



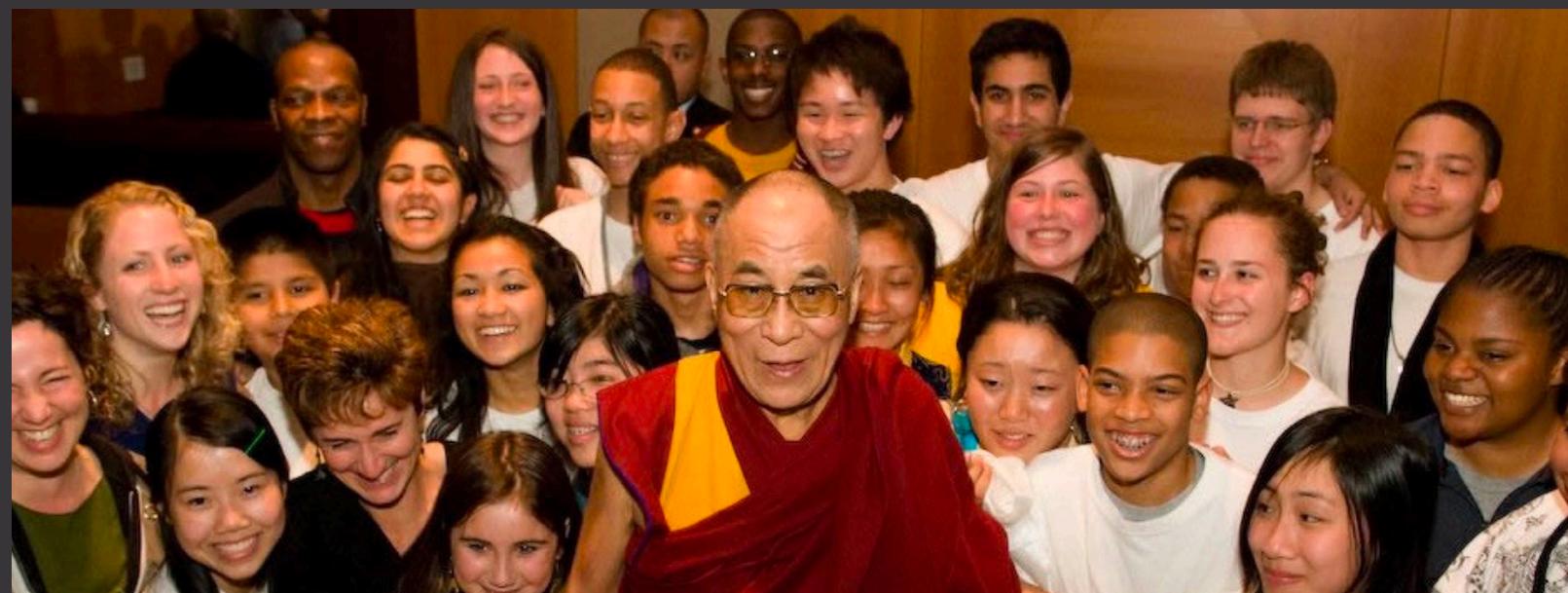
# COMPASSION IN ACTION

Creating Inclusive Communities

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Nobel Peace Laureates Mentoring Youth to Change the World

TEACHERS GUIDE FOR STUDENTS 12-18







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Dear Educator or Group Leader:

Welcome to **Compassion in Action**, PeaceJam's powerful curriculum that is designed to create inclusive communities through positive youth development. It is for young people ages 12-18, with the goal of providing an antidote to radicalization, xenophobia, and discrimination facing our communities. **Compassion in Action** takes your students and community on an engaging journey that explores the personal, social, and institutional contexts that shape today's world. It builds young people's core competencies from altruism and compassion, to action and engagement - and helps students value diversity and create inclusive communities within their schools and neighborhoods. It also provides students with access to the wisdom, courage and determination of PeaceJam's Nobel Peace Prize winners who have overcome life challenges such as war, racism, and poverty through peace, compassion and nonviolence.

PeaceJam is the only youth development programme led by 13 Nobel Peace Laureates. Students will learn about five of these world heroes of peace through the **Compassion in Action** programme: The Dalai Lama from Tibet, Rigoberta Menchú Tum from Guatemala, Desmond Tutu from South Africa, Jody Williams from the United States, and Shirin Ebadi from Iran (see PeaceJam's other curricula that feature all 13 Nobel Peace Laureates at [Peacejam.org](http://Peacejam.org)). PeaceJam has partnered with the Universal Education Foundation to incorporate elements of "**Learning for Wellbeing**" that foster creativity, systems-thinking, inner diversity and the unique potential of each student - because they are the best antidote to hate, fear and discrimination.

The PeaceJam Foundation has been nominated for the Nobel Peace Prize and received the Man of Peace Award for its award-winning youth programming. PeaceJam also received the Outstanding Service-Learning Award for this innovative approach to engaging young people as change makers.

The curriculum is flexible, allowing schools and youth organisations to adapt it to their priorities, policies, schedules, and school climates. Schools participating in **Compassion in Action** also have the life-changing opportunity to participate in a **PeaceJam Youth Conference with a Nobel Peace Laureate**. The PeaceJam Foundation and its regional offices (see [www.peacejam.org](http://www.peacejam.org) for listing) are available to support you in the implementation of this exciting curriculum.

#### MEMBERS OF THE PEACEJAM FOUNDATION

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

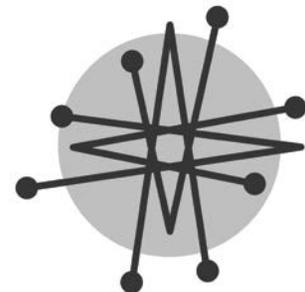
# Nobel Peace Prize Winners Mentoring Youth to Change the World

With 20 years of experience around the world, the PeaceJam Foundation is a leader in developing engaged, informed, and compassionate young leaders who are addressing the root cause of issues in their local and global communities - including bullying, ignorance, and injustice - to build friendships, collaboration, and acceptance.



PeaceJam students working to address school violence with Nobel Peace Laureate Desmond Tutu

The mission of PeaceJam is to create young leaders committed to positive change in themselves their communities and the world through the inspiration of Nobel Peace Laureates who pass on the spirit, skills, and wisdom they embody.



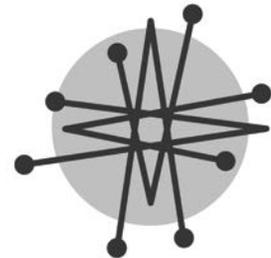
# Our Impact

## Positive Change. Powerful Impact.

- **1.2 million young people** worldwide have participated in PeaceJam programming.
- **PeaceJam Curriculum** has been implemented in over **20,000 schools in 39 countries**.
- **Hundreds of Youth Leadership Conferences** have been held, connecting young people directly with Nobel Peace Laureates.
- **Millions of new service projects** have been developed by PeaceJam youth activists addressing issues of violence and injustice.
- PeaceJam has **created thousands of new leadership and volunteer opportunities** for young people and adults in their local communities.

## Impacts of our programmes include:

- Evaluations have shown that **incidents of violence decrease** in schools and community-based organisations where PeaceJam programmes are implemented.
- Evaluations have shown that young people who participate in PeaceJam programmes show statistically significant gains in:
  - **Academic skills & knowledge**
  - Moral development
  - **Understanding of social justice**
  - Life purpose
  - **Compassion, altruism & empathy**
  - Acceptance of diversity
  - **Increased school & community engagement**
  - Social emotional skills such as self-awareness, social awareness, and responsible decision-making
  - **Commitment to positive action**



## Our Formula

# 3 Pillars of PeaceJam's Award-Winning Programmes

**EDUCATION:** Curriculum for young people of all ages that fosters new skills and knowledge, as well as a deeper understanding of the factors that shape positive youth development and create inclusive communities.

**INSPIRATION:** Nobel Peace Laureates whose wisdom and experience inspire young leaders to create positive change. Each Laureate's choice to stand up against injustice and oppression in their own communities inspires young people to respect each other and work together to address the issues they are most passionate about.



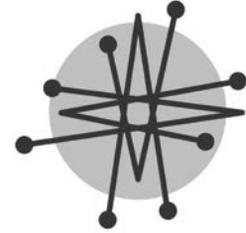
**ACTION:** Engaging young people as change agents in their schools and communities, giving them the tools they need to address the roots of hate and intolerance in their schools and communities. Students contribute to PeaceJam's One Billion Acts of Peace - an international citizens' campaign led by 13 Nobel Peace Laureates and designed to tackle the most important issues facing our planet.



## Our Role Models

# 13

## World Leaders for Peace



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

**Betty Williams**, along with Máiread Corrigan Maguire, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She currently serves as the president of World Centers of Compassion for Children.

**Rigoberta Menchú Tum** was awarded the Nobel Peace Prize in 1992 for her work as a peaceful advocate of Indigenous people's rights in Central America and for her leadership among Indigenous peoples worldwide.

**President Oscar Arias Sánchez**, former President of Costa Rica, was awarded the Nobel Peace Prize in 1987 for his efforts to negotiate a peaceful resolution to the years of conflict and war in Central America.

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

**Aung San Suu Kyi** was awarded the Nobel Peace Prize in 1991 for her nonviolent leadership of the democratic opposition in Burma, following the principles of Gandhi. She was under house arrest four times from 1989-2010

**Máiread Corrigan Maguire**, along with Betty Williams, was presented with the Nobel Peace Prize in 1976 for her efforts to create a grassroots movement to end the violence in Northern Ireland. She continues to work for peace and understanding in Ireland and around the world.

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

**President José Ramos-Horta** was presented with the Nobel Peace Prize in 1996 for his sustained efforts to end the oppression of the East Timorese people.

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

**Leymah Gbowee** was awarded the Nobel Peace Prize in 2011 for her nonviolent efforts to end the civil war in Liberia.

# Our Programmes

Check out PeaceJam's additional award-winning, year-long curricula that centre on the life and work of all 13 Nobel Peace Laureates.



**PeaceJam Juniors**  
**Adventures in Literacy & Leadership through the Study of 13 Nobel Peace Prize Winners**

Easy to use curriculum guide that explores the lands, lives, and lessons of 13 heroes of peace with a step-by-step guide for engaging youth **ages 5-11** in service.

[LEARN MORE](#)



**PeaceJam Leaders**  
**Fostering Leadership & Positive Identity through the Study of 13 Nobel Peace Prize Winners**

A powerful program for youth **ages 11-14** that features the teenage stories of 13 heroes of peace that encourages youth to explore their own identities and their life choices while developing problem-solving skills to address local needs.

[LEARN MORE](#)



**PeaceJam Ambassadors**  
**Nobel Peace Prize Winners Mentoring Youth to Change the World**

Curriculum for youth **ages 14-18** that explores issues of peace and violence, identity and difference, and case studies of the 13 change-makers, giving youth the tools they need to create positive change in themselves and their communities.

[LEARN MORE](#)

Youth have the life-changing opportunity to spend 2 days with a Nobel Peace Laureate at a PeaceJam Youth Conference



**PeaceJam Juvenile Justice**  
**Exploring Identity and Life Purpose through the Study of 13 Nobel Peace Prize Winners**

Designed for **at-risk youth** or those in the juvenile justice system that supports them to learn civic responsibility, reconciliation, and leadership while challenging them to rewrite their life stories and learn the power of peace.

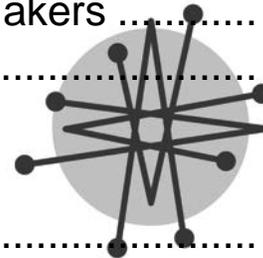
[LEARN MORE](#)

# Compassion in Action:

## Creating Inclusive Communities through Positive Youth Development

### Getting Started: Guide for Educators

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### Chapter Assessments..... 116

A short assessment of students' learning is provided for each chapter. These are also available online for easy access to student scores for summative and formative assessment purposes. There is also a teacher reflection.

### Student Handouts

Handouts are provided at the end of each chapter, and can be copied and handed out to the young people in your group or class

# Curriculum at a Glance

Chapter	EDUCATION Lessons	INSPIRATION Case Study of a Nobel Peace Laureate	ACTION Service-learning
<b>Getting Started</b>	Educator’s Guide Getting Started <ul style="list-style-type: none"> <li>• Group Norms</li> <li>• Civil Discourse</li> </ul>		<ul style="list-style-type: none"> <li>• Overview of service-learning</li> <li>• Young people as Change Makers</li> </ul>
<b>Empathy &amp; Compassion</b>	<ul style="list-style-type: none"> <li>• Active Listening</li> <li>• Power of Words</li> <li>• Compassion</li> <li>• Refugee Crisis &amp; Displaced People</li> </ul>	The <b>Dalai Lama</b> from <b>Tibet</b> and his struggle against discrimination based on <b>religion</b> and being <b>displaced</b> from his home.	<ul style="list-style-type: none"> <li>• Kindness Challenge</li> <li>• 1 Billion Acts of Peace</li> </ul>
<b>Identity &amp; Difference</b>	<ul style="list-style-type: none"> <li>• Dimensions of Identity</li> <li>• Race &amp; Ethnicity</li> <li>• Visible &amp; Invisible Differences</li> <li>• Inner Diversity</li> </ul>	<b>Desmond Tutu</b> from <b>South Africa</b> and his struggle against discrimination based on <b>race</b> and <b>sexual orientation</b> .	<ul style="list-style-type: none"> <li>• Proud to be Me Challenge</li> <li>• 1 Billion Acts of Peace</li> </ul>
<b>Building Community</b>	<ul style="list-style-type: none"> <li>• Teamwork</li> <li>• Violence in our Lives</li> <li>• Cross-Cultural Awareness</li> <li>• Community Cohesion &amp; Hate Crimes</li> </ul>	Rigoberta Menchú Tum from <b>Guatemala</b> and her struggle against discrimination based on being <b>indigenous</b> .	<ul style="list-style-type: none"> <li>• School Climate Survey</li> <li>• 1 Billion Acts of Peace</li> </ul>
<b>Inclusion &amp; Being an Ally</b>	<ul style="list-style-type: none"> <li>• Inclusion &amp; Exclusion</li> <li>• Influence of Media</li> <li>• Being an Ally vs. a Bystander</li> </ul>	<b>Jody Williams</b> from <b>USA</b> and her struggle against discrimination based on <b>disabilities</b> and marginalisation.	<ul style="list-style-type: none"> <li>• Hosting Volunteer Day</li> <li>• 1 Billion Acts of Peace</li> </ul>
<b>Overcoming Stereotypes</b>	<ul style="list-style-type: none"> <li>• Human Rights</li> <li>• Understanding Biases and Prejudices</li> <li>• Overcoming Stereotypes</li> </ul>	Nobel Peace Laureate <b>Shirin Ebadi</b> from <b>Iran</b> and her struggle against discrimination based on <b>gender</b> .	<ul style="list-style-type: none"> <li>• Human Rights Scan of Your School</li> <li>• 1 Billion Acts of Peace</li> </ul>
<b>Taking Action</b>	<ul style="list-style-type: none"> <li>• Taking Action Against Injustice</li> <li>• Addressing Issues in Our Community</li> </ul>	Highlights the work of young people around the world who are taking actions to create positive change!	<ul style="list-style-type: none"> <li>• 1 Billion Acts of Peace Project</li> <li>• PeaceJam Conference with a Nobel Peace Laureate</li> </ul>

# Using the PeaceJam Curriculum

**Compassion in Action: Creating Inclusive Communities** is for young people **ages 12-18**. It is designed to be flexible so it can be implemented to fit your school or organisation's schedule, structure, and goals. There are **7 total chapters**, including the "Getting Started" chapter, which we recommend you do first. The remaining chapters can then be **done in any order**.

We know from educational research that "**sustained and ingrained**" programmes are the **most effective**, thus, we recommend implementing the PeaceJam Programme over the academic year. However, we also understand the reality of implementing programmes, and thus the curriculum can easily be implemented in shorter time frames. **Start where you are**...whether that is a semester, the academic year, or just a short-term program:

## 7 Months

Implement the PeaceJam Programme over 7 months, doing one chapter a month.

## 7 Weeks

Implement the PeaceJam Programme over 7 weeks, doing one chapter a week.

## 7 Days

Implement the PeaceJam Programme over 7 days. Schools/groups hosting a PeaceJam event or assembly at their school may choose this shorter time frame if they are just introducing the programme to their school or community.

## Spend two days with a Nobel Peace Prize Winner



PeaceJam offers young people the opportunity to spend two days interacting with a world leader for peace. We encourage groups to attend a **PeaceJam Youth Conference with a Nobel Peace Prize Winner**, if one is offered in your region (Visit [peacejam.org](http://peacejam.org), to find the conference nearest you).

[Right click image to watch a PeaceJam Conference in action.](#)

## The Antidote to Increasing Intolerance & Polarization

The BBC recently published an article<sup>1</sup> document the growing intolerance and polarization of political views around the globe and contend that the primary cause is that we have lost the ability to hear other perspectives and tolerate dissenting views. PeaceJam is one of the few programs today that provides purposeful opportunities for young people to interact with others from diverse backgrounds in deep and meaningful ways, including curriculum activities, service projects, and events with Nobel Peace Laureates where students hear different solutions to today's issues and are purposefully put into "family groups" with students they do not know where they get to know each other, share ideas, and participate in dialogue.

<sup>1</sup> <http://www.bbc.com/future/story/20160823-how-modern-life-is-destroying-democracy>

# Education Standards Addressed

Below are sample standards addressed through this curriculum.

## Language Arts

- **Apply knowledge of language** and media techniques to create, critique, and discuss print and other media.
- Develop an understanding and **respect for diversity** in language across cultures, geographic regions, and social roles.
- Participate as **knowledgeable, reflective, creative, and critical members** of a variety of communities.
- **Use spoken, written, and visual language** to accomplish students' own purposes.
- **Compare multiple points of view** and how similar topics are treated the same or differently.
- Integrate **quantitative or technical analysis** with qualitative analysis.
- Use **technology**, including the Internet, to produce, publish, and update individual or shared writing products.

## 21<sup>st</sup> Century Skills

- Communication & Collaboration
- Critical Thinking & Problem Solving
- Creativity & Innovation
- Technology & Media Literacy
- Flexibility & Adaptability
- Initiative & Self-Direction
- Social & Cross-Cultural Skills
- Productivity & Accountability
- Leadership & Responsibility

## Civics & Social Studies

- Learn **elements of culture** through interpersonal and collective experience.
- Build **awareness and knowledge of other cultures** as part of a connected society and an interdependent world.
- Learn how the complex and varied interactions among individuals, groups, cultures, and nations contribute to the dynamic nature of **personal identity**.
- Understand concepts such as: mores, norms, socialisation, ethnocentrism, cultural diffusion, competition, cooperation, conflict, assimilation, **race, ethnicity, and gender**.
- Evaluate different interpretations of the **influence of groups and institutions on people and events** in historical and contemporary settings.
- **Distinguish among fact, opinion, and reasoned judgment** in a text.
- Investigate **causes and effects** of significant events in world history.
- Examine and evaluate issues of **unity and diversity in world history**.

## Speaking & Listening

- Work with peers to set rules for **collegial discussions and decision-making** (e.g., informal consensus, taking votes on key issues, presentation of alternate views).
- Posing and responding to questions that relate the current discussion to broader themes or larger ideas; and clarify, verify, or challenge ideas and conclusions.
- **Respond thoughtfully to diverse perspectives**, summarise points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.



# Getting Started

## Tools for....

- Group Facilitation Tips
- Creating Safe Space
- Supporting Young People to be Change Makers
- Getting Started

# Facilitation Tips for Educators

Nobel Peace Prize winners have so much to teach students about empathy, overcoming adversity and addressing the roots of injustice and hate – and as the group leader, so do you!

There are a number of forces, including the media, music, and corporations, which try to mold the opinions and behaviours of young people today. It is therefore critical that young people gain experience in thinking through issues, weighing the evidence, challenging their own misconceptions, and coming to their own thoughtful conclusions with guidance from adult role models.

Your role as an educator, adult advisor, or group leader is to be a role model and provide necessary support and encouragement while allowing the young people to take on active leadership roles within the group.

- **Be a PeaceJam Role Model:** Your role is to guide your group and facilitate their interactions. Encourage the young people to form their own opinions, which means limiting your own beliefs and opinions, and continually asking the students what they think and why – and in many cases, playing the "devil's advocate" so they get used to hearing diverse perspectives.
- **Set Clear Norms for Interacting:** We provide an activity that helps the group establish group norms for interacting so they can both voice their opinions and be listened to respectfully, as well as be good listeners who can challenge others' ideas respectfully. The goal is to create a safe space for all to share and explore diverse ideas and experiences.
- **Teaching Civil Discourse:** Civil discourse is about speaking in ways that follow a set of rules that honour each person and their contributions. We provide an activity to help young people learn the four types of discourse (brainstorm, discussion, debate, and decision-making) so young people can share ideas, explore topics, and challenge beliefs in a respectful and productive way.
- **Explore Diverse Opinions:** Expose your group to a variety of opinions about topics you discuss. For instance, be sure to bring in articles and perspectives from various stakeholders, news sources, speakers, researchers, and political parties.
- **Youth as "Competent Partners":**<sup>2</sup> Believe that the young people have a unique and important contribution to make that is worthy of respect and patience.
- **Encourage Playfulness & Imagination:**<sup>3</sup> New ideas and solutions come from unexpected places and often from an open state of mind encouraged by play, creativity and imagination.



<sup>2, 3</sup> <http://l4wb.org/#/en/home/page/principles>

# Create Caring Communities

The first step to creating a caring community is to establish a safe space for young people to share, explore, challenge, and thrive!

Creating a safe space for all young people who are in the group is crucial to their involvement. Define with the group what a safe space is and how they will ensure that their group is a safe space for all participants. Some elements of a safe space include:

- Establish yourself as an adult ally
- Create clear norms and a culture of respect and openness for all participants
- Draw participants and speakers from diverse backgrounds
- Vocally state that your space is safe for all who wish to participate
- Stress importance of confidentiality (aside from your reporting requirements)
- Ask permission before sharing group members' stories or experiences
- Be aware of what is happening in the community and the world that may be impacting the young people.

## Toolkit for Engaging Your Group

Be sure to have strategies ready to deal with any potential issue that may arise in your group. Here are few to get you started:

**Issue:** One or two people dominate the conversation.

- **Tool:** Give everyone five objects (paper clips, pebbles) at the start of each discussion. Explain that they have to use one of the objects every time they talk, and they cannot talk any more once their five objects are used.

**Issue:** People interrupt or talk over one another.

- **Tool:** Use a talking stick or other object and pass it around the circle and only the person holding the object can speak. The talking stick has been used for centuries by many cultures as a means of just and impartial hearing.

**Issue:** No one in the group is sharing.

- **Tool:** Do "think, pair, share" by getting the group into pairs to share about a topic or discussion question, then one person in the pair can share out to the group.
- **Tool:** Do "write & read" by having everyone write their ideas down on a strip of paper and put them in pile. Then have each person pick out one slip of paper randomly from the pile and read it aloud to the group.
- **Tool:** In response to a topic, have students line up along a "continuum" (imaginary line) from strongly agree at one end to strongly disagree at the other end, then share why they chose to stand at that point along the continuum.

# Supporting Young People to be Change Makers

Service-learning is a central component of the PeaceJam experience because it allows young people to put their academic, civic, and leadership skills to action in their communities.

## What is Service-Learning?

Service-learning is a teaching method that allows young people to apply their knowledge and skills to real-world issues in their local and global communities. More specifically, it integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and encourage lifelong civic engagement.

## PeaceJam's One Billion Acts of Peace Campaign

PeaceJam and Google have come together to launch One Billion Acts of Peace -- an international citizens' movement led by 13 Nobel Peace Laureates and designed to tackle the most pressing issues facing our planet. Go to [billionacts.org](http://billionacts.org) to get ideas for projects, and have your projects count toward the Laureates' ambitious goal of one billion acts of peace.



### Think BIG, and then start small!

				
<b>ENRICH</b> An estimated 100 million people are homeless around the world right now. Donate some books to a local homeless shelter.	<b>UNPLUG</b> In the United States alone, over \$10 billion in annual energy cost are wasted by idle electronics. Look around you, and unplug anything you are not using.	<b>REACH OUT</b> 870 million people worldwide do not have enough food to eat. Contact a struggling friend and offer to cook them a meal.	<b>RAISE YOUR VOICE</b> Epilepsy affects over 65 million people, more than cerebral palsy, multiple sclerosis and Parkinson's disease combined. <a href="#">Call for an increase in research funding for epilepsy.</a>	<b>JOIN THE TREATY</b> More than two million people die every day from armed violence, and hundreds of thousands more are displaced, maimed or lose their livelihood. <a href="#">Sign a petition in support of the Global Arms Trade Treaty.</a>
<a href="#">Get Started</a>	<a href="#">Get Started</a>	<a href="#">Get Started</a>	<a href="#">Get Started</a>	<a href="#">Get Started</a>

## Your Role in this Process

As the adult facilitator, your role is to guide the young people through the service-learning process as they develop and implement a service-learning project. The steps are laid out in each chapter of the PeaceJam Curriculum to guide you in this process. This may be one of the few opportunities that young people have to be leaders, where they can direct their own learning and exploration, assess the needs of their community, and execute service projects that address those needs. Your role is to foster youth voice and youth action.

# Getting Started

This section contains activities to do with your class/group before starting the curriculum.

## Setting Clear Norms for Interacting (15 minutes)

Brainstorm ideas for group norms and then record your group's ideas on a sheet of flip chart paper. Examples of norms include: wait your turn to talk, listen when someone else is speaking, be respectful of other people's ideas and property (how could they show that?), don't hog the conversation (let others talk), etc. These are just examples. Please encourage everyone to participate in brainstorming the norms that they feel are important!

"As a class/group, let's take a few minutes to create a set of group norms (ways of behaving) or guidelines to help us remember to speak and interact with each other in respectful ways. In order for everyone to feel safe in our group, what are some guidelines and ways of behaving that we can agree upon?"

### PeaceJam Group Norms

Below are the norms and expectations that we agree upon to guide the interactions of our PeaceJam Group:

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

*(add more as needed) - we recommend that you print and display these norms and have each member of the group sign the sheet so it shows everyone is committed to them*

### Debrief

Decide as a group what you will do if members of the group are not following the norms that everyone has agreed upon. How will you keep each other accountable in ways that are supportive and helpful?

## Civil Discourse (15 minutes)

*Civil discourse* is a foundation of a civil society and allows groups to discuss tough topics in respectful ways. It maintains safe space while talking through issues or diverse topics.

"Now that we have established our group norms for interacting, let us think about some helpful guidelines for our conversations so that we honour each person and their contributions."

As a group, discuss these ways of interacting and the behaviours that go with each one. Then you can structure your meetings, activities, and discussions using these ways of interacting.

**PeaceJam Tip**  
*Teaching Tolerance* has some additional tools for learning civic discourse (free of charge)  
<http://www.tolerance.org/discourse>

### The common types of civil discourse are:

- Brainstorm:** Goal is to get many ideas out on the table. All responses are good ones.
- Dialogue:** Goal is to explore ideas by talking through them. This is the time for people to explain ideas and ask clarifying questions.
- Debate:** Goal is to defend an idea. This is the time to pick a position on an idea and defend positions using examples, etc.
- Decide:** Goal is to come to consensus or "sufficient consensus" (agree to a decision although it is not your top choice, etc.) so that the group can move forward.

### Debrief

- Why is it important to use these types of civil discourse?
- What would happen if one member of your group is brainstorming ideas about a project while another group member is trying to debate why their project is the best one?
- Why is it important to work toward some kind of consensus before making a decision?

If everyone is clear about when the group is brainstorming, dialoguing, debating, and deciding -- and what behaviours go with each type of interaction -- it allows your group to work together with less frustration and hurt feelings. ***Remember to return to this framework during each of your meetings and decide which type of interaction is best for the discussions and activities you are doing.***

## Taking Action

### Join PeaceJam

The first step is to register on the PeaceJam website. It is easy and will take only a few minutes! Just go to [www.peacejam.org](http://www.peacejam.org) and click "Join" in upper-left corner of the homepage.

### Join the One Billion Acts of Peace Campaign

As a group, go to [billionacts.org](http://billionacts.org) and explore PeaceJam's One Billion Acts of Peace Campaign. Get your group started with a small act of peace and inspired to do more by exploring exciting project ideas. When you submit your own project(s), they will count toward the Laureates' ambitious goal of one billion acts of peace.



billion acts

### Join PeaceJam Social Media

Join PeaceJam's social media by clicking the icons at the top of the [PeaceJam.org](http://PeaceJam.org) homepage. Your group can also join your regional PeaceJam social media groups (if available).



### PeaceJam Film & Video Resources

- **YouTube Channel:** Check out videos on the Laureates, youth projects, and more! [www.youtube.com/user/PeaceJamHQ](http://www.youtube.com/user/PeaceJamHQ).
- **Google Connected Classroom Session** -- where our Laureates interact virtually with young people available from around the world in a Google Hangout format.
- **Nobel Legacy Film Series:** [nobellegacyfilmseries.com/](http://nobellegacyfilmseries.com/)

Watch feature-length documentaries on the life and work of the Nobel Peace Laureates. Additional **Study Guides** are available for each of the films and we encourage you to organise a film showing for your school/community. Films completed to date are:

- "Daughter of the Maya" featuring Rigoberta Menchú Tum
- "Children of the Light" featuring Desmond Tutu
- "Rivers of Hope" featuring Adolfo Pérez Esquivel
- **Download the e-book: "PeaceJam: A Billion Simple Acts of Peace"**  
This electronic book is the companion guide to the One Billion Acts of Peace Campaign, and includes a 30-minute video (available at [amazon.com](http://amazon.com)). This book profiles Nobel Peace Laureates and their work with teens around the world as they combine forces to help stop the spread of disease, promote women's rights, provide equitable access to food and water, and more.





# Empathy & Compassion

# Empathy & Compassion

**Chapter Overview:** In this chapter, young people will explore issues of empathy and compassion for self and others, active listening, the power of our words by exploring the life and work of the Dalai Lama, one of the world's greatest leaders for peace.

## Objectives

1. Young people will understand **empathy** and practice it using **active listening** techniques.
2. Young people will understand and practice having **compassion** for others.
3. Young people will explore the **power of words** to hurt and to heal.
4. Young people will know the **data around refugees** and explore why people would risk leaving their countries.



## **Opener: Change Detectives (10 minutes)**

with a partner (facing away from each other). Tell them they have 30 seconds to change three things about their appearance that they think the other person will not notice such as rolling up sleeves, changing hair, etc. After 30 seconds, have the pairs face each other and give them one minute to find what each had changed about their appearance.

### **Debrief**

- Which kinds of changes were hardest to detect and why?
- Did anyone notice the colour of their partner's eyes?
- How observant are you of other people? Do you really see them?
- What did you learn from doing this activity?
- What can you do differently as you interact with people every day?

## Active Listening (20 minutes)

"Empathy means to see and feel things from someone else's perspective. One way we can be empathetic is by listening to others in a way that lets them know that you really heard them. This is called Active or Intentional Listening, and it helps create mutual understanding and helps ensure that what a speaker says is what the listener hears."

Have young people get in pairs and practice these steps by sharing something specific that happened recently and made them feel either upset or happy. Remind them of the steps when they switch roles after 3-4 minutes.

### Step 1: Speaker shares what he/she is feeling from his/her perspective.

- Use "I messages" such as "I felt \_\_\_\_\_ when \_\_\_\_\_ happened because \_\_\_\_\_" These types of statements help the speaker take responsibility for their own feelings.

### Step 2: Listener paraphrases or restates what she/he heard the speaker say, starting with "What I heard you say is..."

- Be sure to pay attention to the nonverbal cues such as body language and tone to get more clues. Your paraphrasing can include what you "heard" in the nonverbal cues as well.

### Step 3: Listener asks if they correctly paraphrased what the speaker is trying to say.

- If the answer is yes, go on to Step 4
- If the answer is no, the speaker should restate any missed points and the listener should paraphrase them.

### Step 4: Speaker thanks the listener for listening.

### Step 5: Listener and speaker switch roles.

#### Debrief

- Which of the steps was most difficult for you and why?
- How does active listening help you have empathy?
- Where could you use this style of communication in your life?

**Listening with our Hearts:** The Dalai Lama believes that we process information not just with our ears, eyes and our brains, but also with our hearts and our bodies. While you were listening to your partner:

- HEAD: What were you thinking when your partner was talking?
- HEART: What were you feeling? What emotions were coming up for you?
- BODY: What physical reactions were you having? What actions did you want to take?

#### Debrief

- Which of these ways of listening do you rely on first or use most naturally when you hear someone share a powerfully story or experience?
- Which ways of processing information is most valued by our culture or society? Why do you think this is and what impact does it have?

## The Power of Words (15 minutes)

Words have a powerful impact on young people. These include the words they are bombarded with all day through the media, friends, teachers, and parents, as well as the words they choose to use.

**Step 1: Read the following quotes** aloud to students (or select the one that is appropriate for the reading level of your students):

*“Sticks and stones may break my bones but words can never hurt me.”*

*“Language, particularly slang, is often used to dehumanise members of certain groups of people, and this dehumanisation is often a precursor of discrimination, isolation, and violence.”*

**Step 2: Reflect on all the negative slang words used to describe people** that students hear at school, at home, and in the media that could cause harm. Have students write the slang words privately on sticky notes or small strips of paper with one word per piece of paper (they can flip them over as they write for privacy). Collect all the sticky notes and put them up on the board (or write them) so that everyone can see them. Have students come up to the board and read the words in silence.

**Step 2: Analyse the slang words.** Ask students if there are patterns or similarities among the words. Can they be grouped or put in a continuum from least to most offensive, etc.? As students speak, draw arrows to words that they think should be grouped, etc.

**Step 3: Slang and the lack of empathy.** People often say, "I was just joking around" after using offensive slang words, but they are still hurtful. As a group, reflect on how these words would make someone feel (write the students' reflections next to the slang words).

### Debrief

- What power do these words have and why?
- How are these slang words used to bully people?
- What are 3 things you could say or do to reduce the use of these hurtful slang words in your school and community?
- How can you use words to heal?
- What are some times in history or your personal life when words led to bullying or violence against a person or group?

### Homework: Affirmations

Small positive words, gestures or a simple smile or “thank you” can be an antidote to harmful slang words. As you go about your day, see how you can reach out to those around you in a positive way. What kind gestures can you offer? What effect do they have on others and you?

## Understanding Displaced People Today

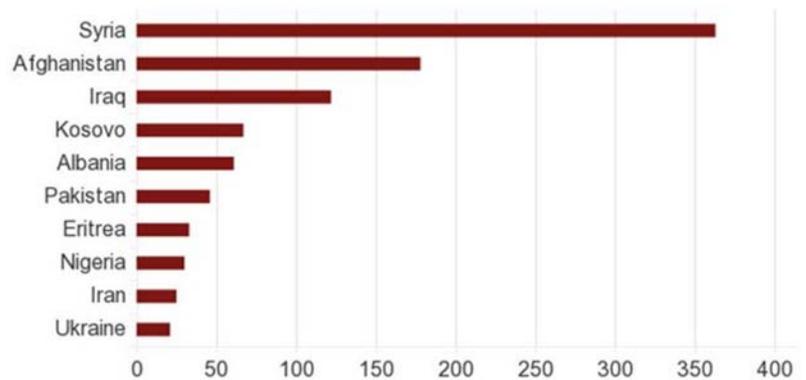
Today, the number of people living as refugees from war or persecution exceeded 50 million for the first time since World War II.<sup>4</sup> By 2016, **65.3 million people worldwide** had been forcibly displaced from their homes or countries. **30% of asylum seekers in the European Union in 2015 were 18 or younger.**

## Where are the people from?

In 2015, **363,000 people from Syria** legally sought asylum from the European Union – **29%** of the total asylum seekers that year. There were more refugees fleeing conflict in Syria than from Afghanistan and Iraq combined.

Top 10 origins of people applying for asylum in the EU

First-time applications in 2015, in thousands

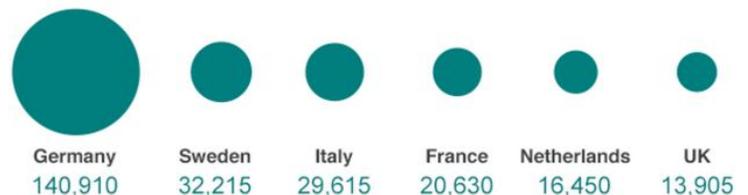


Source: Eurostat

## Where are the people going?

The large number of asylum seekers have overwhelmed many European countries – with many countries receiving over four times more applications in recent years. Countries across the Middle East also accepted large numbers of refugees.<sup>5</sup>

Total claims granted by country



Source: Eurostat

BBC

## Debrief

- What are the implications of this refugee crisis for your country? For the world?
- How is today's refugee crisis compare to the refugee crisis during World War II?
- How did countries deal with refugees during WWII and can any of these strategies be used today?

<sup>4</sup><http://www.bbc.com/news/world-27921938>

<sup>5</sup><http://www.unhcr.org/en-us/figures-at-a-glance.html>

<http://www.bbc.com/news/world-europe-34131911>

# Case Study of the Dalai Lama

Preparation for reading the case study

*copy case study for students*

**Vocabulary**  
 Review these terms before or during the story as they come up:

- monks
- reincarnation
- compassion
- political asylum
- exile
- sovereignty



Watch the Dalai Lama talk about Compassion

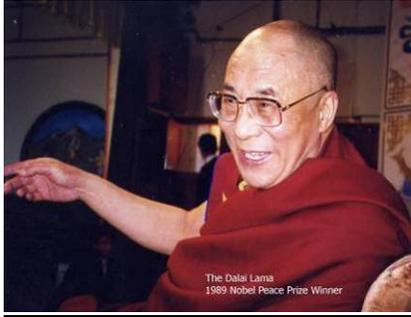


[Right click image to play video](#)



**Nobel Peace Prize Winner**

The Nobel Peace Prize was created by Alfred Nobel. He was an inventor from Sweden with more than 350 inventions, and he also wrote poetry and plays. His most famous invention was dynamite. He created it to help blow up areas to make roads and railways. But dynamite soon became the most destructive weapon known to humankind, and Alfred became known as the "merchant of death." Sohe set aside millions of dollars to create the Nobel Prizes in Physics, Chemistry, Medicine, Literature, and Peace. He died on December 10, 1896. The Peace Prize is awarded each year on December 10<sup>th</sup> in honour of Nobel's death. **The Dalai Lama received the Nobel Peace Prize in 1989 for his nonviolent efforts to resolve the Tibetan conflict and for his worldwide role as a man of peace and advocate for the environment.**



## The Dalai Lama<sup>6</sup> 1989 Nobel Peace Laureate

The Dalai Lama was born in 1935 in a small village in Tibet called Takstar. His parents named him Lhamo Thondub (*pronounced lamo tondu*). He grew up high in the Himalaya Mountains on his family's small farm.

When Lhamo was three years old, important **monks** from the Tibetan capital city, Lhasa, came to his village. A man called “the Dalai Lama,” the leader of Tibet, had died. These men were looking for the next Dalai Lama. The Tibetans believe that all people are **reincarnated** when they die. One of the important men had a dream that the next Dalai Lama had been reborn in Takstar in a house with turquoise gutters – like Lhamo’s house. The monks and men from the Tibetan government journeyed to Lhamo’s farmhouse to see him. After interacting with him, they determined that Lhamo was the next Dalai Lama. So they took him and his family to Lhasa, where he began a rigorous education to prepare him to be the next leader of Tibet.

**Facilitator Note:** If time permits, show scenes from the movie Kundun, which tells the life story of the Dalai Lama and how they discovered that Lhamo Thondub was the 14<sup>th</sup> Dalai Lama.

<sup>6</sup>Adapted from Biography provided from The Office of Tibet and the PeaceJam Curriculum.

Lhamo learned to meditate, study, and practice for the day when he turned 21 and would become the official leader of Tibet. Since Tibet is a Buddhist country, the most important lesson that Lhamo learned was how to approach life with kindness and **compassion**. Compassion is about seeing the suffering of others and wishing for their suffering to be alleviated. The Dalai Lama learned how to approach all people and living beings with loving kindness and compassion. This part of Buddhism is very challenging because it is natural for us to dislike or feel angry toward those who do us harm. But the Dalai Lama worked to have compassion and sympathy for all living beings, without exception.

In 1950, when the Dalai Lama was just 15 years old, China invaded Tibet. China is a country just west of Tibet, and the Chinese government wanted to take over Tibet and make it part of China. So they sent 80,000 soldiers to capture Tibet. The peaceful Tibetan people were no match for the Chinese army. Although he was only a teenager, the Dalai Lama had to step up and become the leader of his country.

“They chose November 17, 1950 as the day [that I would take over as the leader of Tibet. I was only 15 years old]. I was rather saddened by these developments. A month ago I had been a carefree young man eagerly looking forward to the annual opera festival [in Lhasa]. Now I was faced with the immediate prospect of leading my country as it prepared for war.”<sup>7</sup>

The Dalai Lama worked for nine years to find a peaceful solution to the problems with China. But it was hard because the Chinese had a different language and culture than the Tibetans. Life in Tibet

<sup>7</sup>Gyatso, T. (1990). Freedom in Exile: The autobiography of the Dalai Lama. San Francisco: Harper (p. 53).

became very dangerous. The Tibetans tried to resist the Chinese occupation. On March 10, 1959, thousands of people demonstrated in the capital city of Lhasa, chanting that Tibet was an independent country and that China should leave. The Chinese soldiers attacked the protesters and killed thousands of Tibetans.

The Tibetan people worried that the Chinese army would try to kill the Dalai Lama, so they urged him to leave. However, the Chinese army would not let him go. One night in 1959, he dressed up like a soldier and snuck out of his palace. The Chinese army did not notice him because he looked just like the other soldiers surrounding the palace.

“At a few minutes before ten o’clock pm, now wearing unfamiliar trousers and a long black coat, I threw a rifle over my right shoulder... Then slipping my glasses into my pocket I stepped outside. I was frightened. I was joined by two soldiers who silently escorted me to the gate in the inner wall [of the palace]...With them I groped my way across the park, hardly able to see a thing. ...We successfully negotiated our way through the crowd [of Tibetans who had gathered outside my palace], but now there were the Chinese to deal with. The thought of being captured terrified me. For the first time in my life I was truly afraid.”<sup>8</sup>

***Prompt: If you were forced to leave your home in the middle of the night and never return, what would you bring with you and why?***

The Dalai Lama travelled for many weeks over the Himalayas, the highest mountains in the world. When he finally arrived in India, the country south of Tibet, he was very sick. The India government gave him **political asylum**, which means that they gave him political protection and a safe place to live since he was not safe in his own country. His parents and family came with him, as did many of his teachers and other Tibetan government officials. More than 87,000 Tibetan refugees followed the Dalai Lama into **exile**. Today, there are hundreds of thousands of Tibetan refugees living in exile in India and around the world.

Since 1960, the Dalai Lama has lived in Dharamsala (*pronounced daramsala*), India, known as "Little Lhasa." It is now the seat of the Tibetan Government in exile.

In the early years of exile, the Dalai Lama went to the United Nations to ask for help for Tibet. As a result, the United Nations General Assembly adopted three resolutions in 1959, 1961, and 1965, calling on China to respect the human rights of Tibetans and to honour their **sovereignty**, or freedom from Chinese control. But China still occupies Tibet today.

***Prompt: What is the United Nations? What do they do?***

To preserve the Tibetan culture, the Dalai Lama started more than 50 large settlements for Tibetan refugees, and created a Tibetan school system to teach refugee children the Tibetan language, history, religion, and culture. He founded several cultural institutes to preserve 2,000 years of Tibet's arts and sciences, and helped re-establish more than 200 monasteries to keep Tibetan Buddhist teachings alive.

<sup>8</sup>Gyatso, T. (1990). *Freedom in Exile: The autobiography of the Dalai Lama*. San Francisco: Harper (p. 138).

The Dalai Lama often says, "I am just a simple Buddhist monk - no more, or less." He follows the life of a Buddhist monk. Living in a small cottage in Dharamsala, he rises at 4 a.m. to meditate. During the day he attends meetings, hosts private audiences, and conducts religious teachings and ceremonies. He concludes each day with more prayers. The Dalai Lama has worked hard over the years to bring compassion and loving kindness to the world – even to the Chinese government after all it has done to his people. For him, this is the only way to bring peace to Tibet and the world.

In 1989, on the 30<sup>th</sup> anniversary of China's invasion of Tibet, the Dalai Lama received the Nobel Peace Prize for his efforts to find a nonviolent solution to the conflict with China.

As part of the One Billion Acts of Peace Campaign, the Dalai Lama urges young people to specifically focus on "access to water and other natural resources." He believes that the lack of access to clean water is becoming a growing human-rights issue around the world, especially because the struggle over limited resources often leads to war and violent conflict. If we work to be sure all people have at least the most basic natural resources, such as food and water, the world will be a more secure place.

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**Discussion Questions:**

1. The Dalai Lama became the leader of his country as a teenager. Have you had to take on responsibility for other people or situations that you felt like you were not ready for? What did you do?
2. Have you ever had to leave your home and move someplace new? How did you feel and what did you do to help yourself cope with the change?

## Exploring Compassion (15 minutes)

Find a space where young people can move around (if the classroom is small, you might have to go outside or out into a hallway).

"Compassion is a word that you hear a lot today. In its simplest terms it means 'a deep awareness of the suffering of another, coupled with the wish to relieve it.'

We are going to play a game of similar 'tag,' but with a twist. When I call out a number, you need to run quickly and hook arms with other students to form a group of that number. For example, if I call out 'three' you need to get into groups of three. Everyone who is left out of a group, can form their own group. When it is time to switch you cannot stay with the same people." [this activity can be done in pairs if the group is small]

Then call out the following numbers and when students are in their groups, ask the associated prompt. To get the students warmed up, call out a few numbers and have them group up before you start the prompts below. Give the groups two minutes to discuss each prompt.

- **Call out "3":** When students are in groups of three, ask: "*the Dalai Lama says, 'Be kind whenever possible. It is always possible.' Do you agree or disagree with him and why?"*
- **Call out "2":** When the students are in groups of two, ask: "*The Dalai Lama says that the Chinese government officials are his greatest teachers because he has to work so hard to keep his compassion for them. What person or group do you have hard time having compassion for - or being kind to and why?"*
- **Call out "4":** When students are in groups of four ask: "*What is one thing you can do to show more compassion and kindness to yourself and others?"*

### Debrief

- How did it feel to be left out of a group or to exclude someone from your group?
- What were the similarities among your responses and what were the primary differences?
- What did you learn about compassion from this activity?

## Why Risk It? (20 minutes) (Handout)

**Have the group sit or stand in a circle (or two circles if there is a large group).**

"When we talk about empathy and compassion we usually think about people or communities we are familiar with. But we often overlook those people and group from outside our own community both local and national (outsiders). We often internalise negative messages about how they are different from us.

Take one minute to think about any negative thoughts you had recently about 'outsiders' (such as other students, a person you saw, groups you know about). Now, think back to where you were - were you sitting in class, interacting with your family, checking social media or text messages, etc? Keep that thought in your mind as we do this activity."

## Why Risk It?

"The Dalai Lama still considers himself a refugee because he had to flee his home in Tibet and travel over the Himalayas, the highest mountains in the world, to get to India. He almost died on this difficult journey but it was not safe for him to stay in Tibet."

Use the "Why Risk it? worksheets #1 and #2 (in the **Handout Section**) to begin a class discussion on why people would risk everything to become 'outsiders' in a different community or country.

**Step One:** Hand out **Why Risk It? worksheet #1**. Ask students to study the picture on the worksheet for one minute in silence. Then in pairs or a whole group, ask each of the prompts on the worksheet and write down the students' responses on the board.



Have students study this picture for one minute in silence. In pairs or as a whole class, reflect on each of the prompts below and write your responses on the board or on this paper.

- What is it?
- Where is it?
- Whose is it?
- How did it get there?
- Why did they need it?
- What happened to the people who left it there?

**Step Two:** Hand out **Why Risk It? worksheet #2**. Ask students to study the picture for one minute in silence. In pairs or a whole group, ask each of the prompts on the worksheet and write down the students' responses on the board.



Have students study this picture for one minute in silence. In pairs or as a whole class, reflect on each of the prompts below and write your responses on the board or on this paper.

- What are they doing?
- Why are they doing it? Why did they risk it?
- What would you do if you found yourself in their situation?
- How would you want to be received if you had to flee to another country?
- Do we have a responsibility to help others who find themselves in this situation and what can we do to help?

## Debrief

- What assumptions did you make about the people involved in the photos?
- How does the experiences of refugees today compare to the Dalai Lama's story?
- Reflect back on the negative thoughts you may have heard about "outsiders". Why would they risk coming to a foreign country, knowing they will be outsiders?
- What can we do to show compassion for these people and groups?

**Journal**

Keep a journal of the language you use throughout your day. How much of it is positive and how much is negative? For each negative thought, write about where you think the messages come from, if they are true or not, and how you could turn them into positive statements.

**Watch the Dalai Lama****Watch Martin Scorsese film, Kundun**

This award-winning film tells the life story of the Dalai Lama, and captures the beauty of Tibet and the struggles of the Tibetan people (Rated 12A, but most sections are U rated). It can be show in short segments or as a school assembly.

Click link to watch: <https://www.youtube.com/watch?v=EC0jChIBwHE>

## Empathy & Compassion Chapter Student Assessment

Name: \_\_\_\_\_ Grade: \_\_\_\_\_ Date: \_\_\_\_\_

School or Organisation Name: \_\_\_\_\_

Address/County: \_\_\_\_\_ Country: \_\_\_\_\_

### Circle the best answer for each question:

1. What does it mean to be **empathetic**?
  - A. Feeling sympathy toward others
  - B. Feeling jealous of another person's success
  - C. To see and feel things from someone else's perspective
  - D. Continually repeating yourself to secure your point of view
2. How do you use **active listening** in a conversation?
  - A. Think about 2 conversations at the same time
  - B. Paraphrase or restate what you heard
  - C. Anticipate what you will say in response
  - D. None of the above
3. The Dalai Lama was given **asylum** by India, which means he was:
  - A. Declared unfit to rule his country
  - B. Given a neutral place to host meetings with the Chinese officials
  - C. Asked to sign a treaty with India
  - D. Given protection because he was a political refugee

### Circle True or False for each statement:

4. True/ False: Refugees coming to Europe today are mostly from Africa.
5. True/False: Sweden accepted the most refugees in 2016.
6. True/False: Over 65 million people have been displaced from their homes by 2016.
7. True/False: 30% of asylum seekers to the EU in 2015 were 18 or younger.
8. The **Dalai Lama** was born in:
  - A. Mongolia
  - B. Nepal
  - C. Tibet
  - D. India

9. Buddhism follows the lesson of **compassion** which is expressed by:
- A. Wishing for others' suffering to be alleviated
  - B. Getting rid of our anger towards those who harm us
  - C. Approaching life with kindness
  - D. All of the above

**Circle True or False for each statement:**

10. True/False: There were no deaths reported during the Tibetan's peaceful demonstrations in Lhasa.
11. True/False: The Dalai Lama believes equal access to natural resources could resolve violent conflict.

**Tick all that apply.**

12. Did you learn something new about:

**Yourself?** If yes, what? \_\_\_\_\_

\_\_\_\_\_

**Other people?** If yes, what? \_\_\_\_\_

\_\_\_\_\_

**Other groups** in your school/community? If yes, what? \_\_\_\_\_

\_\_\_\_\_

**The rules, laws or policies** of your school, government, etc.? If yes, what? \_\_\_\_\_

\_\_\_\_\_







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