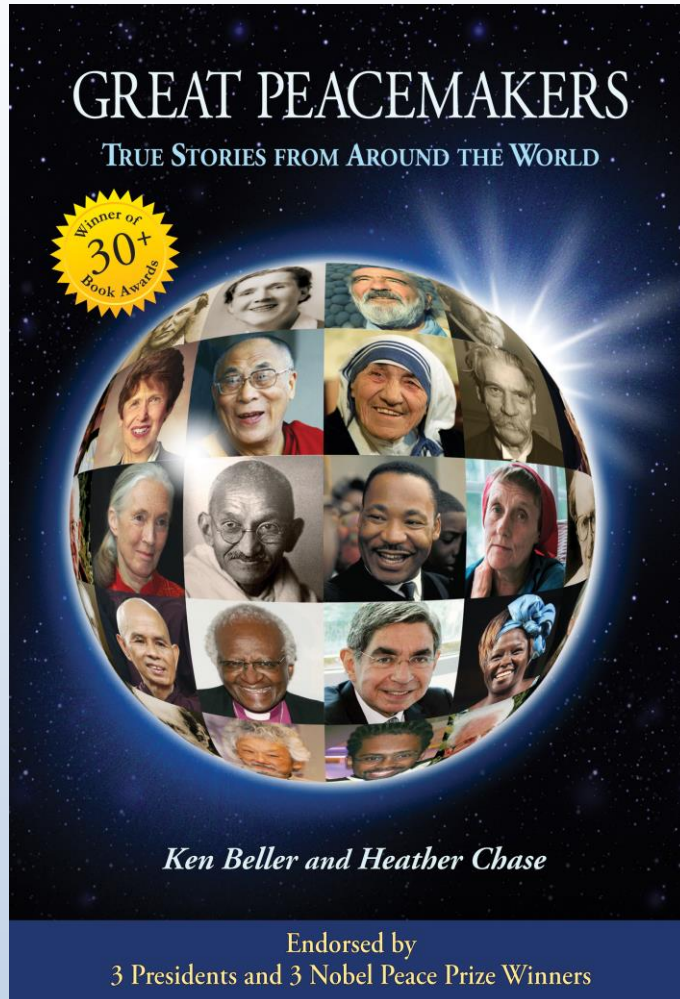


GREAT PEACEMAKERS

STUDY GUIDE

FOR
FAITH-BASED GROUPS



EXPLORE:

Five paths to peace, including:

- Choosing Nonviolence
- Living Peace
- Honoring Diversity
- Valuing All Life
- Caring for the Planet

INCLUDES:

- Detailed Activity Plans
- Reproducible Worksheets
- Companion Journal

“A truly inspiring book, *Great Peacemakers* brings to light story after story of how peace is created one person at a time. If you have ever thought you couldn’t make a difference in this world, just read this book.”

—Dr. Madelyn Blair, cofounder, The Center for the Study of Peace

GREAT PEACEMAKERS

TRUE STORIES FROM AROUND THE WORLD

STUDY GUIDE

FOR

FAITH-BASED GROUPS

This document may be reproduced for educational purposes only. Reproduction of these pages for commercial use is strictly prohibited. The authors of this document and/or their organizations do not accept any legal, financial, or other responsibility or liability for the use of this material or any actions related to its use. Any such use is at the sole discretion of the user and/or the participants.

TABLE OF CONTENTS

Table of Contents	2
Study Guide Overview	3
Activity Plans	4
Activity 1: Reading and Discussion	5
Activity 2: Journal Writing	6
Activity 3: Crossword Puzzle.....	7
Activity 4: Concepts in Nonviolence.....	11
Activity 5: Violence Identification	20
Activity 6: Reflective Essay.....	22
Activity 7: Civic Engagement	23
Activity 8: Community Service Project.....	24
Activity 9: Guest Speaker.....	25
Activity 10: Field Trip.....	26
Activity 11: Peace Party.....	27
Appendix A: Press Release/Bulletin Insert	30
Appendix B: Questions for Reflection and Discussion	32
Appendix C: Companion Journal	40
Appendix D: Leader Feedback.....	49

STUDY GUIDE OVERVIEW

Introduction

If you are a group leader seeking thought-provoking material for your members, the activities in this study guide are designed to help meet your needs. By completing this program, participants will learn about twenty inspiring individuals, men and women who represent a broad diversity of races, religions, age, and nationalities who have made peace their choice in life. The basis for this study guide is the book, *Great Peacemakers: True Stories From Around The World*.

Purpose

This program is designed to allow participants to explore basic concepts of peacemaking through five paths to peace and the true-life stories of twenty great peacemakers in recent history. This program is flexible and the activities can be presented collectively as a compressive program or individually as standalone activities to meet your group's specific needs.

Target Audience

This program is designed for faith-based groups.

Time

The time required for completing this program is flexible depending on the rigor that is applied to each activity.

Materials

A copy of the book *Great Peacemakers* is required for each participant to complete the activities in this study guide. Other materials, including the Companion Journal, are also required for some activities and are supplied in this study guide. A few activities, such as community service projects, require activity-specific materials that are not included in this study guide.

Press Release/Bulletin Insert

Included in Appendix A of this study guide is a press release/bulletin insert template that can be used to promote your study series.

Updates

For updated revisions of this study guide, please visit www.GreatPeacemakers.com.

ACTIVITY PLANS

“Why are we violent but not illiterate?
Because we are taught to read.”

—Colman McCarthy, peace educator
as quoted in *Great Peacemakers*

ACTIVITY 1: READING AND DISCUSSION

Purpose

This activity introduces participants to the five paths of peace and the twenty peacemakers featured in the book *Great Peacemakers* and encourages them to think more deeply about peace-related choices that they can make in their daily lives.

Materials

1. *Great Peacemakers* book—one per participant
2. Questions for Reflection and Discussion—Appendix B

Step 1

To introduce the activity, facilitate a group discussion with questions such as:

1. What is a peacemaker?
2. Who can be a peacemaker?
3. Do you know of any peacemakers? If so, who are they and how do they make peace?

Step 2

Have the participants read *Great Peacemakers*. Throughout this process, invite the participants to discuss their general impressions of the material they have just studied. Ask open-ended questions and encourage participants to discuss their responses. Sample questions can be found in Appendix B: Questions for Reflection and Discussion in this study guide.

Note: Specific faith-based questions are at the end of the conclusion questions in Appendix B.

During the discussions, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

Step 3 (Optional)

Ask the participants to identify a film about a peacemaker they are interested in learning more about and obtain the film. Such films are listed in the bibliography of *Great Peacemakers* and can often be borrowed through inter-library loan. As a group, watch the film, discuss it, and compare it to the chapter. As in Step 2, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

ACTIVITY 2: JOURNAL WRITING

Purpose

This activity allows participants to reflect more deeply on the five paths to peace and the twenty peacemakers introduced in the book *Great Peacemakers* and encourages participants to express their thoughts in writing.

Materials

1. *Great Peacemakers* book—one per participant
2. *Great Peacemakers* Companion Journal—Appendix C

Step 1

Have the participants read *Great Peacemakers*. Throughout this process, ask the participants to write their thoughts and insights for each section in the Companion Journal—included in Appendix C of this study guide.

ACTIVITY 3: CROSSWORD PUZZLE

Purpose

This activity allows participants to have fun while reinforcing their knowledge of great peacemakers by completing a peacemaker-themed crossword puzzle.

Materials

1. *Great Peacemakers* book—one per participant
2. Crossword Puzzle—one per participant, following this activity plan
3. Clues for Crossword Puzzle—one per participant, following the Crossword Puzzle
4. Key for Crossword Puzzle, following the Clues for Crossword Puzzle

Step 1

Have the participants read *Great Peacemakers*. When they are finished, have them complete the Crossword Puzzle individually, in pairs, or in small groups.

Step 2

Facilitate a group discussion about the puzzle. Invite participants to give their answers to the questions on the puzzle and discuss the results.

During the discussion, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

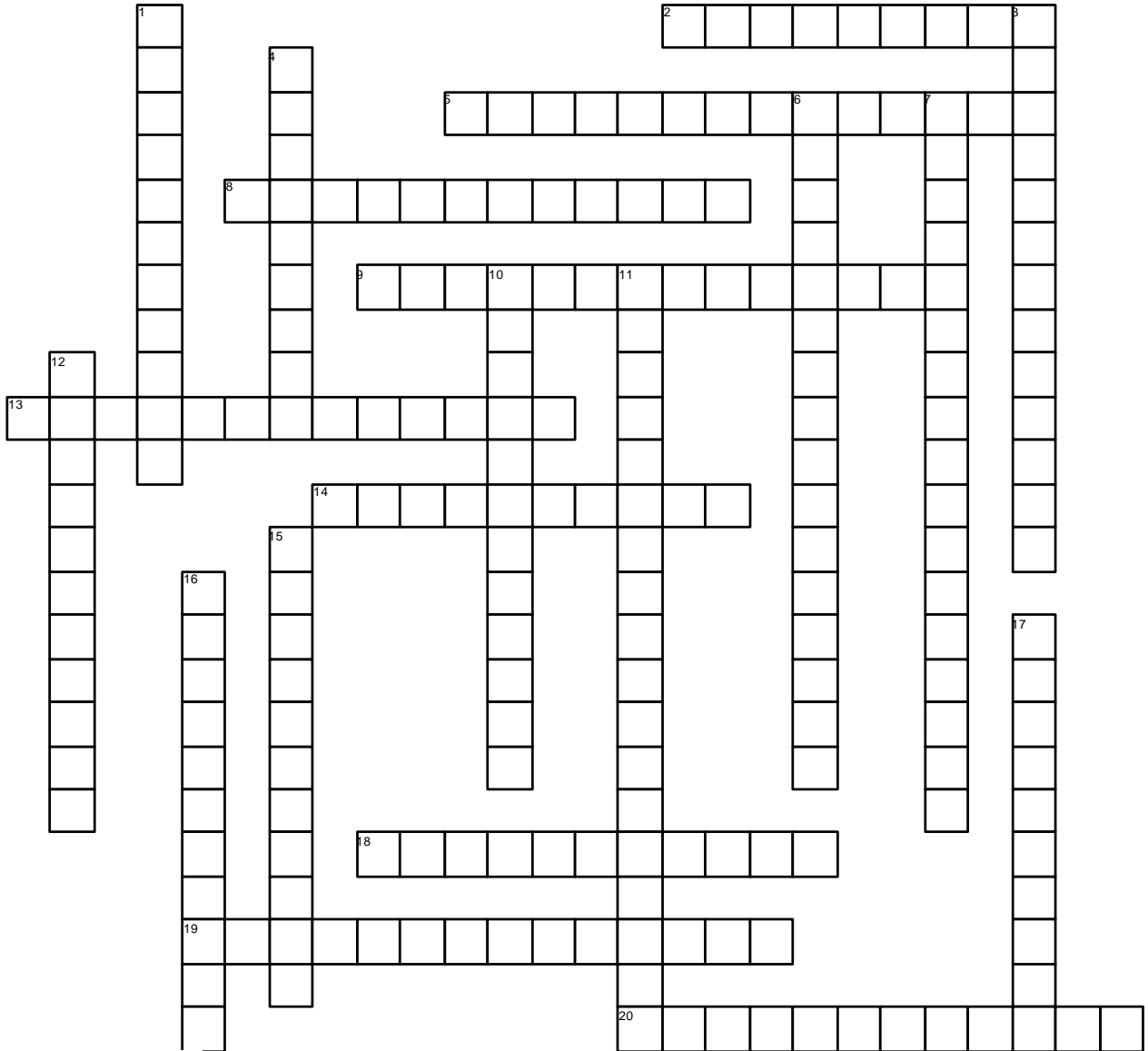
Step 3

Provide participants with correct answers using the Key for Crossword Puzzle.

Crossword Puzzle

Great Peacemakers

Who are these peacemakers?



Clues for Crossword Puzzle

ACROSS

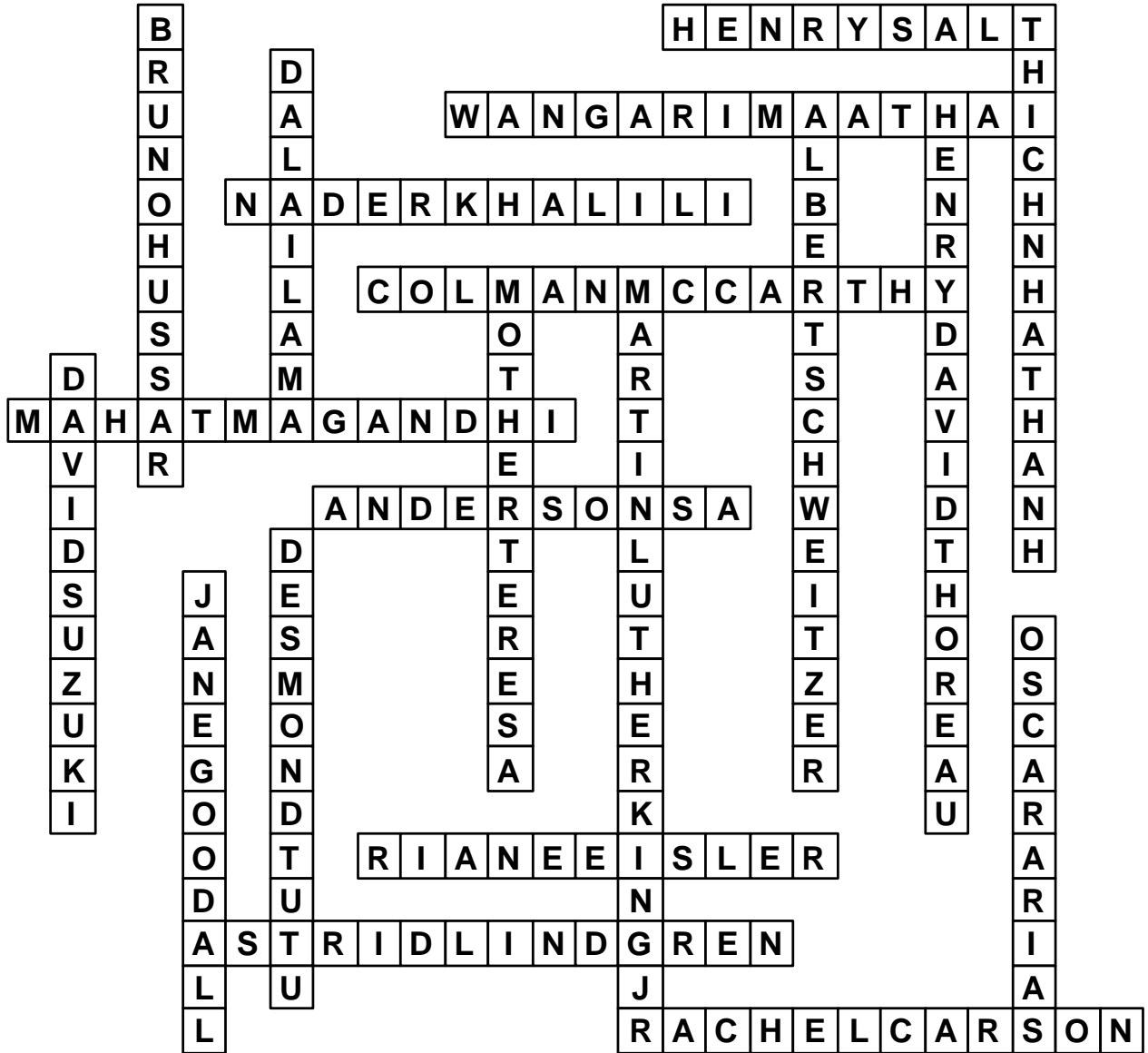
- 2 Redefined “humanitarian” to mean one who has compassion for both humans and animals
- 5 Teaches that protecting the global environment is directly related to securing peace
- 8 Races to achieve his own potential rather than competing against others
- 9 Is convinced that peacemaking is a skill that can be learned
- 13 Fasted for peace
- 14 Inspires at-risk youth to choose nonviolence
- 18 Her research shows that violence is not innate to human nature
- 19 Was a voice for the voiceless—children and animals
- 20 Reminded people of the importance of respecting the balance of nature

DOWN

- 1 Created a village called Oasis of Peace where Jews and Arabs live, learn, and work together
- 3 Holds that a key to world peace is the practice of “being peace”
- 4 Defines compassion as “the wish for another being to be free from suffering”
- 6 Believed that we should have reverence for all life
- 7 Refused to pay the poll tax
- 10 Strove to love and serve each person she encountered
- 11 Said, “Everybody can be great because everybody can serve.”
- 12 Urges people to leave a cleaner environment for future generations
- 15 Chooses restorative over retributive justice
- 16 Her discovery blurred the line between humans and animals
- 17 His country does not have a military

Key for Crossword Puzzle

Below is the completed crossword puzzle. Use it as a guide when checking participants' papers.



ACTIVITY 4: CONCEPTS IN NONVIOLENCE

Purpose

This activity allows participants to become familiar with terms and concepts in nonviolence that are introduced in the book *Great Peacemakers*.

Materials

1. *Great Peacemakers* book—one per participant
2. Concepts in Nonviolence Worksheets—one per participant, following this activity plan
3. Definition Key for Concepts in Nonviolence Worksheets, following the Concept in Peace Worksheets

Step 1

Have the participants read *Great Peacemakers*. Throughout this process, have the participants complete the Concepts in Nonviolence Worksheets using *Great Peacemakers* for context as needed.

Step 2

Facilitate a group discussion regarding the terms and their uses. Ask the participants if these words were familiar or unfamiliar to them and if the terms, concepts, or definitions surprised them.

During the discussion, all participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

Concepts in Nonviolence Worksheet for Part One: Choosing Nonviolence

Name: _____

In your own words, write your definitions of the following terms and concepts. If you think of several, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Violence /
Nonviolence**

**Justice /
Injustice**

Prejudice

Discrimination

Segregation

Concepts in Nonviolence Worksheet for Part Two: Living Peace

Name: _____

In your own words, write your definitions of the following terms and concepts. If you think of several, choose the one most closely related to how the word is used in *Great Peacemakers*.

Ethics

Conscience

**Stereotype
(noun)**

Solidarity

Demilitarization

Concepts in Nonviolence Worksheet for Part Three: Honoring Diversity

Name: _____

In your own words, write your definitions of the following terms and concepts. If you think of several, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Diverse /
Diversity**

**Reconcile /
Reconciliation**

Equitable

Human Rights

Compassion

Concepts in Nonviolence Worksheet for Part Four: Valuing All Life

Name: _____

In your own words, write your definitions of the following terms and concepts. If you think of several, choose the one most closely related to how the word is used in *Great Peacemakers*.

**Humane /
Inhumane**

**Pacifism /
Pacifist**

Sentient

Enmity

Reverence

Concepts in Nonviolence Worksheet for Part Five: Caring for the Planet

Name: _____

In your own words, write your definitions of the following terms and concepts. If you think of several, choose the one most closely related to how the word is used in *Great Peacemakers*.

Sustainable

Organic
(as in farming)

**Natural
Resources**

Indigenous

Conservation

Definition Key for Concepts in Nonviolence Worksheets

The following definitions are from *Webster's New Universal Unabridged Dictionary* (1994) or Merriam-Webster Online, www.m-w.com. Use them as guides when discussing participants' definitions.

Part One: Choosing Nonviolence

Violence / Nonviolence	rough or injurious physical force, action, or treatment / the policy or practice of refraining from the use of violence, as in reaction to oppressive authority
Justice / Injustice	the quality of being just, impartial, or fair / absence of justice: violation of right or of the rights of another
Prejudice (noun)	preconceived judgment or opinion; an adverse opinion or leaning formed without just grounds or before sufficient knowledge
Discrimination	treatment or consideration of, or making a distinction in favor of or against, a person or thing based on the group, class, or category to which that person or thing belongs rather than on individual merit
Segregation	the separation or isolation of a race, class, or ethnic group by enforced or voluntary residence in a restricted area, by barriers to social intercourse, by separate educational facilities, or by other discriminatory means

Part Two: Living Peace

Ethics	a set of moral principles: a theory or system of moral values
Conscience	the sense of what is right or wrong in one's conduct or motives, impelling one toward right action
Stereotype (noun)	something conforming to a fixed or general pattern; especially: a standardized mental picture that is held in common by members of a group and that represents an oversimplified opinion, prejudiced attitude, or uncritical judgment
Solidarity	unity (as of a group or class) that produces or is based on community of interests, objectives, and standards
Demilitarization	to place under civil instead of military control

Definition Key for Concepts in Nonviolence Worksheets (continued)

Part Three: Honoring Diversity

Diverse / Diversity	differing from one another: unlike / the condition of being diverse
Reconcile / Reconciliation	to restore to friendship or harmony; settle, resolve / the action of reconciling; the state of being reconciled
Equitable	having or exhibiting equity: dealing fairly and equally with all concerned
Human Rights	rights (as freedom from unlawful imprisonment, torture, and execution) regarded as belonging fundamentally to all persons
Compassion	sympathetic consciousness of others' distress together with a desire to alleviate it

Part Four: Valuing All Life

Humane/ Inhumane	marked by compassion, sympathy, or consideration for humans or animals / not humane
Pacifism / Pacifist	opposition to war or violence as a means of settling disputes / one who strongly and actively opposed to conflict and especially war
Sentient	responsive to or conscious of sense impressions; aware; finely sensitive in perception or feeling
Enmity	a feeling or condition of hostility; hatred; ill will; animosity; antagonism
Reverence	a feeling or attitude of deep respect tinged with awe; veneration

Definition Key for Concepts in Nonviolence Worksheets (continued)

Part Five: Caring for the Planet

Sustainable	capable of being sustained; of, relating to, or being a method of harvesting or using a resource so that the resource is not depleted or permanently damaged
Organic (as in farming)	of, relating to, yielding, or involving the use of food produced with the use of feed or fertilizer of plant or animal origin without employment of chemically formulated fertilizers, growth stimulants, antibiotics, or pesticides
Natural Resources	industrial materials and capacities (as mineral deposits and waterpower) supplied by nature
Indigenous	having originated in and being produced, growing, living, or occurring naturally in a particular region or environment
Conservation	a careful preservation and protection of something; especially: planned management of a natural resource to prevent exploitation, destruction, or neglect

ACTIVITY 5: VIOLENCE IDENTIFICATION

Purpose

This activity allows participants to recognize various forms of physical and passive violence and to suggest ways to decrease this violence, thereby strengthening their skills in critical thinking and problem solving regarding nonviolence.

Materials

1. *Great Peacemakers* book—one per participant
2. Violence Identification Worksheet—one per participant, following this activity plan
3. Chalk board and chalk, or white board and markers
4. Newspapers and news magazines

Step 1

Have the participants read *Great Peacemakers*. When they are finished, have them complete the Violence Identification Worksheet, using newspapers and news magazines as needed.

Step 2

On the board, draw two columns as shown on the Violence Identification Worksheet. Ask participants to share some examples of violence they have written on their worksheets. Write these examples on the board in the corresponding columns. Discuss the results and ask questions such as:

1. How can passive violence lead to physical violence?
2. How can physical violence lead to passive violence?
3. Which examples of physical violence do you believe are most prevalent in our community?
4. Which examples of physical violence do you believe are most prevalent in other communities?
5. Which examples of passive violence do you believe are most prevalent in our community?
6. Which examples of passive violence do you believe are most prevalent in other communities?
7. What could be done to decrease these types of violence in our community?
8. What could be done to decrease these types of violence in the world?

All participants should be given an opportunity to express their views and hear the views of others in an atmosphere of openness and mutual respect.

Violence Identification Worksheet

Name: _____

Mahatma Gandhi identified two types of violence: physical and passive.

Physical violence is obvious and includes physical force to people or animals. Some examples include war, murder, beating, torture, etc.

Passive violence is less noticeable and does not include physical force, but it is still harmful. Some examples include discrimination, oppression (economic, political, social, cultural, religious, racial, and gender), name-calling, gossiping, neglect, abandonment, etc.—in other words, any action that hurts others, consciously or unconsciously.

Find examples of physical and passive violence in the book *Great Peacemakers*, in newspapers and news magazines, and/or in your community and write them in the corresponding columns below.

Examples of Violence

Physical

Passive

ACTIVITY 6: REFLECTIVE ESSAY

Purpose

This activity allows participants to reflect deeply on questions related to the book *Great Peacemakers* and to clearly express their thoughts in writing.

Materials

1. *Great Peacemakers* book—one per participant
2. Questions for Reflection and Discussion—Appendix B

Step 1

Have the participants read *Great Peacemakers*. When they are finished, ask them to choose a chapter specific question from the Questions for Reflection and Discussion page in Appendix B and respond to it in detail in a reflective essay.

Step 2 (optional)

Invite participants to submit their essay for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have participants upload their completed document to www.GreatPeacemakers.com or send it to the address listed on the Web site. Please ask them keep the original and send a copy, as these documents will not be returned. Also, please instruct them to include their name and contact information with the submittal—this information will be kept confidential and used only to notify writers if their work is selected.

ACTIVITY 7: CIVIC ENGAGEMENT

Purpose

This activity allows participants to practice civic engagement by expressing their opinion about a social issue important to them in a letter to a peacemaker, relevant public official, editor of a publication, or business leader.

Materials

1. *Great Peacemakers* book—one per participant
2. Writing paper, envelope, postage—one per participant

Step 1

Option 1:

Have the participants read *Great Peacemakers*. Invite them to choose a living peacemaker and write a polite letter of opinion or appreciation to him or her.

Option 2:

Ask participants to choose a social issue important to them and express their views about it in a polite letter to a relevant public official, editor of a publication, or business leader. Have the participants mail them to the peacemakers in care of their organization (listed in the *Great Peacemakers* bibliography) or to the office of the public official, editor, or business leader.

ACTIVITY 8: COMMUNITY SERVICE PROJECT

Purpose

This activity allows participants to practice civic engagement by choosing, planning, and conducting a community service project to promote peace.

Materials

1. *Great Peacemakers* book—one per participant
2. Chalk board and chalk, or white board and markers
3. Permission slips (If participants are minors)
4. Project-specific supplies, as determined by the project chosen

Step 1

Have the participants read *Great Peacemakers*. When they are finished, have them suggest community service projects they would like to act upon to promote peace. Write these suggestions on the board. Considering factors such as the timeframe, risk, materials, and cost involved, help them choose a project and define its goal and tasks. Ask participants to volunteer to do specific tasks.

If participants are minors, give participants permission slips for their parents/guardians to sign. Obtain any other necessary permission required to complete the project. Guide participants in planning and performing the project using proper health and safety procedures and a spirit of cooperation and service.

Step 2 (optional)

Invite participants to photograph the group doing their project and, with the group's permission, submit the photos for possible inclusion on the *Great Peacemakers* Web site or in a future *Great Peacemakers* publication. Have participants upload their photos at www.GreatPeacemakers.com or keep the originals and send copies to the address on the Web site. Please include the group's name, a brief description of the project, and contact information with the submittal—this information will be kept confidential and used only to notify groups if their photos are selected.

Step 3

After completing the service project, facilitate a group discussion with questions such as:

1. How would you rate the experience on a scale from 1 (worst) to 10 (best)? Why?
2. Do you believe we accomplished our goal, fell short of it, or exceeded it? Why?
3. If we did this project again in the future, what would we do differently?

ACTIVITY 9: GUEST SPEAKER

Purpose

This activity allows participants to choose and host a peace-related guest speaker, thereby enhancing their experience with the concepts of nonviolence.

Materials

1. *Great Peacemakers* book—one per participant
2. Chalk board and chalk, or white board and markers
3. Writing paper, envelope, postage

Step 1

Have the participants read *Great Peacemakers*. When they are finished, ask them to name peace-related people they would like to invite to address the group. Write their suggestions on the board. As a group, choose a speaker and invite him or her.

Step 2

Have participants read background information about the speaker and have them identify specific questions they would like to have answered by the speaker.

Step 3

After the guest speaker's visit, individually or as a group, write letters thanking the speaker for his or her time and sharing some things participants learned from the experience.

ACTIVITY 10: FIELD TRIP

Purpose

This activity has participants visit a peace-related site, thereby enhancing their understanding of peace through experiential learning.

Materials

1. *Great Peacemakers* book—one per participant
2. Chalk board and chalk, or white board and markers
3. Writing paper, envelope, postage
4. Permission slips (If participants are minors)

Step 1

Have the participants read *Great Peacemakers*. When they are finished, ask them to name peace-related sites they would like to visit on a field trip. Write their suggestions on the board. Considering factors such as the timeframe, risk, and cost involved, help the group choose a site to visit. If participants are minors, give participants permission slips for their parents/guardians to sign.

Step 2

Write or call the site host and arrange for the group to visit the site.

Step 3

Prior to visiting the site, suggest that participants read background information about the site and identify specific questions they would like to have answered about the site.

Step 4

Visit the site.

Step 5

Individually or as a group, write a letter thanking the site host for his or her time.

ACTIVITY 11: PEACE PARTY

Purpose

This activity allows participants to celebrate successful completion of the *Great Peacemakers* program by planning and throwing a peace party.

Materials

1. *Great Peacemakers* book—one per participant
2. Recordings of upbeat world music and equipment on which to play the recordings
3. International decorations
4. Peace Party Suggestions—one per participant, following this activity plan
5. Ingredients and utensils for making and serving chosen dishes
6. Small cards for identifying dishes

Step 1

After the participants have read or listened to *Great Peacemakers* and completed many or all of the activities in this study guide, celebrate this accomplishment with a peace party. Give participants copies of the Peace Party Suggestions and ask them to volunteer, as individuals or small groups, to provide specific music, decorations, and/or dishes from around the world.

Step 2

Advise participants in obtaining the necessary ingredients for their dishes and/or in preparing their dishes using proper health and safety procedures. Encourage participants to work together in a spirit of cooperation.

Step 3

Supervise participants in playing upbeat world music, decorating with international decorations, and serving international dishes for all to enjoy. Celebrate successful completion of *Great Peacemakers* program and have fun!

Peace Party Suggestions

Throw a party with international flair! Play upbeat world music, decorate with international decorations, and serve international dishes. Place a card by each dish with the dish's name, the region it represents, and names of peacemakers from that region. Below are some sample recipes.



Tip: In the spirit of peace, help animals, nature, and farmers by choosing ingredients that are vegetarian, organic, and fairly traded. Look for products bearing symbols such as these.



Hummus

(Represents the Middle East, home of Bruno Hussar and Nader Khalili)

4 cups chickpeas or garbanzo beans	juice of 2 or 3 lemons
½ cup tahini (sesame paste)	4 garlic cloves
2/3 cup olive oil	1 ½ teaspoon salt

Blend all ingredients in a food processor until smooth. Spoon mixture into serving dish. Garnish with a drizzle of olive oil and a sprinkle of paprika. Serve with pita bread wedges or cucumber slices. Makes 5 cups.

Mint Chutney

(Represents Asia, home of Mahatma Gandhi, the Dalai Lama, and Thich Nhat Hanh)

1 bunch fresh cilantro	1 medium onion, quartered
1 ½ cup fresh mint leaves	1 tablespoon tamarind juice or lemon juice
1 tart apple, peeled, cored, and quartered	½ teaspoon salt

Blend all ingredients in a food processor, adding water as needed to achieve a thick sauce. Spoon mixture into serving dish. Serve with pieces of papadum or chapati (thin Indian flatbread). Makes 3 cups.

Corn and Black Bean Salad

(Represents Central and South America, home of Oscar Arias and Anderson Sá)

2 cup canned black beans, drained	1 bunch of fresh cilantro, chopped
2 cup corn (preferably fresh, uncooked)	juice of one lime
1 red onion, chopped	½ cup vegetable oil
salt to taste	

Combine all ingredients in medium bowl. If possible, refrigerate 2 to 3 hours. Spoon mixture into serving dish. Serve with tortilla chips or slices of jícama (crisp root vegetable). Makes 6 cups.

Kunde (Kenyan black-eyed peas & tomatoes)

(Represents Africa, home of Desmond Tutu and Wangari Maathai.)

Allergy Alert: This dish contains peanuts.

2 teaspoons oil	¼ cup peanut butter
1 onion	¼ cup water
2 cups tomatoes, diced	salt & pepper to taste
2 cups cooked black-eyed peas	6 cups cooked rice
2 cups chopped kale or spinach (optional)	

Heat oil over medium heat in large saucepan. Mince onions and sauté lightly until translucent. Add diced tomatoes and kale or spinach and cook for about 10 minutes. Add remaining ingredients, except rice, and mix well. Lightly mash the peas with a fork. Simmer about 10 minutes over medium heat, stirring occasionally. Add more water as needed to obtain a stew-like consistency. Serve with cooked rice. Makes 6 cups.

Dessert Crêpes

(Represents Europe, home of Albert Schweitzer, Mother Teresa, Jane Goodall, Henry Salt, Riane Eisler, and Astrid Lindgren)

1 cup soymilk or water	½ teaspoon salt
¾ cup unbleached, all-purpose flour	1 tablespoon margarine
1 teaspoon baking powder	whipped topping, fresh berries, or jam

Combine soymilk or water, and flour, baking powder, and salt, do not over stir—a few small lumps are fine. Melt margarine in frying pan. Pour batter in thin 4-inch rounds. Fry until golden. Top with whipped topping, fresh berries, or jam and serve. Makes 12 crêpes.

Chocolate Chip Cookies

(Represents North America, home of Henry David Thoreau, Martin Luther King, Jr., Colman McCarthy, Rachel Carson, and David Suzuki)

1 cup margarine	2 ¼ cups unbleached, all-purpose flour
½ cup sugar	½ teaspoon salt
½ brown sugar	1 teaspoon baking soda
¼ cup soymilk or water	12 ounces semi-sweet chocolate chips
1 teaspoon vanilla extract	

Preheat oven to 350° F. In large bowl, mix margarine, sugar, and brown sugar until light and fluffy. Stir in soymilk or water, and vanilla. Add flour, salt, and baking soda. Fold in chocolate chips. Drop small spoonfuls onto nonstick cookie sheets and bake for 8 to 10 minutes. Makes 25 to 30 cookies.

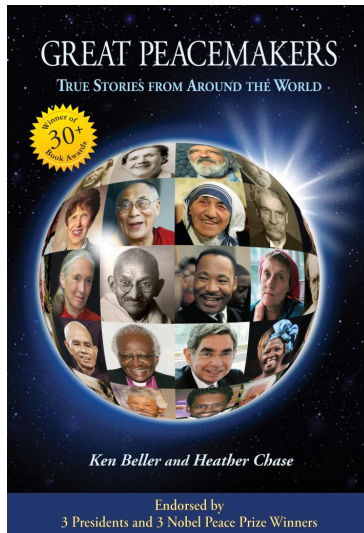
APPENDIX A:

PRESS RELEASE/BULLETIN INSERT

Contact:

FOR IMMEDIATE RELEASE

GREAT PEACEMAKERS STUDY SERIES ANNOUNCED



All are invited to a special study series based on the award-winning book, *Great Peacemakers: True Stories from Around the World*, by Ken Beller and Heather Chase.

Through engaging readings, discussions, and activities, this series examines the lives of twenty great peacemakers from around the world—revealing their insights, methods, challenges, and triumphs. Further, the series explores a variety of social issues and ways to cultivate peace in one’s own daily life.

Great Peacemakers has won more than 30 book awards. The book is also endorsed by three presidents and three Nobel Peace Prize winners, including Dr. Oscar Arias, president of Costa Rica and Nobel Peace Prize recipient, who said, “Powerful, well-researched and, above all, timely, *Great Peacemakers* should be required reading for the youth of the world.”

More information about *Great Peacemakers* is available at www.GreatPeacemakers.com.

Study Series Schedule

Dates:

Time:

Place:

Contact:

###

APPENDIX B:

QUESTIONS FOR REFLECTION AND DISCUSSION

Questions for Reflection and Discussion

General Questions for Discussion for Each Chapter

1. Have you ever heard of this peacemaker before?
2. How well did you relate to this peacemaker and his or her message?
3. What about this chapter did you find most interesting?
4. In this chapter, which quote did you like most? Why?
5. If you could meet this peacemaker, what question would you ask him or her?

Part One—Choosing Nonviolence

Chapter 1. Henry David Thoreau: Living Deliberately

1. Thoreau went to the woods because he “wished to live deliberately.” What does living deliberately mean to you?
2. Thoreau urged people to “Simplify, simplify.” How do you define a simple life? What do you see as the positives and negatives of living simply?
3. “There are a thousand hacking at the branches of evil to one who is striking at the root,” said Thoreau. What do you think he meant by this, and do you agree with the statement?
4. In objection to war and slavery, Thoreau refused to pay the poll tax. In your opinion, is refusing to pay tax ever justifiable? Why or why not?
5. Thoreau said, “The mass of men lead lives of quiet desperation.” Do you agree? How could this condition contribute to violence? How could it be prevented?

Chapter 2. Mahatma Gandhi: Nonviolent Resistance

1. After being thrown off the train, Gandhi faced a difficult choice between violent retaliation, running away, and nonviolent resistance. He chose the latter. Which would you choose and why?
2. Gandhi said, “...being humble does not mean giving in and allowing yourself to be bullied. Humility means giving respect.” What are your thoughts about this statement?
3. Gandhi believed personal change and social change were interlinked and he made major changes in his personal life (renouncing most of his material possessions, fasting regularly, and spending one day per week in silence) to better live his values. In your view, are personal change and social change related and if so how? What personal changes have you made, or could you make, in your life to better live your values?
4. Deeming the salt law to be unjust, Gandhi openly broke that law and willingly accepted the consequences for doing so, including imprisonment. In your opinion, is breaking the law ever justifiable? Why or why not?
5. Gandhi said, “We must be the change we wish to see in the world.” What change would you like to see in the world and how are you being that change?

Chapter 3. Martin Luther King, Jr.: Daring to Dream

1. Many participants in the U.S. civil rights movement endured verbal and physical attacks without retaliating violently. Do you think you could ever do this? Why or why not?
2. To accomplish his goals, King used various strategies such as marches, boycotts, and public speaking. In your view, why are these strategies effective, even when the opposing side is using violence?

3. In 1955 Montgomery's black citizens walked and carpooled for more than a year rather than riding segregated buses. Would you be willing to make a sacrifice like this for a cause? Why or why not?
4. King said, "We must realize so many people are taught to hate us that they are not totally responsible for their hate." What are your thoughts about this perspective?
5. King dreamed that one day we would live in a nation where people "will not be judged by the color of their skin, but by the content of their character." In your opinion, how close is our society to realizing this dream? Please explain your reasoning.

Chapter 4. Anderson Sá: An Instrument of Change

1. Early in life, Sá believed he had only two options in life—become a laborer or a drug trafficker—but later he realized he could create his own alternative option. Do you believe you have limited options in life? How can you create your own alternative option?
2. Sá used his passion for music as an instrument of change. What is your passion, and how could you use it as an instrument of change?
3. By an early age, Sá had seen so much violence that he had become desensitized to it. What are some things in our society that desensitize us to violence?
4. Sá gives back to his community through free drumming activities, concerts, etc. What are some things you can do to give back to your community?
5. Sá is a role model for many *favela* youth. Who are your role models? Who might consider *you* a role model?

Part Two—Living Peace

Chapter 5. Mother Teresa: Love in Action

1. Mother Teresa focused on serving at the individual level, rather than the societal level. In your view, is one approach more important than the other? To which approach do you feel most drawn and why?
2. Mother Teresa gave up a sheltered convent life to live among, and as austerely as, the poor people she served. Would you ever consider doing this? Why or why not?
3. The Missionaries of Charity strive to love people who are often overlooked, ignored, or outcast. Who are some people overlooked in our society? How can we love and help them?
4. The Nobel Foundation, in giving the Nobel Peace Prize to Mother Teresa, pointed out that poverty and distress are a threat to peace. Do you agree? Why or why not?
5. Mother Teresa saw two types of poverty: physical poverty (inadequate shelter, rampant disease, and lack of food) and spiritual poverty (broken homes, loneliness, and lack of love). What are your thoughts about these two types of poverty, and what can be done to help alleviate them?

Chapter 6. Thich Nhat Hanh: Being Peace

1. Thich Nhat Hanh believes, "Only by establishing peace in yourself can you be helpful in contributing to peace. ... being peace is the basis for doing peace, making peace." Do you agree? Why or why not?
2. Thich Nhat Hanh strives to balance inner peace and outer service. Do you believe both are important? Do you strive to balance them in your life? If so, how?
3. During the war in Vietnam, Thich Nhat Hanh refused to take sides. In your opinion, what are the pros and cons of taking sides and the pros and cons of being neutral in a conflict?
4. Thich Nhat Hanh teaches techniques for developing inner peace. What are some things you do to develop inner peace?

5. It is believed by Thich Nhat Hanh that everyone has within them seeds of peace and seeds of violence. From your perspective, what are some influences that water the seeds of peace and some that water the seeds of violence in society today?

Chapter 7. Colman McCarthy: Teaching Peace

1. McCarthy believes that peacemaking is a skill that can be taught. Do you agree? Why or why not?
2. In McCarthy's opinion, few opportunities have as much potential to decrease violence as peace education. What is your opinion about this viewpoint?
3. "Most participants come into my classes already well educated, often overeducated, in the ethic of violence," states McCarthy. What are some of the things that you believe educate us in the ethic of violence on a regular basis?
4. In McCarthy's opinion, "No calling is higher or more noble than that of peacemaker, no matter the form it may take." Do you agree? Why or why not?
5. If you taught a class about peace, what main concepts would you emphasize and why?

Chapter 8. Oscar Arias: "Us" Refers to All of Humankind

1. What do you think of Costa Rica abolishing its army? From your perspective, what are some pros and cons of demilitarization?
2. Arias believes poverty can be ended by cutting military spending and redirecting funds to human development. What are your thoughts about this strategy?
3. Arias points out many economic benefits of peace such as increased investment and tourism. In your view, what are some additional economic benefits of peace?
4. Arias was able to get warring parties to meet face to face and agree to a peace plan. In your opinion, what are some ways to convince people in conflict to talk and work things out?
5. Regarding international arms trade, Arias said, "We must not enrich ourselves through the commerce of death." What do you think of this statement? What are some other industries that profit on suffering or death?

Part Three—Honoring Diversity

Chapter 9. Bruno Hussar: Interfaith Harmony

1. At the Oasis of Peace School, participants learn to respect and appreciate each other's identities while maintaining their own identity. What are some steps that could be taken to accomplish this in our community?
2. For four years, Hussar lived in a small shipping crate with no electricity or water while he worked to realize his dream. What sacrifices would you be willing to make to achieve your dream?
3. Hussar believed that mutual differences between people are enriching. In your opinion, how do differences enrich our lives?
4. At the School for Peace, participants role-play, taking on each other's viewpoints. What are additional ways we can practice seeing other people's viewpoints?
5. At Neve Shalom/Wahat al-Salam, residents live and work together as one way to reduce stereotypes about each other. What are some additional ways to reduce stereotypes?

Chapter 10. Desmond Tutu: All Belong

1. Tutu supports restorative justice, rather than retributive justice. Which approach do you believe is more effective? Why?
2. Was there ever a time in your life when you experienced discrimination? What happened and how did you feel?
3. Tutu believes, “Peace is not a goal to be reached but a way of life to be lived.” What are your thoughts about this statement?
4. Forgiveness played a big role in the Truth and Reconciliation Commission. Have you ever harmed someone who, instead of retaliating, forgave you? Have you ever forgiven someone instead of retaliating for something they did to you? In either case, how did you feel?
5. Can you think of other areas of the world today where situations similar to apartheid are occurring? In your opinion, how could these situations be resolved?

Chapter 11. Riane Eisler: Partnership, Not Domination

1. Eisler believes that not all cultural traditions should be continued—people should consider which values a tradition promotes before continuing them. In your view, what are some traditions that promote positive values and some that promote negative values? How so?
2. In your opinion, where do your daily activities fall on a domination/partnership continuum? How so?
3. In your opinion, where do our country’s activities fall on a domination/partnership continuum? How so?
4. Living in Austria, Cuba, and the U.S., Eisler concluded that “just the way things are” varies from culture to culture. Which cultures have you experienced and how is “just the way things are” different among them?
5. In your opinion, what are some problems that could be solved by moving away from a domination model and toward a partnership model?

Chapter 12. The Dalai Lama: Universal Compassion

1. The Dalai Lama defines compassion as “the wish for another being to be free from suffering.” What does compassion mean to you?
2. This chapter mentions human rights. To your knowledge, what are some basic human rights?
3. The Dalai Lama said, “No matter what part of the world we come from, we are all basically the same human beings. We all seek happiness and try to avoid suffering.” What are your thoughts about this statement?
4. In the Dalai Lama’s view, even the people who have done terrible things to Tibet are suffering. Has someone ever done something hurtful to you? How might they be suffering?
5. The Dalai Lama and many Tibetans have suffered severe injustice, yet strive to have compassion for their oppressors. Do you think you could ever do this? Why or why not?

Part Four—Valuing All Life

Chapter 13. Henry Salt: The Creed of Kinship

1. Salt supported animal and environmental protection. In your opinion, how does a person’s treatment of animals and nature affect their treatment of people?
2. Thoreau’s example inspired Salt to simplify his life. Salt’s book inspired Gandhi to continue being vegetarian. Who inspires you? Whom might you inspire? How so?

3. Salt said, “By condoning cruelty to animals, we perpetuate the very spirit which condones cruelty to men.” Do you agree? Why or why not?
4. Salt pointed out ways in which he believed his society was highly uncivilized. In your opinion, how is our society today civilized or uncivilized?
5. Salt believed that in a frantic, competitive society in which commercial profit was the main goal, human and animal welfare would likely be sacrificed for that goal. What are your thoughts about this viewpoint?

Chapter 14. Albert Schweitzer: Reverence for Life

1. Schweitzer said, “Until he extends the circle of his compassion to all living things, man will not himself find peace.” Do you agree with this statement? Why or why not?
2. As a young boy, Schweitzer conquered his fear of losing his classmate’s friendship and shooed away birds before his classmate could shoot them. Have you ever conquered a fear to do what you believed was right? What happened and how did you feel?
3. Schweitzer said, “I am life which wants to live in the midst of other life that wants to live.” In your opinion, how might this perspective cultivate empathy?
4. Reverence for Life, Schweitzer believed, was one simple ethic that could help solve many world problems. Do you agree? Why or why not?
5. Schweitzer felt his greatest contribution to the world was the ethic of Reverence for Life. What do you imagine will be your greatest contribution to the world?

Chapter 15. Astrid Lindgren: A Voice for the Voiceless

1. Lindgren promoted nonviolent child rearing. What do you think about this approach?
2. Growing up on a family farm, Lindgren’s early experiences with animals gave her a compassion for animals that lasted a lifetime. What are some experiences you have had with animals and how did these experiences affect you?
3. Lindgren told a story in which a mother sets a rock on the windowsill to remind herself never to use violence. In our daily lives, what are some additional things we can do to remind ourselves not to use violence?
4. When enacted, Sweden’s Animal Welfare Act was the world’s most comprehensive animal welfare law ever passed. Do you believe animal welfare is important? Do you believe we do enough for it on our society? Why or why not? How could we do more?
5. Lindgren said, “[Pippi] has power, but she never misuses that power, which I think is the most splendid thing, and the most difficult.” What are some examples of misuse of power? How could they be prevented?

Chapter 16. Jane Goodall: Realizing Our Humanity

1. Goodall questioned whether violence was a learned behavior or an inherent human trait. What are your thoughts about this question?
2. Goodall has four reasons why she is hopeful about the future. Are you hopeful about the future? Why or why not?
3. Goodall calls for an end to the testing of cosmetics and household products on animals and a reduction in the number of animals used in medical experimentation. What do you think about these issues?
4. To Roots & Shoots “peace means caring for people, animals, and the environment, and realizing that your actions have effects on all living things.” What does peace mean to you?
5. Goodall said, “We cannot live through a day without impacting the world around us—and we have a choice: What sort of impact do we want to make?” In a typical day, how do you impact the world around you? What impact would you like to make?

Part Five—Caring for the Planet

Chapter 17. Rachel Carson: The Balance of Nature

1. The more we can focus our attention on the wonders of nature, Carson believed, the less taste we will have for the destruction of our race. Do you agree? Why or why not?
2. Carson pointed out connections between agents of chemical warfare and synthetic chemical insecticides. Did these connections surprise you? Why or why not?
3. During her time, Carson believed humanity had insulated itself from the realities of nature. Do you believe humanity is more or less insulated from these realities today? How so?
4. In 1972 DDT was banned in the U.S., except for use in quarantine, public health, and export. What do you think of these exceptions?
5. Carson reminded people of the importance of respecting the balance of nature. Do you believe it is important to respect this balance? Why or why not?

Chapter 18. David Suzuki: Redefining Progress

1. As an uncomfortable youth, Suzuki found solace in a wetland near his home. Have you ever found solace or a sense of peace in nature? How so?
2. Suzuki has a plan for *Sustainability within a Generation*. What are some things you are doing (or plan to do) in your daily life to help lessen the stress on the planet?
3. Suzuki laments that many people see environmental destruction as “the price of progress,” and he believes we should start redefining progress. How do you define progress?
4. Suzuki said, “The way we see the world shapes the way we treat it.” How do you see the world? How might someone from another culture see it differently?
5. Did the connections Suzuki points out between environmental destruction and human conflict surprise you? How so?

Chapter 19. Nader Khalili: Sustainable Community

1. Do you, or does anyone you know, live in an environmentally friendly home? What is it like?
2. Khalili believes he achieves his best by “racing alone,” rather than competing against other people. Which approach do you believe is more effective? Why?
3. Superadobe transforms elements of war—sandbags and barbed wire—into elements of peace. How else could elements of war be transformed into elements of peace?
4. Building officials initially scoffed at Superadobe, but later approved it. What are some other ecologically friendly things that are scoffed at today, but might be accepted in the future?
5. Superadobe represents a simple, ecologically friendly solution to the housing problem. In your opinion, what is another simple, eco-friendly solution to a problem facing humanity?

Chapter 20. Wangari Maathai: Planting Seeds of Peace

1. Maathai believes that protecting the environment is directly related to securing peace. What are your thoughts about this connection?
2. Maathai points out connections between poverty and environmental degradation. Did these connections surprise you? Why or why not?
3. The Green Belt Movement’s programs help people restore both their livelihoods and the land. In your opinion, what are some additional ways to accomplish both goals?
4. Maathai refers to the Earth as humanity’s life-support system. What are some ways in which the Earth or nature supports our lives?
5. The Green Belt Movement works *with*, rather than *for*, local people and thereby empowers local people. How else could a service project empower people?

Conclusion

1. Of the peacemakers profiled in this book, which is your favorite? Why?
2. Of the paths to peace outlined in this book (*choosing nonviolence, living peace, honoring diversity, valuing all life, and caring for the planet*), which is your favorite? Why?
3. If you were profiled in this book, what would be your chapter theme (for example, Mother Teresa's is *Love in Action*)?
4. Did this book bring to mind any new insights about peace and violence in your own life? If so, what are some of these insights?
5. Did this book inspire you to take any new actions in your own life to cultivate peace? If so, what are some of these actions?
6. After reading this book, what do you believe is the most effective way to create lasting peace? Why?
7. Whom would you nominate to be profiled in a future edition of *Great Peacemakers*? Why?

Additional Questions for Faith-Based Groups

1. While you read *Great Peacemakers*, did any passages or stories from our scriptures come to mind? If so, what were they and how do they relate to the book?
2. In your view, what role did faith play in the lives of the peacemakers? What are some specific examples?
3. Several peacemakers in this book promoted animal welfare and environmental protection. What does our faith teach about these issues?
4. Do you believe peacemaking is valued in all major faith traditions? Please explain.
5. The Dalai Lama said, "My religion is simple; my religion is kindness." What are your thoughts about this quote?
6. Bruno Hussar strove to cultivate interfaith harmony. Do you believe this can be achieved? Why or why not?
7. It seems many wars have been fought over religion, yet many peacemaking efforts also have been inspired by religion. Overall, do you believe the relationship between religion and peace has been positive or negative? Why?
8. What are some principles from our faith about peacemaking? Do you strive to live these principles in your life? If so, how?
9. What are some techniques from our faith for cultivating inner peace? Do you find them helpful in your life? If so, how?
10. What are some peace-related prayers, hymns, or ceremonies from our faith? Which are your favorites and why?

APPENDIX C:

COMPANION JOURNAL

GREAT PEACEMAKERS

COMPANION JOURNAL

This journal is designed to help enhance your reading experience by giving you a place to record your thoughts and insights as you read *Great Peacemakers*.

NAME: _____

Conclusion

Of the peacemakers profiled in this book, which is your favorite? Why?

Of the paths to peace outlined in this book (*choosing nonviolence, living peace, honoring diversity, valuing all life, and caring for the planet*), which is your favorite? Why?

If you were profiled in this book, what would be your chapter *theme* (for example, Mother Teresa's is *Love in Action*)?

Did this book bring to mind any new insights about peace and violence in your own life? If so, what are some of these insights?

Did this book inspire you to take any new actions in your own life to cultivate peace? If so, what are some of these actions?

APPENDIX D:

LEADER FEEDBACK

Please go www.GreatPeacemakers.com and fill out the Group Leader Survey.

Please invite your group members to fill out the Group Participant Survey.

Thank for your feedback...It helps us continue to improve our programs.