Creating Peacemaking Projects

Peacemaker Manual
Dear Peacemaker,

Thank you for joining us and others across the globe to create more just societies! At Peace First, we believe that the single most powerful act we can do is prepare young people, like YOU, with the skills and commitments to solve problems with courage, compassion, and collaboration; what we call peacemaking.

The following manual is a guide to help you through creating your peacemaking project in your community. This manual will guide your group through:

- **Choosing** an injustice,
- **Understanding** the injustice,
- **Planning** to solve the injustice,
- **Acting** upon that plan, and then
- **Reflecting** on your work.

Along the way you will find activities, worksheets, videos, and discussion prompts to help guide you. If you have a facilitator working with you, they may lead you through some of this manual. There is an output at the end of each phase that you can submit online and share with other peacemakers!

Should you have any problems or need any help, please reach out to the Peace First team on programs@peacefirst.org. We believe you have the power to make change -- real, lasting change -- and we are here to support you.

Good luck!

Peace First Team
In Phase 1: Choose, you will go through six tools as you chose an injustice to solve in your community. You will begin by exploring peacemaking and your personal role as a peacemaker, followed by establishing team norms that will guide you through your peacemaking journey. You will then look closely at your community to determine its positive and negative aspects and then distinguish between an injustice versus an inconvenience in your community. Finally, you will choose an injustice in your community that you and your group are passionate about. This injustice will be what your peacemaking project will address.

By the end of this phase you will create a project page on the Peace First Challenge website and share the injustice you’ve chosen to focus on.
Introduction to Peace First

You will learn the steps and goals of creating peacemaking projects with Peace First.

At Peace First, we believe you have the power to change the world. Not someday in the future -- right now.
For 25 years, we’ve helped young people stand up for their values and solve problems in their community.
Some people say that these problems can’t be fixed. Some say that it’s not young people’s place to try. We don’t believe them. Because throughout history, we’ve come together to solve big problems. And the movements that solved those problems were always powered and led by young people.
We believe that when young people like you take action to solve a problem -- and when you do it with courage, compassion, and collaboration -- the world gets better.
So, as a non-profit organization, we support young people like you who want to make a difference. We do this by:

• Investing in your ideas, giving you mini-grants of up to $250 to start your project
• Providing you with tools, skills, and mentors that can help you create and complete a peacemaking project
• Connecting you with other awesome young people around the world on PeaceFirst.Org, where you can share stories and learn from other young leaders
• Sharing your stories and impact with the world, so that people can learn from your ideas and experiences

We all know there are big problems in the world -- from gun violence in our neighborhoods to bullies in our schools. No one person, no one project, can solve those problems for good. But whenever a young person takes action, they make a difference. And when young people from all over the world take action together -- that’s when change really happens.
So -- now’s your time. We’ve got your back. Let’s get to work.

The following activities will help you get to know Peace First better.

• Watch the Peace First: Overview video
• Read and watch to learn about examples of other peacemakers.
  ■ Meet Amazing Peacemakers! (articles) and Peace First Peacemakers (videos)
• Explore the Peace First website
• Sign up to become part of the Peace First Community and create a profile page online.
Choose: Personal Development

Explore your personal journey as a peacemaker and reflect on the characteristics of peacemaking.

A peacemaker is one who identifies an injustice and seeks to address it through compassion and courage. Peacemaking includes how people welcome others into their school or community, how you deal with conflict between friends, and how you react to difficulties. Putting peace first in your own life is very important – but it’s only a starting point. Part of being a peacemaker is finding ways to build peace in your community, as well.

- **Read** or **watch** the story of Malala, Yousafzai and think about ways in which she was a peacemaker in her community. Also look through the [amazing peacemakers](https://peacefirst.org) on the Peace First website!

- Brainstorm characteristics of a peacemaker with your team and from the video. Record ideas on the Characteristics of a Peacemaker worksheet.

- Reflect on your personal feelings and goals as a peacemaker by completing the Peacemaking in My Life worksheet.

- Discuss your reflection with your group.
Choose: Characteristics of a Peacemaker Worksheet

Fill in with characteristics of a peacemaker. Decorate as you wish.

How do peacemakers react to conflict? How do they treat others? How are peacemakers involved in their communities?
Choose: **Peacemaking in My Life Worksheet**

Mark how you currently feel about each statement.

1. I understand what it means to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. I feel inspired to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. I am engaged in my community in a meaningful way.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. I have the skills necessary to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. I stand up for others when I see an injustice.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. I reach out to people who disagree with me to better understand their point of view.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. I am able to work with others effectively.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
One thing I want to accomplish as a peacemaker is: ______________________________________

____________________________________________________________________________________

____________________________________________________________________________________

____________________________________________________________________________________

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One quality I have to help me accomplish my goal is: ______________________________________

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One area where I will need help is: __________________________________________________________

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Choose: Creating an Effective Team

Explore the characteristics of an effective team and create group rituals and norms.

A group ritual is something the group does to begin and end the meetings: sharing high/lows from the day; something each person learned; etc. The purpose of a group ritual is to refocus or inspire the group.

A group norm is a statement that the group decides together that they will follow: being respectful of one another; keeping information confidential; etc.

- **Choose** one team building activity to help you get to know your team better! Your facilitator may guide this activity, or you may feel free to choose from the options below!
  - Team building activities: [Middle school](#) or [High school](#)
  - [Peace First Digital Activity Center](#)

- **Create** a personal ‘Crest’ to share with your team members using the Choose: Personal Crest Worksheet on the next page. The purpose of this activity is to help your team members get to know you, and for you to understand how you can best support each other.

  - In the top left of the crest, put your 3 superpowers: What are you really, really good at? 
    Example: “My superpower is being able to stay positive, no matter what.”

  - In the top right of the crest, put 3 kryptonite: What do you have difficulty with? Where do you get stuck and lose your energy? What trips you up? 
    Example: “My kryptonite is keeping track of details and staying organized.”

  - In the bottom left of the crest, put 3 communities that are important to you. What groups are you a part of? Think about your family, organizations in the community you belong to, social or extracurricular groups at school. Think about your identity: you might belong to a religious or ethnic community that is important to you. 
    Example: “I belong to my high school’s baseball team, my local YMCA, and my mosque.”

  - In the bottom right of the crest, put 3 perspectives you bring to the group. Every group member has a unique set of experiences and sees the world in a unique way. What experiences and ideas do you bring? 
    Example: “I bring the perspective of someone who has been bullied.” “I bring the perspective of someone who is new to our community.”
• **Share** your crest with other members of your team if you’re comfortable doing so. Comment on each other’s crests by leaving notes with sticky notes or in pencil. Let your team members know when you share something in common, or if you can support them in an area where they need help.

• **Discuss** with your group what it means to be an effective team and explore characteristics of an effective or ineffective team you have worked with in the past.

• **Reflect** and discuss with your group the group norm setting questions. Work with your group to fill out **Choose: Team Norms Worksheet** on the following pages.

**NOTE:** You will revisit this tool at the end of your project to see the progress you have made as a team. You can share your team’s norms with other Peacemaking Teams via the Peace First Website.

*If you’re having trouble, read through the **Characteristics of an Effective Team**
Choose: Personal Crests

Use the following template to fill in your ‘Personal Crest’ -- the information your team members need to know about you in order to support you on this journey.

**EXAMPLES:**

**Superpower:** “My superpower is being able to stay positive, no matter what.”

**Kryptonite:** “My kryptonite is keeping track of details and staying organized.”

**Communities:** “I belong to my high school’s baseball team, my local YMCA, and my mosque.”

**Perspectives:** “I bring the perspective of someone who has been bullied.” “I bring the perspective of someone who is new to our community.”
Choose: Team Norms Worksheet

Your name: _________________________________________________________
Your group name: ___________________________________________________

Use the following questions as a guide for creating group norms. Feel free to add to them or answer those that your team finds helpful.

EXAMPLES: We will seek to listen carefully in an effort to better understand one another and to be understood. We will arrive to our Team meetings on time and will focus on minimizing distractions.

<table>
<thead>
<tr>
<th>Time:</th>
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<tbody>
<tr>
<td>a. How will we ensure our time is used effectively?</td>
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<tr>
<td>b. How will we minimize distractions?</td>
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<th>Listening:</th>
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<tr>
<td>c. How we will make sure everyone is listening respectfully?</td>
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<tr>
<td>d. How will we encourage listening?</td>
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<th>Decisions:</th>
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<td>e. How will we make decisions?</td>
<td></td>
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<tr>
<td>f. How will we deal with conflicts?</td>
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</table>

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<tr>
<th>Participation:</th>
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<tr>
<td>g. How will we encourage everyone’s participation?</td>
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</tbody>
</table>
Choose: **Positives and Negatives**

Discover the positives and negatives in your community and/or school.

What are you upset about? What are you proud of?

**Negatives or issues** are things that are troubling in the community. Anything that is upsetting you may be able to be tracked down to an issue in the community. **Positives or assets** are things that you are proud of in your community or that are beneficial to you and the community.

- Complete a community mapping activity: Take a large piece of paper and draw a map of your community – the things that make it great and the things that might be difficult or unfair. Use the following prompts to get you started:
  - **Draw a map of your community**: places you visit, where you can buy food or get water, community centers or places where people gather.
  - **Draw what you love or appreciate about your community**: people, places, resources.
  - **Draw the helpers in the community**: Who are the people trying to make positive change? Are you one of them?
  - **Draw the problems in your community**: the things that upset you about your community. What is something that is difficult in your community?
  - **Draw the people who have power in your community**: What are they doing with their power?
  - **Draw the people who do not have power or access to resources in your community**: Where are they? What are they doing? What do they need?
  - **Draw your hopes for your community**: What are the changes you want to see?

- Here are some examples that might help.
  - **Example 1**
  - **Example 2**

- **Video example**

- Use your community maps and the guiding questions to discuss and record **positives** and **negatives** in your community.
Choose: Positives and Negatives Worksheet

Your name: ____________________________________________________________
Your group name: ______________________________________________________

Use your community maps and the following questions to identify positives and negatives in your community.

- For positives (or assets), think about what you are proud of in your community?
- For negatives (or issues), think about what in your community makes you upset? Or what is something that is difficult in your community everyday?

<table>
<thead>
<tr>
<th>Positives</th>
<th>Negatives</th>
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</thead>
<tbody>
<tr>
<td>a. Example: We have very knowledgeable people in our community and centers that could support our project.</td>
<td>b. Example: Our community has a lot of litter around it.</td>
</tr>
<tr>
<td>c.</td>
<td>d.</td>
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<td>e.</td>
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<td>g.</td>
<td>h.</td>
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<td>i.</td>
<td>j.</td>
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</table>
Choose: **Injustice versus Inconvenience**

**Identify the difference between an injustice and an inconvenience. Identify specific problems in your community and categorize them.**

An **injustice** is a long-standing harm to a particular person or group or when someone is targeted based on their identity. An example of an injustice is bullying in a school because of a person’s identity, or lack of clean water in a particular community.

An **inconvenience** can be short-term irritants to all groups, often random. An example of an inconvenience is not being allowed to use cell phones in school, or an issue that only happened one day.

- **Look through** the pictures on the following pages. Give your thoughts on whether each picture represents an injustice or inconvenience and explain why you believe that.

- **Discuss** the differences between an injustice and an inconvenience using the diagrams in the next page.

- **Complete** the Choose: Injustice or Inconvenience Worksheet using the issues you identified in the Choose: Injustice or Inconvenience Worksheet.

- **Look** back at your first sorting activity. Have any of your answers changed? How has your understanding of an injustice and inconvenience changed?
What do you see happening here?

________________________________________________________________________________________

________________________________________________________________________________________

Is this an injustice or an inconvenience? Why?

________________________________________________________________________________________

________________________________________________________________________________________

What do you see happening here?

________________________________________________________________________________________

________________________________________________________________________________________

Is this an injustice or an inconvenience? Why?

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________________________________________________________________________________________
What do you see happening here?

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What do you see happening here?

________________________________________________________________________________________
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Is this an injustice or an inconvenience? Why?

________________________________________________________________________________________
________________________________________________________________________________________
Choosing an Injustice

It's always rainy where I live. 
There was traffic on the way to school today. 
We are not allowed to use our cell phones in class.

Students with disabilities are being bullied. 
Women and girls are not given equal treatment in our community. 
Youth in our community do not have enough to eat at home.

Minor difficulty that affects people at random 
To bother, to disturb, to impose upon, to burden 
Short term frustration

Unfairness, unjustness, inequity, corruption 
A repeated act or occurrence 
Targeted based on someone's identity

INCONVENIENCE

INJUSTICE

INJUSTICE

INCONVENIENCE
Choose: Injustice or Inconvenience
Worksheet

Use the following questions, your community maps, and list the positives and negatives tools to identify if the with “negatives from your community maps are is an injustice or inconvenience. If you answered “yes” to 2 or more of the questions, it is likely an injustice.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>List of Issues</th>
<th>Does it cause long-standing or permanent harm to an individual or group?</th>
<th>Is a defined group of people being targeted based on their specific culture, ideology, political affiliation, religion, nationality, race or sexual orientation?</th>
<th>Is the issue created by other human beings?</th>
<th>Would solving the issue help the targeted group to overcome obstacles and realize a greater sense of purpose and potential?</th>
<th>Is it an Injustice?</th>
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<tbody>
<tr>
<td>We are not allowed to keep our cell phones during the day</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<td>New students who do not speak English well are made fun of</td>
<td>Yes / No</td>
<td>Yes / No</td>
<td>Yes / No</td>
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<td>Students with disabilities are bullied at school</td>
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### Choose: Injustice or Inconvenience Worksheet

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<th>Does it cause long-standing or permanent harm to an individual or group?</th>
<th>Is a defined group of people being targeted based on their specific culture, ideology, political affiliation, religion, nationality, race or sexual orientation?</th>
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</table>
Choose: Choosing an Injustice

Chose an injustice for your Peacemaking project.

- Explore other Examples of Young Activists!

- Explore each injustice using the questions provided on the Choose: Injustice Brainstorming Worksheet. Think in particular about how your community would change for the better if this injustice were solved. What good could you create?

**EXAMPLE:**

<table>
<thead>
<tr>
<th>List of Injustices</th>
<th>How would your community be different if this injustice were solved?</th>
<th>Who does this Injustice affect?</th>
<th>How does the Injustice affect this person or group of people?</th>
<th>Who causes this Injustice?</th>
<th>Why do you think the person or group causing this Injustice behaves in this way?</th>
</tr>
</thead>
</table>
| New students that do not speak English well are made fun of | New students that do not speak English as their first language would feel welcome and safe in our community | New students who do not speak English well | They do not feel welcome | Some students that choose to be bullies | They think it is cool
They get messages from media
They get messages from family
They might lack empathy or be afraid of difference |
| Students with disabilities are being bullied at school | Our school will be a place where all students are included and treated equally | Students with disabilities | They are not able to focus on their studies
They feel sad and not included | Students that choose to be bullies | They lack empathy
They do not care
They lack understanding of disability issues |

- Determine your team’s level of interest in each injustice by transferring the injustice identified above and reflecting on the questions provided in the Choose: Choosing an Injustice Worksheet.

**Worksheet Example:**

<table>
<thead>
<tr>
<th>List of Injustices</th>
<th>I/We feel deeply about this Injustice</th>
<th>I/We feel this Injustice is feasible to be addressed</th>
<th>I/We can imagine ourselves helping address this Injustice</th>
<th>I/We feel that we can manage the risks associated with trying to solve this Injustice</th>
</tr>
</thead>
<tbody>
<tr>
<td>New students that do not speak English well are made fun of</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Students with disabilities are being bullied at school</td>
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</table>
• Each team member will express and support their reasoning for wanting to work on a particular injustice.

• Conduct “Multi-vote” process.
  ▪ Each team member is given 5 votes. You may choose to allocate your votes in any way you see fit: All five votes to one injustice, split between a few injustices, or one to each.
  ▪ All votes will be counted and the injustice with the most votes will be the one your group will address for your peacemaking project.

• Record the chosen injustice on template on page 23.

EXAMPLE:

I / WE CARE ABOUT
Students with disabilities are being bullied at school

BECAUSE
We want our school to be a welcoming and inclusive place

• Take a picture with your final selection and upload the picture to the Peace First website alongside your selected injustice using the template provided.
### Choose: Injustice Brainstorming Worksheet

Use the following worksheets to determine your level of interest and commitment to each injustice.

<table>
<thead>
<tr>
<th>List of Injustices</th>
<th>How would your community be different if this injustice were solved?</th>
<th>Who does this Injustice affect?</th>
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</table>

Your name: __________________________________________

Your group name: _____________________________________
## Choose: Choosing an Injustice Worksheet

<table>
<thead>
<tr>
<th>List of Injustices</th>
<th>I/We feel deeply about this Injustice</th>
<th>I/We feel this Injustice is feasible to be addressed</th>
<th>I/We can imagine ourselves helping address this Injustice</th>
<th>I/We feel that we can manage the risks associated with trying to solve this Injustice</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes / No</td>
<td>Yes / No</td>
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</table>

Your name: __________________________________________
Your group name: ______________________________________
I / WE CARE ABOUT

BECAUSE

PEACE FIRST
Congratulations on finishing **Phase 1: Choose!**

You can also now create a project page on the [Peace First website](https://peacefirst.org) and share your chosen injustice.

You are now ready to deepen your understanding of the injustice and generate possible solutions.
Choose:

Referenced Links

Peace First: Overview video
https://www.youtube.com/watch?v=zEpx6sw8aXU&t=2s

Meet Amazing Peacemakers:
http://www.peacefirst.org/stories

Peace First Peacemakers (videos):
http://www.peacefirst.org/meet-some-amazing-peacemakers

Peace First website: http://www.peacefirst.org/

Peace First Community: Peace First Community

Read or watch the story of Malala, Yousafzai

Watch: https://www.youtube.com/watch?v=5FNriz_YVh0

Amazing peacemakers: https://www.peacefirstchallenge.org/meet-amazing-peacemakers/

Team building activities: Middle school or High school

Middle school: http://www.teachthought.com/critical-thinking/10-team-building-games-that-promote-critical-thinking/
High school: http://www.ventureteambuilding.co.uk/team-building-activities-for-teens/

Peace First Digital Activity Center:
http://www2.peacefirst.org/digitalactivitycenter/resources/search

Characteristics of an Effective Team:


Example 2: https://www.rootsandshoots.org/sites/default/files/Community%20Mapping%20101.pdf

Video example: https://www.youtube.com/watch?v=re7bl4yTTWY

Explore other Examples of Young Activists!: http://www.complex.com/pop-culture/2013/03/10-young-activists-who-are-changing-the-world/christopher-yao

Peace First website: http://www.peacefirst.org
Phase 2: Understand will take you and your team through the process of understanding your chosen injustice on a deeper level. You will research the background and differing viewpoints of your injustice as well as interview people in your community. You will use problem and solution trees to uncover the root causes of your injustice and brainstorm ways to address it. Through this phase you will develop an initial solution for your problem, and identify any obstacles that may come up in this journey.

By the end of this phase you will submit your Compassionate Insight to the Peace First website.
Understand: Talking to Others

Gather information about how others view your injustice.

Research and interviews are an exciting and important opportunity to gain a wide range of views on your topic, and learn new perspectives that may help your project. It’s important to note that these aren’t the time to try to convince someone of something, but instead to understand why they believe what they believe.

Part One:

- Research the various opinions of other individuals and groups on the given injustice. You can use books, articles, online research, etc.
- Reach out to the Peace First online community for support in this part.
- Take notes on the differing opinions on your topic and discuss with your group the questions on the following page.
- Choose community members to interview.
- If using email to invite them for an interview, use these resources to help as you reach out to them:
  - Email Etiquette slideshow
  - Email Etiquette video

Part Two:

- Watch video on interviewing techniques.
- Create a plan for scheduling and conducting the interviews.
- Use the following pages to guide and record information from the interview to Understand: Who to Talk to about the injustice Worksheet.
- Discuss with the group your takeaways from the interviews.

NOTE: Take careful and thorough notes while conducting your interviews. It’s unlikely that an interview will become heated, argumentative, or violent, but if this happens, quickly end the interview process. Peace First strongly advises that an adult is present during the interviews.
Understand: Who to Talk to About the Injustice Worksheet

Your name: _____________________________________________________________
Your group name: ______________________________________________________

Use the following questions to guide your research and record your findings.

• Who is most affected by this injustice, and what groups or organizations are involved in addressing it?

________________________________________________________
________________________________________________________
________________________________________________________

• Who is most involved in creating or perpetuating this injustice, and who benefits from its continuation?

________________________________________________________
________________________________________________________
________________________________________________________

• Who can help explain the overall history of your community, and in general, the particular injustice you team is focused on?

________________________________________________________
________________________________________________________
________________________________________________________

• Who agrees and disagrees with your team’s point of view on this topic?

________________________________________________________
________________________________________________________
________________________________________________________
Understand: Interview Worksheet

Your name: _____________________________
Your group name: _______________________

Use this checklist prior to your interviews.

☐ Thank the person or group for their willingness to participate in the interview and welcome
them to the conversation.
☐ Introduce yourself and share with your guest the purpose of the interview.

☐ If the meeting will be audio or video recorded, informed and written consent is required from
all participants.
☐ Invite participants to reflect upon where their feelings about this issue came from in their life
and encourage them to share their experience.
☐ Invite them to reflect on what is at the heart of the matter for them.

☐ Ask any clarifying questions. NOTE: Clarifying questions are meant to help develop a deeper
understanding of the issue or the participant's comments. For a successful interview, be sure
that clarifying questions don't seem like statements intended to convince or change an opinion.

☐ Thank all participants for their time, their insights and for sharing their opinions and
experiences.
☐ Provide contact information should someone want to reach out with additional thoughts or
questions.

Example:

<table>
<thead>
<tr>
<th>Person or Group Interviewed</th>
<th>How do they feel about selected Injustice?</th>
<th>Why do they feel that way about selected Injustice?</th>
<th>What experiences have made them feel that way?</th>
<th>How could they be involved in helping solve this Injustice?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students with disabilities.</td>
<td>They feel sad when they are bullied. They feel angry and think it is unfair. They feel different and lonely.</td>
<td>They are the main people affected by this injustice.</td>
<td>Being bullied since starting high school.</td>
<td>They want to be part of the team trying to solve injustice.</td>
</tr>
<tr>
<td>Some selected bullies.</td>
<td>They are copying others. They feel like they want to fit in.</td>
<td>They feel school environment is a stressful environment and do not have ideas on how to be different.</td>
<td>They just saw others doing it and thought it was normal.</td>
<td>They would be happy to help with a solution if everyone got on board.</td>
</tr>
<tr>
<td>Teachers.</td>
<td>They feel stressed about the situation. They feel overwhelmed with many tasks. They are wanting to help if there was an easy way.</td>
<td>A lot of pressure put onto teachers, and it is hard to engage with parents of bullies.</td>
<td>It didn’t go too well when trying to explain to some parents that their kid was a bully.</td>
<td>They want to help advocate for changes in the school if team wants support for that. They can create spaces to allow for discussions on how to solve injustice.</td>
</tr>
<tr>
<td>Representative from disability awareness organization.</td>
<td>They are excited about young people wanting to do something about it. They want to be helpful in any way they can.</td>
<td>When the community gets involved in solving these issues, their work is much more meaningful.</td>
<td>Funders of the organization understand what it's like to experience these issues and are passionate about doing whatever they can to help.</td>
<td>They are happy to provide resources, and feedback on potential solutions. They offer grants that could be used.</td>
</tr>
<tr>
<td>Parent of child being bullied.</td>
<td>They want to be helpful but are worried about making things worse for their child.</td>
<td>Their child has asked them not to intervene because they said it would make them look bad.</td>
<td>The one time they tried to help made things worst.</td>
<td>They are not sure how to help but have offered full support of any idea they came up with.</td>
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</table>

Key Information from this tool has been adapted from the work of the organization Essential Partners. For more information please visit http://www.whatisessential.org/
**Understand: Interview Worksheet**

Use the following worksheet to record responses during interviews. Have one member of the team ask questions while another student records the responses.

<table>
<thead>
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<th>Person or Group Interviewed</th>
<th>How do they feel about selected Injustice?</th>
<th>Why do they feel that way about selected Injustice?</th>
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</table>
Understand:
Problem and Solution Trees

Discover the causes and consequences of your chosen injustice.

In this lesson, you will research the causes and consequences of your chosen injustice. A cause refers to the force, circumstance, behavior, or person that is causing the injustice. Causes of the injustice will include researching the history of the injustice and who is perpetuating this injustice. A consequence refers to the resulting outcome or experience. Consequences of the injustice will include who is affected by it and who is working towards solving this injustice.

• Use the guiding questions on Understand: Researching the Injustice Worksheet to research the history, causes, and results of this injustice (books, articles, online, etc.).

• Review the example Problems Tree and Solutions Tree to learn how to create your team’s own Problems Tree and Solutions Tree.

• Create a Problems Tree for your given injustice using the Understand: Problems Tree Worksheet or a large chart paper to display your tree. Be creative when making your tree! Feel free to use markers, paint, construction paper or other art materials. Once finished, reflect on your problem tree with your group. Which parts are the most serious? What did you discover as unique in this process?

• Go through the same process as above with your Solutions Tree using Understand: Solutions Tree Worksheet.
Understand: Researching the Injustice Worksheet

Your name: ____________________________________________________________
Your group name: ______________________________________________________

Use the following questions to guide your research and record your findings.

• What is the history of the Injustice?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

• Which groups are causing the Injustice or allowing it to continue?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

• Which groups are on the receiving end of it?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

• What are the consequences of the Injustice?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

• Who is currently working on or has worked to address the Injustice?
____________________________________________________________________
____________________________________________________________________
____________________________________________________________________

Understand: Problem Tree Worksheet

Problem Tree

Causes

For each Cause ask, “What might have caused this and why?” Draw each cause as a root growing off of the main trunk, labeled “Primary Injustice.” When you have an answer to that question, go deeper by asking, “What might have caused that and why?” Keep inquiring until you have at least three levels of inquiry. This will give you and your Team a well-rounded perspective on the deepest Causes of your chosen Injustice. As you drill down deeper asking “why?” draw smaller and smaller roots off of the larger root Causes.

Consequences

Next, in the branches, write all of the negative consequences of this state of injustice – what harm does this cause in the world? In your community? How might it affect others?
Understand: Problem Tree Worksheet

Your name: _________________________________________________________
Your group name: ___________________________________________________

YOUR INJUSTICE

CAUSES

why?
why?
why?
why?
why?
why?
why?
why?

why?
why?
why?
why?

why?
why?
why?
why?
Understand: Solutions Tree Worksheet

Solution Tree

You can use a similar process to build a Solution Tree. In this case, imagine what the world would look like if you were successful. You will create a mirror image of your Problem Tree. This time, imagine what the future would look like if this injustice did not exist. Write this desired alternative in the trunk of the tree. Next, in the branches, write all of the positive consequences of this new alternative – what does this good cause in the world? Finally, turn to the roots and ask: How could you reach this good alternative? Keep asking the same question up to three times to brainstorm more ideas that will help you identify a solution to your chosen Injustice.

EXAMPLE:

Desired Alternative

Students with disabilities are treated fairly

Teachers feel less stressed
Kids with disabilities feel included
All students are aware of disability issues

Academic performance improves for students with disabilities
School is an inclusive community

Potential Solutions

Hire more teachers
Provide more training to teachers

Provide support to teachers
Support academic performance for students with disabilities
Provide opportunities for students with disabilities

Increase awareness of disability issues
Provide awareness training
Run a disability awareness day

How?
How?
How?
Understand: Solutions Tree Worksheet

Your name: ________________________________
Your group name: __________________________

CONSEQUENCES

DESIRED ALTERNATIVE

POTENTIAL SOLUTIONS

how?

how?

how?

how?

how?

how?

how?

how?

how?
Understand: Imagining the Future

Continue working on your desired alternative and assess any challenges you may run into.

In this tool, Understand: Imagining the Future, you will imagine the future you desire in relation to your community and your chosen injustice. You will discover what will help you to achieve your desired solution and where they may be challenges.

- Look through the projects shared by other Peacemaking Teams that relate to the injustice your team has chosen to work on. These stories may offer additional insight into how best to identify effective solutions that will allow your team to proceed with compassion, courage, and collaboration.

- Use the Understand: Interview Worksheet to document the current state of your injustice and your desired alternative.

- Complete Understand: Team Effectiveness Evaluation Worksheet to assess how well your team is working together at this stage in the peacemaking journey.
Understand: Imagining the Future Worksheet

Use the worksheet to fill in the current state of your injustice and your desired alternative. The current state should be short and concrete, describing the extent of the injustice and who it most affects in one sentence or brief paragraph. In writing a statement about your Desired Alternative, it’s important that you are realistic and concrete, describing how the injustice will be lessened, transformed, or overcome in one sentence or brief paragraph.

On the left hand side with the “up” arrow, list the positive things that are helping you achieve your desired solutions. On the right hand side, list any potential challenges to achieving your solution. In other words, what’s stopping you from moving forward? Refer back to your “Positives and Negatives” work from Phase 1: Choose.

**EXAMPLE:**

Desired Alternative:

- Our school is an inclusive community that treats everyone fairly

We are good at organizing

Teachers are interested in helping

There are events that happen nationally and at least one organization can provide funding

We can use as service learning project

Driving forces helping us reach our desired alternative.

Some students think bullying is ok

Some teachers think bullying is ok

We might not have enough time

We might not have enough resources

Obstructing forces stopping us from reaching our desired alternative.

Current State:

- Students with disabilities are being bullied at school
Understand: Imagining the Future Worksheet

Your name: _______________________________________________________
Your group name: ________________________________________________

Desired Alternative:

Driving forces helping us reach our desired alternative.

Obstructing forces stopping us from reaching our desired alternative.

Current State:
Mark how you feel about each statement.

1. Our team has defined purpose and goals.

2. The roles of our team members are clear, and the leadership of the team is balanced.

3. Communication within the team is clear and effective.

4. Decisions are made effectively and collaboratively.

5. Team meetings run efficiently, with clear objectives, agendas, and documentation.

6. Conflict within the team is managed or resolved effectively.

7. Participation of all team members is balanced.

8. Team behavior is grounded in compassion.
Understand:

Compassionate Insights

Continue deciding how to best overcome this injustice by using compassion as your primary tool. You will explore the feelings of those affected by the injustice, as well as the feelings of the people who are creating it.

Compassion is defined as one’s ability to put one’s self in another person’s shoes – to experience what life must be like for them and to extend understanding toward their unique human experience.

- Reflect silently on how people affected by this injustice feel.
- Reflect silently on how those who are contributing to the injustice feel.
- Use your previous work with Understand: Problems Tree Worksheet and Understand: Solutions Tree Worksheet as well as Understand: Imagining the Future Worksheet to fill out the Understand: Compassionate Insights Worksheet.
- After completing the Understand: Compassionate Insights Worksheet, take a team vote to see which solution your team will work towards in the next phase.
- Be creative! Write, draw, or display your Compassionate Insight in a way that is meaningful to your group. For example, decorate a poster, paint a picture, make a comic, or create something to display your Compassionate Insight!
- Share your Compassionate Insight on your team’s project page on the Peace First website!
**Understand: Compassionate Insights Worksheet**

Use this form to document your chosen injustice as well as the root cause you will be addressing and method by which you will address it. Ask yourself the following questions after writing your Compassionate Insights: will this solution increase compassion and collaboration with those affected by the injustice? Is this solution feasible? Will this solution push us to be courageous within reasonable risks?

Once completed, ask all team members to vote on a Compassionate Insight. This will help your team decide on a Compassionate Insight to guide your project plan! Also, after you decide on a Compassionate Insight, upload it to your project page on the Peace First website.

**EXAMPLE:**

To overcome the injustice of people with disabilities in our school being bullied

<table>
<thead>
<tr>
<th>Root Cause: (write a selected root cause)</th>
<th>Possible Solution: (write a possible solution using your driving forces)</th>
<th>Increase compassion and collaboration with those affected by the injustice? (Yes / No ☐)</th>
<th>Is this feasible? (Yes / No ☐)</th>
<th>Courage with reasonable risks? (Yes / No ☐)</th>
<th>Votes</th>
</tr>
</thead>
<tbody>
<tr>
<td>We will address the lack of disability awareness</td>
<td>By involving students in an accessibility awareness day involving our teachers and all students</td>
<td>☐</td>
<td>☑</td>
<td>☑</td>
<td>III</td>
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<td>We will address ____________________________</td>
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# Understand: Compassionate Insights Worksheet

**Your name:** ____________________________

**Your group name:** ______________________

To overcome the injustice of ____________________________

<table>
<thead>
<tr>
<th>Root Cause: (write a selected root cause)</th>
<th>Possible Solution: (write a possible solution using your driving forces)</th>
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<th>Is this feasible? (Yes / No ?)</th>
<th>Courage with reasonable risks? (Yes / No ?)</th>
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</tbody>
</table>

**Compassionate Insight:** ____________________________________________________________

**Compassionate Insight:**

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________

______________________________________________________________________________
Congratulations on finishing Phase 2: Understand!

Way to go! Working to truly understand an injustice is a difficult but necessary step. Once we understand the root cause of an injustice, we can make lasting change.

You’ve taken the important step of working to deeply, truly understand the injustice you’ve chosen. You’ve spoken with others in your community to understand their views and experiences, and you’ve dug beneath the surface to understand the injustice’s true causes.

Of course, learning about others’ experiences is never finished, and you’ll want to bring your compassion, active listening, and openness you cultivated in this stage of the process to the rest of the peacemaking journey - and may come back to use these tools at a later time.

This all culminated in creating a Compassionate Insight, where you committed to solving a root cause of your injustice and identifying a solution.

The next step is to post your Compassionate Insight to your project page on PeaceFirst.Org. Let the world know your big, bold idea for making your community better!

Then, head to the next page and get started making your plan.
Understanding your Injustice

Referred Links

Email Etiquette slideshow:
https://www.slideshare.net/elliesimons/email-etiquette-26673915

Email Etiquette video:
https://www.youtube.com/watch?v=qNSztAqD19g

Watch video on interviewing techniques:
https://www.youtube.com/watch?v=GmzYrjAsDng

Projects shared by other Peacemaking Teams that relate to the injustice:
http://www.peacefirst.org/projects
In Phase 3: Plan, you will turn your insights into action and invite others to join you. You will begin by creating SMART goals and then identify resources needed to carry out the plan. You will create a budget for your project and identify people, with whom you could partner. Once you have completed the plan stage, your group may be eligible for a mini-grant between $25-$250!

By the end of this phase you will submit your plan and budget to the Peace First website.
Plan: SMART Goals

You and your team will use the SMART Goals structure a plan on how to solve your injustice!

SMART Goals are goals that are: Specific, Measurable, Attainable, Relevant, and Time-bound. They will help you as you think through how to solve your injustice.

- Watch the “Where Are We Headed?” video to better understand how young people, like you, can set realistic and attainable goals! Discuss with your team the difference between a wish and a goal, and what you learned about goal setting through this video.

- Review the SMART Goal example provided by your facilitator or on the following page. You could also discuss what it means to set goals with adults in your community.

- Work with your team to fill in the SMART Goals worksheet.

- If possible, switch SMART Goals with another team and give them advice to make their goals clearer, and listen to their constructive feedback for how to clarify your SMART Goals.
Plan: SMART Goals Worksheet

**Selected Injustice:**
Young people do not always have enough food over the weekends.

**Compassionate Insight:**
We will address schools not providing free meals over the weekend by growing food in a school garden for students to take home.

**Desired Future:**
We envision a future where no child goes hungry.

<table>
<thead>
<tr>
<th>Specific</th>
<th>Measurable</th>
<th>Attainable</th>
<th>Relevant</th>
<th>Time-bound</th>
</tr>
</thead>
<tbody>
<tr>
<td>What are we going to do? What do we want to accomplish? How are we going to do it?</td>
<td>How will we know when we have reached our goal?</td>
<td>Can we see ourselves achieving this goal? Can we break it down into manageable pieces?</td>
<td>Is this aligned with our injustice we are trying to solve?</td>
<td>What is our target date for reaching this goal?</td>
</tr>
<tr>
<td>Create a school indoor and outdoor garden with fruits and vegetables.</td>
<td>We will know we have reached our goal when 20 students can take home food over the weekends.</td>
<td>We will gather donation from the community in terms of resources and expertise. There are many members of our community that are experts in gardening.</td>
<td>The garden will provide food for the community.</td>
<td>We will begin the garden in the spring and have the initial crops harvested by the fall.</td>
</tr>
</tbody>
</table>

**SMART GOAL:**
We will create an indoor and outdoor school garden with the donations and expertise of the community this spring in order to have produced enough by the fall to provide 20 students with food for over the weekend.
Plan: SMART Goals Worksheet

<table>
<thead>
<tr>
<th>Your name:</th>
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</thead>
<tbody>
<tr>
<td>Your group name:</td>
</tr>
</tbody>
</table>

Fill out the top three spots on this form using your previous work in Phase 2: Understand. Then use the SMART Goals format to come up with a plan to solve your injustice!

Selected Injustice:
________________________________

Compassionate Insight:
________________________________

Desired Future:
________________________________

### Specific
What are we going to do?
What do we want to accomplish?
How are we going to do it?

### Measurable
How will we know when we have reached our goal?

### Attainable
Can we see ourselves achieving this goal?
Can we break it down into manageable pieces?

### Relevant
Is this aligned with our injustice we are trying to solve?

### Time-bound
What is our target date for reaching this goal?
Plan: Head, Heart, Hands, and Feet

Using a diagram of a human body, you will think through various aspects of how you plan to solve the chosen injustice.

Each body part represents a different aspect of your planning:

**Head (Compassionate Insights):** What do we need to keep in mind when planning?

**Heart (Compassion & Courage):** How can we show compassion: making sure that everything we do is driven by empathy and care for the people facing this injustice? How can we show courage: speaking up for what’s right, even when it’s hard?

**Hands (Actions & Collaboration):** Who are the groups we can collaborate with. How can we get any supplies or equipment we need?

**Feet (Outlined Steps):** What will we do and how will we know when we have succeeded?

- Using the example in your manual, fill in the body diagram to help plan your project.

- If possible, trace a teammate’s body on a large sheet of paper using markers or paint or using chalk on a concrete area.

- After you have traced a teammate, work together answer the Head, Heart, Hands, and Feet prompts next to each body part.

- Once finished, copy your responses onto the diagram in your manual and take a picture of your traced teammate diagram.

- If working with other teams, participate in a TAG “gallery walk” to view other teams work. Walk around the room to offer feedback using the TAG strategy to other groups diagrams.
  
  T: Tell the team something you really liked.
  
  A: Ask the team a question about their plan.
  
  G: Give the group a constructive suggestion.

- Upload your diagram or picture to your Project Page on the Peace First website.
Plan: Head, Heart, Hands, and Feet Worksheet

Your name: ______________________________________________________________
Your group name: __________________________________________________________

EXAMPLE:

Your chosen Injustice:  
Students with disabilities are being bullied at school

Your SMART goal:  
We will organize an accessibility awareness day on October 15 that will involve at least 200 students with at least 100 signing a commitment to be more inclusive and respectful of all people, regardless of their abilities.

I will show compassion by:  
Trying to understand the points of view of others that think different from me  
Ensuring that bullies are also part of the solution we design

Some people I will collaborate with:  
- School authorities  
- Local NGO  
- Bullies  
- Kids with disabilities

I will show courage by:  
Standing up for kids with disabilities if they are bullied  
Advocating for school policies to change

Some steps I will need to follow to reach my goal:  
1. Get approval from school  
2. Find funding for activities  
3. Print out invitations  
4. Create materials to decorate day  
5. Give invitations out to guests  
6. Run day

Some materials and resources I will need:  
- Paper for invitations  
- Snacks for event  
- Materials to decorate

Some ways to identify I am moving in the right direction:  
- Number of attendees to event  
- Change of perception from bullies  
- Kids with disabilities feel included and respected  
- Bullies feel more connected with school community
Your chosen Injustice:

I will show compassion by:

Some people I will collaborate with:

I will show courage by:

Some materials and resources I will need:

Some steps I will need to follow to reach my goal:

1.

2.

3.

4.

5.

Some ways to identify I am moving in the right direction:

Your SMART goal:
Plan: Planning and Budgeting

It is time to build a concrete plan and budget! Once finished, you can submit your plan to request a mini-grant from Peace First to help fund your project!

Your team will develop a detailed plan with action steps and an accompanying budget for your projects. The more detailed this section is the more likely you are to receive a grant (from Peace First or another organization) and successfully complete your projects on time. Your community has a lot of resources! Try to think of people and materials that are already available to you.

It is important to be specific about what materials and how much money your group will need and to be realistic on the timing. Most prices of supplies can be found online or through asking community members.

- Refer to the Plan: Planning and Budgeting Worksheet example given by your facilitator or provided in this manual.
- Think about resources that are already available in your community that can be used for your peacemaking project.
- Fill in the Plan: Planning and Budgeting Worksheet.
- Submit your narrative and proposed budget on your Peace First online platform to apply for a mini-grant of up to $250!
## Plan: Planning and Budgeting Worksheet

### EXAMPLE:

**Our Chosen Injustice:**
Students with disabilities are being bullied at school

**Our SMART Goal:**
We will organize an accessibility awareness day on October 15 that will involve at least 200 students with at least 100 signing a commitment to be more inclusive and respectful of all people.

<table>
<thead>
<tr>
<th>Steps needed</th>
<th>By when</th>
<th>Materials/ Resources needed</th>
<th>Estimated cost ($)</th>
<th>Who is responsible</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get approval from school</td>
<td>Sep 10</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find funding for activities</td>
<td>Sep 28</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Print out invitations</td>
<td>Oct 1</td>
<td>Paper, printer</td>
<td>$20</td>
<td></td>
</tr>
<tr>
<td>Create materials to decorate event</td>
<td>Oct 5</td>
<td>Paper, markers, photos</td>
<td>$30</td>
<td></td>
</tr>
<tr>
<td>Give invitations out to guests</td>
<td>Oct 10</td>
<td>Snacks</td>
<td>$50</td>
<td></td>
</tr>
<tr>
<td>Run day</td>
<td>Oct 15</td>
<td></td>
<td></td>
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</tbody>
</table>

**Total Cost:** $100

**Indicator(s) based on quantity:**
Number of attendees

**Indicator(s) based on quality:**
Attendees are committed to change their behavior towards students with disabilities

**We will collaborate with:**
- School authorities
- Local NGO
- Bullies
- Kids with disabilities

**We will increase our compassion by:**
Ensuring that bullies are also part of the solution we design

**We will show courage by:**
Speaking up for kids with disabilities if they are bullied
# Plan: Planning and Budgeting Worksheet

**Your name:** ________________________________________________

**Your group name:** ____________________________________________

## Our Chosen Injustice:

## Our SMART Goal:

<table>
<thead>
<tr>
<th>Steps needed</th>
<th>By when</th>
<th>Materials/Resources needed</th>
<th>Estimated cost ($)</th>
<th>Who is responsible</th>
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</table>

**Total Cost:**

- [ ] Indicator(s) based on quantity:

- [ ] Indicator(s) based on quality:

**We will collaborate with:**
-  
-  
-  
-  

**We will increase our compassion by:**

**We will show courage by:**

[ peacefirst.org](http://peacefirst.org)
Plan: Reducing Risks

Identify risks associated with your projects and if these risks are wise or unwise.

All peacemaking projects involve risks of some kind. Some risk is OK! A risk is anything that is potentially harmful to you, the community, or your project. These risks could be small, such as looking silly in front of your friends. Some risks could be more significant, such as making someone in the community angry or being in a physically unsafe environment.

It is important to remember that people often overestimate or underestimate risks associated with projects, especially projects they are passionate about. Find a mentor to check your team’s assumptions or trade work among groups. The goal is to not make this project risk-free but rather to make sure that the risks you are taking are safe and reasonable.

- Use the Plan: Reducing Risks Worksheet to document potential risks associated with your project.

- Ask yourself:
  - How might I be putting myself and others at risk?
  - Is this a short-term or small risk that will help me grow as a peacemaker or is this a reckless risk?
  - What are some things we can do to lessen this risk?

- If possible, share your Plan: Reducing Risk Worksheet with another group to review their risks. Offer any suggestions to their work and get feedback on your work as well.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Step</th>
<th>How might I be putting others or myself at risk?</th>
<th>Short-term, small risk or long-term, greater risk?</th>
<th>One thing I can do or change to make this risk smaller/manageable</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get approval from school</td>
<td>Small risk/greater risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Find funding for activities</td>
<td>Small risk/greater risk</td>
<td>Ask a teacher to join us when visiting organizations</td>
<td></td>
</tr>
<tr>
<td>Print out invitations</td>
<td>Small risk/greater risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Create materials to decorate day</td>
<td>Small risk/greater risk</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Give invitations out to guests</td>
<td>Small risk/greater risk</td>
<td>Ensure invitations explain the nature of the event as an inclusive opportunity to get everyone involved instead of trying to blame</td>
<td></td>
</tr>
<tr>
<td>Run day</td>
<td>Small risk/greater risk</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
## Plan: Reducing Risk Worksheet

**Your name:** ____________________________________________________________

**Your group name:** ______________________________________________________

<table>
<thead>
<tr>
<th>Step</th>
<th>How might I be putting others or myself at risk?</th>
<th>Short-term, small risk or long-term, greater risk?</th>
<th>One thing I can do or change to make this risk smaller/manageable</th>
</tr>
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</tbody>
</table>
Congratulations on finishing **Phase 3: Plan!**

Nice work! Creating a detailed plan takes hard work, but will help you achieve your goals.

You worked to set measurable, achievable goals for your project, mapped out the steps you will take and resources you will need, put together a plan and budget, and made sure you were taking reasonable risks.

The next step is to upload your plan on your project page at PeaceFirst.Org.

If you need funding for your project, you can also apply for a mini-grant of up to $250 from your project page’s dashboard.

We’re excited to give you the support you need to put your project into action!
Plan:

Referenced Links

Submit your plan and budget Peacemaker Insights:
http://www.peacefirst.org

Where are we headed video:
https://www.youtube.com/watch?v=nJRd-yzC5G1
In **Phase 4: Act**, you will get to act on your peacemaking projects! In this phase, we provide a tool to help you gather feedback on your peacemaking project, and a grid of resources for you to use while implementing your project. As your project progresses, use the provided worksheet to track your progress and to stay accountable to the work. It is also a good time to go back to the Team Effectiveness survey and check in on your progress. This phase is less structured out, as the various activities will be different for each group. If possible, have group reflections after activities are completed.

By the end of this phase you will submit stories from of your project (video, pictures, brochure from event, etc.) to your project page on the Peace First [website](http://peacefirst.org).
Act: Gathering Feedback

When you’re ready to put your project into action, it’s time to take one final step! Share your project with members of your community and get their feedback. They might have some ideas that can help you make your project even better - and ideas for how they can help!

Gathering feedback is an important step in the peacemaking process. This tool will help you bring your plans to members of the community and ask the right questions to make sure your project is ready to go.

- **Gather** all materials that you would like to get feedback on. You could share:
  - A script for a presentation
  - A plan for a workshop or event
  - A list of people you plan to invite to an event or ask for donations to a drive
  - Your Compassionate Insight
  - Your SMART goal
  - Your Head, Heart, Hands and Feet diagram
  - Your Planning and Budgeting Tool

- **Reach out** to people who might have good ideas for your project. Ask them if they would be willing to take a few minutes to give you feedback on your project.
  - These could be the same people you interviewed earlier on. They could be friends or family members. They could be teachers or mentors.
  - Try to get feedback from at least one person affected by the problem, one person who may be involved in causing the problem, and one person already involved in trying to solve the problem. Ask them if they would be willing to take a few minutes to give you feedback on your project.
• **Share** your materials with them, and ask them the questions on the Act: Gathering Feedback Worksheet.

• **Record** every piece of feedback they give you. Ask questions if you don’t understand something, but seriously consider their suggestions even if you disagree or think they may not work. Later, you can decide which suggestions to use or not use.

---

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Reviewer Name</th>
<th>What is one thing you loved?</th>
<th>What is one question you have?</th>
<th>What is one suggestion you have?</th>
<th>What’s one thing you can help with?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ms. Oliveto, school principal</td>
<td>I love that you’ve worked with students who have disabilities to create this.</td>
<td>Will you have teachers helping you facilitate the sessions, or do it alone?</td>
<td>Make sure that you are looking forward and giving everyone a way to be part of the solution!</td>
<td>I will make sure you have the space and materials you need!</td>
</tr>
<tr>
<td>Matt, student who is friends with some of the people causing the problem</td>
<td>I like that you’re not talking down to us, but instead treating us as equals.</td>
<td>How are you going to make sure that people get this is serious, not just another assembly?</td>
<td>Have more activities during the day that get people up and moving.</td>
<td>I’ll show up and participate. If enough people take it seriously, no one will treat it like a joke.</td>
</tr>
</tbody>
</table>
**Act: Gathering Feedback**

Your name: ____________________________________________

Your group name: ______________________________________

<table>
<thead>
<tr>
<th>Reviewer Name</th>
<th>What is one thing you loved?</th>
<th>What is one question you have?</th>
<th>What is one suggestion you have?</th>
<th>What’s one thing you can help with?</th>
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</tbody>
</table>

Based on the feedback on our project, we plan to:

1. ____________________________________________

2. ____________________________________________

3. ____________________________________________
Act: Tracking your Progress

Now it is time to put your plans into action! Complete your activities for your peacemaking project using the resources from the Act: Tracking Your Progress Worksheet and use it to track your progress and successes!

No plan is perfect and if we waited until it was, we’d never get started. This is about learning as you go and taking small steps towards your desired future. Feel free to go back to your plan and budget and make changes.

- Complete the activities associated with your peacemaking project. Reach out to your facilitator, mentor, or other community members to help you!

- Use the Act: Tracking Your Progress Worksheet to track your progress.

- Take photos and video of your project. Post them on your project page, along with updates on your progress.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>Activity</th>
<th>What does success look like?</th>
<th>Completed? By when?</th>
<th>How did it go?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Get approval from school</td>
<td>Event is approved by school</td>
<td>September 10</td>
<td>It got approved</td>
</tr>
<tr>
<td>Find funding for activities</td>
<td>We find a way to fund the day</td>
<td>September 28</td>
<td>We received the funds from a local disability awareness organization</td>
</tr>
<tr>
<td>Print out invitations</td>
<td>All invitations are printed</td>
<td>October 1</td>
<td>We designed and printed invitations that we were happy with</td>
</tr>
<tr>
<td>Create materials to decorate day</td>
<td>We have a collection of materials to use for the awareness day</td>
<td>October 5</td>
<td>We created a big banner as well as lots of small details for the different tables and chairs</td>
</tr>
<tr>
<td>Give invitations out to guests</td>
<td>We use all the invitations we printed and people are attending</td>
<td>October 8</td>
<td>We didn’t have any invitations left and most people were really happy to attend the day</td>
</tr>
<tr>
<td>Run disability awareness day</td>
<td>We have at least 200 attendees and at least half commit to change their behavior</td>
<td>October 11</td>
<td>We had 250 attendees, 200 of them answered the survey and committed to change their behavior</td>
</tr>
</tbody>
</table>
### Act: Tracking Your Progress Worksheet

Your name: ________________________________________________

Your group name: __________________________________________

<table>
<thead>
<tr>
<th>Activity</th>
<th>What does success look like?</th>
<th>Completed? By when?</th>
<th>How did it go?</th>
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</tbody>
</table>
Act: Other Resources

Although most of your planning was done in the previous phase, here are some more things you may want to think about.

If you are planning an event, make sure to think about:
- A date and time that allows the most people to be able to come
- Where this event can take place
- Who you want to come
- How to market/advertise this event to different people
- What would stop people from coming
- Making the purpose of the event clear
- What resources and materials do you need
- How can you get those materials
- What is the purpose of your event or desired outcome

Please reach out to the Peace First Community if you need any support in planning!
While the best option is to try to use resources that are already available within your community, we understand you may need to raise additional funds. Here are some resources to help guide your fundraising:

**Crowdfunding:**

- [Donors Choose](#)
- [GoFundMe](#)
- Information on crowdfunding [websites](#)
- [Tips](#) for crowdfunding
- 5 Tips ([video](#)) for making crowdfunding videos

**Fundraising Tips:**

- [How to raise money](#)
It is important that you have enough people at your event and getting involved in your plan! Here are some suggestions for how to market your project.

- Make sure you clearly state the purpose of your project on all marketing materials.
- Keep in mind you may need to market differently to different groups of people (maybe a flyer around your school for the students, but an email for the teachers).
- If it is safe to do so, include pictures of your team creating this project.

Ways to market or advertise:
- Flyers around school, community, town, etc.
- Advice on making flyers
- Emails
- Facebook; school websites; etc.
- Word of mouth
- Phone calls
- Videos
  - Making a simple video!
- Posters

Marketing Suggestions and Advice
As you plan your event, or develop your peacemaking project it is important that your group:

- Assign specific roles and responsibilities
- Track your Progress -- refer to Act: Tracking your Progress
- Reflect on what is successful or not and why
- This is also a good time to go back to Team Effectiveness Survey and check in as a group.
There may be local businesses that are willing to support your projects! Reach out to businesses or organizations that either sell/provide the materials or resources you might need, or have a similar mission to your project. Many businesses will donate food or supplies if you ask early enough.

Ideas:
- Write a donation request letter or email
- Go speak with someone at the business
- Call the business

Article on school-business partnerships

Companies That Care About Kids
Stay Inspired

Make sure to keep your team inspired in this process!

- Refer back to the other peacemaker videos or examples of project online.
  - Meet Other Peacemakers
  - Explore Peace First Projects

- Continue to engage in group circles

- Watch Ted Talks
  - Racial Violence
  - Street Art with a Message of Hope and Peace
  - A Powerful Poem About What It Feels Like to be Transgender
  - The Beauty and Diversity of Muslim Life
  - The Courage to Tell a Hidden Story
  - Kid President: A Pep Talk

- Get out in the community to spread the word about your project!
Congratulations on finishing **Phase 4: Act!**

Wow! You put your solution into action and completed your project. That’s amazing.

You’ve shared your ideas with others and incorporated their feedback into the project. You set up a system to track your progress.

And, most importantly, you stepped up and made a difference. Maybe everything didn’t go perfectly – it rarely does. But you took the important action, the step many people never take – you decided a change needed to be made, and then you did something about it. Because you took action, you’ve supported people in your community and made a positive difference. This is a big accomplishment. Celebrate it!

The next step is to share your success with the world. Go to your project page at PeaceFirst.Org and update us with any photos, video, survey results, or other stories from your project! Your success will inspire others to keep their projects going.

Now that you’ve completed this important step, it’s time to reflect and decide what’s next. Head to the next section to get started.
Act:

Referenced Links

Submit evidence of your project Peacemaker Insights:
https://www.peacefirstchallenge.org/journey/act/
As you reach your first big goal (or realize that a new goal is needed based on what you have learned), it is the perfect moment to pause. In Phase 5: Reflect, you will celebrate what happened, share what you have learned, and imagine what could happen next. While reflecting may not feel like “real” work, it is as essential as any other part of your peacemaking project because it is through reflection that we deepen our own learning and express appreciation for those who have joined us on the journey.

By the end of this phase you will submit your story to the Peace First website. Submitting your reflection is the last step of your peacemaking project! Congratulations! You will receive a certificate and may be eligible to attend a Peace First Accelerator Conference. You can continue to get support and feedback from mentors and members of the Peace First community!

Also, don’t forget to share your experience with other teams by offering advice and answering their questions.
Reflect: Personal Reflection

You will reflect on your growth as a peacemaker.

- Take a moment to reflect silently on your project. The challenges, the successes, things that surprised you, how you developed...

- Use the Reflect: Peacemaking in My Life Reflection Worksheet to indicate how you feel about each statement.

- Go back to your original answers from page the Choose: Peacemaking in My Life Worksheet from Phase 1: Choose and compare and contrast your responses.
  - Why do you think some have changed?
  - Why have some stayed the same?
  - What do you think caused these changes?
  - How can you continue to grow as a peacemaker?
Reflect: Peacemaking in my Life Reflection Worksheet

Mark how you feel about each statement.

1. I understand what it means to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. I feel inspired to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. I am engaged in my community in a meaningful way.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. I have the skills necessary to be a peacemaker.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. I stand up for others when I see an injustice.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. I reach out to people who disagree with me to better understand their point of view.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. I am able to work with others effectively.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
Reflect: Team Reflection

You will reflect on your growth as a member of your team and how your team worked together.

Being a part of a team can be challenging and rewarding. You all have accomplished great things together and it is time to reflect on that journey.

- Take a moment to reflect silently on your work as a team: the challenges, the successes, how to managed the work, how you resolved any conflicts, how you celebrated each other...

- Use the Reflect: Team Reflection Worksheet to indicate how you feel about each statement.

- Go back to your original answers from the Choose: Peacemaking in My Life Worksheet from Phase 1: Choose and compare and contrast your responses.
  - Why do you think some have changed?
  - Why have some stayed the same?
  - What do you think caused these changes?
  - How can you continue to grow as a peacemaker?
Reflect: Team Reflection Worksheet

Mark how you feel about each statement.

1. Our team has defined purpose and goals.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

2. The roles of our team members are clear, and the leadership of the team is balanced.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

3. Communication within the team is clear and effective.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

4. Decisions are made effectively and collaboratively.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

5. Team meetings run efficiently, with clear objectives, agendas, and documentation.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

6. Conflict within the team is managed effectively.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

7. Participation of all team members is balanced.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree

8. Team behavior is grounded in compassion.
   - Strongly Disagree
   - Disagree
   - Neutral
   - Agree
   - Strongly Agree
Reflect: Celebration and Thanks!

It is now time to celebrate your success and give thanks to those who supported you.

As a team you will plan an event to celebrate your projects and thank the community and others who supported you in your peacemaking project. This event can take place in a school, community center, a park, or anywhere that is available and your group wants to use. Try to invite those people who supported your project or would be interested in learning about your work: teachers, family, friends, local government representatives, etc. How this event looks is up to you!

- Make a list of the individuals and groups who contributed to your Project and who participated and collaborated with you as well as family, friends, or others you would like to invite.
- Decide on a time and location for the celebration.
- Send invitations (email, phone, word of mouth, flyers, etc.)
- Prepare the celebration (food, drinks, decorations, speeches, video, display of project, etc.)
- Celebrate your success and share your story!
Reflect: Telling Your Story

To conclude your peacemaking journey, you will be able to tell your story. By doing this, you will help future teams learn from your story and inspire upcoming peacemakers. Sharing your story will powerfully contribute to the creation of more effective projects, and in this way, your team will continue to grow and expand a culture of peace, compassion, and collaboration.

- Reflect on which peacemaker stories inspired you along the way.
  - Fill out the Reflect: Telling Your Story Worksheet to help tell your story.
- If telling your story through video, comic, painting, drawing or any other method is more meaningful to you – feel free to do that!
- Share your story with your group and with us at Peace First on your project page!

**EXAMPLE:**

| Introduce yourself and your Team | I am/We are ....
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>a group of year 8 students at Springfield High</td>
</tr>
</tbody>
</table>
| What are your hobbies, what are you passionate about, what do you like to do, etc.? | In my/our spare time ....
|                                  | we love to play basketball and go running in our school field |
| What Injustice are you trying to address? | The Injustice I/we have chosen to address is ....
|                                  | that students with disabilities in our school were being bullied |
| What inspired you to choose the Injustice you are working on? | I/we felt inspired ....
|                                  | after talking with some students in our school that shared with us what it was like to be treated differently and not being included in activities that other students could be part of. We also felt bad seeing how some students with disabilities were being bullied at the school cafeteria |
| How did you formulate your idea into a plan and start moving into action? | I/We started this project ....
|                                  | by talking with different groups of people and trying to understand the root cause of this injustice. We realized that there was already a national month for disability awareness and that there was an organization that was really happy to help us with funding and resources. |
| What lessons did you learn along the way? | During our project we learned ....
|                                  | that we all feel in a similar way and we all want to be accepted just how we are. We also learned that we can make a difference just by talking to others and trying to listen to how they feel about a particular injustice. We also learned that organizing an event can be fun and difficult at the same time. We were also surprised by how open the creators of this injustice were to be part of the solution. |
| What steps did you take? | The steps we followed were ....
|                                  | first to get the ideas formed. Once we had the idea, we had to get approval from the school to run the event during school hours and then we also had to organize lots of things related to the event. |
| What advice do you have for other Peacemaking Teams? | Something I would recommend to others trying to do a similar project is ....
|                                  | to really try and talk with different people that are affected by the injustice they want to solve as well to people that are creating the injustice. It was amazing to learn more from both sides and it made it really easy to see that we had a good solution |
| How has the Peacemaking Process changed you? | Since I/we started this project something that has changed ....
|                                  | is that I know try to see the different angles to a problem and also try and listen to what others have to say even if not agreeing with them. |
| What’s next for you and your Team? | Now that I/we have finished our project ....
<p>|                                  | we are going to run this event every year. The school has actually included it in next year’s plan and budget so we hope that it will become something that will continue even after we finish high school. |</p>
<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introduce yourself and your Team</td>
<td>I am/We are ....</td>
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<td>What are your hobbies, what are you passionate about, what do you like to do, etc.?</td>
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<td>What Injustice are you trying to address?</td>
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<tr>
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<td>Now that I/we have finished our project ...</td>
</tr>
</tbody>
</table>

Your name: ___________________________________________________________
Your group name: _____________________________________________________
Reflect: Final Reflection

This is the last stage in your peacemaking journey! Congratulations!

Fill in the Reflect: Final Reflection Worksheet by thinking about the impact your project has had on you, your team, and your community. Then go fill out the reflection form on the Peace First website. Your team will receive a certificate and will be eligible for other opportunities in the future.

**EXAMPLE:**

<table>
<thead>
<tr>
<th>PEACEMAKER: Peacemakers recognize when something is unfair or not right, and work to address this injustice.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How did doing the project deepen your team’s understanding of the injustice?</strong></td>
</tr>
<tr>
<td>This project deepened our team's understanding of the injustice we’re dealing with during the event after discussing it more in-depth, we learned that a lot of the kids involved with the event were bullied themselves, and this helped us truly understand where the kids were coming from and why they wanted to create these comic books in order to combat the issue of bullying in a way that would not only relate to other kids, but make their stories understood and recognized.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>IMPACT: Impact is the result of your project. It shows the positive change in your community and captures how many people you are serving. It’s the proof of your team’s success, which can be both numbers and stories!</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>How does your team know that the project made a difference?</strong></td>
</tr>
<tr>
<td><strong>a. How did your community change as a result of the work you did? Please share numbers, anecdotes, and examples.</strong></td>
</tr>
<tr>
<td>We knew that our project made a difference because while making the comic, we knew we had to depict a good way to show what the bully was doing was wrong. Due to the gravity of the situation, we extensively thought of the right and wrong ways to confront the bully. Not only did we come up with a way to resolve the situation, we also provided them with a good understanding on the actions to take if the situation comes up in their own lives.</td>
</tr>
<tr>
<td><strong>b. How many people were positively impacted by your project? (Think about attendees to events, people that collaborated with your project, people that you spoke with to understand their views, etc.)</strong></td>
</tr>
<tr>
<td>I believe that every single person that attended was positively impacted. Not only did it give them a piece of mind of the good that they created, they also gained new friendships and resources to help themselves in a time of need.</td>
</tr>
</tbody>
</table>
**COMPASSION:** Compassionate peacemakers notice when something is unfair, and they want to help. They reach out to people with different perspectives and identities to make lasting change, and they believe in the worth and dignity of everyone.

Think about the people who are affected by the injustice your team identified:

| a. How did your team learn more about them, how they were impacted, and how they felt? Please give examples | After learning that kids participating were affected by bullying in their lives, it shifted the way the comic book went. After an attendee, who was bullied for being apart of the LGBT community, spoke up about issues she’s struggling with she said that the lack of support from kids made her fell upset and excluded. After learning this, we altered the comic book from adult intervention to a peer confrontation. |
| b. What did your team learn? | We learned that although the ideas of project leaders were great, we should alter the script of the comic book to better suit the kids that the issue of bullying affects. If we make the comic book more raw and realistic, it will be more easily digested by the children reading it rather than questioned. |

**COURAGE:** Peacemakers take personal risks to help others and to stand up for what they believe is right.

Tell us about how your team has taken a risk and overcome challenges in your work on this project

| We believe that everyone involved took a risk by simply being a part of this important movement. Due to recent events around the country, a place such as West Virginia can be a harmful place for people who stick up for themselves. By standing up for this cause, they took the risk of being bullied and harassed even more than they already have for standing up to this injustice. |

**COLLABORATION:** Mobilizing others to create lasting positive change is an important part of any peacemaking project. Collaborative peacemakers develop a vision for what they can accomplish working together with other people, and they inspire others to get involved.

| Throughout the process, many people were interested in getting involved with the project. Even bystanders wanted to assist with the projects illustration, editing process, and distribution of the comics. |

**WHAT’S NEXT:** While your project might be complete, peacemaking is never finished. We want to hear what your team wants to do next!

| We want to transfer our hand-drawn artwork to the computer, making these comics as professional as possible. We would also like to print a small quantity of comics to donate to comic book stores, schools, libraries, and youth centers. We already planned on touring the area in order to promote these comic books and speak out against bullying. |
**Reflection: Final Reflection Worksheet**

Your name: _______________________________________________________
Your group name: ________________________________________________

**PEACEMAKER:** Peacemakers recognize when something is unfair or not right, and work to address this injustice.

How did doing the project deepen your team’s understanding of the injustice?

**IMPACT:** Impact is the result of your project. It shows the positive change in your community and captures how many people you are serving. It’s the proof of your team’s success, which can be both numbers and stories!

How does your team know that the project made a difference?

a. How did your community change as a result of the work you did? Please share numbers, anecdotes, and examples.

b. How many people were positively impacted by your project? (Think about attendees to events, people that collaborated with your project, people that you spoke with to understand their views, etc.)
**COMPASSION:** Compassionate peacemakers notice when something is unfair, and they want to help. They reach out to people with different perspectives and identities to make lasting change, and they believe in the worth and dignity of everyone. Think about the people who are affected by the injustice your team identified:

<table>
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</table>

<table>
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<tr>
<th>b. What did your team learn?</th>
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</table>

**COURAGE:** Peacemakers take personal risks to help others and to stand up for what they believe is right.

Tell us about how your team has taken a risk and overcome challenges in your work on this project

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**COLLABORATION:** Mobilizing others to create lasting positive change is an important part of any peacemaking project. Collaborative peacemakers develop a vision for what they can accomplish working together with other people, and they inspire others to get involved.

How has your team gotten others involved in designing, carrying out, and/or expanding this project?

<p>| |</p>
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**WHAT’S NEXT:** While your project might be complete, peacemaking is never finished. We want to hear what your team wants to do next!

If you were to continue this peacemaking project, what will it look like in 6 months?

<p>| |</p>
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Congratulations on finishing **Phase 5: Reflect**!

Take a moment to congratulate yourselves. You’ve done incredible work identifying, understanding, and working to solve a problem in your community. It takes hard work and courage to be a peacemaker – but you’ve done it. That is something to celebrate.

You’ve reflected on your work, which is an important step. Now, you have stories you can share with the world, so that you can inspire others to take the same steps you did! And you probably have lots of ideas for how to make your project even stronger.

Of course, you should submit your reflection on your project page at [PeaceFirst.Org](http://PeaceFirst.Org). But your journey doesn’t end there. You could start all over again with a new project. If you want to continue your project, you should continue using our tools and getting feedback from our community. You can request a mentor, if you haven’t already. And you can even apply to come to a Peace First Accelerator conference to get more support and funding to take your project to the next level!

However you want to change the world, Peace First is here to help.

We’re proud of the work you’ve done, and we hope you are, too.

Thank you for being a peacemaker.
Reflect:

Referenced Links

Submit your story Peacemaker Insights!
https://www.peacefirstchallenge.org/journey/reflect/