the media and other sources—on perceptions of peace.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

WRITTEN PRE-PROGRAM REFLECTION	20 mins	Before (or at the very beginning of) the first workshop day, participants complete a short written reflection that helps establish a baseline for understanding initial beliefs about peace and conflict. At the conclusion of the NewGen Peacebuilders program, participants complete a similar written reflection. Results are compared to qualitatively evaluate growth over the course of the 10-12 week program.
---------------------------------------	----------------	---

TED TALK: “WHAT I SAW DURING THE WAR” -Janine diGiovanni	20 mins	In this activity, participants view the TED Talk “What I Saw in the War” by journalist Janine diGiovanni. The talk introduces one person’s experience with conflict and violence (through the lens of “war.”) Related discussion allows participants to contemplate their experiences with “war” and explore definitions/ examples of conflict and/or violence in their communities.
---	----------------	--



Alternative: Chose another first-person account of experiencing war. Consider both the background of participants and the area of program delivery when selecting a narrative.

MY STORY, OUR STORY, THEIR STORY	45 mins	Using a graphic organizer of concentric circles, participants record observations of peace and conflict from their personal life (My Story), their community (Our Story), and the world (Their Story). They work collectively to transfer individual insights onto large posters that capture the views of the entire group. They discuss emerging patterns and themes related to how the cohort members view peace and conflict in their lives, their communities and the world. Facilitators underscore the discussion with the idea that individual experiences, community challenges or celebrations, and global conflict may all be connected.
---	----------------	---



UNIT C: ORIGINS, HISTORY OF PEACE EDUCATION

To understand the evolving nature of peace education, participants examine social norms, values based in religion, culturally distinct folktales, and iconic images of peace and violence.

TOPIC/ ACTIVITY

DURATION

ACTIVITY DESCRIPTION

TEACHINGS OF PEACE IN RELIGIOUS TRADITIONS AND STORIES

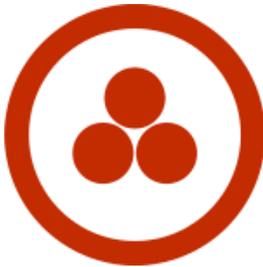
15 mins

Through guided discussion, facilitators introduce participants to the earliest teachings of peace rooted in world religions, folktales and stories. They highlight the commonalities and differences in the teachings of peace across various world religions, and ask students to identify key teachings that are still relevant today.



Alternative: Introduce participants to stories and religious traditions that originated in or near the area of program delivery.

POPULAR IMAGES OF PEACE AND VIOLENCE 30 mins



Participants use PowerPoint slides or printed graphics to examine historical symbols and images associated with peace (poppies, the ohm symbol, etc.). In groups, or independently after the conclusion of the workshop, participants research the origins and meanings of key symbols. Participants also examine “iconic” images of violence (the 9/11 attacks, bombing of Hiroshima, etc.). Related discussion helps participants generate insights into the ways “peace” and “violence” are portrayed or highlighted in popular culture (for example, iconic images of violence tend to be photographs of real events, whereas iconic images of peace tend to be symbols or drawings that represent an idea).



Alternative: Select images that may be less familiar to participants, or that have particular resonance/meaning for the area of program delivery.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

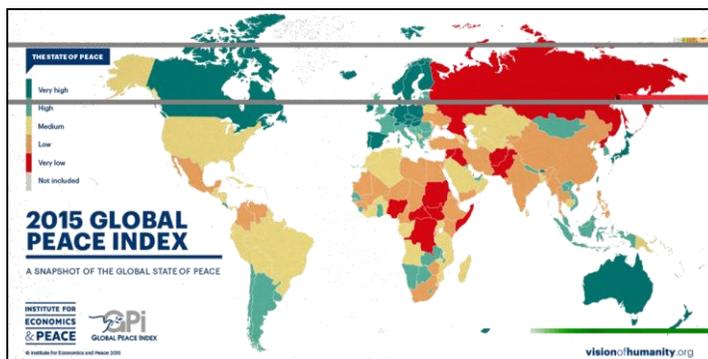
<p>GATLUNG'S TRIANGLE OF VIOLENCE FRAMEWORK</p>	<p>45 mins</p>	<p>Facilitators introduce the Triangle of Violence framework developed by Dr. Johan Galtung and differentiate between “visible” and “invisible” violence. They review the definitions of “direct violence,” “cultural violence,” “structural violence” and “empathy” with participants. To deepen understanding of this framework, participants are placed in groups and given a poster-sized diagram of Galtung’s Triangle and a set of “conflict cards,” each of which contains a short conflict scenario. They must decide which type of violence is occurring in each scenario and place the card on the correct area of a Triangle of Violence diagram.</p>
--	-----------------------	--



<p>NEGATIVE and POSITIVE PEACE CASE STUDIES</p>	<p>30 mins</p>	<p>Participants review written or video case studies and distinguish “negative peace” (absence or removal of direct/visible violence) and “positive peace” (presence of conditions of well-being and just social, economic, political and social relationships).</p> <p>Alternative: Create or select a case study about a current “hot-spot” or issue in the community where the program is being delivered.</p>
--	-----------------------	--



<p>PEACE INDICIES: GLOBAL PEACE INDEX US PEACE INDEX</p>	<p>30 mins</p>	<p>Facilitators introduce the Global Peace Index (GPI), published annually by the Institute for Economics and Peace, as an important tool to measure peace and conflict in various countries. Participants explore 22 criteria used to rank countries on the GPI and make predictions about where their own country ranks. Cohorts also review the “Positive Peace Index,” last published in 2015 and evaluate the changes in rankings when “positive peace” (vs. “negative peace”) criteria are used to measure peace and conflict.</p>
---	-----------------------	--





Immersion Workshop Syllabus

NewGen Peacebuilders Part II: Processes and Practices of Peace

UNIT A: EXPLORING “IS PEACE POSSIBLE?”

Participants explore connections between human rights and peace. Various calls for global peace are reviewed from sources like Bertha von Suttner, Gandhi, John F. Kennedy, Nelson Mandela, Oscar Arias and others.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

PHILOSOPHER’S WALK ACTIVITY	45 mins	Participants gain exposure to the “peacebuilding philosophies” of Nobel Peace Laureates and other famous peace activists by completing a “gallery tour” of quotes posted around the workshop space. Individual participants select a “peacebuilding philosophy” that speaks to them, then work in groups to create their own peace philosophies or “visions of peace.”
-----------------------------	---------	--



Alternative: Select quotes from peace activists and role models who are connected (through geography, culture, etc.) to the area of program delivery.

EXPLORING HOLISTIC PEACE: 20 mins
“PEACE IN ALL TIME” VIDEO
-John F. Kennedy



Participants view an excerpt from U.S. President John F. Kennedy’s famous “Peace in All Time” commencement speech delivered at American University in 1965. Facilitators provide historical background for the speech (sharing that Kennedy wrote the remarks in secret and used the speech as an opportunity to covertly reach out the Soviet Union and de-escalate threats of nuclear war). The group discusses Kennedy’s overall vision for “peace in all time”—identifying specific examples of negative and positive peace in the speech.

Alternative: Choose another famous “peacebuilding” speech, or select a speech delivered by peace leader from the area of program delivery.

TOPIC/ ACTIVITY

DURATION

ACTIVITY DESCRIPTION

FAMOUS YOUTH PEACEBUILDERS

30 mins

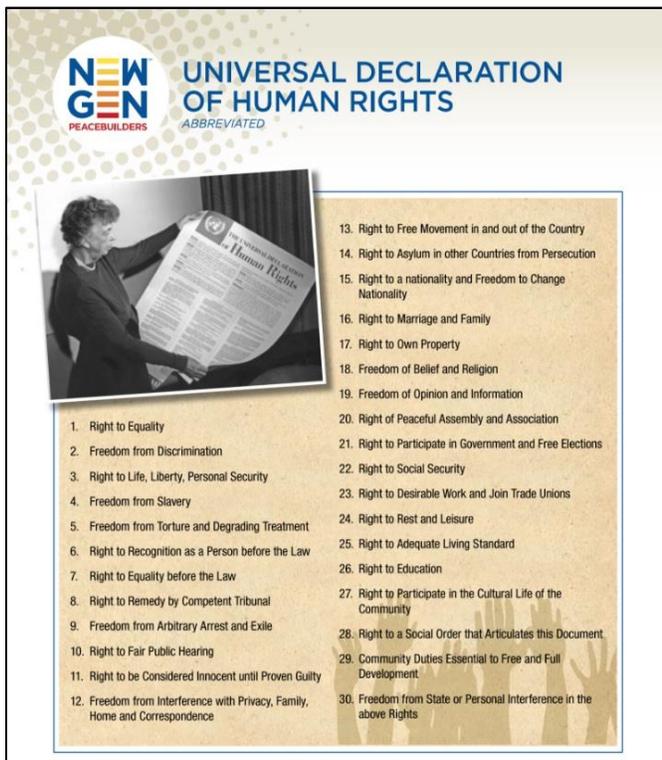
Working in groups, participants use written and video case studies to examine the accomplishments of famous “youth peacebuilders” like Craig Kielburger (founder of nonprofit Free the Children) and Malala Yousafzai. They identify the “peacebuilding philosophies” of these young leaders and articulate ways these individuals transformed passion and ideas into actionable projects.



CONNECTING PEACE HUMAN RIGHTS: THE UDHR

45 mins

Participants view a short video on the history of “Human Rights” and review the 30 articles included in the *Universal Declaration of Human Rights*. They make connections between peace (particularly positive peace) and human rights. They reflect on their knowledge of the “state of human rights” in their country or community and identify specific rights associated with peace and peacebuilding.



NEW GEN PEACEBUILDERS UNIVERSAL DECLARATION OF HUMAN RIGHTS ABBREVIATED

1. Right to Equality
2. Freedom from Discrimination
3. Right to Life, Liberty, Personal Security
4. Freedom from Slavery
5. Freedom from Torture and Degrading Treatment
6. Right to Recognition as a Person before the Law
7. Right to Equality before the Law
8. Right to Remedy by Competent Tribunal
9. Freedom from Arbitrary Arrest and Exile
10. Right to Fair Public Hearing
11. Right to be Considered Innocent until Proven Guilty
12. Freedom from Interference with Privacy, Family, Home and Correspondence
13. Right to Free Movement in and out of the Country
14. Right to Asylum in other Countries from Persecution
15. Right to a nationality and Freedom to Change Nationality
16. Right to Marriage and Family
17. Right to Own Property
18. Freedom of Belief and Religion
19. Freedom of Opinion and Information
20. Right of Peaceful Assembly and Association
21. Right to Participate in Government and Free Elections
22. Right to Social Security
23. Right to Desirable Work and Join Trade Unions
24. Right to Rest and Leisure
25. Right to Adequate Living Standard
26. Right to Education
27. Right to Participate in the Cultural Life of the Community
28. Right to a Social Order that Articulates this Document.
29. Community Duties Essential to Free and Full Development
30. Freedom from State or Personal Interference in the above Rights

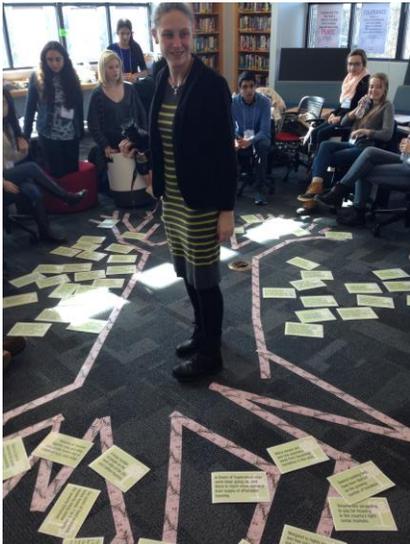


Program Structure and Curriculum

UNIT B: ANALYZING CONFLICT

Participants are assigned a “conflict hotspot” or pressing issue in their local community. They work in groups using a Conflict Analysis Tool to identify root causes, visible effects and pathways to peace.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
CONFLICT ANALYSIS: TREE OF CONFLICT MODEL	60 mins	Before the workshop, facilitators select a particular conflict issue or “hotspot” for the group to analyze and create “factoid cards” for use during the activity. Each card contains one piece of information about the selected conflict. Roughly 40-50 cards are generated for use during the activity. During the workshop, participants complete a conflict analysis using the “Tree of Conflict” model. As a group, they review the information presented on the “factoid cards;” identify root causes, visible effects and pathways to peace; and place the cards on the correct area of the tree model.



UNIT C: CONCEPTUALIZING A PEACE PROJECT

Participants differentiate “good neighbor” and humanitarian service projects from “true” peace projects identified by the presence of specific features and characteristics. Action peace project teams use mind-mapping techniques to envision and research projects.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
APPROACHES TO CREATING PEACE	30 mins	Facilitators introduce participants to various approaches to creating peace including: “peacemaking” (conflict resolution or “stopping bullets”); “peacekeeping” (conflict management or “keeping bullets in their cases”); and “peacebuilding” (conflict transformation or “eliminating the need for bullets”). Participants link each of these approaches with negative or positive peace actions, noting a strong association “peacebuilding” and positive peace.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

FIVE SPHERES OF PEACE

30 mins



Participants study the Five Spheres of Peace (personal, political, institutional, social and ecological)—a framework for understanding peace and peacebuilding developed by the National Peace Academy. Through facilitated discussion, action peace project teams evaluate a conflict issue/opportunity of interest in the context of the Five Spheres.

ACTION PEACE PROJECT CRITERIA

15 mins

Facilitators introduce participants to a list of key criteria that differentiate “true” peace projects from “good neighbor” or humanitarian service projects. Criteria presented include:

- Uses positive peace to address a conflict
- States a clear/defined conflict (conflict analysis)
- Completed in teams, sets specific goals
- Affects a group/community/country (vs. a person)
- Links to Galtung’s Triangle of Violence
- Builds understanding, bridges
- Addresses underlying dilemma of human dynamics (More than service, more than humanitarian)
- *Usually* addresses a conflict around a particular human right(s)
- Gets at transforming (vs just managing) conflicts

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

**ACTION PEACE PROJECT
CASE STUDIES**

45 mins

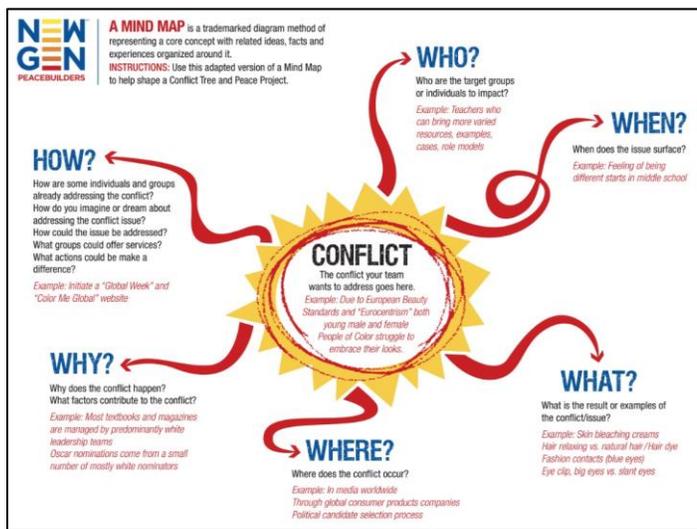
In small groups, participants analyze case studies and identify ways in which action peace projects meet the criteria previously presented. Example projects include international campaigns like “Peace One Day” as well as past projects completed by NewGen Peacebuilders action peace project teams.



**ACTION PEACE PROJECT
MIND MAPPING**

150 mins

Participants organized into one large or several smaller teams select a conflict issue/opportunity of interest for a team action peace project. Facilitators introduce the concept of a “mind map” (a trademarked diagram method of representing a core concept with related facts, ideas and experiences organized around it) as a way compile information about the selected conflict issue(s). With assistance from project mentors and facilitators, participants create mind maps, articulating the key players; where and how this conflict occurs; the effects of the conflict; the root causes of the conflict; and existing attempts to resolve the conflict. Action peace project teams share their mind maps with the larger group before the conclusion of the workshop. Teams complete additional research that will allow them to augment their mind maps in Immersion Workshop II.





Immersion Workshop Syllabus

NewGen Peacebuilders Part III: Compassionate Presence

UNIT A: DEVELOPING EMPATHY AS A PEACEBUILDER

Participants develop an understanding of the term “empathy” and examine tools and frameworks to help habituate empathetic behavior in daily life.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

DEFINING PITY, SYMPATHY, EMPATHY, COMPASSION	30 mins	<p>Facilitators introduce definitions of “pity,” “sympathy,” “compassion,” and “empathy.” Participants are given a common scenario (such as a friend’s mother becoming ill) and placed into groups. Each group is assigned one of the terms above and designs a short role-play or skit demonstrating how pity, sympathy, compassion and empathy may look in the context of the scenario. A group debrief allows facilitators to reinforce the connection between empathy/compassion and sustainable peacebuilding solutions, an idea first introduced when participants studied Galtung’s Triangle of Violence.</p>
		



STAGES OF GROWTH	30 mins	<p>Participants are introduced to the “Stages of Growth” framework developed by Gordon Training International in the 1970s to explore individual strengths and growth opportunities. Participants are asked to consider a particular conflict or challenge in their personal lives where they feel “consciously unskilled” as a peacebuilder and reflect on ways they might alter attitudes or behaviors, allowing them to practice peacebuilding and move “up” the stages of growth ladder to a more skilled level of peacebuilding in daily practice.</p>
		





Program Structure and Curriculum

UNIT B: PERSONAL VALUES AND PEACEBUILDING

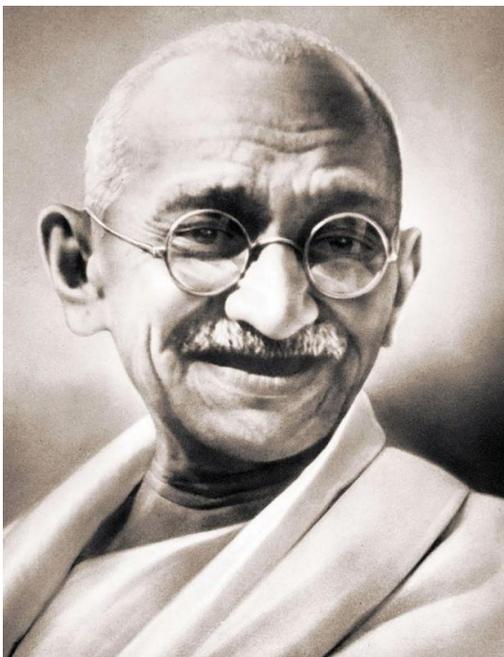
Participants identify their personal values and leadership styles, and reflect on strengths and opportunities for growth as a peacebuilding leader.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

PERSONAL VALUES ASSESSMENT	30 mins	Using adapted versions of global leadership development tools, such as the Leadership Circle or the Barrett Center for Leadership’s Personal Values Assessment tool, participants identify their “top 10” individual values. Collective results from the entire group are displayed around the workshop space using large posters. Facilitators guide the group through a discussion of the collective results, identifying core strengths and growth opportunities related to individual peacebuilding behaviors and action peace project implementation.
-----------------------------------	----------------	--

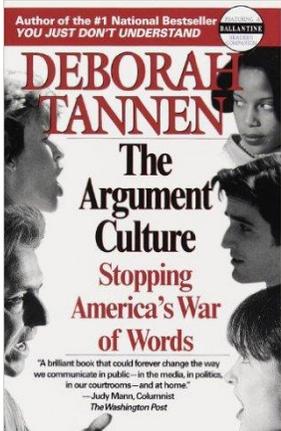


PEACEBUILDING VALUES	20 mins	In groups, participants select a “famous” peacebuilder they admire (such as Gandhi, Martin Luther King, Jr, Eleanor Roosevelt, etc.). Collectively, they repeat the “top 10” values exercise, hypothetically selecting the most important values of a particular peacebuilder role-model. The “top 10” values of famous peacebuilders are compared against the personal values identified as most important to the participants. Related discussion provides insight that the perceived values of “peacebuilding icons” like Gandhi often differ very little from the values of “every day” peacebuilders like the NewGen Peacebuilders participants.
-----------------------------	----------------	---



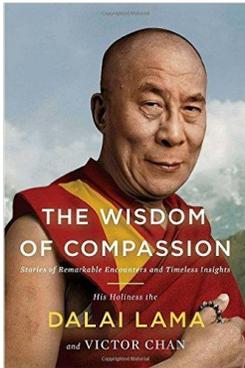
UNIT C: WHAT GETS IN THE WAY OF BEING A PEACEBUILDER

Participants are introduced to biological and sociological causes of conflict behavior and evaluate their individual responses to perceived threats or in conflict situations.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
<p>AMYGDALA HIJACK</p> 	<p>15 mins</p>	<p>An “amygdala hijack” occurs when the amygdala, a set of glands in the brain that help regulate emotions, perceives a threat and generates a strong emotional response that overrides the neocortex or “logic center” of the brain. Participants review the neuroscience behind the “amygdala hijack” and discuss how this phenomenon is a contributing factor to conflict behaviors and situations.</p>
<p>FIGHT, FLIGHT, FREEZE RESPONSES</p>	<p>30 mins</p>	<p>An “amygdala hijack” triggers various emotional responses often referred to as “fight” (direct and forceful verbal or physical engagement), “flight” (physical or emotional removal from a conflict situation), or “freeze” (physical or mental lethargy and lack of response in conflict situations). Participants reflect on their responses-style when “triggered” and discuss the behaviors and physical symptoms that occur when they experience a conflict situation or “amygdala hijack.”</p>
<p>THE ARGUMENT CULTURE</p> 	<p>15 mins</p>	<p>Deborah Tannen published <i>The Argument Culture</i> in 1998. In the book, she argues that western culture supports the idea that the best way to resolve an argument is by taking a strong position and arguing loudly in favor of it. Participants reflect on ways they see “the argument culture” played out in the media and their personal lives, and discuss the challenges this approach presents to true peacebuilding conversations.</p> <p>Alternative: Use a different book or multimedia resource as a foundation and ask students to discuss their culture or country’s approach to conflict resolution.</p>

UNIT E: UNDERSTANDING COMPASSIONATE PRESENCE

Participants develop a deep understanding of “compassion” and “compassionate presence” (developed by John Paul Lederach) and explore the necessity of practicing compassionate presence as a peacebuilder.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
DEFINING COMPASSION	30 mins	Facilitators reference works like <i>The Wisdom of Compassion</i> by his holiness the Dalai Lama to help participants develop a nuanced understanding the term “compassion” and ways to practice compassion in daily interactions.
		
DEFINING COMPASSIONATE PRESENCE	45 mins	Peace scholar John Paul Lederach defines compassionate presence as “accompanying alongside on the journey, alleviating suffering, and creating space for the creative emergence of a person who has experienced loss [or conflict].” Facilitators introduce the idea of compassionate presence to participants as a “way of being” that is closely linked to practicing peacebuilding and living as a peacebuilder each day. Participants view the short film “I’m Possible” by Jeremy Cowart and identify specific instances of compassionate presence in action in this autobiographical film.
		
PRACTICING COMPASSIONATE PRESENCE	30 mins	Teams reflect on how to practice compassionate presence in the context of their action peace project. Facilitated small group discussion allows each action peace project team to identify specific ways they can accompany the community in conflict; alleviate suffering caused by a conflict; and create space for the creative emergence of those most impacted by the conflict. Reflections and insights are shared with the larger group.



Immersion Workshop Syllabus

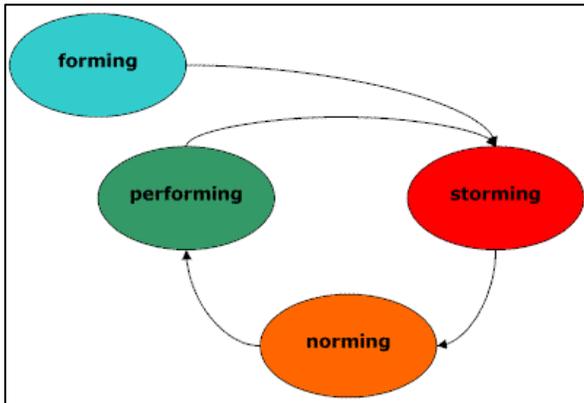
NewGen Peacebuilders Part IV: Effective Peace Project Management

UNIT A: COORDINATING A PEACE PROJECT TEAM

A peace project is likely to encounter friction that comes from team dynamics and trying to introduce change into an organization, community or geography. Discussion and role plays introduce skills and practices that make for high-performing teams.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

STAGES OF TEAM FORMATION	15 mins	Through a short video and multimedia resources, participants and mentors review Stages of Team Formation (Forming, Storming, Norming, Performing). Each action peace project team identifies their current “stage” and discusses conflicts that may arise within their team and prevent them from reaching the “performing stage” as they implement projects.
---------------------------------	----------------	---



CROSSING THE RIVER	30 mins	In this interactive leadership development exercise, participants define and practice collaboration skills necessary for successful team work. All participants and project mentors are given a limited number of “resources,” a set of guidelines/parameters, and a limited timeframe and asked to complete a “project”—in this case moving the entire group across a “poisonous river” by the end of the time allowed, following all guidelines and using only the materials provided.
---------------------------	----------------	--



UNIT B: DESIGNING A PEACE PROJECT

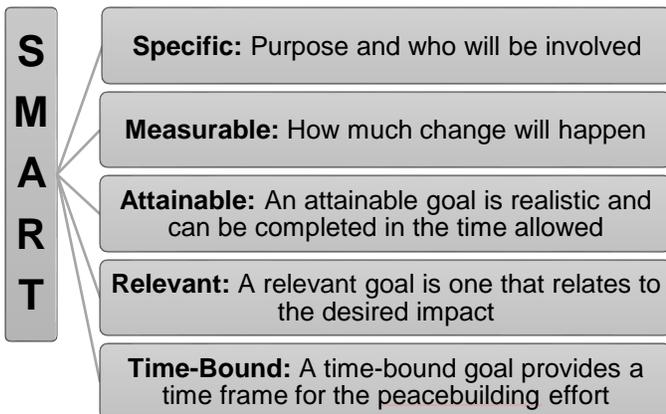
Participants organized into one large or several smaller teams return to the issue/opportunity they researched during the first Immersion Workshop. They are introduced to the Theory of Change and facilitated to outline short-term project activities and a possible longer-term goal.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

ACTION PEACE PROJECT MIND MAPPING	60 mins	<p>Action peace project teams return to the mind maps created during the first Immersion Workshop. They add any new learnings discovered from additional research between Workshops I and II. Then, with support from mentors and facilitators, teams identify 3-5 pieces of information that are critical to deciding on key activities and desired impacts for action peace projects.</p>
--	----------------	---



PROJECT MANAGEMENT BASICS	30 mins	<p>Before teams begin to create a detailed implementation plan for action peace projects, facilitators introduce the components of the project planning cycle. Participants develop an understanding of key project planning concepts, including "S.M.A.R.T goals," "resources," "activities," and "outputs vs. outcomes." Concepts introduced in this overview are returned to later as teams complete peace project plans.</p>
--------------------------------------	----------------	--





Program Structure and Curriculum

UNIT C: PLANNING A PEACE PROJECT

Participants—with guidance from project mentors—work in teams to use a planning tool that enables them to create a detailed plan for peace project implementation.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
-----------------	----------	----------------------

10-STEP PEACE PROJECT PLANNING TOOL	240 mins	<p>With guidance from project mentors, action peace project teams use the NewGen Peacebuilders 10-Step Planning Tool to create detailed plans for peace projects. The 10-Step Tool includes critical questions and considerations for goal setting, milestones, planning resources, budget and evaluation. Each step in the 10-Step process is introduced by the facilitator before teams begin work each part of the plan.</p>

PEACE PROJECT PLAN PRESENTATIONS AND CRITIQUES	60 mins	<p>Action peace project teams present the goals, key activities, milestones and desired impact of their peace project plan to the larger group. Teams receive feedback from student colleagues, project mentors and facilitators and revise project plans as needed.</p>





Immersion Workshop Syllabus

NewGen Peacebuilders Part V: Demonstrating, Celebrating Peace

UNIT A: ASSESSING PROJECT RESULTS

Teams codify the results and create a final presentation of their action peace projects.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
PEACE PROJECT IMPACT REPORTS	45 mins	Action peace project teams, with coaching and guidance from project mentors, complete an “impact” report summarizing project results. The impact report captures quantitative results (how many people were involved in the project, number of beneficiaries, etc.) but also includes space for teams to share qualitative insights about the impact of their team action peace projects.
FINAL ACTION PEACE PROJECT PRESENTATION REHEARSAL	120 mins	Facilitators provide action peace project teams with a template for a final presentation before Immersion Workshop III. The template includes a description of the conflict issue selected by the team, the project goals and key activities, and the results/impact of the action peace project. Teams, with support from project mentors, use the template provided to create and revise a final presentation of their action peace projects.





Program Structure and Curriculum

UNIT B: REFLECTING AS A PEACEBUILDER

Individually and collectively participants share insights and learnings from the program and develop personal statements of peacebuilding intentions going forward.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
APPRECIATIVE INQUIRY	15 mins	Participants and mentors divide into groups and share successes, challenges and areas for improvement related to their personal peacebuilding journeys and the NewGen Peacebuilders program overall. Mentors rotate from group to group and capture participant insights in writing for program evaluation purposes.
MY STORY, OUR STORY, THEIR STORY REFLECTIONS	30 mins	In the first workshop, participants used “circle maps” to articulate Stories of Conflict and Peace (in their lives, communities and the world). At the conclusion of the program, action peace project teams use the same concentric circles to document “stories of peace” that have emerged for them as they completed an action peace project. Participants respond to the questions “How do I feel about myself as a peacebuilder after taking on this issue?” (My Story); “What have we learned about our community as we addressed this issue through a peace project?” (Our Story); and “What are we more curious about in the world as a result of working on this peace project?” (Their Story).
FINAL WRITTEN REFLECTION	30 mins	Using prompts provided by the facilitator, participants complete a short written reflection designed to qualitatively evaluate individual growth and shifts in perspective as a result of the NewGen Peacebuilders program.





Program Structure and Curriculum

UNIT C: FINAL PRESENTATIONS & CELEBRATION

Results of team action peace projects and learning from the program are presented by NewGen Peacebuilders to family, friends and community stakeholders.

TOPIC/ ACTIVITY	DURATION	ACTIVITY DESCRIPTION
------------------------	-----------------	-----------------------------

FINAL PEACE PROJECT PRESENTATIONS	120 mins	Family, friends and supporters from the community are invited to join in a celebration of peace, and learn about the impact of team action peace projects. Each peace project team gives a final presentation and individual participants share insights and learnings from the program or take “stands for peace.” The program concludes with official certification as NewGen Peacebuilders for all participants and a reception with food and fellowship to celebrate peace and the power of young people as peacebuilders.
--	-----------------	--





Conversations with Peacebuilder Role Models *Conference Calls/ In-Person Meetings*

After completion of initial Immersion Workshop days, NewGen Peacebuilders meet four times (virtually or in person) for conversations with policy makers, nonprofit professionals and researchers who are building peace at the local, regional, national and international level. Each topic and speaker aligns with one of the four elements included in the Galtung's Triangle of Violence framework—direct violence, structural violence, cultural violence and empathy. Short pre-meeting readings and post-meeting written reflections are often assigned to participants.

Examples of past internationally-focused guest speakers include:



Tutu Alicante
Human Rights Lawyer, Legal Consultant, Executive Director—EG Justice
Topic: Police Brutality and Human Rights—Local and Global Perspectives
Direct Violence



Kim Weichel
2012 Rotary Peace Fellow
Former Executive Director of nonprofit PeacexPeace
Topic: The Effect of Conflict on Women and the role of Women as Peacebuilders
Cultural Violence



Will Plowright
Researcher, Nonprofit Consultant
Topic: Understanding the Motivations of Radical Extremist Groups
Empathy



NewGen Peacebuilders Team Action Peace Project Examples

Johan Galtung, a principal founder of 20th century peace and conflict studies, distinguished “negative peace” and “positive peace.” The former is the absence of violence. The latter relates to empathic relationships and systems that promote fair, just and good society. NewGen Peacebuilders teams design and implement action projects focused on positive peacebuilding. Here are a few examples of completed projects (2013-15):

Promoting a Peace Culture - Bolivia

“Our Lady of Peace” is the translated full name of the city known as La Paz, Bolivia. It’s the third most populous city in Bolivia and the seat of the country’s government. Facilitated through NewGen Peacebuilders, a cross-disciplinary group of university students chose human rights awareness as the focus of their team action peace project. They designed and delivered a campaign inviting young people to build tolerance across cultures and demonstrate the value of youth peace education to public officials. Over several weeks, they took knowledge gained in NewGen Peacebuilders and led similar workshops with secondary school students, ages 15 to 18. Their project culminated in a peace conference titled “Constructing a Culture of Peace Through Youth and Education: A Conference About Projects and Possibilities.” It was promoted on television and featured the Bolivian Vice President for Human Rights.

Keeping Children in School with Science – Tanzania

NewGen Peacebuilders from a “science magnet” secondary school learned about a conflict in Tanzania that emerged from the country’s well-intentioned desire to expand “purpose-driven” science. In Tanzania, primary school attendance is

high (over 90% for boys and girls). However, national high school enrollment is about 11%. In a country with high poverty rates and issues of healthcare, agricultural productivity, etc., the government has stressed that all high schools must focus on math, science and “project-based learning” to address real issues. The government mandated that high schools build and equip science labs or face closure. Many rural schools do not have the financial means to comply. Students at some of these schools can face suspension or expulsion. A NewGen Peacebuilders team chose a specific rural high school in Tanzania and organized an awareness campaign and 5K Color Run as a way to raise funds for the school’s science lab. The focus on science has further inspired a group of teachers to develop and deliver science workshops at schools in Tanzania and neighboring Rwanda.

Reconsidering Hunger through a Peace Lens—North Carolina

According to the World Food Programme, half the world’s people who suffer from hunger live in developing countries. Yet hunger, driven by political, economic and environmental factors, can be found in communities around the world. In response, mission-driven organizations manage large-scale hunger drives, often inviting schools to participate. A team of NewGen Peacebuilders questioned the efficacy of



Program Structure and Curriculum

the annual district-wide hunger drive, a competition awarding prizes based on the weight of food collected. They wondered if the types of food being collected did more harm to health than good, and aspired to increase hunger drive participation from students across diverse nationalities and socio-economic levels. After interviews with teachers, students, food council leaders and food banks, they reimagined and changed the name of the annual hunger drive to #RiceForLife, reflecting their learning that rice is one of the healthiest and more global of diet staples around the world. They collected over two tons of rice during the annual hunger drive at their school.

Linking Education and Peace - South Sudan

South Sudan is the newest country in the world, having become independent in July 2011 following nearly 50 years of civil war between northern and

southern Sudan. Two of the consequences are: 1) a lack of infrastructure and systems that result in some of the highest rates of poverty, illiteracy and early mortality in the world; and 2) mistrust and misalignment between tribes and political groups that sparked an ongoing internal war in December 2013. A team of NewGen Peacebuilders decided to focus their project on the virtuous link between education and peace. They concentrated on the needs of one county in Ruweng State, a site of extended fighting, and planned an awareness campaign and walk-a-thon to support schools in the county. Their Walk for Wisdom attracted 2,500 registrants ages 12 to 18 from five schools and raised \$10,000 to be used toward a primary school reader called "What Will You Do for Our New Nation?," a first-ever book of folktales gathered from different tribes, and solar lights by which to read. Their project, called the "Walk for Wisdom" has continued to grow and 30 schools in ten U.S. states are now involved.

Team Action Peace Project Mentors

Successful completion of a team action peace project is required for participants to become Certified NewGen Peacebuilders. Throughout the program, action peace project teams receive guidance from an adult mentor, often—but not always—a Rotarian. Action peace project mentors are experienced project managers, passionate about making a difference in the world through projects and enjoy working with youth.

Before the NewGen Peacebuilders program begins, mentors receive training on peace principles and peace project management from NewGen Peacebuilders staff. During the program, they attend two Immersion Workshop Days (Part II: Processes and Practices of Peace and Part IV: Effective Peace Project Management) and facilitate coaching (virtually or in-person) to teams as they implement team action peace projects.