

## Prize Winner Video Guide: Babatunde

Time: 20-30 min

**Purpose:** To explore how young peacemakers can take on challenging problems and create change.

**Skills:** Communication, Conflict Resolution, Empathy, Problem Solving

### About The Peace First Prize

The Peace First Prize showcases young people who have confronted injustice, crossed lines of difference, and had the courage and compassion to create lasting change. Peace First's goal is to share this daring work far and wide, invest in winners' leadership, and inspire others to make peacemaking a part of their daily lives.

Ten Prize Winners receive a \$50,000 Peace First Fellowship over two years to take their peacemaking to the next level of impact and action. In October 2013, Babatunde was chosen as one of the inaugural Peace First Prize Winners.

[Click here](#) to meet the other winners.

### About This Guide

This guide is designed to support educators in using the Prize Winners' stories to inspire young people to take action and become part of a growing youth peacemaking movement. Watch Babatunde's video and read his profile page together as a group. Then, choose from any of the following discussion questions and extension activities below to help participants explore how young people can take on challenging problems and create lasting, positive change.

You will need...



- Middle School age participants or older
- Access to the internet, speakers, and a computer
- Printed copies of the Winner Profile handout (attached)
- Pencils, pens, and/or highlighters
- Enough space for participants to discuss in large and small groups

Before You Begin



- Review Babatunde's profile and video ([click here](#)). Note any moments in the video where you might want to pause to provide additional information or context.
- Select discussion questions from the list below, and decide how you would like to structure the discussion (whole group, small group, written reflection, or a combination).
- Prepare any additional questions that may help participants better understand or engage with Babatunde's story.
- Select extension activities, if desired.



**Tip:** Consider how you will introduce and contextualize the video to ensure participants understand the issues Babatunde’s project addresses (racial and age discrimination, tension between civilians and police, rights awareness, etc.).

## Discussion

**Watch** Babatunde’s video as a group. Pause at any point if additional information or context is needed to support participants’ understanding of the project.



**Distribute** the Winner Profile handout. Participants may wish to underline or highlight information they find interesting, inspiring, or confusing.

**Choose** any of the following questions to support your discussion.



**To invite participants to think more deeply about Babatunde’s project, ask:**

- Babatunde notes that he is an advocate for “justice and peace”. What do you think is the relationship between justice and peace? What do you think it means to work for both at the same time?
- What parts of Babatunde’s project did you find particularly useful or inspiring? What do you think made his project effective?



**To invite participants to think more deeply about Babatunde’s approach, ask:**

- Babatunde’s project seeks to address a problem (discrimination and misunderstanding between police and young people of color) that he saw firsthand and even experienced himself. What are some advantages to addressing a problem that you or your community face directly? What are some of the challenges? How might his project have looked different if he had witnessed this problem but not experienced it directly?



**To invite participants to explore how they might apply Babatunde’s approach to their own lives, ask:**

- Babatunde brings young people and adults together in innovative ways. How do you think young people can approach adults to work collaboratively towards change? What can young people do to help adults hear them? What can adults do to better listen to young people and include their voices?
- When or where else might an approach like Babatunde’s be helpful in solving a community challenge? If you were working with Babatunde on this project, what other ideas you might suggest he try?

## Extension Activities



**To encourage participants to continue exploring peacemaking on their own, with a friend, or with a group, invite them to try out any of the following activities:**

- Watch all ten Winners' videos at [peacefirst.org/prize](http://peacefirst.org/prize) to see more youth peacemaking in action.
- Walk around your school or neighborhood, paying attention to the people, places and qualities you love about the community. What strengths do you notice? What do you think your community needs? Write down your thoughts on our [Community Mapping Grid](#). For a more in-depth look at community asset mapping, see this workbook by the Northwest Regional Educational Laboratory ([click here](#)).
- Seek out someone whose views, beliefs, or opinions are particularly different from yours. Ask them to share their perspective with you. Be an active listener– click here for our [Active Listening tip sheet](#).
- Think about a problem your own community faces. How might an approach like Babatunde's be useful in addressing that problem? What other solutions or approaches might be useful in creating positive change? Invite your friends to brainstorm together.



**Parents and teachers:**

- Make peacemaking a regular part of your family or class. To get started, search our library of over a hundred peacemaking games and activities on the Peace First [Digital Activity Center](#).

## Babatunde

### Kids on the Hill Baltimore/New Lens

Baltimore, Maryland

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#### Mission

Increase understanding among police officers and youth in Baltimore by empowering the community to de-escalate conflict and reduce the arrest of youth

#### Summary

As a young African-American male growing up in Baltimore, Babatunde was all too familiar with the hostilities that can exist between young people of color and the police. To transform this relationship, Babatunde works to bridge understanding among members of these two groups through film and intensive workshops with each group.

#### Motivation

After having a startling experience with the police, during which he was threatened and accused of crimes he didn't commit, Babatunde was moved to take action to improve the relationship and understanding between police officers and youth in Baltimore. His outreach, experience, and research showed that there were many misunderstandings, and that effective communication was lacking. He found that youth were frustrated by the judgment and mistreatment they received from police officers, and police officers were feeling disrespected by youth in the community.

#### Impact to date

To date, Babatunde's workshops have received positive feedback on changing perspectives. He provides the following survey data: 92% of officers found trainings "helpful," 80% learned something new about youth, 58% of officers participating in the training said they will change their behavior towards youth.

#### Project overview

Through the youth-led organization, New Lens (an extension of Kids on the Hill), Babatunde filmed interviews with police officers and youth of Baltimore and facilitated workshops to improve understanding of different perspectives by each group, intending to lead to stronger relationships and more productive interactions. He also trained young people to better know their legal rights, so that youth would feel prepared to stay calm but ensure that their interactions with police were fair and legal.

#### Future plans

Babatunde plans to further his work by teaching additional courses in high schools around rights, the law, and how to de-escalate conflict with police officers. He also will collaborate with other neighborhood groups to promote civic engagement to reduce conflict with the law before it happens, and produce another documentary to take this work to the next level.