PEACE PLEASE TOOLKIT FOR YOUTH WORK

In this Toolkit you will find what the **Peace Please** game is & how it can be played and used with youth.

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THE BIRTH OF THE TOOLKIT

From the 13-18th of April, **2025** youth workers from five countries joined a training course in Ommen, The Netherlands titled "Developing a Culture of Peace in Youth Work".

This training's aim was to develop the youth workers' competences to build a Culture of Peace internally (in their organisation) and externally (in society) and exchange best practices in peace-building. We particularly focused on the interpersonal dimension of a Culture of Peace, but including also the personal and social dimensions.

The objectives are to enable youth workers to:
1. Enhance empathy, mutual understanding, respect, conflict navigation and cooperation inside their youth groups and organisation, by using Nonviolent Communication;
2. Improve decision-making inside their youth groups and organisation, by using Sociocracy;
3. Stimulate critical thinking and problem-solving, through the game dynamics of the Peace Please game;
4. Promote cooperation, inclusion, openness and sustainability in youth work;
5. Exchange best practices in peace-building, expand and enhance the (international) network of their organisations, improving cooperation with other groups and increasing the impact.

We did a demonstration of the game, practiced by playing and than shared the game with others.

WHAT IS THE PEACE PLEASE GAME?

Peace Please introduces players to a Culture of Peace by letting them discuss challenges that can be experienced in each of its eight areas and possible responses to them. By playing the game it becomes clear how one can put a Culture of Peace into practice with everyday actions in the work environment.

The aim of the game is to create a conversation between players about developing a Culture of Peace within their organisation, reflecting on how they would like to respond to different kinds of challenges they may face.

What is a Culture of Peace?

The game is based on the Culture of Peace (CoP) concept promoted by the United Nations, especially between 2005-2015, which was the Decade of a Culture of Peace and Nonviolence. Currently, this concept is continued by the Global Movement for a Culture of Peace since 2010. The Global Movement for the Culture of Peace is a civil society initiative and consortium of UN NGOs' advocating and networking to build and to promote the Culture of Peace at the global, national, regional, as well as at the societal, communal and individual level.

In the "Declaration and Programme of Action on a Culture of Peace" (Resolution 53/243, adopted by the UN General Assembly in 1999) a Culture of peace is defined as:

"a set of values, attitudes, traditions and modes of behaviours and ways of life that reject violence and prevent conflicts by tackling their root causes to solve problems through dialogue and negotiation among individuals, groups and nations."

Areas of a Culture of Peace

A culture can be understood as a set of habits and ideas. A Culture of Peace is an integral and holistic approach to preventing violence and violent conflicts. It is an alternative to the culture of war and violence based on:
- Education for a culture of peace (vs. the belief in power based on force);
- Understanding, tolerance and solidarity (vs.having an enemy);
- Democratic participation (vs. authoritarian governance);
- Free flow of information (vs. secrecy and propaganda);
- Disarmament (vs armament);
- Respect for Human rights (vs. exploitation of people);
- Sustainable economic and social development (vs. exploitation of nature);
- Equality of women and men (vs. male domination and patriarchy).

8 AREAS OF A CULTURE OF PEACE

Understanding Tolerance and Solidaruty

Democratic Participation

Peace Education

Free flow of information

Sustainable economic and social development

Disarmament and security

Equality of women and men

Respect for Human Rights

Education is the cornerstone of a culture of peace; through education people will better understand the concept of a CoP and will be able to start contributing to it. Ideally, both **knowledge and skills** are developed in peace education. For example, one can learn how to problem solve, rather than avoid, compromise or fight, when a conflict occurs. The Peace Please game falls under the area of education for a Culture of Peace. Given the relatively few peace education initiatives, the game is a way to **educate oneself on CoP in a playful manner**. It's an innovative tool that can transmit basic ideas easily. Other values that are important to practice when addressing conflicts have their own area of a CoP: understanding, tolerance and solidarity. It is easy to turn another person that one disagrees with into an enemy, but when one can look at the needs behind a person's position it gives space to see each other as human and recognise oneself in the other.

Agreeing to disagree is also a key skill in democratic participation, where all opinions are discussed and not repressed. For that to happen, there has to be a free flow of information. Secrecy will obstruct cooperation. Equality of women and men, the eighth area, is important in this regard too, as inequality brings imbalance and does not include all voices of society and doesn't let people participate in it equally either. Societies would obviously function more peacefully without weapons and with people who can navigate conflicts without violence. Therefore, it is important that all nations begin a process of disarmament to build a culture of peace.

This must be done simultaneously with respecting Human Rights, and working on the other areas as well. The Human Rights Declaration, signed in 1948, is still the most important international document that provides global guidelines, or basic conditions, for us to transition to a Culture of Peace.

Finally, sustainable economic and social development is an important element for a culture of peace as well, because it provides the stability for people to turn to peaceful conflict resolution, rather than violence, to meet their needs.

Working on a CoP is also in alignment with the UN **Sustainable Development Goals,** specifically number 16: "Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels."

A CULTURE OF PEACE IN YOUTH WORK

The Peace Please game was developed by five organisations that noticed that in educational and social change organisations, there is more focus on the work done in the world, than on our immediate environment within the organisation. Burn-out, conflicts, challenges with communication and decision-making are common and this can undermine the ability to contribute to society.

Working on the aspects of a Culture of Peace in organisations can result in not only better organisational performance, well-being of workers, activists and volunteers, but also has a potential to affect the global dimensions of a Culture of Peace.

Groups can look at the Culture of Peace (CoP) on three levels:
- Personal level: maintaining inner peace by emotional self-awareness, self-regulation or resilience, self-compassion, and self-expression;
- Interpersonal level: maintaining peaceful relations by peaceful conflict resolution,dialogue facilitation, cultivating empathy and mutual understanding;
- Social/global level: cooperating and strategising for any of the eight areas of a Culture of Peace.

Peace on the personal level

Peace on the interpersonal level

Peace on the environmental level

For youth workers it is important that they continuously work on the personal level, so that they can adequately assist the youth that they work with in building peace on the interpersonal level. The youth can learn how to deal with conflict more constructively, with the assistance of the trained youth worker(s). As well as explore this topic by playing the Peace Please game. Secondly, by introducing the concept of a Culture of Peace in their organisation, they can develop the aspiration within youth work to also contribute to any of the eight areas of a Culture of Peace.

Concrete skills that youth workers can gain by playing the Peace Please game are:
- Improved **Communication Skills**: Enhanced ability to listen, express feelings and needs, and understand and address emotions, improving relationships.
- Effective **Conflict Navigation**: exploring strategies to manage and resolve conflicts peacefully and constructively.
- **Inclusion** and **Mutual Respect**: tools to foster inclusive and respectful environments in their youth groups and
- organisations.
- Enhanced **Critical Thinking** and **Problem-Solving**: finding creative solutions and thoughtful decision-making when faced with challenges. The action cards of PP provide concrete examples of how people's actions can positively or negatively impact a Culture of Peace.
- Better **Teamwork** and **Cooperation**: the PP game promotes collaboration within youth groups and organisations, strengthening team dynamics.

- **Inclusive Decision-Making**: Sociocracy teaches inclusive decision-making processes that lead to more sustainable and widely accepted solutions.
- Improved **Team-work and Reflection**: the PP game helps organisations improve their work culture, making it more peaceful, respectful and inclusive and use of the Competence Wheel to assesses this improvement and areas of (additional) growth.

The Eight Areas of a CoP in Organisations

The eight areas of a Culture of Peace that were defined by the UN have been translated into the context of organisations. These are:

1. Core Concepts & Values (originally: Education for Culture of Peace);
2. Teamwork & Cooperation (originally: Understanding, Tolerance and Solidarity);
3. Decision-making (originally: Democratic Participation);
4. Communication & Sharing Information (originally: Free flow of Information);
5. Conflict Navigation (originally: Security & Disarmament);
6. Respect for Human Rights (originally: Human Rights);
7. Impact & Interconnection (originally: Sustainable Economic and Social
8. Development)
9. Equality & Representation (originally Equality of Women and Men).

CULTURE OF PEACE IN ORGANISATIONS

The areas of a Culture of Peace were translated into the context of organisations or groups. Each has a corresponding color with the previous image on page 7.

Developing a Culture of Peace

Each group has an internal culture – ideas, values, customs, and particular social behaviours – which are accepted and expected. Being aware of that, group members can investigate the elements of their "**group culture**," and compare these with the values, ideas and behaviours that are part of the Culture of Peace.

With different personalities, communication styles, values and cultural backgrounds in an organisation, there is a potential to complement each other, but also to misunderstand each other.

A change in culture often **starts small**, as a movement of people that see a need for better responses to something that is no longer working, for example a conflict, or ineffective team work. It can also be a crisis, such as gun violence in schools, or multiple interconnected crises, such as environmental destruction, famine, disease and war. The pioneers drive the change by making a commitment to practise other ways of behaving (in the public sphere or on a smaller scale in an organisation). Then over time new behavioural patterns, social traits, norms, and values emerge, leading to new social structures that together form the new culture.

It is a **long-term process** that creates sustainable change. Cultural change towards a Culture of Peace is thus a sustainable way to bring forth peaceful behaviours.

HOW TO PLAY "PEACE PLEASE"

Goal of the Peace Please game

Your goal during the game is to overcome Challenges described on the cards collectively as a team, by choosing two action cards together. It is a cooperative (and not a competitive) game, in which you need to engage in a process of collective decision-making.

Generally, the Challenges are overcome when the two chosen Action cards have an equal or higher number on the back than the number on the Challenge cards.

The Basics

Players: 3-6   Age: 14+   Duration: 30'

Game Elements:

64 Action cards   16 Challenge cards   8 Panic cards

Setting up the game:

1. Separate the Challenge cards, the Action cards and the Panic cards.
2. Put the Challenge cards into the Challenge deck, text-up.
3. Distribute 1 Panic card and 3 Action cards to each player.
4. Each player must hold 4 cards in their hands.

Setting up the game - continued

    5. Put the rest of the **Action** and **Panic** cards into the **Action deck**, **text-down.**

    6. Decide who will start the round and in what direction.

How to Play

Every turn had five phases:

1. The first player will draw a Challenge card from the Challenge deck, place it in the middle of the table and read it aloud.

2. Individual Choice: Each player must choose ONE Action or Panic card from the four cards they have for the Challenge, and put them on the table. Action cards are placed text-up. Panic cards are placed text down and need to be acted out to be used.

3. Collective Decision: Players collectively decide on TWO Action/Panic cards to overcome the Challenge. The leftover Action/Panic cards are placed in the discard pile.

4. The Challenge card is turned, to see the points. Then the chosen Action cards are turned over to see if they have enough points to overcome the Challenge card.

There are two possible scenarios:

- If the actions have an equal or higher number, the Challenge is overcome and is kept on the table in an Overcome deck and the Action/Panic cards are placed in the discard pile.

- If there are not enough points, the Action/Panic cards remain attached to the Challenge card on the table. The remaining points need to be covered by the next round, in which there will be another Challenge card (see examples below).

There are no points assigned to Panic cards. Based on your performance, other players can value this action with 1, 2 or 3 points.

5. Check the shapes around the points: If there is a triangle shape on the selected Action cards, the one who played the card cannot play (propose an Action card) in the next round (they have to skip a turn). The shapes on the Panic cards are random, and don't have an impact on the next round. Cards with a circle are responses that will cultivate a culture of peace. Cards with a square are not be very effective and have a low impact on a culture of peace.

To win the game your team must overcome at least **3 Challenge areas.**

BUT! If your group accumulates **3 unsolved** Challenges in a round – **Game Over!**

Panic cards:

The Panic cards are there to lighten up the spirits, demonstrating how some reactions may be very human but not so effective.

If you choose to play a Panic card, put it on the table text-down without reading it out loud. To use it, you need to **act out** what is written on the card. There are no points assigned to these cards. Based on your performance, other players can value this action and decide if this card has 1, 2 or 3 points that can be added to the other action cards.

There is a special situation called "collective panic". The youth workers have adapted some of the rules, described on page 22 of this toolkit.

Sociocracy - a Method for Inclusive Decision-Making

To decide the appropriate Action Cards together, players of the PP game can use "Sociocracy". Sociocracy is an inclusive way of making decisions in a team, ensuring everyone's voice is heard. Also known as "dynamic governance", Sociocracy helps to create safe environments and efficient organisations.
Sociocracy is based on a circle structure. People speak in rounds - one person at a time, one by one. Decision is made based on **consent**: consent means you can work with the proposal and are willing to move forward, either because it's your preference or something you can work with. An objection (no consent) points to something in the proposal that isn't good enough yet, for example when a new policy would have unintended negative consequences somewhere else that need to be addressed. Someone that objects offers an alternative suggestion for how to adapt the proposal and the group discusses how they can move forward. Instead of arguing, the focus is on the purpose of the group and finding the best solution that aligns with organisational values & mission.
So, when you play the game and not everyone immediately agrees on what is the best action card for the challenge, you can use this process to translate objections into suggestions and come to a choice that is supported by everyone.

CONFLICT STYLES

In the Action cards you can discover different ways of dealing with conflict, or different styles. Thomas Kilmann developed a model with five styles to deal with conflict:
- avoiding
- accommodating
- competing
- compromising
- joint problem-solving

In the graph you can see the differences, by looking at the vertical axis, which shows the degree of cooperative behavior, and the horizontal axis, which shows the degree of assertive behavior, meaning standing up for your own needs.

Joint problem-solving is both assertive and cooperative (caring about both your own needs and the other's), while compromising is somewhere in the middle, as both parties are giving in something.

CONFLICT STYLES
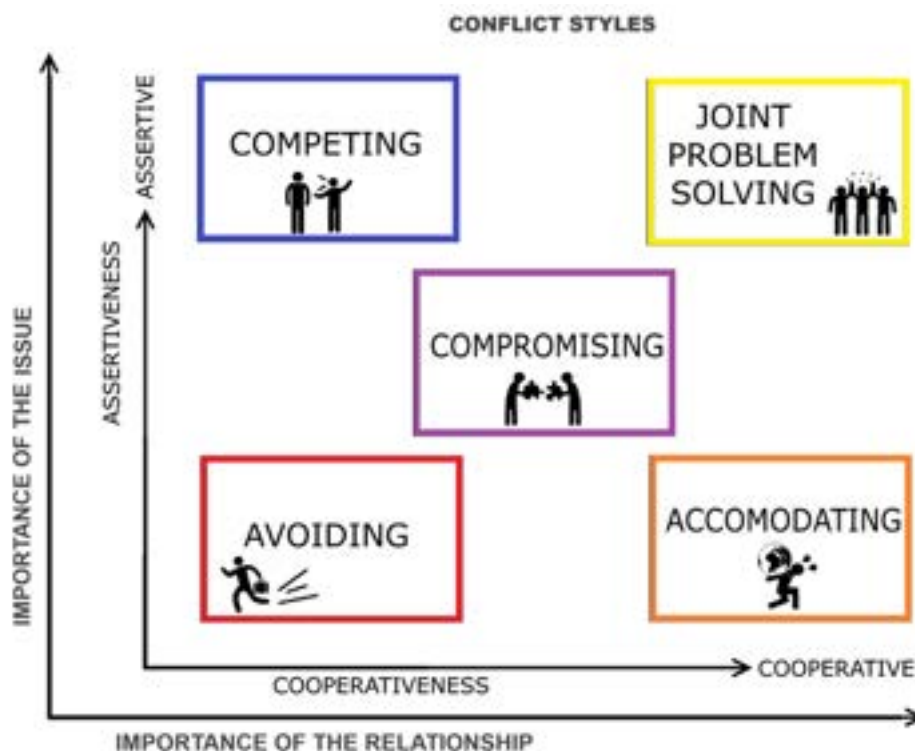
You could characterize these reactions as follows:
Are you accommodating? Then it is 0-1 (zero for you, 1 for the other).
Are you competitive and do you get what you want? Then it's 1-0.
Do you avoid the conflict? That will be 0-0, because nothing can be resolved.
Do you compromise? Then it is 1/2 -1/2.
The fifth option is a win-win: it is 1-1.
Only the last one goes beyond the idea that one can only win if the other loses. All others are so-called "zero-sum" stances: based on the idea that if you win, I loose, or if I win, you loose.
In addition to the possible outcome, it is also important to think about the possible impact on the relationship with the person with whom you have the conflict. This is indicated by the extra vertical and horizontal axis in the graph. The more important the relationship is, the more important it is to be cooperative. The more important the topic, the more assertive you'd like to be. When conscious about this, one can chose responses accordingly.
Avoiding a conflict can be costly if the topic and relationship are important, but when they are not, it is a rather harmless response. Competing is harmful to the relationship, but if the topic is more important, one could perhaps "afford" this consequence. Accommodating to someone else, can build resentment, but not when the relationship is clearly more important than the topic.
Are both subject and relationship important? Then it is wise to invest in problem-solving behavior, where you look for a solution together that works for both, the win-win solution.

Knowing the styles makes it easier to make more conscious choices. What are the advantages and disadvantages of each style? What do you recognize in yourself and in others? How might children and adults more often work together to solve problems and conflict?

If you work with smaller kids, The First Great Journey *is a book for ages 7-9 based on the Conflict Styles, by Nina Koevoets.*

Photo: The youth workers at the training did a quick exercise called "Opening the Fist," to discover their automatic patterns in approaching conflict.

CHALLENGES AND PANICKING IN YOUTH WORK

To make the Peace Please game more suitable for youth, the participants of the training "Developing a Culture of Peace in Youth Work" wrote additional Challenge cards and additional Panic cards. (See the Annex of this toolkit). Moreover, some came up with some additional rules for the panic cards and others had a few suggestions to help youth workers set the scene.

The additional Challenge Cards deal with privilege and power differences, including LGBTQ+ issues and neurodiversity, interaction with government and volunteering.

The 15 additional Panic Cards give us more options to panic and there were two new strategies identified: one that is delaying a response and one that is a call for connection.

Collective Panic (new rules)

If the player who turned over the Challenge card plays a Panic card, then everyone who has a Panic card needs to play it. In this way a "collective panic" is triggered! This has several consequences:

1. No one gets any points and the Challenge Card stays on the table.
2. All players need to discard all their action cards.
3. Everyone takes 3 new Action Cards, instead of 4 to resolve the challenge.
4. The player who started the collective panic has to skip their turn.

In addition, when a Panic card is played and acted out, either by only one player, or in c collective panic, we suggest that players try to identify the needs behind the card and a more constructive way to address the need. By doing so, you can add two more points to your Panic card, which may help you to solve the challenge on the table. An example: a new Panic card is: "I exasperate: You guys over-complicate things so much!" By wondering what is behind this card, we can understand what this person needs, in this case for example the person may need more ease and simplicity. Instead of saying that out loud in an annoyed tone, someone could instead propose some solutions or ask others to brainstorm together to solve the challenge. Or when a Panic cards says: "I mumble: I have a good idea, but you will not listen anyway," their need is probably to be heard. They could instead initiate a dialogue, or bring up dysfunctional dynamics in the team, or hire an expert to do so.

Photo from a reflection and evaluation session of the training.

FACILITATION OF THE GAME

The game can work on its own or can be facilitated to reach a deeper impact on the behaviours and attitudes of the players. Facilitation is a process of supporting players to go smoothly through the game and evaluate. Facilitation starts with knowing what is on the horizon and setting a direction for the journey. Therefore, a facilitator starts explaining the Culture of Peace.

The journey cannot be done without consent and commitment from the participants/players. To start the process they have to show up voluntarily, although maybe not aware what can happen on the way. The facilitator is always a little step before them, to see the possible obstacles, as well as the possible destinations on the horizon. When an obstacle appears, the facilitator has knowledge and skills to notice the obstacles and make it easier for the players to move forward.

In the next paragraphs you will find useful guidelines on how to prevent possible obstacles or how to deal with them once they appear.

Here's a model with steps the facilitator can follow.
Front load: prepare the place you play
Frame: story about The Great Turning and/or "The Peaceful Warriors," (see next pages).
Activity: play the game
Reflection: share learning from the game
Transfer: explore how can you connect it to your life
Or in short: FFART :-).

In Dutch, "little fart" - "scheetje," can be a sweet nickname for children...!

Front load or Setting the Scene

The Front load, or setting the scene, can be done in 2 ways:

- Visual
  - Find a comfortable place to play in
  - Set-up everything you need to play the game (see the paragraph under "How to Play Peace Please").
- Verbal
  - Create a sense of safety
  - Attract: why is it worth playing?
  - Invite to play

Practicalities: Before you start the session, consider these things:

- Where could this game play be held?
- Which time of the day?
- What should the players know about the game and about you in advance?

Safety: Take care to create a feeling of safety for your players. Explain that this game is inviting them to confront each other, to discuss topics which might be sensitive, to go out of the roles they are used to and try new actions. All this creates tensions. Some of the players may use it as a motivating energy to face challenges and step out of their comfort zone. Others may feel overwhelmed or intimidated, insecure to the point of withdrawing. Try to signal this before it happens, and tell people to indicate when they start to feel overwhelmed or alarmed. Say that possibly one can panic, without having a panic card!

Attract: Introduce the aim of playing this game together and what the players could gain individually and as a group, for example:

- more effective communication skills,
- clearer vision, more motivation for the team members to contribute,
- making decisions that are satisfactory for the whole team.

These new behaviours may lead to increased motivation of team members to contribute to the aims of the organisation, increasing the effectiveness of the organisation as a whole.

Put their efforts into a **bigger context** of working on a **Culture of Peace** around the world. Provide the definition of a Culture of Peace and explain the translation of the eight areas to the context of organisations. Explain that the game is a **cooperative game**, meant to instigate discussions about a culture of peace so organisations or groups can start to become more aware of how they could (further) develop this inside their organisation/group. You can also ask your participants what they are interested to learn from this game.

Frame

Now further frame the game, to make it even more exciting to play. Share the stories of Business as Usual, the Great Unraveling, and the Great Turning explained in the beginning of the Guide (pages 6-7). Invite the group to co-create the story of the Great Turning by starting to build a culture of peace inside their organisation. You can also read the following text, as in invitation to play.

The Peaceful Warriors

The planet is groaning under the weight of climate collapse and widening divisions. People speak in hushed tones of another world war, with great worry and fear. The media is tainted by propaganda, fake news and incitement. In this time of unraveling, a small group of warriors is coming together, not soldiers of empire, but Peaceful Warriors—men and women, young and old— drawn together by a shared calling: that they have to step forward now that the old world, built on greed and fear, is dying. They carry no weapons of steel. Instead, they are learning to wield **compassion** and **wisdom**.

They are the warriors spoken of in ancient stories practicing *The Way Between*. They are walking through darkness, without letting it enter them. Each carrying their wounds and doubts, but ready to carry each other. They are ready to get trained to not fight enemies, but **transform the battlefield itself**. They are ready to practice peace as a radical stance for life, not as an escape of a reality hard to digest, nor a passive wish. No, peace as a practice, a discipline, a culture to be nurtured, especially in the midst of collapse. They know the system will resist and could hurt them, but still, they start walking, shoulder to shoulder, to begin a great journey together.

They feel excitement and anticipation, about to join those who have already started their training before them. A portal appears. They realize: this path won't be easy. They all know the pull of despair, the sharp edge of anger, and the lure of apathy. But they are here to choose a different way. Not because they are certain of victory, but because they **refuse to abandon the future**.

In a world racing toward collapse, they choose to remember: we are not helpless.
By crossing the portal, they can feel in their bones: we are the ones who can plant seeds of renewal, who can shine our light in the dark and create a chain together. We are the ones who choose to become Peaceful Warriors.

This text is inspired by the Prophecy of the Shambala Warriors, as told by Joanna Macy and the Ari Ara serie of books by Rivera Sun.

Photo: participants of the training enter a portal.

Facilitation During the Game

When you facilitate the game, we recommend you do so without looking at the Guide. It is thus important you carefully read it beforehand, so you are prepared to solve difficult situations. What could be a difficult situation which makes players stuck in the game? The most common situations that can appear on the table and make players stuck are:

- Never ending discussions and arguments
- Highlighted conflict from real life
- Passive players
- Sensitive topics and triggers
- Changing the rules, confusion about the rules

When the players are stuck, the facilitator can point it out and raise awareness about the obstacle and help them to move on.

You can use **Sociocracy** as a method to facilitate taking decisions in the group, and **Nonviolent Communication** as a method to facilitate communication and conflict navigation towards win-win solutions and satisfaction in the communication process. Invite people to listen to each other and be mindful about the needs, feelings, thoughts and interpretations of oneself and the others.

As a facilitator you step in during the game if needed. The situations can get really "hot/spicy" and the facilitator is that person who can help the group to focus on solutions and peaceful interaction. Keep in mind that you are facilitating the game and you are not trying to change the group. The aim of the game is raising discussions and increasing awareness of a Culture of Peace in the context of organisations.

So, as a facilitator you don't need to feel attached to the outcome. Each group will engage with the game on the level of their capacity and understanding. If the group continues to talk about the CoP in their organisations, change will come.

REFLECT AND EVALUATE THE PLAY SESSION

After the game, take time to evaluate the process and discussion with the group. It can be focused on different aspects, depending on the needs of a particular organisation/group.
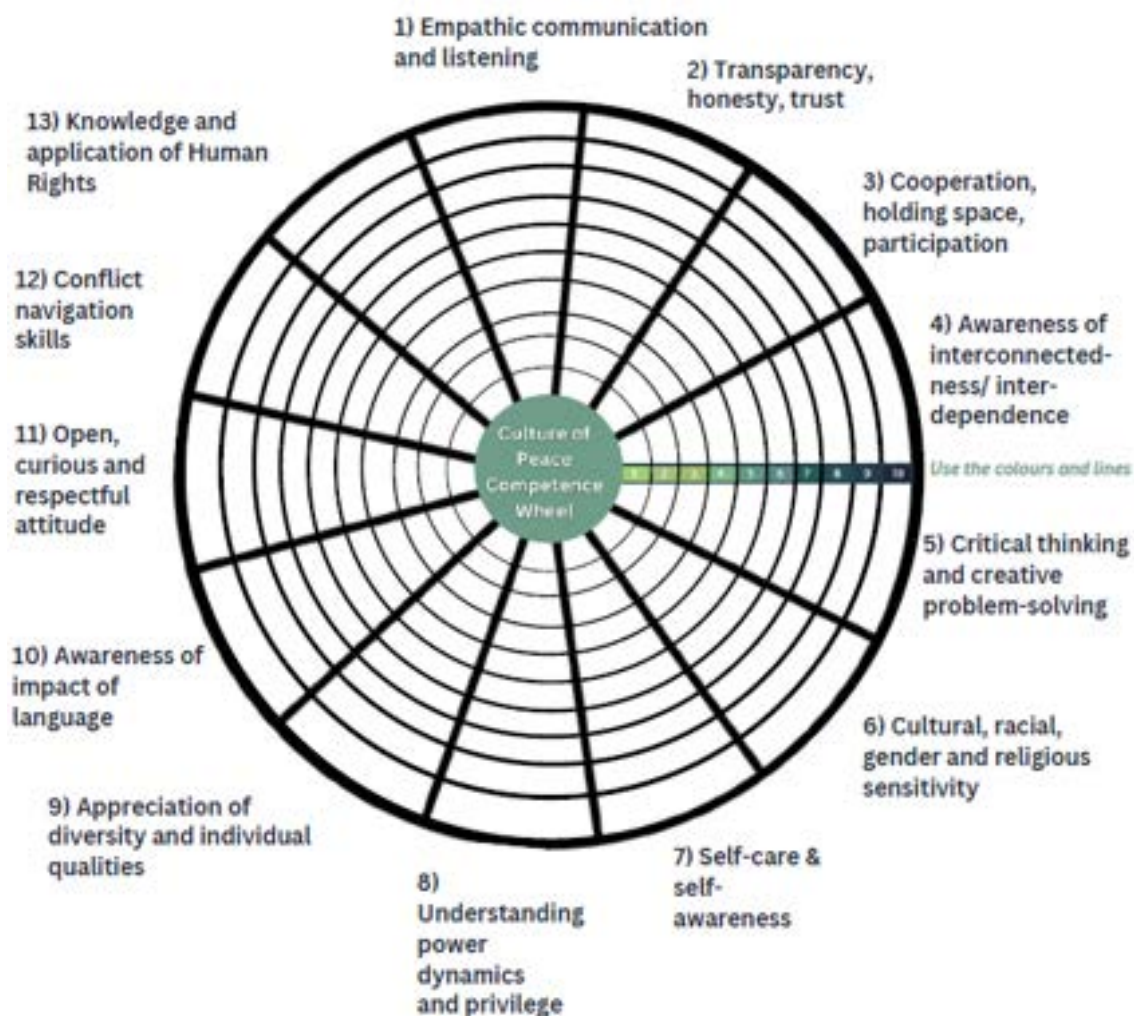
Reflection questions you may ask:

- How do you feel after the game? Express yourself (verbally or without words)
- How did you arrive at this result?
- What can be done in another way?
- Do you see similar challenges in real life?
- What was this game about? What did you learn from playing the game?
- Did the game help to improve your work environment? If so, how?
- What actions can be helpful for challenges that you are likely to face?

Measure your Progress: Competence Wheel

This tool measures where the organisation is at the moment in regards to the CoP competences (knowledge, skills and attitudes). You can self-assess how balanced and grounded your organisation is in a Culture of Peace, and which are the areas to focus more on. Step by step, creating a movement to change your organisational culture, your competences will increase and the whole wheel becomes more balanced and full.

THE COMPETENCE WHEEL

You can fill out this wheel, assessing either yourself or your whole group on each of the 13 competences, on a scale from 1 (very low) to 10 (prefect). You can **use the reflection questions that are in the original Guide**, on pages 18-21 to determine your answers.

TRANSFER: INTEGRATING THE LEARNING

In the end, distribute post-its and invite participants to write anonymously what kind of change they would like to see in their group (it could be connected to the answer of the last question of the reflection). Then these post-its could be hung on the wall in the space where there are team meetings, for example, so everyone can read them and reflect.

The facilitator can suggest that players keep reflecting on their experience. Consider what actions can be helpful for challenges that the group is likely to face. Then, after a while, look back and see if you have noticed any changes in your group. Did you and/or your colleagues act differently after playing the game? Does the wheel of competences give insights into what is going well and what you still want to improve further? What goals do you have as a team?

Playing the game several times will help you to remember effective actions. You can compare the wheel you drew after the first time you played the game, with the second, third and so on.

CLOSING WORDS – THE ROLE OF YOUNG PEOPLE IN PEACE BUILDING

As youth workers, educators, and facilitators, we hold the powerful role of guiding young people toward more peaceful, empathetic, and cooperative ways of engaging with the world. Peace Please is more than a game—it's a tool for reflection, dialogue, and growth. By playing together, participants explore real-life challenges and discover peaceful alternatives through active listening, creative thinking, and mutual respect. The path to peace becomes real when young people experience that they can walk it by themselves, together with others. We hope this toolkit empowers you to create safe, engaging spaces where youth not only imagine a more peaceful world, but also begin to shape it with their words, actions, and choices. Let's work, with both playfulness and ernst, for peace—together.

Photo: morning check-in with Nonviolent Communication cards.

ORGANISATIONS INVOLVED

The Netherlands: Foundation for Active Nonviolence
The "Stichting voor Actieve Geweldloosheid" (SVAG) was founded back in 1966 and is made up of largely the same people who started it. They organised training courses until the mid-nineties and re-started those when Nina joined the organisation in 2015. Besides trainings the organisation has done a lot of work on creating educational materials and translations of important texts on peace and nonviolence. All information about the international trainings can be found on the website peace-power.org, everything else is on the Dutch website geweldlozekracht.nl This organisation organised the training "Developing a Culture of Peace in Youth Work" and has been involved in creating the Peace Please game.

Serbia: Volunteers' Center Vojvodina
Volunteers' Center of Vojvodina is an association established in 2005 that strives for the promotion and recognition of voluntary work as a tool for development of individuals as well as society. The main activities of VCV are international short-term voluntary projects in small towns in the regions of Vojvodina, long-term exchanges of volunteers on a regional and international level, non-formal education, local projects for community capacity-building, awareness raising campaigns on a variety of topics, mainly linked to peace building. Since 2008, VCV is the Serbian branch of Service Civil International (SCI), one of the largest global voluntary peace movements.

Spain: Nexes Intercultural

Nexes is a non-profit cooperative founded in 1999 and based in Barcelona. Its team is formed by educators, trainers, youth workers and professionals within the European mobility and cooperation programs, who came together because of their common ideals and interest in dialogue between people coming from different cultures. Its aim is to organize activities, at local and international level for the promotion of human rights education, social inclusion, intercultural dialogue and understanding, active participation and citizenship. The three main fields of action are: 1) Mobility projects as learning opportunities 2) Culture of peace and 3) Training and counseling for young adults and youth professionals.

Croatia: Outward Bound

Outward Bound Croatia is a member of Outward Bound International whose outdoor educational programs are recognized in over 30 countries around the world as a valuable enrichment of the classic school system. Our main field of activity is the organization and implementation of innovative outdoor programs for school children and youth. We take special concern in empowering youth with fewer opportunities, from struggling families, the social care system, youth with behavioral problems, or emotional difficulties in our courses. The organization was established in 2005 and since then we have accomplished great results in the area of education and training, as well as in programs of personal development and empowerment for youth, especially those with fewer opportunities.

Hungary: Lélekfa Kulturális Egyesület

The Association was established to serve cultural purposes. Activities concern the areas of art, education, environmental awareness, sustainability. Research, support and organize programs and camps to create peace within ourselves, around us, and harmony with nature. Cooperation also plays an important role in our activities, whether between individuals, families, groups, organizations, different art forms, or therapeutic methods. We organize programs to interconnect cultures. We give space to experience creative lifestyle, and to study how to build strong communities.

Logos

ANNEX - NEW CARDS

Challenge Cards

Core concepts & values
Your youth organisation struggles with integrating LGBTQ+ education into its curriculum, as some members express discomfort. What do you do?

Decision-making
A youth-led organisation is facing a power struggle: older members have always made the big decisions and newer, younger members' voices aren't being heard. Some senior members worry that shifting leadership will cause chaos, while younger ones believe fresh ideas will make the group stronger. What do you do?

Communication & sharing information
You're in the media team of a youth group that struggles with internal disagreement over how strongly to criticize government policies. Some fear retaliation. How do you balance expression and safety?

Conflict Navigation
You have joined a volunteering project for several weeks, together with other young people. One weekend the organisation you volunteer for asks you to work the whole weekend for 12 hours a day. You say you're supposed to have weekends free, but they tell you that they really need you and don't have enough volunteers. What do you do?

Respect for human rights

A youth group is planning an event. All the organising members come from the same background, and some members want to invite migrant and refugee youth. Other members think inviting them in will shake up their usual traditions too much. How do you react?

Equality and representation

A youth leadership program unconsciously gives more opportunities to male participants. Female and nonbinary participants speak out. As a male ally, what do you do?

Sustainable economic and social development

Your youth-led nonprofit organisation receives furious critiques from some youth for prioritising animal rights over social justice issues. How do you respond to this disagreement?

Teamwork & Cooperation

At a summer camp for children and youth there is a child with autism, who struggles to be with others. The child pushes others away frequently and one of the children comes up to you to ask for help. What do you do?

Panic Cards

Self-sabotage
- I mumble: I have a good idea, but you will not listen anyway.

- *I show self pity. (e.g. Why does this always happen to me?)*
- *I sigh: It's not gonna work out anyway.*

Denial
- I say: We can talk about it, but you know it will not change anything...
- I exasperate: You guys over-complicate things so much!

Addiction
- I suggest to go out for a beer and talk about it there.
- I say: Let's roll a joint first!

Freeze
- I stutter something and can't find the right words to form a sentence.

Delaying
- I shout: Let's calm down and talk about it later!

Connection
- I initiate a group hug.
- I say: let's hold hands, and start grabbing people's hands.
- I start laughing and say: this situation really reminds me to that movie you may know!

Well-being
- I start to sing or chant the Aum mantra.
- I apologize I need to go for a walk in nature, to reconnect with myself.