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. 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.

NewGen Peacebuilders is designed in an Immersion Workshop format divided into five parts or themes.
There are two options for delivery:

**Option 1:**
Five days of workshops distributed over 10-12 weeks and completion of a team action peace project during this timeframe. This is the “2-2-1” model.

**Option 2:**
Four consecutive days of workshops followed by completion of a team action peace project, and one day of reflection and presentation at the end (10-12 weeks). This is the “4-1” model.

**Part I: Foundations and Frameworks of Peace**

Part I of the NewGen Peacebuilders program introduces tools and frameworks which expand participants abilities to analyze peace and conflict on a local, national and global scale. Activities and discussions develop intellectual skills related to perspectives on peacebuilding, as well as an understanding on theories and frameworks related to conflict, peace and violence.

**Unit A: Perceptions and Beliefs**

- **Personal Perceptions of Peace**
  Participants consider and discuss pre-conceived ideas of peace and conflict. Through a creative exercise entitled “My Story, Our Story, Their Story” participants record observations of conflict, peace and violence in their lives, communities and the world.

- **Popular Images of Peace and Conflict**
  TED Talks such as Janine di Giovanni’s “What I Saw in the War,” and iconic photographs such as Tiananmen Square allow participants to examine popular images of conflict, peace and violence and evaluate the impact of cultural influences — from the media and other sources — on perceptions of peace.

**Unit B: Origins, History of Peace Education**

- **Early Peace Education: Religion and Folktales**
  Participants learn about iconic religious figures; Jesus (Christianity), Buddha (Buddhism), Baha’u’llah (Baha’i), Mohammed (Islam), Moses (Judaism), Lao Tzu (Taoism) and evaluate the claim that the earliest written records of guidelines to achieve peace are from the world’s greatest religions.

- **Modern Peace Education Theories**
  Through written case studies and video resources, participants consider “big ideas” associated with 20th and 21st century peace education scholars such as Betty Reardon and Johan Galtung.
Unit C: Understanding Peace and Violence

**Violence and Peace Trends**
Participants examine evidence from reports including Slate Magazine, social scientist Steven Pinker, Uppsala University and the Centre for Systematic Peace, and debate the question “Has the world grown more peaceful or more violent over the last 50 years?”

**Defining Violence**
Participants examine Johan Galtung’s Triangle of Violence — a key to understanding “visible” (direct) and “invisible” (structural and cultural) violence — through a hands-on “sort cards” activity.

**Defining Peace**
Working in small groups, participants use conflict scenarios to identify and define “negative peace” (absence or removal of direct violence) and “positive peace” (presence of conditions of well-being and just social, economic, political and ecological relationships).

**Measuring Violence and Peace**
The Global Peace Index (GPI) introduces standards to evaluate conflict across nations, and ranks countries from most to least peaceful. Through a facilitated hands-on exercise, participants design their own “peace index” and evaluate conflict, peace and violence their own community.

Part II: Processes and Practices of Peace

*Part II of the NewGen Peacebuilders program introduces tools and frameworks which allow participants to better understand the evolution of peacebuilding, and form their own visions for a peaceful world. Key concepts in “Processes and Practices of Peace” provide essential knowledge for successful completion of team action peace projects later in the program.*

Unit A: Analyzing Conflict

**Recognizing Conflict**
Participants explore the intersection of conflict, violence, peace and power. Through facilitated dialogue, participants study various approaches to and outcomes of conflict. The “big idea” that conflict is inevitable, but approaches to conflict can determine a peaceful or violent outcome, is presented and discussed.

**Analyzing Conflict**
After examining news stories and articles to research a relevant local, national or global conflict, participants use a Conflict Analysis Tool to complete a conflict analysis. They identify root causes, primary actors, and pathways to peace and present findings.

Unit B: Exploring “Is Peace Possible?”

**Connection: Peace and Human Rights**
Through an analysis of the Universal Declaration of Human Rights participants identify connections between peace (particularly positive peace) and human rights, and evaluate the human rights climate in their school or community.

**20th Century Visions of Peace**
Participants review various calls for peace from notable figures and organizations. Sources include John F. Kennedy’s “Peace in All Time” speech, the United Nations “culture of peace” movement, and the Millennium Development Goals.

**21st Century Visions of Peace**
An interactive exercise called “The Philosopher’s Walk” allows participants to explore varied definitions and philosophies of peace generated by peace activists and Nobel Peace Laureates including John F. Kennedy, Oscar Arias, Bertha von Suttner and Gandhi. After completing the Philosopher’s Walk activity, participants develop their own visions for a peaceful world through a facilitated exercise.

Unit C: Conceptualizing a Peace Project

**Approaches to Creating Peace**
Participants use written descriptions of conflicts to differentiate between the terms “peacemaking,” “peacekeeping,” and “peacebuilding” as approaches for designing and implementing projects.

**Spheres of Peace**
Using the Five Spheres of Peace framework designed by the National Peace Academy, action peace project teams analyze a conflict issue as well as opportunities to address that through their peace project.

**Peace Project Criteria**
In small groups, participants analyze case studies and identify criteria of successful peace projects. Example projects include major international campaigns like “Peace One Day” and “Kony 2012,” as well as past projects completed by NewGen Peacebuilders action peace project teams.

**Initial Project Ideas**
Peace project teams are facilitated to select an essential conflict and create an initial high-level plan for a team action peace project.
Unit A: Inspiring Role Models

Participants evaluate the contributions of various peacebuilders including “infamous” figures such as Mahatma Gandhi and Martin Luther King, Jr.; Nobel Peace Laureates from around the world; and “controversial” peacebuilders such as Nelson Mandela and Edward Snowden.

Youth as Peacebuilders

Participants study and present stories of young people committed to peace, identifying key traits and personal values of notable youth peacebuilders. Examples include Craig Kielburger (founder of nonprofit Free the Children), Sadako Sasaki (victim of the atomic bombing of Hiroshima and inspiration for peace cranes), Nobel Prize winner Malala Yousafzai, and others.

Unit B: Values for Peacebuilding

Through an activity entitled “the anatomy of a peacebuilder” participants generate a list of core values and character traits embodied and practiced daily by peacebuilders worldwide.

Reflective Practice

Through facilitated discussions, participants reflect on their own values, strengths and weaknesses as peacebuilders. They identify differences between “change” (mechanical actions that improve an existing situation) and “transformation” (intangible shifts in mindset achieved through altered behaviors and attitudes that totally change the nature of situation).

Unit C: Developing Compassionate Presence

An analysis of scholarly articles and TED Talks helps participants define empathy and develop a nuanced understanding of the term. Self-assessments and reflection help participants measure personal strengths and weaknesses related to practicing emotional and cognitive empathy in daily interactions.

Active Listening, Negotiation, Conflict Resolution

Role play exercises help students develop active listening, negotiation and conflict resolution skills. Participants explore personal styles in conflict situations, and examine how to use negotiation and active listening to become daily peacebuilders.

Part IV: Effective Peace Project Management

Part IV of the NewGen Peacebuilders program trains participants in best practices for peace project planning, management and implementation. Parts I-III of the program focus on the “Head” – developing intellectual frameworks and understanding of peacebuilding principles in participants – and the “Heart” – intangible and interpersonal aspects of peacebuilding. In Part IV, participants focus on the “Hands,” developing skills related to managing projects, and then putting skills into practice to implement a team action peace project.

Unit A: Coordinating a Peace Project Team

Through video and multimedia resources, peace project teams review Stages of Team Formation (Forming, Storming, Norming, Performing) and discuss conflicts that may arise within teams as they implement projects.

Role-play activities like “Crossing the River” (an interactive leadership development exercise) help participants define and practice collaboration skills necessary for successful team work on action peace projects.
### Unit B: Designing a Peace Project

| People-Centered Approaches to Peace | Participants learn the theory of “people-centered approaches” to community development and apply the model in context of team action peace projects. |
| Analyzing the Peace Project Conflict | Action peace project teams complete a Conflict Analysis of the essential conflict identified for their project. They explore root causes using a “Roots of Conflict” activity and conduct an “appreciative inquiry” exercise to solidify project ideas. |
| Developing a Theory of Change | Peace project teams are facilitated to develop a Theory of Change, using a tool that creates a direct link between project activities and creation of long-term, sustainable peace. |

### Unit C: Planning a Peace Project

| Creating an Action Peace Project Plan | With guidance from project mentors (program alumni or Rotarians), 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. |
| Action Peace Project Critiques | Action peace project teams present to the larger group and receive feedback from student colleagues, Rotarian mentors, and facilitators. |

### Part V: Demonstrating, Celebrating Peace

Part V of NewGen Peacebuilders allows participants to codify learning from the program and share insights and intentions with a broader audience.

### Unit A: Assessing Project Results

| Evaluating Peace Project Impact | Peace project teams complete an Impact Report that evaluates the effectiveness of their action peace projects. Students qualitatively and quantitatively report project results based on criteria identified in the peace project planning session. |
| Presenting Peace Project Results | Using a 7-Slide-Solution template, peace project teams develop final presentations that include tangible, quantitative results of peace projects as well as qualitative observations that reflect participant learning, personal growth and insights related to peace project planning and management. |

### Unit B: Reflecting as a Peacebuilder

| Personal Reflections | Participants complete a written reflection on the topic “What does it really mean to be a youth peacebuilder?” as well as a qualitative post-program survey. |
| Personal Stands for Peace | Through a facilitated process, participants review personal intentions, skills and goals related to the experience of being a peacebuilder. They summarize intentions and visions for peacebuilding into a short statement and creatively express their “stand” for peace through a visual display and public presentation. |

### Unit C: Public Celebrations

| Celebrating Peace Publicly | Family, friends and Rotarian supporters 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 each individual participant takes a stand 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. |

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