

How to make **PEACE** Possible

*Practical Packet for Middle East Alumni
of the Friends Forever Program*

Written by an Alumnus to Alumni

ENGLISH VERSION

First Draft

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“I AM ENOUGH OF AN ARTIST TO DRAW FREELY UPON MY
IMAGINATION. IMAGINATION IS MORE IMPORTANT THAN
KNOWLEDGE. KNOWLEDGE IS LIMITED. IMAGINATION
ENCIRCLES THE WORLD.”

- ALBERT EINSTEIN



A Welcoming: Step by Step

שלום עליכם, السلام عليكم

This packet was created in order to give you, the alumni of the Friends Forever program in the Middle East, the special opportunity to make hope and change a reality in Israel/Palestine.

After participating in the program myself back in 2011, I had the feeling that I wanted to volunteer and be more active with co-existence programs in my community. So I decided to make this idea my project. I was active in leading workshops for youth groups, joined multicultural activities, and kept on communicating with Friends Forever and its international programs.

I believe that small change can mean big change. For example, telling your classmates about your experiences might change their views of conflict and can even change their lives.

I would like to dedicate this packet to all the future alumni of the Friends Forever program in the Middle East who will keep on promoting the values of trust and understanding in our small piece of land.

The packet includes four different individual workshops that you can lead. The instructions provided will help you build your own workshop. **THIS PACKET IS FOR YOU!** Feel free to add notes, modify it, and share it with your friends!

I remember when the founder of Friends Forever, Bob Raiche, shared with me the story of the program-- from its very first days. He taught me that making peace is possible, step by step, with big hope and lots of laughter.

The delegation to the US is just the beginning of a long, sometimes difficult, but very satisfying journey. As a group you will find how it is possible to accomplish the Friends Forever mission in the world.

I thank everyone who has helped me create this packet.

I wish you all peace/salaam/shalom

Ben Ben Ami
Alumnus of 2011
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Important questions to ASK

Important questions you should ask yourself as Alumni

Sometimes asking questions is more important than finding answers.

Questions are the best way to develop more innovative solutions. Before, and when you come back to your community, make sure you ask yourself these questions, They can help you understand your position and your goal as fresh and enthusiastic Alumni of the Friends Forever program.

- What are the changes I wish to see in my society?
- What does co-existence mean to me?
- What are the ways to convince people that peace is possible?
- What made me change my mind about "the other side"?
- How do I identify myself?
- What are new things I learned about my society?
- What are new things I learned about myself?
- Does the Friends Forever program really promote trust, empathy and friendship among cultures in conflict?
- What Issues in the global and local society do I need to learn more about?
- What was the most meaningful situation I experienced during the time in the US?
- If I need to think of one thing I would do differently in the program, what would it be?
- Friends, Forever?
- What did I do today to help someone else?

ASK



Ideas for Action

As soon as you are back home to your communities, you will become active alumni of the program. As you know, you are required to organize at least eight (8) meetings during the year, and this is just the beginning! Here are eight (8) ideas for making those meetings practical, and, most importantly, meaningful. **These are general ideas; you should find the things that you will specifically like as a group— those "mutual interests", and create the activity that everyone will enjoy the most!**

Remember that you can use these ideas for any future activity you would like to do together. The more you strengthen your connection as friends, the easier it will be for you to influence the people around you. You will gain confidence in your beliefs, and increased motivation to create community projects together. Every group is different and has its own character and areas of interest.

- These ideas will also help you build your First Project with your respective partners.

The ideas:

1. **Spread the Word**- Share your story with as many people as possible. This is how you turn ten believers into 100. Make sure that every one of your family members, classmates, and friends knows exactly what you are doing. For example, if you are a counselor of a group in a Youth Movement, invite one of your friends along, and together share your experience with the group.
2. **Workshop**- Take the lead to build workshops for your friends in the program, for new Friends Forever groups, as well as students from your school or other schools. If you want to show people your values, a workshop is the best way to do it
3. **Trip**- Like your experience in the US, field trips are a good way to bond and learn about the needs of the group. Look for cool trails in your area, pick a good day, and invite your friends on a hike. Begin with one day, and then try to challenge yourself into organizing a two-day trip.
4. **Seminar**- If you feel that you need more time together or you want to focus on a topic, a two-day seminar that will take place in your school is the best way to do it. A good seminar is one which has a clear goal and is well organized. For example, a two-day seminar might include a two-hour workshop each day, group meals, and many fun activities, such as games and/or playing music around a campfire.
5. **Volunteering**- You have the power -to -give, in a variety of ways. Look for needs in your community and fill them. There are fantastic programs looking for volunteers—No need to reinvent the wheel! Making children smile in a hospital will not only make your day, but will also strengthen your identity as a group. Together you'll feel the power of positive change.
6. **Media**- Share your story with more people in your community by publishing an article in your school or local newspaper.
7. **Fun Evenings**- As a group, you can go to a movie, see a theater play, or go to a music concert in your area. You have the freedom to organize any fun evening with your friends. As you experienced in the US, group activities create trust and help build friendships. Embrace this lesson and act upon it! It may not be easy at first but that will change as soon as you see the positive influence you have had on the group dynamic.
8. **Celebrate Holidays together**- Invite your friends to see what Hanukkah or Eid El Adha is like in your community. You will have so much fun learning and experiencing new cultural activities with your friends.



So, how can we build a workshop?

Building workshops is a very important "skill" to improve as a Friends Forever Alumni. Workshops are great for developing relationships, brainstorming, interactive learning and problem solving. This is why advance planning is critical. So, how do you prepare for a productive and relevant workshop?

Here are 5 steps and tips that will make it easier for you:

1. Step 1: Define the Goal- Every workshop must have a goal. Many workshops are a waste of time because there is no clear goal kept at the center of the discussion. Without this clear goal, there's really no point in getting people together.

Step 2: Decide Who Will Attend - Knowing who will attend directly relates to your goal.

Make a list of who needs to be there.

Step 3: Choose the Right Location- Think about the logistics and practical details of your workshop when you choose a location. Will everyone be able to see your visual aids? If you need certain technological devices, such as teleconferencing, will the location support it?

Step 4: Create an Agenda- Now that you know your primary goal, who will attend, and the right location, you can start to develop an outline of how you will achieve the workshop's goal.

Main points – Create a list of main points of the activity, and then break down each larger point into details.

Visual aids – Make a list of necessary visual aids and prepare in advance.

Discussions and activities – Take time to list exactly which group discussions and activities you will have at which point(s) in the workshop. How much time will you allow for each exercise? Make sure your activities are appropriate for the size of the group, and ensure that your venue has the resources.

Put yourself in the participants' shoes- Let yourself think outside the box, always remember what is like to be a participant- Ask yourself what kinds of activities you would enjoy? How can you relate the activities to the specific group you lead? The workshop's goal should be at the center of everything you are planning, and creative exercises will get everyone relaxed and motivated.

Getting People Involved- Getting everyone involved is the key to a successful workshop. If you stand up and talk for three hours, you're just giving a lecture – not facilitating a workshop.

Step 5: Summarizing- It's important to give each participant an opportunity to summarize and understand what his/her feelings were during the workshop. Also, people need to know that their hard work actually resulted in a decision or action, so keep them informed about what's happening after the workshop has ended.

Workshop Tips

- Start the meeting with a few icebreakers to get everyone relaxed and comfortable.
- If the goal of your workshop is to address a difficult or sensitive topic, it's especially important to get the group comfortable before starting.
- If the ultimate goal of your workshop is to make a decision about something, the more people who attend, the less likely it is that you will reach a decision
- There is no doubt that planning a great workshop is a lot of work. But if you spend time thinking through the details everyone will get the maximum experience from the event.



The Goal-

1. **Challenging** the participants into thinking about the multi-cultural dialog and their personal identity in the group.
2. To prove that **complicated and sensitive discussions can be done** as long as the conversation is safe. Show the participants the right way to a good dialogue is based on respect...it's ok to share difficulties, rather than ignoring them.

Length of activity- 2 hours

The activity-

1. Opening Game (Breaking the ice) -15 minutes- "Catch the Seat"- all participants are sitting except one participant who's standing in the center of the circle. One chair is empty. Everyone is moving like a wave so that the one in the center will not catch the seat.
2. **First step- Personal identity**
 - a. **Words**- 5 minutes- The participants are looking at words on the floor- "Left Wing/Right Wing" "Arab" "Zionist" "Palestinian" "Teenager" "Artist" "Gay/Lesbian" "Live in Haifa/Ein Mahel/Maa'le Shahrut" etc.
 - b. **Defining Identity**- "Circles of Identity"- 20 minutes- each participant gets a paper with 3 circles. We ask them to rank their elements of identity from 1 to 3. For example- "first I'm Jewish, then Zionist and then Israeli" or "first I'm Arab, then Muslim and then Palestinian".
After they finish, each student should share **WHAT** he/she wrote and **WHY** he/she wrote it.
3. **Second step- Personal identity within the society**
 - a. **Scale of answers**- 15 minutes- the classroom is becoming a scale of answers. We say a *sentence and the participants should place themselves on a scale from wall of "fully agree" to wall of "not agree at all". Each time we choose different participants to share their feelings and to explain why they chose where they stand.
Sentences-
 - "Before the delegation I was afraid of the meeting"
 - "When an Arab/Jewish person is sitting next to me in public transportation I feel uncomfortable"
 - "I listen to Arab/Hebrew music"
 - "I hear people saying racist things next to me"
 - "When a security guard is checking me I feel uncomfortable"
4. **Third Step- Public identities**
 - a. **"THIS IS NOT ME"**- Discussion in groups- 20 minutes- we divide the group into a group of Arabs and a group of Jews. Each group reads the same summarized article. Each group's mission is to convince the whole group that "the other is right"- The Arab should justify the Israeli side and the Jews should justify the Arab side. Legitimate or illegitimate?
*The article- "*Palestinian child threw stones at a car of Jewish settlers. The boy and his father were arrested by Israeli soldiers for questioning.*"
 - b. **"WELL, WHO IS RIGHT?"** -15 minutes- Coming back to the circle- each group elects one representative who will try to explain why his group is right.
5. **Fourth step- Summary**
 - a. **"THE OTHER SIDE"** -10 minutes- we ask the participants to silently write on the board, whenever they want, what things they like about "the other side".
 - b. **Cobweb**- 15 minutes- every participant catches a part of the rope and shares his/her feelings about the activity in one sentence.
 - c. **Conclusion**- 5 minutes- "complicated and sensitive discussions can be done as long as the conversation is safe. Keep on talking, keep on sharing, and keep on promoting safe dialogue."



The Goal- Breaking the ice" and getting to know each other better

Length of the activity- 1 hour

The activity-

- 1. Know better-** 10 minutes: each participant shares one thing about his/her personality that no one in the group knows already.
- 2. Rock Paper Scissors-**10 minutes- unlike the usual game, the whole group stands together in the room and the first person each of them looks at is the one s/he will play the game with. The loser has to follow the winner and encourage him/her, for example singing "Nur! Nur"!! and clapping hands. The winner now goes to the next person and plays again. If s/he loses, s/he now encourages the new winner. Slowly there are fewer winners than losers until you reach the Great Battle, which is when the last two remaining winners play each other (while in the background, two groups of losers encourage their winners. Note- you can award a prize not only to the winner, but also to the loser who did the best job of encouraging the winner.
- 3. Where the Wind Blows-**10 minutes- the goal of the game is to avoid being the last person standing.
 - One person needs to start the game by standing in the middle of the circle.
 - You will need everyone to sit in chairs arranged in a circle.The person in the middle needs to say something they have never done before. For example, "I've never been in an airplane", "I've never been to a buffet", "I've never been to Hawaii", "I've never had a pet". If the person's statement applies to someone sitting in the circle, that person has to move from his or her seat and sit in a different chair. The person in the middle will need to try to sit down. One person will remain standing. The standing person starts a new round by making a different statement.

***Note:** People cannot move to seats on their immediate left or right. For example, they can sit two seats away, but they cannot move to the left or right of their current chairs.
- 4. Inner circle and outer circle-** 20 minutes- – Arrange the chairs in two circles. Every few minutes, the inner circle is moved aside so that each of the participants has the opportunity to talk everyone. Every time the leader brings up a subject, for example: "Next topic is family and you have five minutes to share how many brothers and sisters you have" or "what is your favorite activity as a family" etc. The participant will have the chance to share. Here's a list of possible topics - family, hobbies, school, tradition, dreams for the future, what's new with me since the previous meeting of Friends Forever, TV shows, cinema.
- 5. Sentences-** 10 minutes- Each participant gets a chance to say two sentences- one of which is true and the other false. The group should guess which one is true.



The Goal- students will be exposed to the idea of a dialogue between Jews and Arabs in Israel/Palestine, recognizing the Friends Forever program, and becoming more aware of their attitudes toward the subject.

Length of activity- 45 minutes (fits school schedule)

- This workshop is for two workshop leaders- one Arab and one Jewish.
- Maximum number of students in the activity is 20

The activity-

1. **Opening game-** 5 minutes- each student says his/her name and the first thing he/she does in the morning.
2. **Associations-** 5 minutes- Present different images depicting the following topics * and ask students to say what comes to mind at that moment spontaneously. Emphasize that they must not think too much, but to say the first things that pop into their heads. While the students respond, write their answers on the board under their names. Associations Issues – protest for women rights, gays and lesbians, Arabs, Jews / Zionism, military, peace.
* You can add more current events topics
3. **Self-presentation-** 15 minutes- the two guides tell their stories: Where they live, what was their first meeting with "the other side" focusing on how they felt then and now. It is important to relate to the topics written on the board by the students from the previous activity. For example - "When I was young, my friends and I would tend to say" Death to Arabs " just laughing, just like it says on the board ", Or - "When I thought about the soldiers, I thought about Occupation, I thought about the fact that I hate Zionism and the Jews"
4. **Questions and Discussion-** 15 minutes- Present the following questions to students in order to develop a discussion. Make sure to manage the conversation if necessary. It is very important to pay attention to cultural debate and allow everyone to give his/her opinion- " I disagree with what you say but will defend to the death your right to say it"
 - **Questions-**
When and how did you talk to an Arab / Jewish person?
Are we acting the same way?
Do they deserve the same basic human rights?
Do you wish for this multicultural meeting?
What might be the consequences of this kind of meeting?
5. **Summary-** 5 minutes- Summarize the conversation with the students. Explain what the goal of the activity was and ask every student to share his/her feelings /new thing learned, etc. In addition, it is advisable to keep media and exchange contact information - Cell Phones, Facebook, Email, etc., if one of the students wants to continue to volunteer and needs advice and support.



Workshop Example #4- Critical Thinking

An example for a workshop you can lead for students that are not familiar to the conflict- this one I did for a group of teenagers from Teen Empowerment Somerville, Boston

The Goal-

Show the group that if they want to understand something deeply they should ask questions about it, and not take everything they hear for granted. It is important to stop, and ask serious questions about our life. The biggest problem of people in areas of conflict in my opinion is that they make assumptions and don't feel comfortable to ask questions. So many people wrote books about the Israeli- Palestinian conflict, a lot of people try to find solutions and already have their opinions about it. In two hours I can't explain the complexity of the Israeli-Palestinian conflict. What I can try to do is explain and share the feelings, and how it connects on a personal level. This is what we try to do in Friends Forever.

Length of activity- 1 1/2 hours.

The activity-

1. **Opening game** 10 minutes- - "Sheep Meow"- The participants get into a circle. Have the participants pull their lips over their teeth in order to hide their teeth. The game starts when one person turns to their left or right and says "sheep" without laughing or showing their teeth. Each person says sheep without showing their teeth to the person next to them and it goes around in circle. In order to change the direction of the circle the participants says "sheep meow". The purpose of the game is to not show your teeth. If you show your teeth, you lose and everyone should point at you and sing "we can see your teeth".
2. **Fake story about the conflict** 15 minutes- - the leader of the workshop tells a made up story about the conflict without revealing that he/she is telling a lie. After he/she finished telling the created story, the truth will be revealed. For example, the speaker can say "everything I just said was a complete lie. the real idea of my activity- In two hours I can't explain the complexity of Israeli-Palestinian conflict. What I can try to do is explain and share the feelings, and how it connects to the personal level. Every activity that we'll do shows different aspect of the conflict".
3. **Scale of answers** 10 minutes - the class room becomes a scale of answers. I say a statement and the participants should place themselves on a scale from wall of "fully agree" to wall of "not agree at all". Each time we choose different participants to share their feelings and to explain why they chose where they stand.
4. **The orange game**-15 minutes- divide the group into two. Each group stands in different part of the room. There is an orange in the middle of the room. The first group's mission is to get the peel and the second group's mission is to get the seeds. Say- "3, 2, 1, GO!" the participant will obviously fight to get the orange. Than ask them to seat and ask them – "who won?" let them understand that they fought on different things. Say-"We can see that it is a human reaction. Sometimes in conflict we don't know even what we are fighting for! We just fight when we could talk."
5. **Desert island**- 20 minutes- moral decisions under attack- divide into group of 3-4; every group mission is to decide the 3 people they leave behind. Difficult decision to make, especially because it's about their life. After 10 minutes I'll ask them to share what were the difficulties during the process? When it comes to our personal live, when we are under pressure, when we feel that it might hurt us, it is harder for us to understand the other, or help him (like the woman with HIV).



6. **Summary** – 5 minutes each teenager shares one new thing he learned during this activity
Say what your goal was-for example-" before you judge you can ASK, our life is full of different ideas programs and way to be involved. It is easy not asking questions about the information we get, or the way we learn things. When we talk about the conflict it is very easy for us use the words "I think" or "the facts are" and not "these are our feelings" "I feel".

Questions for the scale-

1. There are streets in my neighborhood that I'm afraid walking at
2. I feel that people look at me in a different way because I live in Somerville
3. My parents influence the way I decide things
4. I believe there should be guards in elementary schools because of school shooting
5. I hear people saying racist things next to me

I invited my friends to a movie and popcorn evening

I'll share my experience in the program with at least 5 friends back home-

(_____,_____,_____,_____,_____)

I'll lead a workshop for my classmates when I'll be back



Name(s):

Life Raft group:

What were the most meaningful parts of your trip? Can you replicate them at home?

What did you learn from your trip? How can you use/apply this lesson?

What do you want to share with your new friends? What do you want to learn about their lives back home?

How do you want to help your community? What is the best way to do this?

What activity did you choose?

Where:

How long will it take?

What help will you need from your teachers in order to make this activity happen? What help will you need from your group?

Why did you choose this activity?

What are the goals of this activity?

How will your activity accomplish these goals?



Name(s): *Bilal and Tom*

Life Raft group: *Israel/Palestine 2013- Leo Beck/ Ein Mahel*

What were the most meaningful parts of your trip? Can you replicate them at home?

We liked the rope course and the BB's. In the rope course we had a wonderful work time and the group really connected between us. At the BBQ we always sat together, laughing and having fun.

What did you learn from your trip? How can you use this lesson?

We learned that the other side (from each other) is not so bad and actually it's not so hard to live together. In the end we are all human. We want to continue with this program and tell to everyone we know what we had here.

What do you want to share with your new friends? What do you want to learn about their lives back home?

We want to share information about beliefs, thoughts, families, habits, traditions and just to talk. We want to learn about the other side's life, religion and what they think about us.

How do you want to help your community? What is the best way to do this?

Share our experiences with friends and family about this trip and to show them that their stereotypes about Jews and Arabs are wrong and they are people like us and they do want to live in peace with us.

What activity did you choose? *Camping Trip*

Where: *Ramat, H-Golan, Carmel*

How long will it take: *2 days*

What help will you need from your teachers in order to make this activity happen? What help will you need from your group?

We need to choose new kids from our school, plan the trip, buses, security, money

Why did you choose this activity?

Camping trips are a very good way to connect with other people very fast and to know how they are in real life.

What are the goals of this activity?

To help our community, to learn about each other's families, to learn about each other's cultures, to discuss issues that matter to group, to tell the story of our group, to have fun together.

How will you activity accomplish these goals?

In trips you can know the other side better; there is a lot of time to discuss about issues. We want to bring new people to the trip, a few from Ein Mahel and few from Leo Beck so we can tell them our story and let them to start to "write" their story.



Does it make a sound?

Although the full and intense schedule is soon to be over, the program is just beginning. Since the Friends Forever staff will not be present for most meetings taking place in the Middle East, it is important for the success of the program that each meeting is documented. Not only do the people who welcomed you want to know what you are doing, but even more so, this is the only way Friends Forever can make sure you are continuing to participate.

At the beginning of each meeting or workshop (or any other Friends Forever gathering), your group should choose one person to complete the Perpetuation Meeting Report (on page 15), and one person to take good pictures and send it to one of our staff members.

In addition to these group reports, we would like you keep us up-to-date with all the community projects that you become involved in.

Remember, for Friends Forever “it didn't happen if you didn't tell us!” We use these documents to raise money, gain support, and show the world that you CAN change the world!

If a tree falls in the forest and no one is around to hear it, does it make a sound?

SHARE



Perpetuation Meeting Report

Group: _____

Date of Session: _____

Group Leaders: _____

Participants: _____ Length of Meeting: _____

People in Attendance

1. _____ 2. _____ 3. _____

4. _____ 5. _____ 6. _____ 7. _____

8. _____ 9. _____ 10. _____

Other: _____

Alumni: _____

Meeting Activities

Title: _____

Goals of Meeting: [Click here to enter text.](#)

Description of Meeting Activities: [Click here to enter text.](#)

Outcomes of the Meeting: [Click here to enter text.](#)

Did you post a photo on Facebook? Yes

Please attach additional documents (photos, workshop plans or reflections, videos, etc.) as you like, We love to see more of what you do!



Perpetuation Meeting Report- Example from Northern Ireland

Date of Session: 26th Nov 2013

Theme of Session: Diversity

Present:

Phil (Teacher)	Grace (Teacher)	Conor
Jordan Not here	Jim	Elise Not here
Bronagh Not here	Helen	Aliziha
Josh	Yasmin Not here	Jenni

Any other attendees: Brian Moore – YMCA Worker. He was assessing Phil for University

Objectives of the session: To introduce the topic of Diversity and define the meaning of the word. Identify as many different cultural groups in Northern Ireland as possible. Have an understanding of how diversity is a good thing, and how the country would be without it.

Activities: - Happy / Crappies: Introduction and overview of the participants week.

- Car Diversity Game / Contract reminder
- Car game discussion
- Discussion on diversity :
Is diversity a good thing? Why?
If we lived in a less diverse society, what things would we miss out on?
Why do you think some people find it hard to accept so many differences between people?
- Diversity Poster Challenge
- Logbook

What went well: This session was fantastic and each of the participants fully engaged with the topic. The car diversity game highlighted that differences among many cars and then we related this as to how humanity is varied, and how this is known as diversity. From this starting point the group then discussed diversity in NI and the number of different cultural groups in their area and beyond. Our Skype call with Cam was a fantastic way to finish, and it was good to catch up.

What could be improved: Since returning from the states, we have yet to have a full attendance. This week four participants could not attend, with two last-minute drop outs. Elise did not give me any notice and this was disappointing.

Issues for follow up: Group attendance, keep an eye on this. Follow up with Elise and see what happened; emphasize the importance of letting me know about her attendance. Stress the importance to the rest of the group about coming each week and how they need 80% attendance to gain their OCN accreditation.

Other important notes:



Importance of Social Media

Social Media has changed the way people connect, discover, and share information. It is technology that connects people—whether it's to share content, or just to chat.

As Friends Forever Alumni it gives us an easy way to connect with each other. Social networks, like Facebook, Twitter, and LinkedIn are the places where social interactions happen (discovering & sharing). Find ways to make it easy for all the participants in the program, and remember to make sure everyone is taking part in it. It is important for your process as a group.

Technology can also provide a great way for your families to keep in touch with the program. Share information and photographs of your meetings!

Here are few tips for making your use of social media that will help you accomplish your mission as a Friends Forever group.

- **Create a group page**- this is an easy way to connect with each other- upload photos, share stories and workshops that you do together. When you have a new idea, share it with your friends.
- **Create a public page**- show the world what you are doing. Invite your family members and friends to be part of this page so that they can see what you have been up to
- **Join LinkedIn**- Although it is mainly used for professional networking, you can create your individual profile and find professional connections. This is good for raising money and awareness among different types of people.
- **Join the Official Friends Forever pages** in various social networks.
- **Alumni to Alumni**- create the connection to other groups' pages, both in your country, and around the world. Pick-up new ideas, and try to help them with their activities if possible.
- **Talk to us**- social media is the best way for us to know what's new with you individually. Be in touch with your teachers and Friends Forever staff members to strength your connections.
- **Share your public events**- when you want to invite people to your event, open a page for the event on Facebook and share it with as many people as possible.
- **Connect to other co-existence programs**- There are many other co-existence programs that use social media just like you do. They need your help! What goes around comes around. You might need their help one day with your activities!
- **Upload your video**- create your own presentation or video introducing your experience and share it on YouTube. This is very helpful because you never know when or where you will be when you might get an opportunity to tell people about Friends Forever!



Friends Forever Worldwide

As Alumni of the Friends Forever program, it's important for us to know the activism of the program beyond the Middle East so that we can share our ideas and feelings and learn from each other. When you have connections, you can create a worldwide project and show any teenagers who live in areas of conflict that it is possible to live together and share values of trust and understanding.

Northern Ireland: Friends Forever currently works with youth leaders from the Belfast and Carrickfergus communities of Northern Ireland. The groups travel to the United States for the two week implementation phase of the program. Each delegation is comprised of five Protestant and five Catholic youth, two adult leaders from Northern Ireland, and one U.S based Site Captain.

Uganda: Using the strategies from our other international programs, Friends Forever has expanded to establish our first African program. Partnering with Youth Passionate Organization (YPO), a group dedicated to conflict resolution through music and dance, we currently work with youth leaders from the greater Kampala region of Uganda.

Domestic Program: Friends Forever currently works with young leaders from over 70 different immigrant, refugee and new resident populations whose presence is rapidly increasing in New Hampshire urban communities. Each group is made up of ten students, a minimum of two adult leaders, and one site manager.

Living the Language: Each year Friends Forever partners with local universities to send a select group of American volunteers and staff members to the Arab-Israeli village of Ein Mahel. The group spends two weeks leading daily English sessions for over 300 primary school students in grades 3-6. Recognizing that language can both divide and bring together communities, Friends Forever with support from the George Link Jr. Trust, established our Living the Language Program to use language as means of uniting cultures.

Our members in Northern Ireland include(d)

- Belfast YMCA
- Carrickfergus YMCA
- Ballymena YMCA
- Carrickfergus Leisure Centre
- Northern Ireland Children's Enterprise
- Co-operation Ireland
- Youth Works
- Corpus Christi Youth Centre
- Black Mountain Youth Centre

Our members in Israel include(d)

- o Leo Baeck Education Center
- o Ma'ale Shaharut
- o Ein Mahel High School
- o Jerusalem YMCA



Commitments-

These commitments are not required, BUT we expect you complete as many as you can and add more commitments that you think will accomplish your goals and the mission of the Friends Forever program.

The Commitments-

- I will organize hiking day for my group
- I will make sure that we'll take photos of our meetings and share them with my friends and family
- I will write and share at least one meaningful experience I had with the program
- I will invite my friends to come to my house
- I will organize an activity related to one of my holydays
- I'll ask my teacher to tell to my classmates my activity with friends forever instead of one of the lessons in school
- I'll do an activity related to co-existence to the elementary school in my community
- I'll have a speech in at least one Rotary Club
- I'll go to volunteer with my friends in a place for people with disabilities
- I'll help my school choose the best students for this program based on my experience as a participant
- I'll organize and lead a workshop to the new group of friends forever from my school next year
- I'll arrange a video conference of all of the active groups of friends forever in the Middle East
- I'll arrange a fun activity like going to a concert together to my group and invite everyone to come
- I'll make sure that there is an article about my group in our local newspaper
- I'll read more about the other religion
- I'll raise money for one of our group projects
- I'll be fully motivated and enthusiastic about keep in contact with my friends from the group after this year
- When make sure my parents will come to at least one group meeting.
- I'll share Friends Forever website on social media

My commitments-

- | | |
|--------------------------------|--------------------------------|
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |
| <input type="checkbox"/> _____ | <input type="checkbox"/> _____ |

Name- _____

Signature- _____



We Are Not Alone-Other Co-existence Programs in the Middle East

Peres Center for Peace - founded by Shimon Peres and conducts various policy analyses to advance efforts for peace.

Sulha Peace Project- the Sulha Peace Project is a grassroots organization for the healing and reconciliation of the people in Israel and Palestine. According to their website, "Once a month, we hold "Tribal Fires" in which 100-150 Palestinians and Israelis gather to reach beyond arguments and political posturing to the essential humanity longing to be heard. We pray and sing together, we enjoy a meal and quiet informal time, and we work in listening circles, creating a quality of awareness and attention to the other sorely lacking in our respective societies"

Aix Group- Formed in 2002; the Aix Group is an Israeli-Palestinian-international economic study team that conducts research on the economic dimension of the conflict. Areas of focus include Palestinian refugees, the construction of a territorial link between the Gaza Strip and the West Bank, development of the Jordan Valley, infrastructure cooperation, the economic status of Jerusalem.

Givat Haviva's Jewish-Arab Center for Peace- education, research and documentation center, founded in 1949 by Ha'Kibbutz Ha'Arzi Federation; it is located in the northern Sharon Valley of Israel. According to its website " The mission of Givat Haviva today is to cope with the major issues that are on the agenda of Israeli society, and to foster educational initiatives, research and community work in the fields of peace, democracy, coexistence, tolerance and social solidarity."

Jewish-Arab Center for Peace-Established in 1963, the Jewish-Arab Center for Peace is one of the oldest and most prominent institutions in its field. The common bond of the dozens of projects conducted in the Center is the struggle for better relations between Arabs and Jews, better understanding of the essence of democracy and citizens' rights in Israel, and building bridges with our Arab neighbors. One of the Center's leading dialogue projects is Face to Face.

Olives of Peace-joint Israeli-Palestinian business venture to sell olive oil. Through this project, Israelis and Palestinians have carried out joint training sessions and planning. It has also led to Palestinian oil production being enriched by Israeli components.^[25] It has produced olive oil which has

Neve Shalom-Wahat Al-Salam (Oasis of Peace) The Israeli Jewish-Israeli Muslim Village of Neve Shalom – Wāhat as-Salām (NSWAS) means "Oasis of Peace" in Hebrew and Arabic been sold under the brand name "Olives of Peace.". NSWAS provides a remarkable model of longterm coexistence. Formed in 1970 on land donated by the Roman Catholic Church, NSWAS sits between Jerusalem and Tel Aviv. They organize humanitarian projects, including providing medical assistance for Palestinians.

Hamidrasha Jewish-Arab Beit Midrash- a center for study and fellowship, works to address alienation, estrangement, and mutual ignorance between Jews and Arabs. Hamidrasha is establishing an inter-cultural Beit Midrash (Hebrew, "House of study"), which will serve as a basis for mutual personal and communal encounters, and for the study of cultural narratives and modern texts of both peoples. Jewish, Muslim and Christian men and women will engage in a true inter-cultural learning experience, with the goal of making a significant contribution to the ongoing dialogue between Jews and Arabs, and strengthening their reciprocal ties.

Seeds of Peace- founded in 1993 by John Wallach. He created the Seeds of Peace International Camp in Otisfield, Maine, USA, and brought together several dozen Israeli, Palestinian and Egyptian teens. The goal of his organization was to create new generations of leaders in conflict regions that will no longer accept outdated and harmful stereotypes about each other. This would occur by bringing together young leaders from both sides of conflict regions to literally put a human face on those who were previously perceived as an enemy..

The Abraham Fund-According to their website, "The Abraham Fund Initiatives is a not-for-profit organization dedicated to promoting coexistence between the Jewish and Arab citizens of Israel. Through advocacy and awareness campaigns, and by sponsoring coexistence projects, The Abraham Fund Initiatives fosters increased dialogue, tolerance and understanding between Arabs and Jews...."

HEARTBEAT: Amplifying Youth Voices is an Israeli-Palestinian organization and music band that aims to bring peace, trust and understanding between Israeli and Palestinian youth

Face to Faith connects students worldwide via a secure website where they interact. The programme features facilitated videoconferences where students discuss global issues from a variety of faith and belief perspectives.



Robert Raiche Fellowship



Bob Raiche founded Friends Forever in 1986 when he took a group of 5 Protestant and 5 Catholic boys from Northern Ireland and brought them to the United States, transforming them into young peace makers. Bob is deeply missed by all whose lives he's touched and is a testament to one person's ability to change the world.

A humanitarian, family man, youth worker, friend, role model and inspiration to all, Bob has touched the lives of thousands. He has inspired many to become involved in the international peace process, who may otherwise have not. His legacy will bring hope to countless young people across the world for decades to come.

Every year from 2014 Friends Forever will choose one alumni to receive the **Robert Raiche Fellowship** for his/her outstanding efforts and commitment to promote co-existence among youth. As part of the fellowship, the alumni receive a scholarship to raise awareness and volunteer at the Friends Forever Headquarters for one month. During this time, the alumni will travel throughout the country to continue spreading Friends Forever's mission.

“IF YOU WANT TO REALLY KNOW SOMEONE, TAKE THE SEAT NEXT TO HIM OR HER IN A LIFE RAFT.”



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