

Prize Winner Video Guide: Emily-Anne

Time: 20-30 min

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

Skills: Appreciating similarities and differences, Communication, 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, Emily-Anne 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 Emily-Anne's video and read her 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...



- Upper Elementary School age participants or older (age 8 and up)
- 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 Emily-Anne's online profile ([click here](#)) and WeStopHate.org 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 Emily-Anne's story.
- Select extension activities, if desired.



Tip: Consider how you will introduce and contextualize the video to ensure participants understand the issues Emily-Anne's project addresses (bullying, self-esteem, self-love, etc.)

Discussion

Watch Emily-Anne'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 Emily-Anne's project, ask:

- What do you think it took for Emily-Anne to move from feeling upset and humiliated to feeling strong and powerful? How does her project make other people feel strong and powerful?
- What parts of Emily-Anne's project did you find particularly useful or inspiring? What do you think made her project effective?
- Emily-Anne succeeded in mobilizing thousands of young people, supporters, and even celebrities. Why do you think her project inspired so many people to get involved?



To invite participants to think more deeply about Emily-Anne's approach, ask:

- Emily-Anne's project seeks to address a problem (bullying) that she experienced herself. What are some advantages to addressing a problem that you face directly? What are some of the challenges? How might Emily-Anne's project have looked different if she had witnessed this problem but not experienced it directly?
- Emily-Anne's project addresses bullying in a very different way from many adult-driven bullying prevention programs. How did Emily-Anne's unique perspective as a young person impact the way she structured her program? How do you think her perspective as a young person enhances her work? What are some of the struggles or challenges a youth-driven program may face?



To invite participants to explore how they might apply Emily-Anne's approach to their own lives, ask:

- One of Emily-Anne's big ideas is that teens who feel good about themselves won't put other people down. What do you think of this idea? What has been your experience with the connection between self-esteem and bullying?

- If you were put in charge of solving the problem of bullying in your school, what would you do?
- Emily-Anne said that it is her “life’s work to turn self-hatred into self-love.” How does one figure out what his or her life’s work is? What do you think is your life’s work?

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 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](#))
- Think about a problem your own community faces. How might an approach like Emily-Anne’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.
- Start a video campaign! Come up with one question related to your cause (“What do you love about yourself?” “What makes you feel safe?”), and ask friends and acquaintances to post videos on YouTube of themselves answering it.



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](#).

Emily-Anne

We Stop Hate

Williamsburg, Virginia

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Mission

Building teen's self-esteem through social media and school programs to combat bullying and promote kindness to self and others

Summary

Emily-Anne has taken her traumatic personal experience with bullying as a child and transformed it to fuel a national campaign that engages youth in designing and sharing content and stories to promote positive “teen esteem.”

Motivation

As a child, Emily-Anne was severely bullied by her peers. However, she slowly gained self-confidence, and by age nineteen, she fully recognized the benefits of accepting herself for who she is. Emily-Anne believes that it is her life's duty to help others turn self-hatred into self-love.

Impact to date

Eight months after its launch, We Stop Hate was ranked the 27th “Most Subscribed (of all time)” nonprofit YouTube channel. It has received nearly a million total video views from over 100,000 teens across the world. On average, each of the videos attracts over 10,000 views and receives 250 comments.

Project overview

Emily-Anne created We Stop Hate, a program aimed to change the way teens view themselves through the power of online videos and social media. She focuses on “teen-esteem” because she believes that only when we see a rise in self-esteem will we see a decline in bullying. In addition to the video campaign, We Stop Hate has implemented several other programs: a Tumblr campaign in which young people write positive letters to themselves, school-based We Stop Hate Clubs, and a nationwide “Natural Day,” where students take the day off from styling their hair or wearing makeup. We Stop Hate is a call to action to teens to stop hate towards themselves, towards others, and from others.

Future plans

Emily-Anne plans to build on the success of her online platform to create school-based clubs that create safe spaces and further We Stop Hate's mission.