Fran Schmidt and Alice Moffat-Friedman are two of the founders of the Grace Contrino Abrams Peace Education Foundation.

Fran and Alice have co-authored many of the Foundation’s curricula, including Peacemaking Skills for Little Kids, Creative Conflict Solving for Kids, Fighting Fair: Dr. Martin Luther King, Jr. for Kids, and Mediation for Kids. Their materials are currently being used in more than 20,000 schools and school districts worldwide.

They have received many awards for their work including the National Educational Film & Video Festival’s Silver Apple Award, the Golden Balloon Award by the World Children’s Day Foundation at the United Nations, the Common Cause Public Service Achievement Award, and the Martin Luther King, Jr., Vision Award for Culture.

Fran was an educator in the Miami-Dade County (Florida) Public School System for 28 years, where she developed and coordinated the system’s conflict resolution and peer mediation programs.

Alice, a native of Vancouver, Canada, was an elementary school teacher for more than 20 years.

Chuck Bryant became a staff trainer for the Peace Education Foundation in 1994 after using its materials for nine years in the Miami-Dade County Public Schools. He oversees the Foundation’s Training Institute and on-site trainings, and conducts workshops throughout the U.S., Canada, the Caribbean, and Latin America.
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ABOUT THE SERIES

The Peace Scholars Series has been written in response to teachers’ requests for grade-specific curricula. It speaks more meaningfully to students in grades three, four and five, who are generally ready to take to a deeper level the concepts that we hope they have begun learning in kindergarten, grade one, and grade two. We believe that students at this stage can apply these peacemaking skills in their own lives and relationships.

We hold that peace education embraces the physical, emotional, intellectual, ethical and social growth of children within a framework deeply rooted in traditional values of trust, fairness, cooperation and non-violence. We believe that this approach in grade five will facilitate learning the skills necessary to become creative, confident, non-violent problem solvers, as well as develop healthy social competencies and respect for others.

The philosophy and principles of the Peace Education Foundation were developed by experienced, successful teachers who believe that peacemaking can be taught and that these peacemaking lessons can help people live a more joyful, productive, and caring life. We truly believe that the teacher who opens the minds and hearts of students to these concepts of each individual’s worth, and to deeper dimensions and values, gives them a precious lifetime gift that will enrich themselves, their community, and the world.
“All humanity is one undivided and indivisible family, and each one of us is responsible for the misdeeds of all the others.”

— Mohandas Gandhi

Many studies have been conducted to determine which instructional strategies have the greatest positive effect upon student achievement. One of the most respected researchers in this field, R.J. Marzano, worked with colleagues to determine which strategies most greatly affected achievement scores when contrasted against a control group. The researchers identified the following categories:

- Identifying similarities and differences (in-class and take-home work that involves comparison and classification or metaphors and analogies)
- Summarizing and note taking (asking students to take notes, generate verbal/written summaries, and revise each of these)
- Reinforcing effort and providing recognition (acknowledging effort during and at the end of a unit)
- Homework and practice (assigning homework and providing specific feedback, practicing the skills and procedures that have been the focus of instruction)
- Nonlinguistic representations (asking students to generate content through pictures, graphic organizers, models, role play or mental images and to make revisions to each)
- Setting objectives and providing feedback (setting goals and providing feedback for students, asking students to do the same for themselves)
- Generating and testing hypotheses (having students engage in projects that generate and test hypotheses through problem solving, decision making, investigation, experimental inquiry, systems analysis, or invention tasks)
- Questions, cues and advanced organizers (prior to presenting new content, asking students what they know about a topic, linking the topic to those previously studied, and/or providing ways to organize, and to think about the content)
- Cooperative learning (when appropriate, organizing students in cooperative or ability groups)

It is important to note that not every lesson can—or should—include all of these strategies. Rather, each strategy should be considered when teaching a lesson, with only the most appropriate and useful strategy or strategies used. The Peace Education Foundation has taken steps to do just that with this curriculum.
Poor school culture has been cited as a leading cause of student alienation, bullying and teacher turnover. In contrast, a school that offers a culture in which student and teacher behavior is positive, children can learn, and the climate is caring and friendly, can reduce discipline incidents, improve academic performance, and increase efficacy, affiliation, and attendance among both students and teachers.

Peace Scholars: Creative Conflict Solving incorporates current research and theoretical perspectives that foster this caring climate. This represents four key approaches:

**A model for cooperative learning and critical reflection**

Several of the learning experiences are structured through a cooperative learning model in which students work in groups. The activities are based on research that points to the need for skill acquisition in both pro-social skill development and anger management. This model includes:

- cooperative learning groups that foster interpersonal connectedness
- higher-order thinking and developmentally based skill construction
- conflict resolution skills
- peer refusal skills
- anger reduction and aggression control
- violence prevention
- empathy development and perspective taking
- creative problem solving
- social action empowerment

**Pathways to multiple intelligences** (Gardner, 1993)

The curriculum respects the ways that adolescents acquire knowledge.

- linguistic
- logical-mathematical
- spatial
- musical
- bodily kinesthetic
- interpersonal

**Dimensions of learning instructional approach** (Marzano, Pickering & McTighe, 1993)

This approach helps teachers develop curriculum-based performance assessments.

- **DIMENSION 1**: Attitudes and Perceptions—instills hope and self-efficacy
- **DIMENSION 2**: Acquire and Integrate New Knowledge—inspires new knowledge
- **DIMENSION 3**: Extends and Refines Knowledge—provokes higher-order thinking
- **DIMENSION 4**: Uses Knowledge Meaningfully—applies learning in new settings
- **DIMENSION 5**: Uses Productive Habits of the Mind—reflects critically on personal experience for life-long learning and moral behaviors

**Dimensions of multicultural education** (Banks, 1994)

The curriculum infuses respect for diversity and incorporates elements central to multicultural education.

- **DIMENSION 1**: Content Integration—introduces peace heroes from diverse groups
- **DIMENSION 2**: Knowledge Construction—encourages new forms of thinking
- **DIMENSION 3**: Prejudice Reduction—examines stereotyping and prejudiced thinking
- **DIMENSION 4**: Equitable Pedagogy—practices cooperative education strategies
- **DIMENSION 5**: Empowering School Culture—establishes a classroom climate of democratic and respectful interaction
THE PEACEABLE CLASSROOM

Whatever your teaching setting or time frame, the way you conduct yourself provides the first opportunity for children to learn peacemaking skills. Adults set the tone in the classroom, the guidance group, the after-school session. Some of us come from the school of warm and fuzzy; others have a more reserved and formal feel, even a somewhat rigid structure. Whatever your setting or style, the central dynamic to teaching peacemaking skills begins with cultivating an atmosphere of sincere caring and deep respect for each person, in which you model the skills you expect your students to use.

You can teach math or science in an isolated time block every day. You cannot expect peacemaking skills to catch on if you limit it to that block. Certainly we hope you have a consistent time slot for the peace lessons, and that you plan them as thoroughly as you plan your core curriculum. Still, peace requires involvement on a moment-by-moment basis, when you apply the curriculum to everyday events.

You teach peace in how you respond to a question from a student who clearly didn’t listen to your explanation of how to make a graph, or to the scowl on a student’s face when he comes in tardy and throws his books down on the desk. You teach peace when two students start arguing over who lost the game, and you use the example of, for example, “the Wise men and the Elephant.” Ask them: “What did we learn yesterday about the elephant? Right, that each person sees a different part of the story. Tell you what: you two stand right over here, each of you listen to each other, like we did with the six blind men and the elephant, and when I come back in two minutes, I’ll expect each of you to tell me how the other person sees this conflict, and why that viewpoint can make sense. Then we’ll see what we need to do next. I know you can do it.” Ten seconds here, two minutes there; an encouraging remark, a little wink, a pat on the back; greeting students at the door with a smile for every one; calling parents with unexpected good news. These provide the most meaningful and durable opportunities to cultivate Peace Scholar skills.

To the extent that you use the curriculum as a basis for shaping these moment-by-moment opportunities, you create a peaceable classroom. To the extent that all teachers use these dynamics, they create a peaceable school. Research indicates that even diligent use of peace skills can still take several years to forge a new culture in a school. We consider it time well invested.

The fact that adult modeling comes first doesn’t mean you must practice all peacemaking skills perfectly. When you realize you’ve said or done something less than appropriate, do exactly what you want your students to do: sincerely take responsibility by acknowledging your error deliberately and concretely, specify what you could have done better, make amends as needed—and get back to work.

If we adults do not consciously make the effort to improve our own skills, if we do not deliberately and expressly take responsibility for our own words and acts under stress or when we feel angry, then we have no moral authority to expect children to do any better.

Conversely, as we do consciously and honestly address our own behavior, owning up to our mistakes and moving ahead, we gain more moral authority to expect young people to do as we do—mistakes and all.

RESILIENCY

Teaching peace correlates strongly with recent decades’ research on protective factors which foster resilient children who not only survive but even thrive despite significant personal obstacles and even trauma. Research identifies four factors common among resilient children:

1. Social Competence: Peacemaking cultivates qualities of responsiveness, flexibility, empathy, caring, communication skills, and a sense of humor to help children cope with their own problems and relate better to others’.
2. Problem Solving Skills: Peacemaking emphasizes skills to think abstractly and flexibly, and to try alternate solutions for any kind of problem. We apply the concepts and skills to everyday conflicts.

3. Autonomy: Whether we focus on “strong sense of independence,” an “internal locus of control,” a “sense of power,” “self-discipline,” or “impulse control,” peacemaking skills emphasize students’ abilities to make their own decisions responsibly regardless of how others act. They build up their own self-worth not in platitudes but in ability and effectiveness.

4. Sense of Purpose and Future: Resilient children demonstrate persistence, hopefulness, hardiness, belief in a bright future, a sense of anticipation, a sense of a compelling future. Peacemaking skills implicitly and explicitly teach students that they can learn to direct their own lives.

Bonnie Benard’s landmark paper *Fostering Resiliency In Kids* identifies three particular components in the home, school, and community that facilitate resiliency:

1. **Caring environment.** Analogous to practices of the Peaceable Classroom. Whatever else your personality and teaching approach entail, students must know that you genuinely care. Lessons that relate to honest awareness and expression of feelings provide ample opportunities to show caring and compassion. Shouldn’t this come from the home? Yes, it should. But then, shouldn’t all parents read to their young children every night? Shouldn’t all parents hug their children every day? Shouldn’t all parents make time to visit the classroom occasionally? Yes. Do they all? Unfortunately, no.

   No one can replace parents. But we can genuinely, sincerely care for young people. And when enough adults convey that secure, unconditional acceptance, children understand: “School’s a good place for me. Good things happen here. Even when I do make mistakes, people here don’t yell at me or hit me. They help me think about what I did and what I can change.”

2. **Positive expectations.** We need to tell students, “I expect you all to master this vocabulary list,” “I believe you’ll get this long division thing if you keep at it,” and “I expect you all to use your I-Statements and your Anger Management Plans.” But the words alone will not suffice. We must buttress our expectations with diligent support and skill-building, constantly helping students reach higher. Whatever the goal—finishing high school, resisting peer pressure to participate in harmful activities, or taking a deep breath and walking away from an insult, rather than launching into a fight—we have to help children do these things.

3. **Meaningful participation.** Young people need opportunities to take on increasing responsibilities. It can start with something as simple as collecting papers, cleaning desks, a group discussion of how to re-structure the afternoon. It can expand to group circle time or serving as a mediator to help others settle disputes. It can involve letters to the editor, a class project cleaning up a beach or a park, or “adopting” a grandparent in the nursing home. Children need opportunities to do something positive, to make a difference, to have an impact.

   When adults encourage this attitude and involvement, provide skills, and serve as mentors, some young people will go on to apply their skills elsewhere.

   We teach peace with faith that to whatever extent they internalize these ideas and actions, their lives will improve, they will learn better. We must give children the support they need to live up to our high expectations that we expect them to change their own lives, and change the world. And they will. This conviction we consider indispensable to the best teaching of peace.
Dear Teacher,

You have the key role in making Creative Conflict Solving for Kids meaningful and exciting. We encourage you to modify and adapt the lessons to reflect your students’ local needs and issues. Many teachers, counselors, and other youth workers may present these concepts in many different styles and settings. Whatever your setting, we consider it vital that you encourage cooperation, group interaction, and graduated risk-taking in a non-threatening, non-authoritarian manner.

**LESSON COMPONENTS**

*Teacher’s Prep* identifies materials required and other specific tasks to complete before beginning the lesson.

*Conceptual Base* identifies the focusing idea of each worksheet within a unified framework. The sequence builds an overall understanding of the concepts and skills of conflict resolution.

*Objectives* describe specific outcomes desired from the lesson. However you interpret the rest of the lesson, keep it focused on the conceptual base and objectives.

*Vocabulary* suggests terms that you may need to define before or during the lesson.

*Time* suggests a likely estimate, which may vary considerably according to how thoroughly you’d like to process discussion and extensions.

*Introduction* provides sample statements for getting under way.

*Activities and Discussion* lay out a line of thought for each worksheet. Familiarize yourself with it before directing student attention to a worksheet. Discussion questions offer students the opportunity to interact personally, examine their values and perceptions, and build on basic concepts.

*Skill Practice* provides students a structured opportunity to practice a distinct social competency skill and receive feedback on his or her application. (See *Teaching Techniques*)

*Closure* provides suggested statements for concluding the activity.

*Extensions or Alternatives*, as indicated by need, and subject to available time, help students further explore the topic. According to your group dynamics or particular issues, you may find some of these more useful for the central process.

*Infusion* offers ideas for teaching or extending the lesson through content areas such as language arts, social studies, science, art, etc. Integrating Conflict Resolution concepts offers a unified theme for all aspects of your curriculum. You can discuss literary selections, historical events, films, current events, etc., within a basic problem-solving framework such as:

1. Specify the conflict or problem.
2. Who is involved?
3. What events led to the conflict?
4. What feelings, needs, perceptions, or values shaped the interactions? How?
5. What effect did the conflict have on each person involved?
6. What alternatives/choices did the disputants bring up?
7. How else could the conflict have ended? What would you have done? (This provides a good opportunity for visualization, role-playing, and creative writing.)

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Also consider using these lessons as a precursor to lessons in other content areas (e.g., “We’ve just seen how the role of perception has an effect on whether conflicts get better or worse. Keep this in mind tomorrow when we read some of our essays on the Industrial Revolution. Think about why some people saw it as a great benefit and others saw it as a threat.”)

TEACHING TECHNIQUES

**Modeling** serves as the most important starting point. It teaches every student, every minute of the day. The way you talk to your students, your body language, tone of voice, and the way you handle conflict, can create a nurturing environment in your classroom where students’ self-concepts can grow as they become competent decision makers. You must provide an environment where children can take risks as they explore and learn responsible behavior patterns. Particularly for skills such as I-Statements, students need to hear you using the formula daily, long before you ever teach the lesson.

**I/You/We Win** techniques help both you and your students process conflicts realistically and constructively.

- a. Acknowledge and legitimize all sides’ feelings of anger, frustration, and hurt.
- b. Offer choices.
- c. Leave physical space when you must confront. Cornering a student makes him/her lose face in front of peers and leaves the victim more likely to attack, or withdraw with unresolved hostility.
- d. Look for a win/win situation where you can teach and your student can learn (your common goal) in an environment of trust and respect.
- e. Use caring language. Put-downs and threats escalate conflicts and breed hostility and revenge.

**Brainstorming** can effectively gather ideas on what to do about a specific issue or problem. State the problem and ask a key question such as, “What could _______ do in this situation?” Then the brainstorming group suggests many ideas without discussing or criticizing them. Keep the atmosphere absolutely non-judgmental. Accept all ideas without comment. No matter how wild or unusual an idea seems, it may serve as a springboard to a new and creative way of looking at a problem. Record ideas on chart paper or the board. Categorize, simplify, and then evaluate. Discuss and develop those ideas which seem most relevant.

This process gives students the opportunity to build on each other’s ideas as they define problems and explore possible solutions. Brainstorming can happen in small groups, or with the total class. Brainstorming can find its way into every subject.

**Roleplaying** provides opportunities for students to respond to conflicts and become aware of how those responses escalate or de-escalate a conflict situation. Role-playing allows students to take risks and practice new responses within a non-threatening environment.

The role-playing process may include:

- a. **Skits**—present a problem to be resolved. Freeze skits at any point to let students observe escalating and de-escalating factors and suggest alternate endings. This technique helps students develop decision-making skills.
- b. **Role-reversal**—puts students in the other person’s shoes and gives a different perspective of the problem. When students reverse role play, they develop an empathy for the feelings and needs of the “other side.” This important technique helps cultivate perceptual skills and increase understanding.
USING THE TEACHER'S GUIDE

c. **Puppetry**—offers a prop with which students can talk more freely in a non-threatening way. Make simple puppets from common items such as paper bags, socks, popsicle sticks, paper.

d. **Simulations**—give students an opportunity to explore choices within a structured framework. Examples include historical (settlers/natives), contemporary (wetlands/development), or future (overpopulation/food) conflicts. This technique gives students a meaningful situation in which to explore values and apply perceptual and decision-making skills.

**Skill Practice**, especially through roleplay, enhances students’ retention and application of new concepts and skills. While the steps for facilitating each skill practice are detailed in each lesson, the following general points will help ensure reliable results.

1. Skill Practice gives students a structured, low-pressure opportunity to practice a new skill with people who support them and want them to succeed. Once students have had adequate practice, they will be more competent and likely to use the skill in real life. Encourage students to act realistically, and still respond to the skills the other students try out. Discourage students from entertaining other students by over dramatizing their role, or undermining their partners’ efforts.

2. In some cases, we provide scenarios in which a particular skill will likely be useful. In other cases, students suggest and brainstorm their own real-life scenarios.

3. We provide the steps involved in using each skill. Make sure students understand each step as you model the skill for them. Students need to see what a person says and does to actually use these new skills. In most cases, you will need a student volunteer to help you model a new skill. When you model the skill, the student’s role is usually to incite the need for, or respond to, your use of the skill.

4. Once you have modeled a skill, solicit feedback from the class. Let students see that everyone, including adults, can benefit from constructive information regarding their use of a new skill. Feedback should not become a free-for-all critique. Keep it focused on how effectively participants used each of the skill steps.

5. Have students form pairs or trios for practicing a skill. This will provide an observer who can offer feedback. Avoid pairing students who are experiencing real-life conflict with each other as they may act out or escalate that conflict, despite your instructions.

6. Rather than have students practice new skills individually in front of the class, allow them to remain at their desks as all students practice simultaneously. This can increase students’ comfort level, rather than put a “spotlight” on them. While students practice, circulate among them to coach, prompt, and redirect their efforts. Once students develop competency in a particular skill, ask volunteers to model for the class. This is a good indicator if a student will feel comfortable using a new skill in a public, real-life situation.
1. Students line up alphabetically by first name or last name. Count off groups.
2. Students line up by birthday (month and day only, not year). Count off groups.
3. Standard playing cards offer several possibilities. Remove the Aces and face cards to create a 36-card deck. Shuffle these cards, distribute them, and then group students according to criteria such as:
   a. Groups of four: all 2’s, all 3’s, etc.
   b. Eight groups of four or five: cards 2–5 and cards 6–10 in each suit.
   c. Eight groups of four or five: all odds or all evens from each suit.
   d. Larger groups of up to nine: all cards (2–10) by suit.
4. Make your own cards. Below we offer a sample set of 42, built on a matrix of seven rows (shapes) and six columns (colors). On each card, draw the simple shape using the color specified.

```
red square   orange square   yellow square   green square   blue square   brown square
red circle   orange circle   yellow circle   green circle   blue circle   brown circle red
star         orange star     yellow star     green star     blue star     brown star red
triangle     orange triangle yellow triangle green triangle blue triangle brown triangle
red clover   orange clover   yellow clover   green clover   blue clover   brown clover
red diamond  orange diamond  yellow diamond green diamond blue diamond brown diamond
red heart     orange heart    yellow heart    green heart    blue heart    brown heart
```

A subset of 5 x 6 gives a neatly-balanced set for a class of 30, but a subset of, for example, 7 x 4 (plus 2 “wild cards” for a class of 30) lets you vary the group dynamics with a larger group (seven members) or smaller (four members).

You may use these cards as a long-term references for grouping. Have students print their names on their cards and tape them to their desks, or post them on the wall according to seating assignments (and substitute teachers will love it). Whenever you need small groups, just call out, “Ready for group work—this time by color (or shape).” For more variety occasionally, you may opt to shift someone: “Now that we’ve formed our shape groups, I want the red and the blue person in each group to move to the group to your right.” (You have to decide whether the possible disruption of temporarily breaking up an “established” group offsets whatever new interactions and learning it may generate.)

Whatever your strategy, use your groups to enhance students’ opportunities for greater learning, more varied interaction, and community-building,
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# Skills Chart: Creative Conflict Solving

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Teacher

"I have come to a frightening conclusion. I am the decisive element in the classroom. It is my personal approach that creates the climate. It is my daily mood that makes the weather.

"As a teacher, I possess tremendous power to make a child's life miserable or joyous. I can be a tool of torture or an instrument of inspiration. I can humiliate or humor, hurt or heal. In all situations it is my response that decides whether a crisis will be escalated or de-escalated and a child humanized or dehumanized."

Dr. Haim Ginott
TEACHER’S PREP:
Each student needs a copy of the Pre/Post Test (page xxiii).

CONCEPTUAL BASE:
Administering the Pre/Post Test to your students at the beginning and end of this unit will gauge changes in students’ knowledge of and attitudes regarding conflict resolution.

OBJECTIVE:
To find out what students know about conflict resolution and which topics may need more emphasis

TIME:
10-15 minutes

INTRODUCTION:
“Let’s spend a few minutes finding out what our class knows about conflict resolution. When I say ‘Begin,’ start the test. Please don’t worry if you don’t feel sure about an answer or don’t know what a term means. You won’t be graded on this test, nor will it affect your grade in this class in any way. Just relax, follow the directions and answer what you can.”

ACTIVITY:
1. Hand out a test form to each student without any discussion or definition of terms. Have them write their names on their forms.
2. Tell students to begin. Once students finish their tests, have them return the forms to you.
3. Review the results to determine which lessons may need more emphasis, particularly if you know you don’t have time to teach the entire unit.
4. Hold these for comparison with the post-test at the end of the unit. (See “Goal Setting and Post-Test,” page T-126)

CLOSURE:
“Thank you. Please put down your pencils and pass your tests forward.”
A. DIRECTIONS: Read each statement carefully. Circle T for true or F for false.

1. Conflicts happen every day. T
2. In most conflicts, one side is right and one side is wrong. F
3. Listening to understand the other person’s side is an important step in solving most conflicts. T
4. We can eliminate or prevent all conflicts. F
5. Whether a behavior is appropriate or inappropriate may depend on when and where it happens. F
6. Inappropriate behavior can start a conflict. T
7. People cannot change their behaviors. F
8. People all over the world have the same basic needs. F
9. Unmet needs can lead to conflicts. T
10. People can learn to solve conflicts without violence. T
11. A conflict can have only one winner. F
12. Calling someone a name is a form of bullying. F
13. Frustration always leads to violence. F
14. We can learn to control our anger. T
15. Adults do not have conflicts. F
16. We can use conflicts constructively. T
17. What we say or do can either escalate or de-escalate a conflict. F
18. Even when we feel angry, we can behave respectfully. F
19. Embarrassing or humiliating another person can prevent the conflict from being resolved. F
20. Learning to handle conflict responsibly requires practice and skill. T

B. DIRECTIONS: Match the letter of the correct definition in the blank.

1. consequences a. a plan of action to solve a problem
2. strategy b. a disagreement or struggle over respect, ideas, values, or things
3. values c. total ways of acting; everything we say and do
4. resources d. choices we have in dealing with any problem or anger
5. alternatives e. the results of what we do
6. frustration f. giving up something to help settle a dispute
7. scapegoat g. everything we can use to help solve a dispute: skills, ideas, intelligence, experience, creativity, etc.
8. behavior h. an unpleasant feeling that may result from not getting what we want when we want it, or feeling unable to change a difficult situation
9. compromise i. what we feel strongly about or believe to be important
10. conflict j. a person or thing unfairly blamed or punished for others’ guilt, mistakes, or frustration
A. DIRECTIONS: Read each statement carefully. Circle T for true or F for false.

- **T** 1. Conflicts happen every day.
- **F** 2. In most conflicts, one side is right and one side is wrong.
- **T** 3. Listening to understand the other person’s side is an important step in solving most conflicts.
- **T** 4. We can eliminate or prevent all conflicts.
- **T** 5. Whether a behavior is appropriate or inappropriate may depend on when and where it happens.
- **F** 6. Inappropriate behavior can start a conflict.
- **F** 7. People cannot change their behaviors.
- **F** 8. People all over the world have the same basic needs.
- **F** 9. Unmet needs can lead to conflicts.
- **T** 10. People can learn to solve conflicts without violence.
- **F** 11. A conflict can have only one winner.
- **T** 12. Calling someone a name is a form of bullying.
- **T** 13. Frustration always leads to violence.
- **T** 14. We can learn to control our anger.
- **F** 15. Adults do not have conflicts.
- **F** 16. We can use conflicts constructively.
- **T** 17. What we say or do can either escalate or de-escalate a conflict.
- **T** 18. Even when we feel angry, we can behave respectfully.
- **F** 19. Embarrassing or humiliating another person can prevent the conflict from being resolved.
- **T** 20. Learning to handle conflict responsibly requires practice and skill.

B. DIRECTIONS: Match the letter of the correct definition in the blank.

- **_____** 1. consequences
- **_____** 2. strategy
- **_____** 3. values
- **_____** 4. resources
- **_____** 5. alternatives
- **_____** 6. frustration
- **_____** 7. scapegoat
- **_____** 8. behavior
- **_____** 9. compromise
- **_____** 10. conflict

- **a.** a plan of action to solve a problem
- **b.** a disagreement or struggle over respect, ideas, values, or things
- **c.** total ways of acting; everything we say and do
- **d.** choices we have in dealing with any problem or anger
- **e.** the results of what we do
- **f.** giving up something to help settle a dispute
- **g.** everything we can use to help solve a dispute: skills, ideas, intelligence, experience, creativity, etc.
- **h.** an unpleasant feeling that may result from not getting what we want when we want it, or feeling unable to change a difficult situation
- **i.** what we feel strongly about or believe to be important
- **j.** a person or thing unfairly blamed or punished for others’ guilt, mistakes, or frustration
SECTION I

Building Community
A Letter from the Authors

CONCEPTUAL BASE:
The kind of world we live in depends on our choices and actions. Peace begins with the individual.

OBJECTIVES:
1. To introduce the concept of “peacemaker”
2. To promote thought on personal values related to peacemaking

VOCABULARY:
peacemaker

TIME:
5-10 minutes

INTRODUCTION:
“Let’s read this letter together.” (either silent individual reading or individuals reading portions aloud)

ACTIVITY:
1. Refer students to page S-1.
2. Have students read the letter, silently on their own, or individuals reading portions aloud.

DISCUSSION:
“Do you agree with Chris’s comments?”
“What does the word ‘peacemaker’ mean to you?” (Guide discussion to emphasize not only results, but anyone’s efforts at peacemaking.)
“The authors say that peacemaking begins with you. What do you think that means? What can students your age do to make this a more peaceful world?” (Emphasize local, immediate applications.)
“Do you know of any people who work to help make this a better world? What do they do?”
“What does it mean to think creatively?”
“What do the authors have in mind when they say ‘the choice is yours’?”

CLOSURE:
“This brings together some ideas about what we want in our world. That world changes according to how we live each day, and what we do with our own disagreements and disputes here at school. These lessons will help us today, and they’ll help us throughout life as we find problems we want to solve.”

EXTENSIONS OR ALTERNATIVES:
Close your eyes and make believe you see a movie screen spread out in front of you. On your movie screen, see what a world at peace looks like. What sounds do you hear? What do you see people doing? How do they act toward one another? What else do you see on your screen? (Continue for about a minute. Discuss and illustrate.)
INFUSION:

*Music:* Learn and perform “Let There Be Peace On Earth.”*

*Art:* Create a bulletin board with student artwork on peace entitled, “The World I Want to Live In” or “My World,” or a similar title, or invite students to name the board.

*Social Studies/Language Arts:* Write letters, individually or as a class, to the editor of a local paper expressing students’ desire for a more peaceful world in the context of any current events, locally or worldwide.

Dear Student,

Your teacher is giving you a special opportunity to explore new and constructive ways of dealing with conflicts that students your age face every day. We would like to share some comments made by Chris, a twelve-year-old boy in the sixth grade:

“Sometimes I think that people don’t care about each other. We push, shove, and fight over little things. We say and do cruel things to our family and friends.

“I see a lot of violence on television. In school we talk about world problems. I read about people who do not have enough to eat or clean water to drink. Our environment is becoming more and more polluted.

“Instead of nations working together to solve these problems, they seem to put so much energy and money into weapons. I worry that some day I will have to go to war. In fact, I worry that some day there will be a nuclear war and the whole world will die.

“I don’t like what I see around me and I especially don’t like some of the things I do. I know I care, but what can one person do?”

Fortunately, many people do care and do work together to build a more peaceful world. We have a challenge: to think creatively about conflict and find new ways that we can use to deal with it without hurting ourselves, others, or our world.

Peacemaking begins with you. You now have the opportunity to learn the skills and ideals of peacemaking. Never before has this challenge faced us more urgently. The choice is yours to make.

Sincerely,

Alice Friedman

from Schmidt

Sincerely,
I Am Somebody/Peace Scholars

CONCEPTUAL BASE:
A sense of community and belonging lays the foundation for working together to solve conflicts. We begin by learning more about each other.

OBJECTIVES:
1. To give students an opportunity to reflect on and disclose significant information about themselves
2. To increase understanding of each other’s interests and abilities
3. To foster an atmosphere of acceptance and appreciation

TIME:
15 minutes

VOCABULARY:
community, belonging, Peace Scholars

INTRODUCTION:
(Tailor this to how well your students already know each other) “Some of us already know many others here. But we always go on growing and changing. We all have things unique to us, and things that we share with others. Let’s find out more about each other.”

ACTIVITY ONE:
1. Refer students to page S-2.
   “What does the title mean?”
   “Why does seeing yourself as a ‘somebody’ matter?”
   “Why do we see everyone as ‘unique’?”
2. “Let’s see how this applies to each of us.” Have students complete the T-shirt and balloon activities.
3. Have students share in small groups or with the whole class one thing about themselves and about one other person who has not yet been introduced.

DISCUSSION:
“How can some of our traits help us get along together well in this class?”

ACTIVITY TWO:
1. Refer students to page S-2. Point out Stretch Your Learning at the bottom of the page.
2. Using additional paper, have students design shirts to identify themselves as ‘Peace Scholars,” indicating that we will go about the process of learning to make peace. Instruct them to use that name somewhere on their shirts, and to decorate them with peace oriented images and words. They may also incorporate elements about themselves from the first activity.

If you can get a batch of plain T-shirts for your students, perhaps through a civic group, a grant or fundraiser, or a community partner, have students create actual Peace Scholar shirts. You may want to have the class agree on a single design element that every shirt should have, in addition to each student’s individual decoration. Students can wear them for special occasions, peace presentations, field trips, etc.
I Am Somebody/Peace Scholars (Continued)

CLOSURE:

“Each of us has special interests, some of which we share with others here. As we work through these lessons on solving conflicts, we’ll learn more about each other. Each of us will bring something useful to the process of getting along better. We can all become Peace Scholars.”

EXTENSIONS OR ALTERNATIVES:

1. “What does ‘personality’ mean? Do we learn our personality, do we create it, or does it come automatically? Can personality change? How?”
2. “What traits make up a ‘nice’ personality?” List responses on board. Have students prioritize them by consensus.
3. Create a bulletin board of the shirt designs. Students may enjoy guessing who created which shirt.
4. Make posters, collages, and cartoons, or write poems, depicting several caricatured personalities. Positive examples: listening, caring, happy, pleasant, sharing, encouraging. Negative examples: snob, show-off, bully, tattler, bossy, bragger, whiner, etc. Discuss what these personalities do that may affect what happens during a conflict.
5. Have students put a stamp-pad thumb imprint on their page and examine it with a magnifying glass. Have students compare each other’s thumbprints. Inform students that everyone’s thumbprint is unique and special.

INFUSION:

Language Arts: Read and discuss Emily Dickinson’s poem, “I Am Nobody.”* Compare it to the point of this lesson. Why would someone feel like this?

Math: Using results from Extension #2 above, present student responses as statistical data for charts and graphs. Convert between fractions and percentages.

Art: Specify the media, technique, or style for decorating the shirts.

* http://www.glaced.digitalspace.net/cgi-bin/dickinson/imnobody.html
Decorate the shirt with colors, designs, and/or words that best describe you.

Fill each balloon with something you take pride in about yourself, or something you enjoy doing.

STRETCH YOUR LEARNING
Design your own Peace Scholar shirt. What words and images identify you as a Peace Scholar?
Three About Me

TEACHER’S PREP:
Have three or four index cards for each student. Note: Use this activity only when students know each other well and the classroom has become a reasonably safe place so that students are less likely to make fun of each other.

CONCEPTUAL BASE:
A sense of community and belonging provides the foundation for working together to solve conflicts.

OBJECTIVES:
1. To give students an opportunity to reflect on and disclose significant information about themselves
2. To increase understanding of each other’s interests and abilities
3. To foster personal risk-taking within an atmosphere of acceptance and appreciation

TIME:
20 minutes

INTRODUCTION:
“We already know a pretty good bit about each other. Today I’d like to see how well we can link up some personal descriptions to each other. This will call on you to demonstrate respect and courtesy as we discuss some things about ourselves.”

ACTIVITY:
1. Distribute a blank card to each student or have each student take out a piece of paper.
2. “In a moment, after I finish the instructions and tell you to begin, I want you to write three sentences that describe yourself. For example, I might write [on the board], ‘I am a very confident person. I enjoy eating pizza. I can stand up to a rude person, but I don’t enjoy it.’” (Make one of your statements fairly superficial, and one of them slightly personal.)
   “You may write anything about yourself, your hobbies, your family, your beliefs, what you enjoy, what you dislike, but do not write your name. When you’ve finished, please turn over your paper, put down your pen, and wait for me to collect the papers. Any questions? Again, remember, you write only these statements, and not your name. Please begin.”
3. Collect all papers or cards.
4. If you feel comfortable distributing these papers in students’ own writing, shuffle and distribute them now, and skip to #5.
   If you have concerns about students recognizing each other’s writing styles, you may want to enter all student responses into a computer, print them, and distribute them to students. Before you do so, number each original student page for reference. Record the reference number of each response so that you can identify the source. Shuffle the papers and distribute one to each student.
5. “Read what this person has written. Think carefully: which person in this room probably wrote this? When you think you know, please go to that person, and explain why you think she or he wrote them. If you guessed wrong, don’t worry. Just think again about the statements, and again try to figure out whom it describes.
   “If someone comes to you with a paper that you didn’t write, first listen to everything the person says.
She or he may have recognized points that do fit you, even if you didn’t write them. Acknowledge whatever the person noted correctly, and then politely clarify why any item does not reflect you.

“Once you’ve found the person who wrote the paper you hold, return the paper and go back to your desk. Some of us will need to wait for someone else while he or she talks to another student. It may take a few minutes before we all figure out whose paper we have. Any questions? Please begin.”

6. Once all students have received their papers, thank students and discuss.

DISCUSSION:

“What did you learn about someone else today, or about how others see you? Any surprises? Anything you didn’t know?”

“How did it feel when someone pointed out something that was true about you even though you didn’t write it? Did you find it interesting that some people can figure out some things like that?”

CLOSURE:

“Sometimes we think we know each other well. Sometimes we do. But it takes a long time to know a person well. And people do change. What described us last year may not still apply. Some things that are true about us today may change before the school year ends, and certainly some will change as we continue growing. Focus on the important thing: for us to get along well in our class, we do benefit from knowing more about each other. Each of us matters. Each person has some interesting and unique attributes.”

“I enjoy learning more about each of you. I hope you feel the same. As we continue with these lessons, we’ll have plenty of opportunities to learn more.”

EXTENSIONS OR ALTERNATIVES:

1. Offer a handout with several stimulus topics. Emphasize that students write their responses to only three of them. Create some that may better fit your own student population. You may want to use some of these:
   - If I could do anything I wanted to this weekend
   - One food I’d eat every day if I could
   - If I could explore anywhere in the world or the universe
   - One thing I like about my family
   - A book I enjoyed reading
   - A game I enjoy playing with friends
   - Something I hate seeing on television or movies
   - The subject I enjoy most in school

2. This slightly more complex version has each student describe one other student. Write each student’s name on an index card and distribute these “reference” cards to the class. (Make sure that no student gets his/her own name.)

   Next, give each student a blank “work” card. Have each student (1) write his/her own name on the back of this card and then (2) write three positive statements on the front of the “work” card about the person on the “reference” card he or she received. Tell students not to write that person’s name on the card. When they finish, make sure that students put away the “reference” card with the other student’s name so other students won’t see it.

   Display the “work” cards on the board or at each writer’s desk. Have students circulate and read the notes written on the “work” cards until they find one they think applies to them.

   When all students have picked a “work” card that they think applies to themselves, have them turn it over to see who wrote the statements. Have students ask the writer whether or not they were the person.
described. If not, the students find out who the writer described and give the card to that student. Once all students have the correct “work” card that applies to them, have them share perceptions and clarify what does or does not match.

INFUSION:

Art: For Extension #2, have students use an art media or style you’ve recently introduced to depict the three things they know or perceive about the other person. They may create any images, designs, etc., but may not use words.

Drama: Students portray their interests or attributes by acting them out, without stating the interest directly in words.

Language Arts: Students write a paragraph on each trait or statement.

Language Arts: Students compile lists of adjectives or adverbs relating to the self-descriptions.

Language Arts: Students write the description in a form recently studied (poem, short story, parody, etc.)

Social Studies: Students identify an historic figure who also demonstrated their self-descriptions. You may require it to represent a certain period of time, a certain part of the world, etc.
SECTION II

Understanding Conflict
Conflict and Me

CONCEPTUAL BASE:
Students need to recognize and understand their own behavioral and attitudinal responses to conflict. Students need to see conflict as natural and normal.

OBJECTIVES:
1. To recognize behavioral patterns in response to conflict
2. To share and clarify ideas on the nature of conflict
3. To assess individual readiness to learn more about conflict

VOCABULARY:
conflict, dispute, disputant, violence

TIME:
20 minutes

INTRODUCTION:
“Let’s see what we think about dealing with conflicts. Please answer these questions honestly.”

ACTIVITY:
1. Refer students to page S-3.
2. For the table, compare actions and feelings.
   a. Distinguish the two. Clarify that responses of “I feel like (doing something)” refer to actions, not feelings.
   b. Validate the feelings and ask for input on whether our actions generally settle the dispute constructively.
   c. Emphasize that we may find conflicts intense and stressful, but they do not have to lead to violence. Conflicts certainly happen routinely—it is “natural and normal”—so we may as well learn better, safer ways to address them.
3. Solicit responses for the agree/disagree continuum.
   a. Nonjudgmentally offer explanations and definitions to promote agreeing with statements 1 and 4, and disagreeing with statements 2 and 3.
   b. Reinforce conflict as distinct from violence: Conflict is inevitable but violence is a choice.
   c. Introduce the idea of “win–win” solutions as an outcome that both disputants consider fair and can live with.
4. Survey responses on the “Yes or No” items.

CLOSURE:
“We have some different opinions about what we consider right and wrong, what helps and what doesn’t help, regarding disputes among ourselves. As we go through this unit, I hope you’ll see more of what I mean when I say that conflict is normal, and that we can learn to work with it better. We’ll find some ways to address our conflicts more safely and reasonably. And as we work together on these, we’ll enjoy class even more.”
EXTENSIONS OR ALTERNATIVES:

1. For the feelings and actions in response to the table, cluster students according to similar responses. Have contrasting groups try to understand how someone else might feel or do something different.

2. For the agree/disagree continuum, have students go to one side of the room or the other to indicate agreement or disagreement; you may prefer four corners, or areas in a line, to specify the “strongly” and “somewhat” qualifiers. Offering a “neutral” area may genuinely reflect students’ view on a given point, but we recommend forcing a stand on either side.

3. Define violence by various standards: physical, emotional, verbal, social. Have students give examples.

INFUSION:

Language Arts: Write a brief essay on a topic such as “How I deal with conflicts,” “One dispute I’d like to handle better,” or “A time I settled an argument peacefully.”

Social Studies: Identify historic figures or groups that have done much to promote peaceful conflict solving.

Science: Identify social issues that cause or have caused many conflicts.

Arts: Create artistic representations of conflict. For this activity, stipulate that “conflict” portrayals may indicate stress, frustration, and anger, but not violence.
### How do you handle conflicts?
**Write your response to each situation.**

<table>
<thead>
<tr>
<th>Situation</th>
<th>What I Usually Do</th>
<th>How I Feel</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. When someone blames me for something I didn’t do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. When someone pushes or hits me for no reason</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. When someone calls my mother a name</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. When someone takes something of mine without asking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. When someone makes fun of me or puts me down</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. When someone I considered a friend tells me to do something I see as wrong or unsafe</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. When an adult or someone else in charge tells me to do something I don’t want to do</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. When I find out that someone has said bad things about me behind my back</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Circle how strongly you agree or disagree with each of the following statements, using this scale:**

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>Somewhat Agree</td>
<td>Somewhat Disagree</td>
<td>Strongly Disagree</td>
</tr>
</tbody>
</table>

1. People will always have conflicts.
   - 1 2 3 4

2. A serious conflict will always lead to someone getting hurt.
   - 1 2 3 4

3. Every conflict has to have a winner and a loser.
   - 1 2 3 4

4. People and even nations can work out their conflicts without violence.
   - 1 2 3 4

**Check Yes or No**

- Most of my friends know how to settle conflicts safely and comfortably.
  - t Yes  t No

- I feel satisfied with the way I usually handle conflicts and how they turn out.
  - t Yes  t No

- I’d like to know how to handle conflicts more effectively.
  - t Yes  t No
New Skills, New Perspectives

TEACHER’S PREP:

You may need some time to master the “finger–thumb” skill in order to make the introduction effective. If this proves too difficult, begin with the “Alternative Introduction: The Wise Men and the Elephant” on the next page.

Six student volunteers will perform the roles. Create six two-sided pages with this text:

**FRONT**

(by class sees this side)

- **Ear**: “The elephant is like a fan.”
- **Leg**: “No, it is like a tree.”
- **Trunk**: “You are both wrong. The elephant is like a rope.”
- **Tusk**: “What are you all talking about? It is surely like a spear.”
- **Side**: “Nonsense. The elephant is very much like a wall.”
- **Trunk**: “None of you knows anything. The elephant is like a snake.”

**BACK**

(by volunteers read this part)

**CONCEPTUAL BASE:**

Most of us need new skills and new attitudes to handle conflicts constructively. Learning a new skill or a new viewpoint takes practice.

**OBJECTIVES:**

1. To help students appreciate how different and challenging peacemaking skills may feel, compared to their present skills and attitudes
2. To establish an arbitrary physical skill as a constant reminder that learning new skills and attitudes requires practice (if you use the “finger–thumb” exercise)

**VOCABULARY:**

perception, perspective, conflict, empathy

**TIME:**

15-25 minutes

**INTRODUCTION (“FINGER-THUMB”):**

Refer students to page S-4. Read or paraphrase the text. Finish with, “As a matter of fact, I’ve learned a new skill myself. Let’s see who else can do what I can do.”

**ACTIVITY ONE:**

1. Have students put everything down and put their hands out in front, making the ‘thumbs up’ sign with both.
2. Have students switch their **right hands only** to “finger” position: thumb down, index finger pointing. (See illustration.) Check to make sure that most students understand and have followed your instructions. (Don’t worry if a few don’t get it. You could easily lose momentum if you take too long trying to help every single one get it right.)
3. Have students switch **right hands only** several times from the “finger” position to the “thumb” position:
   “Everyone switch to thumb—finger—thumb—finger.” End in the “finger” position.

4. Repeat with the left hand, but finish in the “thumbs” position: “finger—thumb—finger—thumb.” You should end up as the illustration shows: right “finger,” left “thumb.”

5. Have students switch **both hands simultaneously**, alternating from “finger/thumb” to “thumb/finger”:
   “Now for the fun part: when I count, ‘3, 2, 1, switch,’ I want you to begin switching both hands at the same time. Let’s go: 3, 2, 1, switch—switch—switch—switch—”

6. Continue this as quickly as you can, but accurately, for several repetitions. Show that you can do it and they can’t. (A few students may succeed. Most will just give up.)

**DISCUSSION:**

“What happened? What’s your problem? How come I can do this and you can’t?” (Because you’ve practiced.)

“What does this tell us about learning a new skill, or even a new attitude, for that matter?” (Learning anything new, or pushing our abilities, takes practice. This applies to peace skills as it does to anything else.)

**ALTERNATE INTRODUCTION (The Wise Men and the Elephant):**

(If you haven’t yet mastered the finger–thumb trick, begin the lesson here. Introduce the finger–thumb exercise as soon as you can.)

“I need six volunteers to read a little story and act it out. Our drama troupe will read their lines and then act according to my instructions.”

**ACTIVITY TWO:**

1. Ask six volunteers to roleplay the story. Bring them to the front and line them up all facing the class.

2. Shuffle the six pages (from Teacher’s Prep) and let each child pick his own sheet. Have them hold their sheets so that they can read the scripted line on the back, and the class can see the elephant part.

3. Refer the rest of the class to page S-5. Read or paraphrase the boldface introduction.

4. Begin reading the narrative. Your volunteers read aloud their lines as indicated.

5. After you read the conclusion, keep the volunteers up front to help promote an interactive discussion.

6. Read or paraphrase aloud the boldface conclusion at the bottom of page S-5.

**DISCUSSION:**

“What problem did the men share?” (Literally, trying to figure out what an elephant looked like; more broadly, differing perceptions and poor communication.)

“Who felt sure he had the right view at first?” (Each of them.)

“How could they all touch the same creature and perceive it differently?” (They felt and identified different parts.)

“How can they all consider themselves right? Don’t we have to have one person right, and everyone else wrong?” (Usually, each of us does see our own side very clearly, and it seems perfectly right. But the other person also sees her own side as equally correct.)

“In order to solve their problem, how might each of them have gotten a better picture of what an elephant is like?” (Guide responses toward having the volunteers switch parts, so that each one feels more than one part.)

“Now how might each describe an elephant? One of the wise men, who said he knew the elephant was like a rope, now says it also resembles a wall. How can he possibly think something so different?” (He expanded his viewpoint. He learned something else equally true.)

“When we understand and respect not only the other person’s ideas, but also how he feels, we call that empathy.”

“In order to understand another person’s viewpoint, what one main skill do we need to practice?” (Listening.)
CLOSURE:

Applaud and thank the volunteers again, and have them return to their seats.

“People can see the same objects very differently. This also happens in conflicts. When you have a dispute with someone, you need to understand how that person sees the conflict. To the extent that you can empathize with that person — respecting what that person thinks and feel — you can help settle it peacefully.

“You can do this. It just takes practice. Throughout this unit, we will learn many useful new skills that will help us solve conflicts successfully. At first we may find it a challenge to use some of them, but the more we practice them, the better we’ll get at them. (Demonstrate again the finger–thumb trick if applicable.)

“I have the same expectation for these skills as I have with any other academic skill we learn here: that you do the best you can, and that you keep practicing.”

EXTENSIONS OR ALTERNATIVES:

1. In the final narrative paragraph, when you read that they all “began to argue and bicker loudly,” you may want to let your volunteers improvise that briefly (you know whether it’s safe or not). After 10–15 seconds, interrupt: “Hold it! What problem do you all have here?” Dialogue with the volunteers, still in their roles, to bring out the discussion points: “What? But—you sounded so sure when you said the elephant was like a rope! What made you change your mind?” and so forth.)

2. Apply these points in more detail to recent situations from school or community:
   “How can these differences cause conflict for our school or neighborhood?”
   “Why don’t we all see these issues in the same way?”
   “Why do people in an argument believe that they are so right?”
   “Think of a time when you had a conflict over how you and someone else saw things differently. How did it compare to our elephant story?”

3. Look at and describe a familiar object from a different point of view. (upside-down, looking up, down, inside-out, etc.)

4. How does this story relate to stereotypes and prejudice? (People make assumptions based on isolated aspects of other persons: race, religion, accent, what part of town a person lives in, income, etc.)

INFUSION:

Art: Create and hide a physical “elephant.” Possible materials: a large piece of cardboard for the body, one large coffee can in front and one in back for the legs, a short rope for the tail, a short piece of hose or tube for the trunk, a piece of paper or sandpaper on each side of the head area for the ears, a couple of toothpicks for the tusks. Have all students line up so that, with their eyes closed, they can pass by the elephant, which you keep hidden behind a screen or other cover. Once they’ve all filed by, felt the “elephant” without seeing it, and returned to their seats: “Create a drawing that represents everything you felt. What was it? A machine? A creature? A building? A game? A food? You tell me!” Process for similarities and differences, after which you display the elephant. Compare and contrast student interpretations. (Thanks to Laurie Gach)

Language Arts: Same as above, but assign a paragraph or an essay about the object.
Alternative for either format: have students in groups create the picture or essay.

Social Studies, Current Events: Have students bring in newspaper/magazine articles dealing with conflict.
Share findings. Classify each article as conflict over perception, values, land, resources, environment, etc.
Learning a new skill, or even a new attitude, takes practice. It usually feels awkward at first. You can learn to do anything you set your mind to do.

Peacemaking requires skills. Some of our habits may make it harder to learn new skills. When anger or embarrassment floods through us, we may want to lash back. At that point we probably don’t feel like caring about someone else’s feelings or listening to another viewpoint. Peace Scholars learn to control their frustration, their anger, their hurt. They can learn to understand and respect someone else’s different ideas and feelings. It just takes time—and practice.

Though we may see conflicts differently, for many different reasons, we can all learn some basic skills of problem solving.
People have always had conflicts. Though individuals have always tried to make sense of their world and understand each other, we don’t always see a problem in the same way. This in itself can create misunderstandings, distrust, and trouble. As you read this traditional Indian tale, think about the misunderstanding among the six men.

Once upon a time, six wise men lived together in a small town. All six were blind. One day, they heard of a new creature being brought to town: an elephant. The men all wanted to know what the elephant was like, but being unable to see, how could they? “I know,” said one. “Let’s feel the elephant.” “Good idea,” said the others, and off they went.

The first man felt the elephant’s big flat ear moving slowly back and forth. “The elephant is like a fan,” he said.

The second man, feeling the elephant’s large, round legs replied, “No, it is like a tree.” “You’re both wrong,” said the third man. “The elephant is like a rope,” he said, as he felt the elephant’s tail.

“What are you all talking about?” cried the fourth man, as he pricked his finger on the point of the elephant’s tusk. “It is surely like a spear.”

Feeling the elephant’s side, the fifth man confidently asserted, “Nonsense. The elephant is very much like a wall.”

The sixth man, feeling the elephant’s long trunk, said, “None of knows anything. The elephant is quite like a snake.”

And at that point the six men began to argue and bicker loudly, criticizing each other, each insisting that he alone knew the truth. They shouted and insulted each other for well over an hour. And they never came to understand what the elephant was like.

Each man could understand only what he personally had felt. Each felt sure that he had the entire truth in his hands. Each confidently—and sincerely—believed that he knew the true nature of an elephant. But did any one man have the entire story? Did these men really show wisdom as they disputed the nature of the elephant?

No. They let their limited perceptions stir up a conflict. Each understood one part well, but no one could “see the whole picture.”
CONCEPTUAL BASE:  
Conflict happens all the time. Students can learn to deal with conflict constructively.

OBJECTIVES:  
1. To introduce basic definitions, questions and issues related to conflict  
2. To establish the need for studying conflict

VOCABULARY:  
constructive, nonviolent, consequences, resolve, frustration

TIME:  
15 minutes

INTRODUCTION:  
“Let’s make sure we all understand a few basic concepts about conflict.”

ACTIVITY:  
1. Refer students to page S-6.  
2. Give students a few minutes to read the text.

DISCUSSION:  
“José, a fifth grade student, called conflict ‘a problem that needs to be solved.’ Do you think that is a good way to define conflict? Why or why not?”  
“How else might we define it?”  
“How do you think our points of view can affect conflicts?”  
“How do you think anger can affect conflicts? Fear?”  
“Why do you think individuals, groups, and nations fight so much?”  
“How can conflict provide an opportunity?” (Discuss the final paragraph on page S-6)

CLOSURE:  
“As we continue studying conflict, we’ll find it all around us. Remember, however, conflict isn’t bad or wrong. It’s simply a natural part of everyone’s life. Let’s focus on how we can do something good and positive with our conflicts.”

EXTENSIONS OR ALTERNATIVES:  
1. Make a word search with the vocabulary words. Exchange and complete.  
2. Encourage students to search for articles that show conflict handled constructively from community mediation resources or dispute centers; labor/management issues; local, regional, and world court; United Nations.  
3. Find a comic strip showing a conflict. Have students act it out as it is, then have them act out how the characters could handle the conflict more constructively.

INFUSION:  
Language Arts: Individuals or groups write brief essays on extension activities.  
Social Studies, Speech/Debate: Have individuals research and act out a debate between contrasting viewpoints on a recent local or national conflict.
Have You Ever Wondered...

What Is Conflict?

1. A clash of interests
2. One’s actions adversely affecting another
3. Any unresolved controversy or misunderstanding

A conflict, or a dispute, does not always mean a fight or violence. It’s true that disputes sometimes lead to violence, but a conflict can be any disagreement over ideas, values, things—even respect. Conflict comes in all sizes. Some are as small as an annoyance, some are as big as a war. Conflicts can happen any time people live, play, or work together.

Every conflict has at least two sides—and each side usually sees its side, or point of view, as right. As the blind men discovered, it’s not always easy to “see” the other person’s viewpoint. The things that have happened to us in the past, what we believe, what we value, and what we want all shape how we see things.

When we feel upset, angry or afraid, we often don’t think as clearly as we do when we feel calm. That’s why we need to learn new ideas about conflict and practice new skills for handling them constructively. This way, we can rely on these skills when we feel pressured or threatened. If we don’t handle conflicts constructively, we can hurt ourselves and others, both physically and emotionally. We may lose respect for ourselves and others. Feelings get hurt. Friendships end. In the extreme, handling a conflict badly can lead to violence, destruction, and death.

Why Study Conflict?

Most people spend a great deal of time and energy in conflicts. Sadly, we waste much of that energy when we don’t handle them constructively.

We can prevent some conflicts, but not all of them. And conflicts won’t magically go away if we ignore them. What we can do is learn how to deal with conflicts more constructively. If we want to understand conflicts better, we need to see how they get started and what escalates them.

Every conflict, whether it happens at home, in your school, or in your community, provides an opportunity to think creatively and learn something new. Conflict can motivate us to change things for the better.
Exploring Conflict

TEACHER’S PREP:
Extension #1 requires at least one 3"x5" card for each student.
Collect several recent newspapers or magazines with local and international coverage.

CONCEPTUAL BASE:
Conflicts exist at all levels, from individual to international.

OBJECTIVES:
1. To demonstrate how conflict happens all around us, every day
2. To understand most conflicts as internal, interpersonal, or international

VOCABULARY:
internal, interpersonal, international

TIME:
15–20 minutes

INTRODUCTION:
“Conflicts happen all around us, all around the world. Let’s look at different levels of conflicts.”

ACTIVITY:
1. Refer students to page S-7. Clarify vocabulary terms.
2. Read the page with students and have them write down examples of each type of conflict. Discuss responses to the questions.
3. Assign students to groups for each of the three categories.
4. Have them create a list of conflicts for each category. (You may need to offer newspapers or magazines as reminders, especially for the international group.)
5. Combine the lists on the board or a flip chart. Compare and contrast all of the conflicts.

DISCUSSION:
“What do you find the same in each one? What do you find different?”
“Why do some lead to better friendships or families, and others lead to hurt feelings and broken relationships?”
(process to focus on constructive skills and behaviors)
“Why do some people work them out safely and agreeably, while others lead to more serious insults, discrimination, violence, terrorism, and even war?”
“Think about any dispute you’ve seen in a television program or movie. What started the conflict? What escalated it? What did characters do to try to resolve it?”
“Do most conflicts in movies and television lead to more serious conflict or even violence before the story ends? Do most disputes in the media focus on constructive problem-solving?”
“Why do you think these stories take the direction they do?”
CLOSURE:
“We’ve seen that conflict happens all the time, all around us. It starts in our decision-making, in our homes, at our school; it goes all the way around the world. Though we’ll always have conflicts, individuals have the power to change things. Individuals can learn how to settle disputes peacefully. That power starts inside each one of us.”

EXTENSIONS OR ALTERNATIVES:
1. Distribute 3”x 5” cards. Students write conflict situations they know from school, community, or world news. Collect them. Each day have students select one or two cards and offer nonviolent ways to resolve the conflict.
2. Watch a dramatic television program. Identify its central conflicts. What did the conflict involve? Who did what about it? How did they work it out? Did it seem realistic? What other strategies might have solved the conflict? Share ideas.

INFUSION:
Social Studies: Examine specific conflicts from recent history lessons. Identify key events and responses. Discuss alternatives.

Literature: Find examples of conflict in children’s stories. Discuss key events, responses, and alternatives.

Music: Play and discuss songs with lyrics involving conflicts, from pop songs about relationships to more historic pieces on civil rights, war, etc.

Social Studies: Identify issues that cause conflict in your community, state, nation (environmental concerns, political campaigns, human rights, terrorism, war). List students’ responses on board and classify conflicts as internal, interpersonal, or international. Does any of the conflicts remind you of the story of The Wise Men and the Elephant? How do differences in perception affect the conflict? Explain.
Conflicts will happen no matter how hard we try to avoid them. Instead of trying to dodge the issues, or simply doing whatever happens to occur to us at the moment, we can prepare ourselves to manage conflict effectively. Athletes practice their skills; actors rehearse their lines and moves; scientists plan their experiments. Peace Scholars can prepare themselves to deal with conflict professionally.

Different Kinds of Conflicts

Internal
An internal conflict may relate to any difficult decision you have to make. Maybe your parents say you can either join the soccer team or take music lessons, but not both. You want to go out with your friends, but they want to see a movie that you know you’ll hate. Though these problems may involve other people, we call them *internal* conflicts, because the stress happens inside the person making the choice.

Interpersonal
“Interpersonal” means “between persons”—any conflict or disagreement you have with anyone else. Interpersonal conflicts may grow to include groups. These disagreements may occur because of how people’s beliefs differ on sensitive issues such as politics, values, and religion; or because of real or perceived disrespect or insult. Racial, ethnic, or cultural differences may add to the dispute; some people blame them (usually as an excuse) for escalating the conflict.

**How do fights get started?**
Have you ever taken part in a fight? What happened?
How did you feel?
What else could you have done?

International
When two countries have a dispute, we call it international.

What conflicts have you heard of between nations?
What actions made them worse?
What peaceful solutions might people try applying to these disagreements?
Section III

Conflict Resolution Strategies
Peace Scholar Rules

TEACHER’S PREP:
Post the Rules poster where you can refer to it easily.

CONCEPTUAL BASE:
A few basic rules can help us learn to handle conflicts fairly and constructively.

OBJECTIVES:
1. To introduce the Peace Scholar Rules
2. To relate the Rules to concrete action for preventing or solving conflicts

VOCABULARY:
open mind, threatened, perspective

TIME:
15 minutes

INTRODUCTION:
“Sometimes a few basic rules help us learn a concept. Tell me some of the rules that you know for anything else we learn here.” (e.g., “I before E except after C”)
“We also have some rules that will help us remember how to act when an argument pops up or someone says something we don’t like. Let’s look at these.”

ACTIVITY:
1. Read the Peace Scholar Rules (S-8) to students.
2. Solicit input on how the Peace Scholar Rules apply to everyday disputes. Elaborate on key ideas:
   Rule 1: Cooperation can happen for good or for bad. We work together to make good things happen, to help us all enjoy being together more.
   Rule 2: Simply ask yourself, “What I want to say to this person, the way I want to say it—would I want someone else to speak to me like that?” If so, it probably shows respect. If you wouldn’t want someone else to talk to you this way, it probably doesn’t show respect. You can learn to speak about anger or hurt or frustration, and you can confront someone, with respect. (We’ll practice ways to do it.)
   Rule 3: When we’re very angry or don’t want to deal with a problem, we probably don’t want to listen to someone else. But we can learn to. If you really want to take charge, next time you almost say something that could make an argument worse, stop and say, “OK, I’m listening. Tell me what’s bothering you.” Try to keep an open mind, to hear and understand that person’s perspective. Tell him what you understood. This takes a lot of work and for most of us, it won’t come easily. But the more you practice, the better you’ll become. (Demonstrate the finger–thumb trick to remind them.)
   Rule 4: Similarly to #2, ask yourself, “What I want to do to this person—would I want someone else to do this to me?” If so, it probably shows kindness. If you wouldn’t want someone else to treat you likewise, it probably doesn’t show kindness, so do something else. And as with speaking respectfully, you can still stand up to rudeness firmly and assertively—that can still express kindness. Getting revenge doesn’t show kindness. Neither does making fun of someone, put-downs, teasing, shutting people...
out, or verbal and physical intimidation. Point out the “fouls” below the rules. Emphasize that these behaviors don’t belong in a peaceful classroom.

**Rule 5:** Caring about feelings means that we treat those feelings with dignity, in a civil and courteous manner. It doesn’t mean that you necessarily agree with the other view or like the person. Even if you don’t fully empathize with the other person you can still behave appropriately and respectfully.

**Rule 6:** No matter what else happens, you take responsibility for your role in the conflict, even if you misunderstood something, didn’t mean anything, or aren’t sure why the other person is angry. When you set the example, the other person may follow. Just as you can choose to use the physical energy of conflict to do something negative, like get into a fight, or to do something positive, like play basketball, you can also choose to use the mental energy of conflict responsibly. Rather than using it to hurt someone else, let’s use all that energy productively and creatively: come up with solutions. Keep focused on your responsibility to help, not on what the other person has to do. Focus on one thing at a time. Emphasize what causes this problem here and now. Don’t bring up what someone did last week or last month or in third grade.

3. Refer students to page S-9 and discuss the text.

4. Refer students to page S-10 and complete *Putting it Together*: (For behaviors, press for concrete actions and words, not just “be nice” and so forth). In each example, students will choose a Peace Scholar Rule appropriate for the situation. Possible responses might include:
   - School holiday: Cooperate for peaceful purposes, take responsibility.
   - Picking on each other: Speak with respect, act with kindness.
   - Homework and little brother: Speak with respect.
   - Rainy day, broken lamp: Take responsibility for what I do.
   - Goofy glasses: Care about feelings, act with kindness, speak with respect.

5. Once students have finished, have them discuss their responses.

**CLOSURE:**

“Rules help us remember actions and words that help. They help us learn. These Peace Scholar Rules will help us every day as we work with our fellow students to deal with misunderstandings, hurt feelings, and irritations.”

**EXTENSIONS OR ALTERNATIVES:**

1. Play what the students will see as a “game without rules.” For example, toss a ball to students one at a time, and, based on a rule that only you know, tell them whether they stay in or not. Your rule for inclusion/exclusion may be as arbitrary as whoever happens to have on any blue clothing, who sits in a particular row of seats, who catches with just one hand or with both, who says anything upon catching the ball, etc. The criterion itself makes no difference; actually, we rely on its ambiguity and its arbitrariness to provoke the discussion: Why do we need rules? (for fairness, consistency; to know what to do; safety)

2. Discuss the Peace Scholar Rules:
   - “Why do people need rules to deal with conflicts?”
   - “Would you like to add other rules to Peace Rules, or take any out? Why?”
   - “When you handle a conflict unfairly, what happens?”
   - “What do you lose?”

3. Create a Peace Scholar Rules bulletin board. Post examples (pictures or descriptions) of students using the Rules in everyday situations.

4. Give students this scenario: “A student asks, ‘Why should I follow these Rules when other kids don’t?’ How would you respond?”
Peace Scholar Rules

1. We cooperate for peaceful purposes.
2. We speak with respect.
3. We listen with an open mind.
4. We act with kindness.
5. We care about each other’s feelings.
6. We are responsible for what we say and do.

Fouls

- Blaming
- Bossing
- Bringing up the past
- Bullying
- Cruel humor
- Getting even
- Hitting
- Making excuses
- Name-calling
- Not listening
- Not taking responsibility
  - Pushing
  - Put-downs
  - Sneering
  - Threats
In most contests like a tug of war, a football game, or a chess match, we see it as you vs. me (or us vs. them) with one winner and one loser. That works for competitive sports or games, but everyday conflicts between people don’t have to end like that. By taking the attitude of you and me together, we can learn to work things out so that both of us feel that we got a fair shake. We both had a chance to tell our side of the story. And both of us can live with how it came out. So we can get back to the game, to schoolwork, or whatever the dispute would have threatened.

The Peace Scholar Rules help both sides come out ahead!

What do we gain by using the Peace Scholar Rules?

- We understand each other better.
- We get feelings out in the open; we don’t waste energy showing them down, concealing them, or lying about them.
- We learn to respect differences.
- We find that we can trust each other.
- Everyone’s satisfied with the solution.
- Nothing violent happens; whatever feelings were already hurt can heal sooner.
- No one gets into trouble over something that’s not worth it.
- We find that our choices can make a difference. We can change things.

Angry feelings may block our better judgment. We may not think as clearly. If we feel threatened, cheated, or put down, most of us don’t naturally want to treat the other person respectfully and kindly. Anyone may find it easier to return insult for insult; however, that takes no intelligence, no responsibility, no creativity, no maturity.

We need a better way. The Peace Scholar Rules help us stay on track and work together. Learning these rules and practicing how to use them can help us stay in control, even when we feel upset or frustrated.
Peace Scholar Rules

PUTTING IT TOGETHER

Specify actions and words that would probably lead to a winning or a losing outcome. Below each situation, write one of the Peace Scholar Rules that could help both of you win.

1. Ah, a school holiday. I finally get to sleep in! Oh, no! Mom said I have to get up and clean my room—right now.

   **WINNING BEHAVIORS**
   ____________________________________________

   ** LOSING BEHAVIORS**
   ____________________________________________

   A Peace Scholar Rule that could help me with this: ____________________________________________

2. Another student and I keep picking on each other and making mean faces. I don’t even remember what started it. My teacher looks annoyed.

   **WINNING BEHAVIORS**
   ____________________________________________

   ** LOSING BEHAVIORS**
   ____________________________________________

   A Peace Scholar Rule that could help me with this: ____________________________________________

3. I’m trying to do my homework. My little brother keeps bugging me.

   **WINNING BEHAVIORS**
   ____________________________________________

   ** LOSING BEHAVIORS**
   ____________________________________________

   A Peace Scholar Rule that could help me with this: ____________________________________________

4. It’s a rainy day. I’m bored. My sister and I decide to play tag inside the house. Oops! I trip and knock over a lamp, breaking it. My dad says it will come out of my allowance.

   **WINNING BEHAVIORS**
   ____________________________________________

   ** LOSING BEHAVIORS**
   ____________________________________________

   A Peace Scholar Rule that could help me with this: ____________________________________________

5. A classmate has started wearing ugly glasses. Other people make fun of her. Well, she does look sort of goofy, but I hate seeing how much this hurts her feelings.

   **WINNING BEHAVIORS**
   ____________________________________________

   ** LOSING BEHAVIORS**
   ____________________________________________

   A Peace Scholar Rule that could help me with this: ____________________________________________
You Call It!

CONCEPTUAL BASE:
Fouls interfere with resolving conflicts fairly.

TEACHER’S PREP:
Have a football, a jersey, or some other prop to represent sporting events. Record a major sports event a few days before this lesson and cue it up to show a serious foul.

OBJECTIVES:
To emphasize the negative impact of fouls

TIME:
10–15 minutes

INTRODUCTION:
(Show your video of the foul, or hold up whatever sports prop you have.) “In football, basketball, or any other sport, fouls interfere with the game, even when they happen accidentally. When players use them intentionally, we consider it unfair, a cheap shot. Our efforts to work out problems with other people face the same problems.”

ACTIVITY ONE:
1. Refer students to page S-11. Read through the Fouls.

DISCUSSION:
“Which of these hurts you the most?”
“Which of these do you use at school? At home?”
“How do you suppose other people feel when you use Fouls?”
“How do Fouls affect the outcome of a conflict?” (they make it harder or impossible for us to work it out)
“Fouls are just habits. The Peace Scholar Rules help us replace fouls with better habits.”

ACTIVITY TWO:
1. Refer students to the roleplays on pages S-11 and S-12. Ask for student volunteers to act them out.
2. After each roleplay, have students read through the text and identify which characters used the Peace Scholar Rules and which used Fouls. (Javier and Kwame used nothing but Fouls. Yolanda and Cedric used the Peace Scholar Rules; Albert and Janet started with Fouls, but moved on to the Peace Scholar Rules.)

DISCUSSION:
“How did the characters’ actions affect the outcome?”

CLOSURE:
“Remember, you have the power to change the direction of a conflict from Fouls to fair, and remembering the Rules can help. Fouls ruin the game. Fouls ruin friendships. Let’s get past them.”
EXTENSIONS OR ALTERNATIVES:
Games People Play:

a. Write the following game titles on the chalkboard and ask students to tell how each “game” looks and sounds in real life. Discuss how these “games” may cause conflict. Ask students to suggest ways of dealing with people who play these games.

_The Blame Game_: “It’s not my fault.” (never takes responsibility for behavior)
_The Name Game_: “You ________!” (likes to give it out but often can’t take it)
_The Fame Game_: “I’m Number One.” (the big shot)
_The Claim Game_: “It’s mine.” “I was here first.” (things are more important than people)
_The Shame Game_: “You’re so dumb.” (ridiculing or humiliating others makes this person feel better artificially)

b. Discuss:

“Do we automatically know these games from birth, or do we learn them?”
“Can we change these habits? If so, how?”
The Fouls

; Getting Even ; Not Taking Responsibility
; Bringing up the Past ; Insults, Put-Downs
; Pushing, Hitting, Shoving ; Threats, Bullying
; Not Listening ; Cruel Humor
; Blaming ; Name-Calling
; Bossing ; Making Excuses

In sporting events, a referee makes sure that everyone follows the rules and plays fairly. The referee assigns penalties for fouls. In the middle of an argument, you have to referee your own conduct. You take responsibility for handling disputes by the Peace Scholar Rules. As you read the following scenes, think like a referee. You call it—peaceful skills or fouls?

; Underline the words and actions that show someone using the Peace Scholar Rules.
; Circle the words and actions that show the Fouls.

Dispute on the Diamond

Situation: At baseball practice, Javier, who usually doesn't pitch very well, is throwing very well today. Albert, the team's best hitter, keeps striking out. Javier pitches and Albert again misses.

Javier: Swing—and a miss! Again! You haven't gotten a hit off of me all day. I think it might be time for you to get some glasses. Or maybe I'm just too good!

Albert: Shut up, stupid! You usually throw like a little girl. That last one was ten miles out of the strike zone, anyway.

Javier: (comes closer) If anyone's a girl, it's you, Albert. And don't call me stupid, you moron! It's not my fault you can't hit! So why don't you shut up?

Albert: (backs off a step) Look, I'm sorry about what I said. Let's forget it and get back on track. We need to practice.

Javier: (moves closer again) What if I don't? What are you going to do about it?

Albert: Come on, Javier, just throw the ball, okay? Let's talk about it later. We don't have time right now.

Javier: Oh, look at Mr. All-Star Hitter. You're always yelling at everyone for messing up, but then you have a bad day and you turn into a little crybaby! What are you going to do now, go crying to coach? Let's go, you little baby!
You Call It

Project Problems

Situation: Working on their science project Monday night, Janet and Yolanda realize that they aren’t even close to finishing it. It’s due Wednesday. They realize that they probably don’t have enough time to do a good job on it, and they may get a poor grade.

Janet: This is all your fault, Yolanda! I kept telling you to work on this last week and you didn’t do anything! I knew I should have done this with someone else. You are such a loser!

Yolanda: Janet, it really hurts me when you put me down like that. You know I had lots of other things going on last week.

Janet: So what? It wouldn’t have made a difference if you had more time—you never even bought the supplies that you said you would. Even tonight we don’t have everything!

Yolanda: Come on, Janet, blaming me isn’t going to solve this. I know I didn’t follow through on everything as I should have, and I’m sorry. But it’s not all my fault.

Janet: (silent for a moment) Yeah, I know. I knew you were really busy. I probably should have helped you with your part, or at least picked up the supplies for you. Sorry. (slightly more upbeat) Look, why don’t I come over to your house tomorrow night? I’m pretty sure my parents will let me. Can you pick up the supplies we need tomorrow afternoon?

Yolanda: I don’t know. My Mom works late, so I have to take the bus. I’m not sure how I can get to the store.

Janet: Don’t worry about it. I’ll go to the store on the way over. You can pay me back later.

I’m Gonna Get It...

Situation: Kwame stayed up late working on his homework. He overslept and had to rush to school. Once he sits down at his desk, he realizes he forgot to bring his homework. He knows his teacher will be upset because he did the same thing last week. If the teacher calls his mom again, he’ll get grounded for a week—or worse. His buddy Cedric walks by and gives Kwame a friendly slap on the shoulder.

Kwame: (scowling and yelling) Hey, don’t touch me!

Cedric: (surprised—then apologetically) Whoa, just saying hey. (brief pause, then asking quietly) Look—what’s going on, amigo?
Win-Win Solutions

CONCEPTUAL BASE:
We always have a choice of what kind of solutions to pursue in a conflict. Going for a win-win increases the likelihood that all parties find at least some satisfaction.

OBJECTIVES:
1. To define, understand, and distinguish “win–win,” “win–lose,” and “lose–lose”
2. To specify behaviors and words that demonstrate win–win

VOCABULARY:
assertive, aggressive, obligation, passive, win–win, win–lose, lose–lose

TIME:
20 minutes

INTRODUCTION:
“In any conflict, we always have a choice of how to try settling it. Some solutions, based on the Peace Scholar Rules, help us all win something—or at the very least, we all feel that we were treated fairly. Other solutions, using the Fouls, usually leave one or more of us losing. This sets us up to learn about three basic kinds of solutions: win–lose, lose–lose, and win–win.”

ACTIVITY ONE:
1. Describe Win-Lose: “In sports, we expect one winner and one loser. But in everyday friendships, if we set out determined to win at all costs to make someone else do what we want, we call that aggressive behavior. It shows no respect for the other person. It usually creates a win–lose: one person wins, one person loses.
“If you act aggressively and get what you think you want, you may feel as if you win. But when you ‘win’ only by acting rudely, disrespectfully, by using any insults or physical violence, you actually lose something more important: friendships, dignity, respect. Always trying to ‘win’ will likely create more trouble.
“On the other hand, sometimes we may not stand up enough for ourselves. We may let someone ‘run over’ us—maybe because we feel scared or bullied, maybe because we just don’t know what to say. We call that passive. Behaving too passively doesn’t show healthy self-respect and means we’re much more likely to lose, when we really don’t have to.”
2. Describe Lose-Lose: “When we don’t get exactly what we want, we may feel frustrated. The unhealthy kind of push to ‘win’ may sometimes move us to say and do things that actually make the problem worse and get us into more trouble, or lose even more.
“This may even lead to lose–lose. For example, if two students get into a fight over who plays on a team, both may get a detention or some other punishment, and neither gets to play. Definitely a lose–lose. Your outcome usually reflects the actions you take, the words you choose to say.”

DISCUSSION:
“Our Rules poster gives us a list of behaviors that often lead to the ‘losing’ outcomes. What list of actions here generally makes problems worse?” (Point out the Fouls and link them to the “losing” attitude and outcomes.)
Win–Win Solutions (Continued)

ACTIVITY TWO:

1. Explain Win-Win: “Let’s focus on more than simply ‘winning’ in a selfish way. Let’s see what we can do to help everyone walk away from a dispute with something positive. Win–win reflects both a kind of solution, and an attitude. If you aim for a win–win, you try to get something for yourself, but you do so in a way that doesn’t hurt or put anyone else down. It shows respect for yourself and for others. This we call assertive: you act out of a healthy self-respect, and you show proper respect for others. Even in the middle of a conflict, you keep from speaking rudely or acting badly. We can learn to do this.”

2. Discuss Win-Win behavior: “What kinds of behaviors would you use to help move a disagreement toward a win–win? Remember, you will work assertively for something you want, but you’ll also act in a way that helps the other person. You aim for fairness all around.”

3. Refer students to the “Planning for a Win/Win” on page S-13. Guide students to practical responses. You may opt to introduce the more formal terms in parentheses such as:
   ❖ listening to each other
   ❖ trying to understand how the other person feels (empathy)
   ❖ finding something you both want (common ground)
   ❖ give and take (compromise)
   ❖ taking responsibility and making amends for whatever you did that added to the conflict
   ❖ acknowledging the other person’s side, even if you don’t completely agree with it (validating)

4. Relate students’ responses to the positive behaviors on the Peace Scholar Rules poster.

5. Refer students to page S-14. Read and work through Putting It Together.

DISCUSSION:

“If you use Win-Win behavior, will you always get everything exactly the way you want it, when you want it?” (Of course not. That’s not practical or realistic. Though a win–win approach doesn’t guarantee success, it does help you do something to make things better than arguing, blaming, insulting, getting back, and other fouls. If nothing else, trying for a win–win will probably at least keep a bad situation from growing worse.)

CLOSURE:

“Rather than working from any losing attitude, let’s focus on solving the problem. Win–win aims for constructive, fair, realistic solutions. To whatever extent we honestly try to let everyone get a fair shake, to understand how everyone involved feels, and to meet as many needs as possible, we’ll all more likely come away with something good. From now on, when you have a conflict with someone else, use what you’ve learned here to try for a Win–Win. Use the Rules poster to help you remember what behaviors will probably improve the situation—or at least keep you from doing anything that makes it worse. I want to hear how you find ways for everyone to feel more satisfied with the outcome.”

EXTENSIONS OR ALTERNATIVES:

1. Even the win–lose nature of athletics provides an opportunity to discuss positive values in sportsmanship. Encourage students to discuss athletes who show how to win well (they take pride in their victory but they don’t gloat or put the loser down) and how to lose well (they don’t blame anyone else or whine and fuss; they learn from the experience and focus on what they aim to do better next time). Emphasize these athletes’ admirable character and self-discipline when discussing sports. Encourage students to exercise that level of maturity and self-control when they confront conflicts.

Consider these examples of outstanding sportsmanship and character (and draw on other more recent examples, or athletes of local interest): Sammy Sosa and Mark McGuire (going for the home run record...

2. “For what else do we sometimes compete? How?” (e.g., friendships, parents’ attention)

INFUSION:

Social Studies: Identify conflicts between individuals, groups, states, or nations that showed a win–lose attitude of competing. Recognize and list alternatives that the disputants could have pursued, at least to reduce the losses.

Language Arts: Students write a journal entry showing these dynamics in a conflict from their own experience or the local community. Require use of recent vocabulary words or demonstration of language skills studied.

Art: Using any media recently taught, show faces or bodies depicting win–win, win–lose, and lose–lose.
WIN/WIN: AIMING FOR THE BEST

Working for a Win–Win solution means that you:

- assertively work for all parties to “win” something
- listen to and try to understand the other person’s ideas
- respect the other person’s feelings

A real win–win outcome means that each person can honestly say, “This is fair. I can live with this. I got something I wanted.” The Peace Scholar Rules can help move things toward a win–win solution.

WIN/WIN: BETTER THAN THE ALTERNATIVES

Even if at the end of a conflict you didn’t get what you wanted—maybe your parents still ground you, or they don’t let you go to a certain party or concert—a win/win attitude can help you control your frustration. You’ll behave better than you might have otherwise, which will help the conflict from getting worse and keep you from losing even more or receiving a worse punishment.

Planning for a Win/Win

✔ DO:
- Listen
- Keep things calm
- Acknowledge the other person’s side
- Respect the other person’s space
- Show you care
- Speak politely
- Offer solutions
- Take responsibility for your actions

✘ DON’T:
- Use rude or insulting language
- Bring up the past
- Blame
- Make threats
- Get in someone’s face
- Ignore someone
- Make faces or mean gestures
- Do anything that may make more trouble
You’ve been playing a new video game for half an hour. Finally, you’re about to reach the next level for the first time, and your mom insists that you come to the table right now. As you wait in the lunch line, someone flicks your ear. As you step back to confront the person and you say, “Please stop that,” a cafeteria worker pulls you back into place, saying, “If you get out of line once more, I’ll send you to the office.” A bully has started picking on you for no reason. You’ve tried to ignore it for several days but it’s getting worse.

For each of the situations below, specify actions that would lead to each outcome in each column.

<p>| | | |</p>
<table>
<thead>
<tr>
<th></th>
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<table>
<thead>
<tr>
<th>Consequences</th>
<th>Win-win</th>
<th>Lose-lose</th>
</tr>
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<tbody>
<tr>
<td>To the table right now and your mom insists that you come and read the next level for the first time, you’ve been playing a new video game for half an hour. Finally, you’re about to reach the next level for the first time, and your mom insists that you come to the table right now. As you wait in the lunch line, someone flicks your ear. As you step back to confront the person and you say, “Stop that,” a cafeteria worker pulls you back into place, saying, “If you get out of line once more, I’ll send you to the office.” A bully has started picking on you for no reason. You’ve tried to ignore it for several days but it’s getting worse.</td>
<td>The problem is solved. Both you and the other person get what you wanted. Both parties are happy and satisfied.</td>
<td>The bully continues to pick on you, making things worse. You get what you want, so make things worse.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Putting It Together</th>
<th>Solutions</th>
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<tbody>
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<td></td>
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</table>

Win-win: 

- The problem is solved.
- Both you and the other person get what you wanted.
- Both parties are happy and satisfied.

Lose-lose: 

- The bully continues to pick on you, making things worse.
- You get what you want, so make things worse.

Win-lose: 

- The process leaves each party feeling let down.
- One person gets what they want, but the other person feels like they’ve lost.

Win-win: 

- The problem is solved.
- Both you and the other person get what you wanted.
- Both parties are happy and satisfied.

Lose-lose: 

- The bully continues to pick on you, making things worse.
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Win-win: 

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Tug of War

CONCEPTUAL BASE:
People in a conflict need to work together to solve a common problem.

TEACHER’S PREP:
Have a rope (at least 20 ft. long or more) and available space for the tug o’ war and “Tied Up in Knots.”

CONCEPTUAL BASE:
We always have a choice in how to treat others: as friends or as enemies.

OBJECTIVES:
1. To identify certain behaviors as fostering friendships or enemies
2. To encourage the use of “friends” behaviors

TIME:
15 minutes

INTRODUCTION:
“We’ve learned about win–win, win–lose, and lose–lose solutions. Let’s relate that to how we treat people.”

VOCABULARY:
opponent

ACTIVITY ONE:
If your school allows it, have a tug of war. (If not, describe it.) Check with a physical education teacher for safety tips.

DISCUSSION:
“What determined which side won?” (physical strength)
“When we treat conflict like a Tug of War, the opposing forces waste energy and create a win–lose. What does the winner ‘win?’” (in addition to the issue of the conflict, some people feel a sense of power or control)
“Will the loser always just accept this position?” (no)
“What happens when someone loses face?” (it may break the relationship, create resentment)
“Does this make the problem go away?” What else may happen—a day later, a week later, even a few years later?” (someone may get even)

ACTIVITY TWO:
1. Refer students to page S-15.
2. Have students read and discuss the text. Emphasize the choices in how we act during any conflict.
DISCUSSION:
“Would you like to have all your conflicts resolved like a tug of war, in which the strongest always wins?”
“Would you consider that fair? Why?”

ACTIVITY THREE:
1. Ask for two volunteers to play a game called “Tied Up in Knots.”
2. Unlike the picture on page S-15, leave about three feet of slack as you tie them together (but don’t point this out). Gently but firmly tie one student’s hands in front of him and then wrap the rope several times around, tying his arms in front of his body, ending by knotting the rope behind his back. Do the same for the other student with the other end of the rope.

DISCUSSION:
“You’re both tied up. Can either of you get out of this knotty problem by yourself? Why not?”
“What can either of you do to get out of this problem?” (If necessary, help them think about using the slack to cooperate and untie each other. Relate this to interpersonal issues: both sides have to work at solving the problem. Someone has to take responsibility in a positive sense by offering to help the other.)
“How is this game the same as Tug of War? How is it different?” (Comparison: both have a conflict; both want to win. Contrast: tug of war requires us to compete against each other; “tied up in knots” requires us to share the solution.)

ACTIVITY FOUR:
Refer students to page S-15 and complete the questions for Putting It Together.

DISCUSSION:
“What do the words ‘enemy’ and ‘friend’ mean to you?”
“Do you treat ‘enemies’ differently than you treat ‘friends’? Why?”
“If you do treat someone as an enemy, what does that usually do to the conflict? Does it generally make things better or worse?”
“What can you do to turn an enemy into a friend?”

CLOSURE:
“What might happen if we treated everyone as a friend—that is, if we tried to speak and act as politely as possible to everyone, if we tried to understand what other people thought and felt? Not everyone would respond in a friendly way, but think about it from your own point of view: how would you feel if someone who normally acts snobby or mean to you talked to you in a friendly way? If you responded in an equally respectful way—even if, understandably, you felt a little confused at first—what good things could happen?
“Treating people kindly doesn’t guarantee everyone will become your friend. And you don’t have to be friends with everyone, either. But if we treat each other this way, our class works better. We always have the choice to treat each other as friends or as enemies. Let’s aim for the more positive behavior.”

EXTENSIONS OR ALTERNATIVES:
Brainstorm ways that governments might change “enemy” nations into “friends.” (If they say it can’t happen, point out that the United States has been involved in wars against England, Germany, Japan, and Italy—all now allies—and we fought alongside the former Soviet Union during World War II.)
Tug of War

A tug of war is a win/lose game. It shows one person or team as physically stronger. It has one winner and one loser. Wouldn't life be simple if we could settle all conflicts with a tug of war? At least the stronger person might like that! But in real life, stronger doesn't always mean right. Sometimes a person may “win” by insulting, by threatening, by cheating, or by bullying. Settling conflicts fairly—going for a win–win—goes beyond seeing who yells more loudly, is stronger, or who gets the last word.

When we feel angry, we may see the other person or group only as an opponent or even an enemy. We may think that the argument comes down to only winning or losing. Peace Scholars don’t limit themselves to those alternatives. Peace Scholars understand that both sides have the problem. It doesn’t mean “me against you” but both of us tied up in the problem. It makes sense for us to work together to create our way out.

Putting It Together
Write how you’d deal with these situations:

<table>
<thead>
<tr>
<th>WHEN SOMEONE</th>
<th>AS AN ENEMY I WOULD</th>
<th>AS A FRIEND I WOULD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Gives me a nasty look</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>2. Breaks in the lunch line ahead of me</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>3. Makes fun of what I wear</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>4. Wants to use the computer while I have it</td>
<td>________________________</td>
<td>________________________</td>
</tr>
<tr>
<td>5. Calls me a name</td>
<td>________________________</td>
<td>________________________</td>
</tr>
</tbody>
</table>
Strategies for Solving Conflicts

CONCEPTUAL BASE:
We can use many strategies to resolve conflicts constructively.

OBJECTIVES:
1. To demonstrate a variety of simple Win–Win strategies
2. To let students practice several strategies

VOCABULARY:
strategy

TIME:
20 minutes

INTRODUCTION:
“Sometimes you may think there’s only one way to resolve a conflict. If that idea doesn’t work you may feel stuck. But in any argument or dispute, you can always try several different strategies, any of which can help you get to a Win–Win. Nothing works every time, everywhere, but the more strategies you know, the more likely you are to remember at least one that will work.”

ACTIVITY ONE:
Refer students to page S-16. Discuss the text. Explain and demonstrate any strategies that students may not understand.

DISCUSSION:
“Have you ever used any of these strategies?”
“In what type of situation did you use it?”
“What happened?”

ACTIVITY TWO:
1. Ask for student volunteers for roleplays.
2. Have students act out an example of each strategy.

CLOSURE:
“Anytime you find yourself in the middle of a conflict, try one or more of these strategies.”

EXTENSIONS OR ALTERNATIVES:
1. Make a larger “Wheel of Fortune” version of the “solution wheel” on page S-16. Draw the wheel on posterboard, pin it to another piece of posterboard, and draw or place a marker at the “12 o’clock” point. When role-playing conflicts, students spin the wheel and figure out what to say, what to do, to apply that strategy under the circumstances. Consider having students use it in actual conflicts as well.
2. Have small groups observe strategies used for resolving conflicts in several areas of the school (cafeteria, playground, library, etc.) Report findings.
INFUSION:

*Literature:* Revisit recently read stories. Identify strategies characters used at key points.

*Social Studies:* Identify strategies disputants used in local, national, or international news.

*Art:* In small groups, make puppets to dramatize conflict situations. Identify the strategies used.

*Art:* List three conflicts that you or others in your class often have. Draw a picture or write a brief story that shows people successfully using some of these strategies.
Some simple strategies can help us settle many of our conflicts safely. Learn a few and practice them so that they become an “automatic” part of how you respond.

**APOLOGIZE**—take responsibility for your actions and apologize for whatever you’ve done to provoke or escalate the conflict.

**AVOID**—if confronting a problem could bring danger—such as threats of physical harm—avoiding it may be the smartest thing.

**COMPROMISE**—both parties offer or give up something as a gesture of goodwill. Both feel satisfied with the result.

**GET HELP**—You don’t need to feel embarrassed or afraid to ask for support. Possible resources may include friends, parents, teachers or another adult.

**POSTPONE**—If you’ve both really tried to resolve a conflict but can’t find any way out, sometimes it makes sense just to say, “Look, we won’t get anywhere like this. Why don’t we just drop it for now and come back to it later?”

**TAKE TURNS**—Agree on for how long each person will play with or use an object. Either person can volunteer to let the other go first.

**CHANCE**—flip a coin, draw straws, odds and evens, or rock/paper/scissors

**HUMOR**—humor can work miracles sometimes, especially among people who usually get along well

**SHARE**—feelings and relationships are more important than things

---

Remember these pointers:

- Both parties in the conflict probably feel bad somehow. Respect those feelings.
- When you feel angry, hurt, scared, or sad, it's more difficult to communicate respectfully. You can learn to do so with practice and concentration.
- Both of you share the problem. Both of you need to take responsibility for working together.
- The person is never the problem. Always identify the problem as a behavior or an issue.
- Each of you has a right to your viewpoint, but even the most honest and sincere people won't likely see the whole picture. In most everyday conflicts, no one gets everything perfectly right or wrong.
- Start with the attitude of cooperation. Start by assuming that the other person wants to work as a friend, not an enemy.
SECTION IV

Responsibility
Bee–havior!

CONCEPTUAL BASE:
Behavior includes everything a person does. Some behaviors come instinctively; some behaviors we learn. Behavior can cause conflict, and behavior can solve it.

OBJECTIVES:
1. To distinguish learned from innate behavior
2. To emphasize the role of choice in behavior related to conflict

VOCABULARY:
innate, behavior

TIME:
15-20 minutes

INTRODUCTION:
“Every moment, we behave one way or another. Some of our behaviors come almost automatically. We may feel that it is almost impossible to change them, but we can learn how to behave more effectively with disputes and disagreements.”

DISCUSSION:
“What is behavior?” (Solicit student responses and then have students compare them, using a dictionary.)
“Who or what decides whether behavior is good or bad?” (Sometimes adults or other persons tell us what they expect. Sometimes the circumstances affect whether a behavior helps or makes things worse. No matter what anyone else says or does, we’re always responsible for trying to decide on the best course of action.) “Are you born with your behavior?”
“Have you ever heard anyone say, ‘You’re acting like a bunch of animals’? What are some differences between the way animals and humans behave?” (Compare their responses with these given by some junior high school students: Humans plan for the future; think abstractly; create art; consider alternatives and consequences of their actions; display compassion; have a conscience; have advanced technology; pass ideas to future generations.)

ACTIVITY:
Refer students to page S-17. Have students fill in their responses in the two main boxes and discuss. You may want to emphasize hearing as innate and listening as learned.

DISCUSSION:
“What generalizations about behavior can you make?”
“What behavior of yours would you like to change?”
“How would you start to change it?” Discuss responses to Stretch Your Learning on S-17.

CLOSURE:
“Although some behaviors seem automatic, especially if we feel angry or upset, we always have a choice. Whether we succeed or fail, we are always responsible for our behavior. Let’s aim for better choices during conflicts.”
EXTENSIONS OR ALTERNATIVES:

1. In small groups: “Pretend that your group ends up marooned on a deserted tropical island. You may stay here for weeks or months before anyone finds you. Set up rules for your behavior and consequences for rule-breakers.” (Have each group share and compare their rules.)

2. Keep a record of three television programs and tally the number of violent incidents, both physical and verbal. Compare and discuss: Does television violence affect behavior? How?

3. Conduct a poll on #2: “Do you think that television influences young children and teenagers to behave aggressively? If so, how? Does television influence your behavior? In what ways?” Share findings.

INFUSION:

Social Studies: Share examples of cultural diversity:

a. In some cultures, people “burp” after a good meal to let their friends know how much they enjoyed it. They welcome this as a sign of good manners.

b. In one of the Polynesian Islands, people stick out and flutter their tongues to say hello.

c. In China, men sometimes hold hands while walking together.

d. In Malaysia, giving or taking anything with your left hand may insult people.

Discuss: “What one culture considers ‘good manners’ may come across as ‘bad manners’ in another. Do you know of any customs that vary among us in this classroom or community?”

Social Studies:

“Why do groups develop rules?” (for safety, security, order, convenience, fairness)

“Who decides what rules should govern people’s behavior?” (parents, peers, teachers, religious leaders, government leaders, ethnic groups, etc.)

“How are these rules enforced?” (peer pressure, reward, punishment or fear of punishment, conscience, etc.)

“How do we change rules?” (discuss three branches of government and legislative process, group consensus, religious edicts, riots, laws, petitions, rebellions, lobbies, revolution, etc.)

“Which of these do we consider more constructive? Which do we consider more destructive?”

Social Studies:

a. Research one of the following groups:

❖ Hopi Indians
❖ Yanomamo Indians of Venezuela and Brazil
❖ Tasaday of Mindanao
❖ Bushmen of the Kalahari
❖ Eskimos

b. For each one, discuss:

“Do you consider them more peaceful or warlike?”
“How do circumstances affect their conduct?”
“How do they bring up children?”
“How do they handle disputes?”
“What factors may contribute to one culture behaving more peacefully and another more warlike?”
Behavior Means:

We often hear our teachers and parents speak about behavior. Sometimes they don’t like our behavior. Sometimes we don’t like theirs. When our behavior clashes with family, friends, teachers, or classmates, we may end up frustrated or angry. If we don’t know how to deal with behavior responsibly, we may even get into a fight.

Put an “X” in the column you think better describes the behavior:

<table>
<thead>
<tr>
<th>Behavior</th>
<th>Learned</th>
<th>Innate</th>
</tr>
</thead>
<tbody>
<tr>
<td>writing a poem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>breathing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>stopping at red lights</td>
<td></td>
<td></td>
</tr>
<tr>
<td>lying</td>
<td></td>
<td></td>
</tr>
<tr>
<td>biting your nails</td>
<td></td>
<td></td>
</tr>
<tr>
<td>hearing</td>
<td></td>
<td></td>
</tr>
<tr>
<td>listening</td>
<td></td>
<td></td>
</tr>
<tr>
<td>yawning</td>
<td></td>
<td></td>
</tr>
<tr>
<td>name calling</td>
<td></td>
<td></td>
</tr>
<tr>
<td>helping someone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>pitching a ball</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>blinking</td>
<td></td>
<td></td>
</tr>
<tr>
<td>drawing on walls</td>
<td></td>
<td></td>
</tr>
<tr>
<td>eating correctly</td>
<td></td>
<td></td>
</tr>
<tr>
<td>fighting</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Did you find it difficult to decide where to put some of the behaviors?
Which ones? Why?

What Shapes Your Behavior? How strongly do these sources help shape your behavior? Circle one number in each category.

<table>
<thead>
<tr>
<th>Source</th>
<th>not at all</th>
<th>somewhat very strongly</th>
</tr>
</thead>
<tbody>
<tr>
<td>family</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>school</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>religion</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>friends</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>comics</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>video games</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>books/newspapers</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>movies</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
<tr>
<td>music</td>
<td>1 2 3 4 5</td>
<td></td>
</tr>
</tbody>
</table>

List the three sources in order of importance that have had the most influence on how you behave:

1. __________________________
2. __________________________
3. __________________________

Stretch Your Learning

• Do we automatically behave a certain way?
• What behaviors tend to start or add to conflicts?
  Which ones help solve conflicts?
• What behaviors help you make friends?
TEACHER’S PREP:
For each work group in activity two provide equal sets of drinking straws (25–30) and cellophane tape.

CONCEPTUAL BASE:
Behavior can be appropriate or inappropriate depending on where we are, with whom, under what circumstances. Inappropriate behavior can cause or escalate conflict.

OBJECTIVES:
1. To distinguish appropriate and inappropriate behaviors
2. To encourage appropriate behaviors to prevent and resolve conflicts
3. To emphasize the Peace Scholar Rules as appropriate behaviors

VOCABULARY:
appropriate, inappropriate

TIME:
20–30 minutes

INTRODUCTION:
“Some behaviors help us more than others. When behaviors prove helpful to ourselves and others, when we act fairly, we usually consider these actions appropriate. Behaviors that deliberately hurt or take unfair advantage of anyone we generally consider inappropriate. We always have a choice of how to act. Let’s see how these terms relate to conflicts.”

ACTIVITY ONE:
1. Refer students to page S-18.
2. Read the introduction with students and discuss the activities.

DISCUSSION:
“Did you have trouble deciding how to classify some behaviors?”
“Did some behaviors depend on other things? Give examples.”
“Did any of your classmates disagree about where a behavior should go? Why?”
“Is any behavior always appropriate? Why?”
“How do the appropriate behaviors help the learning environment?”
“How do inappropriate classroom behaviors hurt the learning environment?”
“How can inappropriate behavior cause conflict?”
“Whenever you have a conflict in my class, I expect you always to ask yourself: Is what you want to do appropriate? If you say ‘yes,’ fine. If you say, ‘No, it’s not appropriate,’ think of something else to do—something more appropriate, more helpful.” (Students may say something like, “Sure, it’s appropriate to hit back.” Be ready to clarify that standards are different at school, in your class. We do want to discuss their views, but doing so may require us to clarify what we accept as appropriate.)
ACTIVITY TWO:

1. Tell students they will play a game called Tower Power.
2. Have students form groups of four to six members.
3. “Your group will have 10 minutes [more or less as you see fit] to build a free-standing tower using only tape and straws [and scissors if you see fit]. The tower must not have any kind of support from any person or object. The tallest tower wins. Any questions? Please begin.”
4. Announce the time remaining every minute. Count down the final ten seconds.
5. Determine which tower stands tallest. Thank students for participating and ask them to give themselves a round of applause.

DISCUSSION:

“How well did your group cooperate?”

“Whether you won or not, what helpful behaviors helped your team work together?” (List on the board or chart paper “helpful” [“yes”] responses. Emphasize concrete actions, not just labels such as “teamwork” or “cooperation,” or generalities such as “we were nice.”)

“What behaviors hurt your team?” (List on the board or chart paper “hurtful” [“no”] responses. If students blame other students by name, depersonalize the remarks: “So some students complained or refused to help.”)

Point to the “helpful” column. “Even if we use all these appropriate behaviors and cooperate very well, does that guarantee that we win?” (No. Someone else may still do better. But at least when we choose to work cooperatively, when we behave constructively, we probably get a better result than we would have otherwise. If nothing else, we enjoy the activity more.)

Point to the “hurtful” column. “What happens when we resort to these behaviors?” (We probably won’t win. Even if someone should win aggressively—by threatening, cheating, bullying, being bossy—we don’t consider it a good win. It doesn’t treat others fairly.)

“Look at our Peace Scholars Rules poster. Tell me about a comparison, a similarity, between these two lists.” (Guide discussion to compare the Rules with the “Helpful” behaviors, and the Fouls with the “Hurtful” behaviors.)

CLOSURE:

“When involved in a conflict, we should always act appropriately, using ‘Yes’ behaviors to help solve the problem. Our Peace Scholar Rules make those clear. Even if we don’t settle the conflict perfectly, we’ve still behaved responsibly and maturely, and we can still feel proud of that. At the very least, let’s make sure not to resort to ‘No’ behaviors, the Fouls.”

EXTENSIONS OR ALTERNATIVES:

1. Observe the behavior of a younger sibling, or younger students at school. How do young children learn appropriate/inappropriate behavior?
2. Observe a pet’s behavior. How does it learn appropriate behavior?
3. Conduct the Straw Tower activity with only straws, no tape. This requires more creativity and trial-and-error, so allow more time. Other materials: toothpicks and marshmallows, toothpicks and jelly beans, etc.

INFUSION:

Science: Invite a person from the zoo or animal shelter to talk about how animal behavior resembles and differs from human behavior.

Science: Investigate reasons for conflict among animals. Compare these to human conflicts.
Do you always behave the same way, no matter where you are or who's around? Do you always eat in the same way—at home, in a nice restaurant, in the school cafeteria? Do you talk to your friends the same way you talk to your teacher or your parents?

What makes behaviors appropriate or inappropriate? Let's find out.

Complete the chart by placing a check in the column where you think the behavior generally belongs.

<table>
<thead>
<tr>
<th>Behavior</th>
<th>A</th>
<th>I</th>
<th>D</th>
</tr>
</thead>
<tbody>
<tr>
<td>Singing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lying</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Combing hair</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Running</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Singing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking out the garbage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Throwing a rock at a dog</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading a book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calling someone a name</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Apologizing for a wrong you’ve done</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chewing gum</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spitting water at someone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Talking rudely to parents</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Hitting someone</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Collecting toys for poor kids</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Telling a joke</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Taking something from someone’s desk</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Making fun of someone else</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Reading a book</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Screaming</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

List some appropriate ("Yes") classroom behaviors:

_______________________________________

How do they help the learning environment?

_______________________________________

List some inappropriate ("No") classroom behaviors:

_______________________________________

How do they hurt the learning environment?

_______________________________________

How can inappropriate behavior cause conflict?

_______________________________________
But I Was Only Kidding!

CONCEPTUAL BASE:
Constructive behavior helps people feel worthy, secure, and capable. Destructive behavior can hurt us physically and emotionally.

OBJECTIVES:
1. To distinguish constructive and destructive behaviors
2. To emphasize the need for constructive behavior in everyday interactions

VOCABULARY:
constructive, destructive

TIME:
20 minutes

INTRODUCTION:
“Today we’ll look at our behavior through another pair of adjectives: constructive and destructive.”

ACTIVITY ONE:
1. Refer students to page S-19. Read the top half of the page.
2. Have students read each scenario in Putting It Together and answer the questions. (Emphasize that even if we “just kid around,” and even with good friends, these insults can still cause trouble. When anyone tries to dismiss insults or teasing as “just joking,” we call on the Peace Scholars Rule: if we respect others’ feelings, we won’t joke around like this.) Have students brainstorm additional “Yes” responses to the situations.

DISCUSSION:
“How does each situation show destructive behavior?”
“Does this kind of ‘kidding around’ help us or hurt us?”
“What ends up damaged in each situation?”
“Why would someone ‘kid around’ like this and later claim that she or he didn’t mean it?”
“How does destructive behavior contribute to conflict?”

ACTIVITY TWO:
One a separate sheet of paper, have students rewrite each of the situations, changing the “kidding around” to a constructive remark.

DISCUSSION:
“What do we ‘construct’ or build up in these new situations?”
“We always have a choice: to destroy or to build up. Does ‘kidding around’ justify saying or doing anything that hurts someone else?”
CLOSURE:

“‘Kidding around’ sometimes really is innocent play. But it can sometimes unnecessarily spark misunderstanding and conflicts. And sometimes people may make mean, spiteful remarks about race, language, religion, or any kind of difference, and try to dismiss it as ‘kidding,’ but it may really express prejudice. Peace Scholars aim always to speak respectfully and show concern for feelings. So we need to watch it with ‘kidding.’ And any time your ‘kidding’ does provoke a conflict, I expect you to deal with it responsibly.”

“We’ve discussed many forms of constructive and destructive behavior. Constructive behavior often helps prevent conflicts, or helps us keep the conflict from growing worse. Let’s keep using our words constructively in our class and at home.”

EXTENSIONS OR ALTERNATIVES:

1. Collect and identify newspaper articles that illustrate constructive and destructive behavior. Post them on a bulletin board.
2. Invite social workers, community workers, etc., to speak to the class on positive social behavior.
3. Create headlines from the fictional “Times Report” and distribute them to students:
   - Mother Jailed for Abusing Ten-Month-Old Baby
   - Community Pitches In To Help Family Whose House Burned Down
   - Drunk Driver Kills Five in Head-On Collision “Supermom”
   - Adopts Three Unwanted Children Ten-Year-Old Found
   - Guilty of Robbing Elderly Woman
   - Teenager Risks Life To Save Drowning Child

Discussion:

“Which headlines show constructive behavior? Destructive?”

“What conditions might cause a person to hurt her baby and another person to help ‘unwanted’ children?”

“Why do some people risk their lives to save the life of a stranger?”

“Why do many individuals and communities pitch in to help a family in trouble?”

“Why do many communities pitch in to help another community after a disaster?”

(Examples: the response to New York City after the terrorist attacks of 9/11/01; support to cities damaged by natural disasters such as hurricanes, tornadoes, wildfire, etc.)

INFUSION:

**Social Studies:** In small groups, describe ways that families are affected by unemployment, poverty, alcoholism, divorce, illness, drugs, physical handicap, death of a loved one, new baby, grandparents moving in, etc. Identify community groups that help people address the frustration and anger that these problems cause.
But I Was Only Kidding!

You loser! You’ll never hit it!
Girls, stop the insults!
I’m just kidding—I didn’t mean it!

Have you ever seen this happen? We often don’t always realize how our words and acts may hurt people. We find ourselves saying, “I didn’t mean it! I was only playing around!”

- Put-downs, name calling, ignoring feelings, or other rude words and acts serve as examples of destructive behaviors. They can destroy something inside us. They may leave us feeling unwelcome, worthless, or hurt.

- Praise, compliments, encouragements, invitations to join, listening, and expressing appreciation are examples of constructive behaviors. These actions help us feel worthy, secure, and capable.

PUTTING IT TOGETHER

Let’s look at how destructive behavior affects people’s feelings and self-image. For each of these examples, write how the first person probably feels. Next, describe the attitude of the person who says or does something destructive.

1. Alvaro points at a new student and says, “Does he have to sit next to me?”
   - New student feels ________________________________
   - Alvaro’s attitude ________________________________

2. Jane is wearing clothes that are out of fashion. She overhears Iliana saying, “Where on earth did she get those ugly clothes?”
   - Jane feels ________________________________
   - Iliana’s attitude ________________________________

3. Chuck asks why he’s always picked last for teams. Ivette tells him, “Because you stink, stupid!”
   - Chuck feels ________________________________
   - Ivette’s attitude ________________________________

4. Emmylou cries when she loses the Student Council election by five votes. Linda laughs at her and calls her a “crybaby.”
   - Emmylou feels ________________________________
   - Linda’s attitude ________________________________
Who Controls Me?

CONCEPTUAL BASE:
Peer pressure can have a strong influence on behavior, but each of us must still take responsibility for everything we say and do.

OBJECTIVES:
1. To clarify the relationship of peer pressure and responsibility
2. To emphasize individual accountability for consequences

VOCABULARY:
responsible, mature

TIME:
20–25 minutes

INTRODUCTION:
“We sometimes feel as if we ‘have to’ do something to please another person, to fit in, or to avoid trouble. In practical terms, maybe we do ‘have to’ do some things—your homework, for example, or obeying a curfew your parents set up—but everything you do, or do not do, is ultimately your own choice.”

ACTIVITY:
1. Refer students to page S-20. Have students read the introduction.
2. Have three student volunteers roleplay “They Made Me!” Read or paraphrase the narrative.

DISCUSSION:
“Do you agree with Eric? Can anyone else ‘make’ you do anything?” (Someone may bring up an extreme example, e.g., being handcuffed by the police and hauled off to jail. However, we’ll emphasize that the influence of peer pressure can’t “make” you act, so in this case, the answer is “no.”)

“Do our friends sometimes have strong influence over our choices, so that we feel as if we ‘have to’ do something to fit in?” (Yes, but the choices remain ours.)

“Do some individuals have the authority to tell you what to do?” (Certainly: parents, teachers, and many other adults do. But the decision to act does in fact always come down to your responsibility, and consequences follow. If you respect and obey those persons who have legitimate authority over you, you generally have better outcomes. If you choose not to do what you should, you can expect unpleasant consequences.)

“When your friends try to ‘make’ you do something, does it feel the same as a teacher or a parent giving you instructions or requiring you to do something—like your homework, standing in line, cleaning your room, arriving home at a certain time?”

“How are these things different from what your friends try to ‘make’ you do?” (Your friends have no authority over you. You have no obligation to do anything they ask.)

“How do you think the teacher and the students would feel if they should come in Monday morning and find their classroom trashed?” (angry, hurt, scared)

“How would you feel if you came home to find that someone had trashed your bedroom?” (Much the same way)

“What does it mean to ‘take responsibility’ for your behavior? What should Bonnie, Delaney, and Eric do to
take responsibility for what they’ve done?” (Clean up the class room they trashed, apologize to the teacher and students who use the room, perhaps volunteer to clean up litter or graffiti around the school, etc.)

“Have you ever stood up against your friends for something you believed in? Tell us about it.”

**CLOSURE:**

“From now on, when we have conflicts at school, I won’t accept any sort of excuse based on ‘They made me!’ You always have the responsibility for your choices.”

**INFUSION:**

*Language Arts:* Write skits in which the main character stands up against peer pressure regarding stealing, trying alcohol or another drug, graffiti or other vandalism, cheating, or any challenge common among your students.

*Art:* Produce images that portray how it feels to face pressure to do something you don’t want to do; how you feel doing it; how you feel resisting the pressure.
Who controls your behavior? Are you just a marionette, with someone else pulling your strings? Are you just a robot controlled by someone else?

At what age do we hold a person responsible for his or her behavior? Do we consider a newborn infant responsible? How about a three-year old? A ten-year old? What makes the difference?

We need to accept responsibility for our own behavior—helpful or hurtful.

THEY MADE ME!

(Eric sits alone on the steps of his apartment building Saturday afternoon.)

Eric: (Thinking aloud.) “This stinks. Where is everybody?”
(Suddenly, Bonnie walks around the corner with Delaney.)

Bonnie: “What’s up, Eric?”

Eric: “Nothing, I’m totally bored, it’s hot and there’s nothing to do. Do you guys have any ideas?”

Delaney: “We’re heading over to the school. Some kids from Ms. Smith’s class are getting together to play basketball at two o’clock. Do you want to go?”

Eric: “Sure, I guess. It beats sitting here, right?”
(The three walk to school. They don’t see anyone else around.)

Delaney: “Huh! Looks like those guys didn’t show up! I guess we’re not playing.”

Bonnie: “Hey, I know what we can do! Sometimes that door by the parking lot doesn’t lock all the way. Let’s see if we can sneak in and mess up our classroom.”

Eric: (Eric hesitates. He doesn’t want to do that.) “Hey, hang on, Bonnie. I mean, we might get caught. We could get into some serious trouble, you know?”

Bonnie: “Oh, I don’t mean we should break windows or steal anything. We can just write some stuff on the board and fool around, maybe mess up the bookshelves, things like that. Just for laughs!”

Delaney: “What’s the matter, Eric? Don’t tell me you’re afraid. Hey, you can always head back and sit on the steps, if that’s what you want.”

Bonnie: “Yeah, you were the one saying how bored you were. You’re such a chicken!”

Delaney: “Come on, Eric. We’ll be in there for ten minutes. There’s no way we’ll get caught.”

Bonnie: “Exactly! Well, guess it’s back to the doorsteps for you. See ya—”

Eric: “Hang on, guys, wait a minute. Ten minutes, right? Well—OK.”
(Eric doesn’t really want to go. He just doesn’t want to sit alone and be bored anymore.)

They didn’t know that a neighbor with Crime Watch had seen them walking around toward the back of the building. While they trashed their room, police officers came in and caught them. They took them to the police station and called their parents.

Eric: (His dad arrives to get him) “I didn’t want to! They made me do it!”
Observing Conflict

TEACHER’S PREP:
Each student needs a copy of the “Observing Conflict” page, S-21.
Students will need perhaps three days to a week to record enough data, and you may need time to compile it (unless you also have students perform those calculations as part of the assignment). If you plan to use this as suggested under Infusion, schedule backwards from your target date for the math lesson.

CONCEPTUAL BASE:
We can increase our understanding of conflict by observing and analyzing it.

OBJECTIVES:
1. To increase students’ awareness of conflicts around us everywhere, all the time
2. To normalize conflict
3. To examine the different responses to conflict and their outcomes

TIME:
15 minutes (for the lesson itself, apart from time for collecting and compiling data)

INTRODUCTION:
(Distribute copies of the “Observing Conflict” sheet if students do not have their own books.) “Over the next three days [or other time frame], I want you to watch specifically for conflict occurring around you. These may happen at school, on the bus, at the movie theater, at a ball game, anywhere. (You may choose to rule out family conflicts to respect privacy.) Make brief notes on these events. Feel free to use more paper when you fill in these boxes. Record details as accurately as you can.”
Unless students will compile data as part of the assignment, specify a hand-in date, after which you compile it.

ACTIVITY:
1. Compare responses to conflict with the outcomes. Help students make logical inferences or educated guesses about relationships between the two.
2. Have students look back to one of the conflicts they observed. Have them specify different words or actions that could have helped settle it sooner or more constructively.

CLOSURE:
“This shows us that we have conflicts all around us, all the time. Some pop up and quickly fade away; others lead to arguments and fights; some we get over, others break up friendships. We always will have conflicts, so let’s do our best to respond more constructively to them.”

EXTENSIONS OR ALTERNATIVES:
Add a “girl/boy” check-off at the top on the “Observing Conflict” sheet. Summarize results by gender. Discuss: “Do girls and boys as a group notice and record different issues? Do they notice different details?”

INFUSION:
Math: Apply data to assignments for graphing. Perform conversions for fractions, decimals, and percentages.
Art: Present graphs with attention to design elements of color, lettering, artwork in layout, etc.
Over the next few days, record specific details of conflicts you observe. Report only what you actually see and hear, not what others tell you.

<table>
<thead>
<tr>
<th>Conflict 1</th>
<th>Conflict 2</th>
<th>Conflict 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>WHO takes part in the conflict?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHAT do disputants say and do? (actions, words)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>At WHAT TIME of day does it happen?</td>
<td></td>
<td></td>
</tr>
<tr>
<td>WHERE does it happen? (Classroom, hall, cafeteria, etc.)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>HOW does the conflict end? (constructively, destructively)</td>
<td></td>
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</tbody>
</table>
SECTION V

Values and Perceptions
Perception: Seeing Differently

CONCEPTUAL BASE:
We base our perceptions on experiences, needs, values, and feelings. Limited perceptions may foster prejudice. Listening to understand, and respecting feelings, foster constructive problem-solving.

OBJECTIVES:
1. To show how our different perceptions of issues promote and perpetuate conflict
2. To discount the attitude of right vs. wrong in the role of routine interpersonal conflicts
3. To emphasize our need for understanding and respecting different perspectives as a tool for solving conflicts constructively
4. To highlight Peace Scholar skills of listening and respecting feelings as key tools to help us accomplish this

TIME:
20–25 minutes

INTRODUCTION:
“Often in a dispute we’ll feel convinced that we’re right and the other person is wrong. Will that outlook usually help us resolve the conflict? Let’s see.”

ACTIVITY:
Refer students to pages S-22 and S-23. Have them read the introduction and study the illustrations.

DISCUSSION:
“Why do we sometimes get locked in to seeing something from just one perspective? (Our own experiences, needs, values, and feelings shape how we perceive things. These all have legitimate value—as do those of other people as well. They may create problems when they create prejudices or “blind spots,” preventing us from respecting a different viewpoint.)

“What are some ways that people can overcome “blind spots”? (Inviting people of diverse backgrounds to visit the classroom to share ideas, international pen pals by e-mail, stories, films, etc.)

“How does thinking in terms of “right and wrong” create or add to conflict?” (They may foster stubbornness. Arguing over “who’s-right, who’s-wrong” usually only makes it worse. Many complex life issues of right and wrong require much more work with values and beliefs that go beyond the domain of most classrooms.)

“What can we do to get over this attitude of you vs. me, us vs. them, in the usual arguments and misunderstandings we have at school and home?” (listen, try to understand and respect the other viewpoint)

“Which Peace Rules in particular offer some skill that can help us accomplish this?” (Listen with an open mind; respect feelings.)

“Does this mean you have to agree with the other side?” (No. But taking time to listen to and trying to understand the other side may de-escalate the tension and thus let us work together.)

Draw attention to Stretch Your Learning. “How does this drawing relate to how we solve conflicts?” (For example, optimists may be more likely to try a variety of solutions. They may be more likely to trust others to help. Pessimists probably don’t expect anything good to happen, so they may give up easily, or not try at all. Accordingly, they may also tend to use more fouls.)
CLOSURE:

“Insisting on my being right and your being wrong won’t help us settle disputes. We’ll get a lot more done by listening to the other person, showing respect for her feelings on the issue, and trying to understand that different perspective—even when we still disagree.

“If, given a problem with someone else, you make it a point to first listen to understand the other person’s side, and treat it respectfully, you make it easier for the other person to respond likewise. Even if the other person doesn’t behave as responsibly as you do in trying to see both sides of the issue, you can still take pride for having acted maturely, as a Peace Scholar. When we have a problem, let’s try first to see it as the other person sees it.”

EXTENSIONS OR ALTERNATIVES:

1. What do we mean when we say someone “wears rose-colored glasses,” “has blinders on,” “has tunnel vision,” or “is short-sighted”? Illustrate with cartoons.

2. Have students choose an idea about which they feel strongly and interview other students to get their points of view. Discuss:

   “Did their perceptions differ from yours? What reasons, if any, did they offer? Did they have ‘blind spots’?”
   “Did this make you aware of any of your own ‘blind spots’?”
   “What skills and habits do we need in order to deal with ‘blind spots’?”

INFUSION:

Social Studies: How do different cultures view “beauty” in ways we might not understand? (Former practice of foot binding [China], disks in lips of Ubangi women [Africa], elaborate facial tattooing [Maori tribe, New Zealand]). Name some things we do in our culture that other cultures may perceive as strange. (Piercings, high heels, coloring hair, tanning, etc.)

Art: Set a large object in the middle of the room. Choose an object complex enough to look very different from various angles. Have students draw it from their seats. Compare the results. Emphasize the literal different perspectives: none is more “right” than another; each is equally valid. Relate to the need to understand others’ viewpoints.
In the elephant story, each of the six blind persons argued over how to describe the elephant. Physical blindness limited their perceptions. At times, each of us suffers from “blind spots.” We naturally see things through our own experiences, needs, values, and feelings. When our perceptions keep us from understanding and respecting a different viewpoint, and particularly when we remember things in a way that favors only us or our friends, we have a blind spot.

This doesn't make one “right” and the other “wrong.” In most everyday conflicts, we just see them differently. Trying to settle it by proving one side better or more true usually just makes it worse. For everyday problems and disagreements, we’ll get more done if we aim to understand and respect each other’s different perspectives.

Does everyone perceive the illustrations in the same way? What can affect how we perceive others and their ideas? How can different perceptions, prejudices, or “blind spots” lead to conflicts?
Perception: Seeing Differently

What’s odd about this elephant?

Eskimo or Indian’s face?

Young girl or older lady?

STRETCH YOUR LEARNING

Half empty or half full?

How we perceive conflict can affect what we do to try to work things out. How?
Conflict and Perceptions

CONCEPTUAL BASE:
Our perceptions shape our behavior.

OBJECTIVES:
1. To emphasize the need for seeing others’ viewpoints in a conflict
2. To emphasize our responsibility for listening to and trying to understand and empathize with the other viewpoint

TIME:
10–15 minutes

INTRODUCTION:
“In a conflict I usually want the other person to see my side, to understand how I feel. When someone takes the time to respect my perspective—how I see it—and my feelings, I usually calm down and become more willing to help. Each of us here has the power to make that happen. It takes work, but we can learn to do it.” (Refer to the finger–thumb example.)

ACTIVITY:
1. Have students form pairs.
2. Refer students to page S-24 and have them work together to complete the activity.
3. Ask for pairs to roleplay their situations.

DISCUSSION:
“We’ve seen what our two volunteers thought the people in the situations were saying. Did all of you think they were saying the same things? Did anyone come up with anything different?” (give students an opportunity to share their scenarios)

“Why do you think all of our scenarios weren’t exactly alike?” (because all of us have different perspectives; we see the same thing differently)

“Do you think two people involved in a conflict ever have different perceptions? What do you think might happen as a result?” (misunderstandings, hurt feelings, anger, frustration, escalation, etc.)

“What particular skills can help us recognize the other person’s viewpoint? (communication, listening)

CLOSURE:
“How do you feel when someone acknowledges that you have a right to think and feel the way you do? Pretty good, right? Well, each of us needs to live up to this challenge of acting responsibly, to take the lead in listening and understanding.”

“Understanding and empathy with the other person’s perspective doesn’t mean we have to agree with it. It means simply that we can see how that person could think that way.

“We can work through conflicts better if we listen carefully enough to see the other person’s viewpoint. But to solve disputes peacefully, we do need to see that the other person probably has a good reason—as she or he sees it—for thinking that way and feeling that strongly about it. To the extent that we can respect that, we can settle things more constructively.”
EXTENSIONS OR ALTERNATIVES:

1. Create more situations to roleplay and discuss.
2. Select an issue and defend both sides. (Lower the age to quit school, let students select their own teachers, change the voting age to fifteen, etc.) Discuss:
   “How did your perceptions change when you took the other side?”
   “Could these differences cause conflict?”

INFUSION:

*English/Drama:* Have students write a skit for one of these conflicts in which the characters understand each other’s point of view and work out the dispute.
Fill in the balloons with what you imagine the people thinking or saying.
Scapegoating

TEACHER’S PREP:
Consider current events for real examples of scapegoating in your class, school, community, or the world.

CONCEPTUAL BASE:
Scapegoating victimizes innocent people. It also shows a lack of taking responsibility.

OBJECTIVES:
1. To define and understand scapegoating
2. To relate scapegoating to conflict dynamics

VOCABULARY:
scapegoat, Sikh (in Infusion)

TIME:
15 minutes

INTRODUCTION:
“Have you ever felt picked on by someone who really had no reason to feel angry at you? Have you ever had a bad day and taken it out on other people? We call this scapegoating. Let’s find out how this causes conflicts and makes them worse.”

ACTIVITY:
1. Refer students to page S-25.
2. Have students read the definition of scapegoating. Discuss and ask students to give examples.
3. Have students read “Project: Disaster.”

DISCUSSION:
“Who and what actually stirred up Samantha’s anger?”
“What did she do about her anger? Where did she direct her energy?”
“Who were the scapegoats in this story?”
“What would you say to Samantha if you were her dad, her mom, her teacher or her classmate?” Discuss current scapegoats in Stretch Your Learning. This may call for careful handling, as by definition it could involve acknowledging certain persons in the class who get picked on. It may also relate to local, national, or international current events. Students can always stand up for and befriend the scapegoat.

CLOSURE:
“We all have bad days. That frustration has to find some way out. We don’t need to dump it on others, though. That shows a lack of responsibility—definitely not appropriate for Peace Scholars. We can find better things to do than making others the scapegoat for our own hurt or irritation.”
EXTENSIONS OR ALTERNATIVES:

1. Scapegoating leads to conflict. Have students answer these questions and discuss:
   - I remember when someone made me a scapegoat…
   - I remember when I scapegoated someone…

2. Think of and describe any example in which any person or group scapegoats another because of physical appearance, personality, race, religion, nationality, politics, etc.

INFUSION:

History: Scapegoating can lead to tragedy. Have students research and discuss the following events:

1. In 1692, a group of young girls in Salem, Massachusetts, accused a West Indian slave of being a witch. What followed?

2. Before and during World War II, many Germans blamed “the Jews” for Germany’s problems. What followed?

3. On September 15, 2001, in Mesa, Arizona, a man apparently enraged over the events of September 11, allegedly shot and killed Balbir Singh Sodhi, a Sikh.

Art/Drama: Write a script showing a person being unfairly blamed for something. Make a Scapegoat Puppet and act out your script.
“Samantha? Samantha, wake up! Hurry, you’re late!” Samantha’s mom yelled from downstairs.

Oh, no! Samantha forgot to set her alarm. Now she had only a few minutes to get ready for school. Rushing through breakfast, she spilled juice on her favorite shirt, which she had picked out to wear for her presentation this morning. She ran back upstairs, changed into her last clean shirt—the ugly one her aunt gave her—and ran out the door. She got to the corner just in time to watch the school bus drive away without her.

She ran back, begged her dad to take her to school and hopped in the car. It was taking forever! “Hurry, Dad, you’re making me late!” she pleaded. “Are you trying to get stuck at every red light on purpose?” He said, “We’re almost there. Just try to calm down before you present your project.”

“Whatever!” Samantha yelled as she slammed the car door and ran to the office to check in late. She ran down the hall and finally arrived at her classroom, out of breath.

“Oh, Samantha, there you are,” her teacher said. “Let’s go—you’re up first, remember?” First? Samantha had forgotten. “Okay, just a minute!” She began to panic as she searched through her backpack for her notes and pictures. Some students began to laugh. “Would you like a few minutes, Samantha?” her teacher asked. “No! I’m ready!” Samantha snapped back.

Her presentation didn’t go very well. She couldn’t concentrate. Her voice trembled as she spoke and she even forgot to hand out the pictures and drawings she’d made. When she sat down, one of her friends tried to say something nice to make her feel better. Samantha yelled back, “Shut up! It’s still better than your dumb project!”

“Samantha, that’s enough,” her teacher said. “Please settle down.” Samantha yelled back, “I don’t want to settle down! This is your fault anyway—you made me go first!”

That got Samantha a detention. When she got home, her mom asked her what happened. “Why didn’t you make sure my alarm was set?” Samantha cried. “You ruined my project!”

**Stretch Your Learning**

- Who else gets picked on as scapegoats?
- What can you do about that?
Who Needs It?

CONCEPTUAL BASE:
Basic needs influence our behavior.

OBJECTIVES:
1. To introduce students to Abraham Maslow’s hierarchy of needs *
2. To relate student behavior, especially in conflict, to the basic needs

VOCABULARY:
basic needs, physical needs, psychologist

TIME:
20-30 minutes

INTRODUCTION:
“Almost everything we do or say relates to some very basic needs. Today we’ll learn about one man’s ideas of how to understand those needs. We’ll see how some of our own arguments or misunderstandings relate to those needs as well.”

DISCUSSION:
“What needs does school meet?” (Guide discussion to bring out as many variables as possible, focusing on everyday realities of a safe learning environment, friendships, and esteem through achievement. In the extreme, a school facility may meet survival needs as a shelter during natural disasters.)

ACTIVITY:
1. Refer students to page S-26. Read and discuss the introduction. Explain Dr. Maslow’s original five categories. (“Actualization” or even “fulfillment” may prove abstract for this age group; discuss it in terms of feeling good about yourself, no matter what.)
2. Have students classify their needs according to Maslow’s chart and discuss.
3. For each of the five basic needs, discuss how behavior may change if that need goes unsatisfied.
4. Complete Putting It Together and discuss.
   ❖ Marielle: friendship, belonging
   ❖ David: survival (literal, imminent threat)
   ❖ Stephen: esteem (by bullying), belonging (wanting to)
   ❖ Graham: friendship, belonging
   ❖ LaQuana: safety (fear of school) and belonging (to Mom, for safety)

* Dr. Maslow has since expanded the hierarchy (survival; safety; belongingness and love; esteem; cognitive; aesthetic; self-actualization; transcendence.) We consider the earlier, simpler pyramid much more suitable for this age group. See Maslow, A., & Lowery, R. (Ed.) Toward a Psychology of Being (3rd ed.). New York: Wiley & Sons, 1998. See also http://chiron.valdosta.edu/whuitt/col/regsys/maslow.html.

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Who Needs It?  (Continued)

CLOSURE:
“Whether we feel loved or unloved, capable or incapable, these perceptions may affect how we act. We remain responsible for everything we say and do. This lesson emphasizes the role of situations outside of us, and understanding these things may help us choose to behave more responsibly.”

EXTENSIONS OR ALTERNATIVES:
1. How did your needs as a baby differ from your needs now? How will your needs change as you grow older?
2. Write down some basic needs that you had during the first two hours after you woke up this morning. Did you meet those needs? Did someone fulfill them for you? How? If not, how did you feel? What did you do?
3. Make a cooperative collage showing people’s basic needs.
4. Invite the school counselor, a social worker, or juvenile officer to speak to students on how unmet needs affect behavior.
5. Read and act out Sidney Simon’s “I Am Lovable and Capable” (Argus Communications: Niles, 1973). Have students keep a record of all the things that happen to them that leave them feeling (1) unloved and/or not capable, and (2) loved and/or capable. Compare and contrast.

INFUSION:
Social Studies: Analyze historic conflicts from a needs basis (survival, freedom, material goods, values, politics, religion, etc.).

Art: Have students agree on a symbol for each of the needs. Paint, draw, or sculpt a representation of your own needs at each level.

Natural Science: How do basic needs apply to animal behavior? Which needs dominate them? (mostly survival, safety in “lower” animals) Do some animals have “higher” needs than others? (e.g., elephants show strong social dynamics and sense of belonging, as well as even some relatively higher form of creativity in musical and visual arts; experiments with markings on dolphins’ bodies demonstrate some recognition of self and appearance; pets may mope when “their humans” leave and become happy and excited when they return.)
Self-actualization (fulfillment): the need to reach one's highest potential—as a creative, productive human being

Esteem, self-worth: the need to feel important, capable, worthy, confident, and to receive appropriate recognition and respect

Love, friendship, belonging: the need to give and receive love, to belong to a close group (family or community)

Safety: the need for fair treatment, feeling trusted and able to trust, freedom from threats

Physical, survival: the need for air, food, water, clothing, shelter, medical care, rest

**PUTTING IT TOGETHER**

Much of our behavior reflects a combination of needs. For example, when you join a friend for lunch, you address both physical and friendship needs. How does the idea of basic needs help us understand behavior? Let's find out. Which of the five basic needs does each situation involve?

- Katia invited everyone in the class to a party except Marielle. Marielle feels upset.
  
  Which need? ____________________________

- David feels horrified. After he got into an argument with an older boy that led to them both having a detention, the older boy got in his face and growled, “Just wait until later—you’re dead.”

  From David’s perspective, which need? ____________________________

- Stephen’s parents are off running errands. A couple of his friends pressure him to drink some beer from the refrigerator.

  Which need? ____________________________

- Graham talks loudly, brags about his grades, and acts like a big shot.

  Which need? ____________________________

- Five-year old LaQuana cries and clings to her mother on the first day of school.

  Which need? ____________________________
CONCEPTUAL BASE:
Two of our most important basic needs include love and friendship.

OBJECTIVES:
1. To appreciate the roles of love and friendship
2. To explore ways to expand love and friendship

VOCABULARY:
environment, respect, anxiety, insecurity, qualities

TIME:
15-20 minutes

INTRODUCTION:
“Acceptance by others matters to everyone. Whether it involves the love of a parent or the everyday friendship of someone we like hanging around with, these needs affect us very strongly.”

ACTIVITY:
1. Refer students to page S-27. Have them read the introduction and complete the first two activities.
2. Ask for student volunteers to roleplay the two scenarios.

DISCUSSION:
“What do we mean by a ‘loving environment’?” (people care about us, take care of us, help us)
“Do ‘caring’ and ‘love’ mean the same thing?”
“Why do we find it easier to work out a problem when people show love and respect?”
“Why do we sometimes hurt the people we love?” (We have different needs and wants at different times. Those won’t always match up. Sometimes we let our frustration take over.)

CLOSURE:
“The strength and reassurance we may have from friendships and people we love can help us deal with problems and frustrations.”

INFUSION:
*Natural Science:* Medical researchers know that babies who do not receive loving human contact do not develop normally (“failure to thrive,” also identified in numerous animal studies). Some even die, evidently as a result. What does this say about how the importance of love and affection in our lives?
*Music/Literature:* Find poems or lyrics from songs with the theme of love and friendship.
*Social Studies:* Find out how other cultures express love and friendship. If possible, invite students from other countries to talk to the class about these dynamics.
*Language Arts:* Write a short composition on how you feel when experiencing a new situation (a) with a good friend or someone you love, (b) alone, and (c) around people you definitely don’t trust.
*Art:* What qualities do you look for in a friend? Express them in a story, a poem, or a drawing.
When we face a new situation—a new class, school, or neighborhood—we may feel anxious or insecure. These feelings usually fade when others show us that they want us there. What can you do to make new friends?

Roleplay some ways to show friendship to:

a) a student who dresses very differently
b) someone who doesn’t speak English

“Love is an emotion everyone should possess. It can bring us much joy and happiness.”

—Maria, age 13
CONCEPTUAL BASE:
Our values greatly influence our behavior and the decisions we make. Contrasting values may cause internal or interpersonal conflicts.

OBJECTIVES:
1. To help students prioritize some of their key values
2. To help students understand and appreciate how conflicting values may create frustration for ourselves and for others

VOCABULARY:
values, consequences, prejudice

TIME:
20–30 minutes

INTRODUCTION:
“Let’s see what really matters to each of us.”

ACTIVITY ONE:
1. Have students cut or tear a piece of notebook paper into five pieces.
2. On each piece, have them name a relationship, object, idea, or personal quality that they consider very important. (Give examples of the more conceptual and ideal: freedom, honesty, fun).
3. Tell them to set aside one of the papers that they consider less important than the others (demonstrate with one of yours). Continue, one at a time, until they have only one piece left.
4. Ask students to share the one they kept and tell why that matters most. Afterwards, let them “take back” their discarded important things. How does it feel to get them back? (List students’ values on board for use later with the worksheet.)
5. Refer students to page S-28 and read the introduction.

DISCUSSION:
“Where do we learn our values?” (usually family, school, religion, community, friends)
“Could we live without values?” (No. We have values concerning many things, though we may not consciously recognize them.)
“Why do we often find emotions difficult to control when a conflict involves values?” (The stress may threaten basic beliefs and needs.)
“Why does creative communication become even more important in resolving a conflict over values than a conflict over most objects?”
“What would you risk (money, friendship, pleasure, pride, or eating habit, test grade, life, etc.) for the values listed on the board?”
“What things did you value at six years old?”
“How have they changed?”
“Has any of them remained the same?”
“How do you think they may change in five years? Ten? Fifty?”
“How do values shape our behavior?” (we usually do things to support, defend, or get what we consider most important or valuable)

ACTIVITY TWO:
1. Refer students again to page S-28, and identify the values of the four young people in the survey.
2. Compare and contrast them with the values they identified in Activity One.
3. Discuss the rest of the page. Solicit discussion on examples of the values listed by the “Values Chest”.

DISCUSSION:
“How might these values cause a conflict? (freedom/censorship, freedom/curfew, freedom/responsibility, music/obligations, sound/quiet house, environment/industrial needs, jobs/agricultural needs, friendship/prejudice, education/immediate rewards, etc.)

“Where do we learn our values?” (usually family, school, religion, community, friends)

CLOSURE:
“We need to recognize our values consciously and understand how they relate to some conflicts that may come up. Even if an argument or a put-down insults or threatens our core values, we can still learn to behave responsibly.”

EXTENSIONS OR ALTERNATIVES:
1. Report on value conflicts demonstrated on TV programs.
2. Add other values to the values chest and rank-order the values.
3. What sort of conflicts emerge when values clash? How might these values interfere with each other? (or use others more specifically relevant for your students):
   ❖ Fun vs. responsibility/hard work
   ❖ Personal safety vs. compassion
   ❖ “Taking care of #1” vs. altruism, generosity
   ❖ Fairness vs. wanting to win
   ❖ Material things vs. honesty
   ❖ Self-control vs. respect
   ❖ Popularity vs. compassion
   ❖ Popularity vs. respect
   ❖ Loyalty to a group of friends vs. loyalty to one particular friend
4. The “If” Game. Close your eyes and imagine your world if:
   ❖ someone gave you a million dollars
   ❖ you had the power of superman/superwoman
   ❖ you became the President of the United States

Give students paper and ask them to draw what they visualized, or write a few paragraphs on the topic. Share work and discuss the values represented (helping others, developing self, making the world a better place, etc.)
My Values (Continued)

What kind of world did you build?

INFUSION:

Social Studies: Gather information on current value conflicts such as development vs. wetlands or forests, nuclear vs. solar power, off-shore rights (minerals, fishing, oil, etc.), animal experimentation, current legislation.

Social Studies: Research and report on historical value conflicts such as immigration women’s right to vote, native Americans and settlers, ranchers and homesteaders (fences vs. open range), slavery vs. abolitionism, issues specific to your community or state.

Art: Make a “values collage” for a bulletin board display.

Art or Language Arts: Make up a skit or write a short story describing your response to one of the situations on page S-29.
What do kids care about?

The results of a survey surprised and impressed many people. Here are a few of the students’ responses:

“I care a lot about freedom. In the country I came from, people can’t say and write things that the government disagrees with.” —Jose

“My music is the most important thing in my life.” —Latrice

“After my scouting troop’s environmental work, I value a pollution-free world.” —Brandon

“I value an education. My family has never had money. I want a good job so I don’t have to worry about money.” —David

Wouldn’t life seem simple if everyone had the same values? Probably, but that’s not realistic. Some conflicts relate to our different values.

Sometimes our own values create internal conflicts. We want two or more different things at the same time, but we can’t have them all!

Whenever our values clash, we have to decide what matters most.

<table>
<thead>
<tr>
<th>Courage</th>
<th>Compassion</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honesty</td>
<td>Friendship</td>
</tr>
<tr>
<td>Hard work</td>
<td>Morals</td>
</tr>
<tr>
<td>Privacy</td>
<td>Fairness</td>
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<tr>
<td>Loyalty</td>
<td>Responsibility</td>
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<td>Self-control</td>
<td>Courtesy</td>
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<tr>
<td>Fun</td>
<td>Acceptance</td>
</tr>
<tr>
<td>Safety</td>
<td>Recognition</td>
</tr>
</tbody>
</table>
Different values sometimes work against each other. That doesn’t always mean that we call one right and one wrong, but it does force us to decide which we consider more important, for whatever reason. For each of the following examples, identify two conflicting values. Use your own words first. If you get stuck, try some of the words in or around the Values Chest.

1. Your best friend calls you soon after you arrive home from school and wants to come over to watch a TV program that your parents don’t let you watch.
   1a. ____________________________________________ (responsibility)
   1b. ____________________________________________ (friendship)

2. You overhear a bully telling another student that she’ll beat up one of your friends after school. The bully sees you and threatens you, too.
   2a. ____________________________________________
   2b. ____________________________________________

3. You invite your friends to a party. They find out that you’ve invited a student they don’t like; they often make fun of him behind his back. You like him. Several of your friends say that they won’t come if you invite that one person. You think they’re just prejudiced.
   3a. ____________________________________________
   3b. ____________________________________________

4. A girl knocks over your drink, which then spills onto your lap. A few of your friends start laughing. You feel angry and embarrassed. Someone says, “She did that on purpose! Aren’t you going to do anything?”
   4a. ____________________________________________
   4b. ____________________________________________

5. A store at the mall has just put out for sale a computer game you really want but can’t afford. You see a few out on display. You could just take one. You don’t see anyone watching.
   5a. ____________________________________________
   5b. ____________________________________________
Unreasonable Risks

CONCEPTUAL BASE:
Conflicts over unmet needs or misplaced values may lead us to take unreasonable risks.

OBJECTIVES:
1. To help students recognize conflicting needs in everyday situations
2. To apply the problem-solving strategy to emphasize the more significant needs

TIME:
15 minutes (30-35 minutes if taught along with the next lesson)

INTRODUCTION:
Note: If students do not have their own books, notice that pages S-30 and S-31 placed side by side have the word “RISK” spread across them. Use this to emphasize how even some right, good behaviors do carry risks. (This is not evident in this Teacher’s Guide, as the pages appear separately.)

“Last time we talked about dealing with values. Let’s take that another step and talk about risk. We take some risks every day, but we also may create more risk than necessary. Sometimes those risks arise among friends who don’t think clearly enough. Sometimes our frustrations or desires may move us to do something that we’d otherwise consider not only a bad idea or morally wrong, but even dangerous.”

DISCUSSION:
“What risks did you face this morning?” (a traffic accident could have endangered us while walking to school, waiting for the bus, or riding the bus)

“Do we think of those things as very likely to happen? Should we worry about the fact that they could occur?” (Not really. We should behave reasonably and safely, of course, but we don’t need to fixate ourselves on those chances.)

ACTIVITY ONE:
1. Refer students to page S-30. Read through with students the introduction and description of reasonable and unreasonable risks.
2. Ask for three or four volunteers to roleplay “Chicken! Chicken! Chicken!”

DISCUSSION:
“What are Pat’s and Lyle’s feelings and needs?”
“What are their appropriate and inappropriate behaviors?”
“If Pat responds with mostly appropriate behavior, what kind of results will he likely have?”
“What might he gain? What does he stand to lose?” (repeat for Lyle)
“If Pat responds with mostly inappropriate behavior, what kind of results will he more likely have?
“What might he gain? What does he stand to lose?” (repeat for Lyle)
“What matters more?”
“What do you think Pat will do?”
“What would you do? What do we have to balance here?” (Guide discussion toward needs: safety vs. friendship)
“What can you do to refuse an unreasonable dare and still perhaps keep your friends?”

ACTIVITY TWO:
Refer students back to page S-30 and read “Boy Taking Dare is Hit by a Train.” This is a true story.

DISCUSSION:
“Do you consider this risk reasonable or unreasonable?”
“Why do you think the boy in this article took the dare? What needs did he try to meet?”
“If he needed to prove that he wasn’t ‘chicken,’ how else might he have done so?”
“Have you ever dared someone to do something unreasonably risky? Tell us about it. Why did you offer the dare?”
“We have looked at the relationship between basic needs/values and how we act. Think of this in light of ‘unreasonable risk.’ Tell me other different kinds of ‘unreasonable risks’ that you’ve faced.” (lose respect of family and friends if caught shoplifting; lose self-respect and respect of others for acting out of prejudice or snobbery; injury or fatality from any dangerous act; lose self-control from experimenting with alcohol or other drugs, etc.)
“It seems to me that his friends actually behaved like bullies. Why would friends try to force someone to do something dangerous or unwise?”
“Why would even good friends sometimes get caught up in daring each other to do unsafe things?” (It may feel exciting; maybe an attempt to look cool or tough; to put someone down)
“Do those things make it worth it?”

CLOSURE:
“We don’t need to add to conflict and risk by trying to push anyone else into doing anything unsafe. Next time, we’ll talk about how risk can provide something positive and even fun. How can we say that? Think about it. We’ll see.”

EXTENSIONS OR ALTERNATIVES:
Write and act out TV commercials to highlight the possible danger of “daring” behavior.
If appropriate by local standards, discuss risks associated with sexual behavior according to the content of your Human Growth and Development curriculum.
An unreasonable risk puts you in a situation where you:

- Gain nothing significant
- May lose something of value or which you can’t replace
- May cause serious physical or emotional harm to yourself or someone else

Some unreasonable risks include:

- Taking so much of anything that you develop a physical or psychological dependence on it (cigarettes, alcohol, food, computer games)—
  **What do you stand to lose?**
- Doing something mean or insensitive—
  **What do you stand to lose?**
- Taking something that doesn’t belong to you—
  **What do you stand to lose?**

---

**Chicken! Chicken! Chicken!**

Lyle, Pat and some friends have just taken a break from playing in the park. Lyle turns to the group and says, “That was fun—but I’ve got a better game. You have to be pretty brave to play it, but I think you guys can handle it.”

“Sure, what is it?” they ask. “C’mon, I’ll show you,” Lyle replies.

Lyle opens the door that leads to the balcony of his sixth-floor apartment. He walks out, climbs up onto the ledge, and says, “You have to jump from here to the balcony next to ours. Our neighbors never come home until late at night, so they’ll never know. I do it all the time.”

A couple of Pat’s friends begin daring him to do it. “You’re crazy!” Pat says. “That isn’t a game, it’s just stupid. You’d have to be insane to do that. I’m out of here.”

Lyle starts taunting him in a whiny voice, “Yeah, that’s what I expect from a chicken. Chicken! Chicken!” Pat’s other friends join in, making chicken noises.

Pat looks at the balcony next door. The jump’s not very far. He feels pretty sure he could make it. But he wonders: what if he does miss, or if he just slips? He pauses, steps back, takes a deep breath…

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**Boy Taking Dare is Hit by a Train**

A 14-year-old boy who took a dare from his friends was injured late Tuesday night when he was hit by a slow-moving train near NW 73rd Street and 23rd Avenue, Metro-Dade police said.

The boy, whose name wasn’t immediately released, received severe cuts to his leg and neck, said police public information officer Ron Calmenaro. The boy was taken to Jackson Memorial Hospital, where he was reported to be in good condition early today.

Calmenaro said the teenagers were “playing a dare game, sort of like playing Russian roulette” when one of them was hit by a passing freight train and knocked off the tracks.

**What is another unreasonable risk?**

**What you stand to lose from it?**

Real friends don’t bully each other into taking unreasonable risks. They don’t try to provoke unreasonable or dangerous behavior. They do encourage and support healthy, reasonable risks — risks that bring fun, without unnecessary danger. What statements can you make to turn down the risk? How can students in a class or any other group help support that?
Reasonable Risks

CONCEPTUAL BASE:
Reasonable risks challenge us to become more responsible, skilled, and competent.

OBJECTIVES:
1. To present a positive side of risk
2. To encourage student initiative in taking responsible risks
3. To emphasize that making positive change in the world may require taking responsible risks

VOCABULARY:
press conference, polluters, reasonable risk

TIME:
15-20 minutes (30-35 minutes if taught along with the previous lesson)

INTRODUCTION:
“Should we write off all dares, risks, and challenges as bad? I don’t think so. Some kinds of risks may actually move us to do something good. Some can even help us grow. Our parents, teachers, and friends may challenge us to behave more responsibly, but others may say we’re no fun. They may encourage us to study harder, but others may make fun of us if we do. We may stand up for some morals or beliefs we hold strongly, even though others may call them silly or boring. All these pose risks—reasonable, worthwhile risks.”

ACTIVITY ONE:
1. Refer students to page S-31. Have them read the introduction, “Kids Make a Difference,” and the examples of reasonable risks.
2. Ask students to think of other examples of reasonable risks and write them in the space provided.
3. Complete and discuss Putting It Together.

DISCUSSION:
On “Kids Make a Difference”:
“What challenge did these students face?”
“Why didn’t they give up when they received no encouragement?”
“What risks did they take?”
“Do you consider their actions reasonable? Why?”
“Give me some examples of people who accepted risk of personal danger, or rejection or ridicule for the sake of learning, growth, and principles.” (explorers and settlers of the New World; astronauts; scientific breakthroughs such as Copernicus and Galileo; artistic and creative change pioneered by Beethoven, Stravinsky, Picasso)
“Think of historic figures who accepted risk related to changing our society for the better.” (Such as Frederick Douglass’ “The Meaning of July Fourth for the Negro” address in Rochester on July 5, 1852; Susan B. Anthony and others who sought women’s right to vote; civil rights protesters in the 1950’s and since; Gandhi’s protests for India’s emancipation from England.)
Reasonable Risks (Continued)

Gauge students' need or readiness to discuss this, possibly with regard to any recent events on students' minds.

“Some things in the world require risk, for a greater good. Name some jobs or tasks that require trained adults to take great risks, even endangering their own lives.” (police, fire, emergency medical responders, military, etc.)

“We usually call risks that put us in physical danger unreasonable. Yet these women and men often deliberately face danger. Why do we consider their risks worth taking?” (Most of these individuals are fully aware of the hazards. They undergo substantial training or other preparation to minimize this risk. Their efforts greatly benefit society. Also, they didn’t jump into these things on a dare, or to impress anyone.)

On other reasonable risks:

“What examples of other reasonable risks did you come up with?”

“Name some reasonable risks specific to your school or community.”

“What are some specific ways that your parents, teachers and friends challenge you to act more responsibly?”

“What are some ways that we challenge ourselves to act more responsibly?”

“Using your peacemaking skills sometimes calls for taking risks. Why?” (because others may not reciprocate; some will laugh it off) “Peace Scholars can learn to take those risks responsibly.”

ACTIVITY TWO:

1. Refer students to Putting It Together on page S-31 and think of three examples of reasonable risks they could take in the next week. (Discuss—make sure they are reasonable! Consider requiring them to discuss this list with parents.)

2. Give students a week to perform these tasks. Discuss their results.

CLOSURE:

“Risks that help us grow, that help us learn, that help us do better; risks that help us reach out to others, for something better, to improve things—we usually consider these healthy or reasonable risks. Let’s look for these opportunities and use them.”

EXTENSIONS OR ALTERNATIVES:

1. Search local newspapers and the Internet to find examples of people in your community or state who have taken reasonable risks to achieve something positive (human rights, sports, science, peace, access for persons with disabilities, education, etc.) Describe what they wanted to do, how they went about it, and the results. What did they risk? What did they gain?

2. Role play: Friends challenge you to take a dare (drugs, alcohol, sex, stealing, physical feat, cruelty to another person, etc.) Brainstorm ways to stand up for what you consider right. What do you risk? What will you gain?

3. Find, discuss, and illustrate proverbs related to different views and aspects of risk-taking. (Nothing ventured, nothing gained; A bird in the hand is worth two in the bush; Don’t put all your eggs in one basket, etc.)
How do you distinguish a reasonable risk from an unreasonable one?

In a reasonable risk:

- You stand to gain, contribute, or accomplish something positive and meaningful for yourself, your classroom, your community, or the world
- Success will require you to improve your skills or attitude
- You do not face any new or unnecessary threat
- You may find yourself more brave and capable than you thought!

**Kids Make a Difference**

A group of Jefferson Junior High School students investigated the condition of the Calusa River as a science project and found it seriously polluted. They wanted to publicize the results of their two-month study and were not discouraged when they were told that “nothing could be done.”

The students decided to give a “polluter’s award” to the three worst polluters. The award was given at a press conference which the students arranged. They invited local television and newspaper reporters, the mayor, and the city council to attend.

As a result of the press conference, the city council appointed a task force to study the students’ findings.

**Some reasonable risks:**

- Trying to make a new friend
- Reporting bully behavior
- Running for student council
- Standing up for someone others pick on
- Taking up a new sport
- Taking the first step to apologize for a dispute
- Trying something creative—music, drama, art, writing—in your own style
- Sitting at lunch with a classmate you don’t know very well
- Taking part in a school or community project to help people different from you

What else? ______________________________________

______________________________________

**PUTTING IT TOGETHER**

List three reasonable risks you could take in the next week.

1. ______________________________________
2. ______________________________________
3. ______________________________________

What do you stand to gain from them?

________________________________________
________________________________________

What may change for the better when you succeed?

________________________________________
________________________________________
Decisions, Decisions, Decisions

CONCEPTUAL BASE:
Our values, perceptions, needs, experiences, and feelings influence our decisions.

OBJECTIVES:
1. To emphasize how any decision may involve several factors
2. To emphasize that we must take responsibility for our decisions

TIME:
20–30 minutes

INTRODUCTION:
“Every day we make a wide range of decisions. Most of them don’t require us to ‘think carefully,’ for example, to pick up a dropped pencil, to use a red marker instead of a blue. But other decisions, particularly about values, right and wrong, and decisions that may provoke conflicts, can have more significant outcomes. Let’s think about some of the things we have to consider in making those important decisions.”

ACTIVITY:
1. Refer students to page S-32 and discuss everything except “Hassle Handler.” You may add other “Should I…” questions more directly relevant to your students, school, and community.
2. Discuss with students the likely consequences of each.
3. Have student form small groups.
4. In Stretch Your Learning, have students work together as the “Hassle Handler” to write responses to each of letters. Discuss responses.

CLOSURE:
“In several of the last few lessons we’ve emphasized thinking ahead to the likely outcomes of our choices. We can’t always know exactly what may happen as a result of our decisions, because we can’t control other people and unknown circumstances. But we take responsibility regardless. When something turns out well, we can feel proud of that. When things go wrong, we can choose to emphasize solving the problem or to complain and blame. Which makes more sense?

“Though we can’t control everything that happens, effective problem solvers take responsibility for their decisions.”

EXTENSIONS OR ALTERNATIVES:
1. Discuss: When a person quits school, steals, vandalizes, or experiments with alcohol or other drugs, what consequences may follow for him/herself, family, victims, society?
2. Sometimes corporations seem to overlook or ignore the long-term consequences of their decisions. For example, a large chemical corporation made a decision to dump dangerous chemicals onto a vacant lot at a place called Love Canal in New York state. Years later, houses were built on this land. Many children living in these homes became sick. Scientists found the chemicals seeping into local homes. Only then did the company acknowledge the serious consequences of its decision. Discuss other examples of decisions that had long-range effects on people, typically innocent and unknowing victims. (Unethical accounting and investment practices, automobile industry disregarding...
Decisions, Decisions, Decisions (Continued)

safety to save small amounts of money, shabby home construction and inspection, Agent Orange in
Vietnam, nuclear and other toxic waste sites, etc.)

3. Put a “Hassle Handlers” mailbox in your classroom for students with problems to write unsigned letters
for class brainstorming.

4. Have students write their own “Dear Hassle Handler” letters and exchange them with a classmate. Have
them write replies. Share and discuss what each wrote.

INFUSION:

Language Arts: Find other decisions in stories recently read that provide major turning points in the plot. What
other decisions could the characters have chosen? What impact could those choices have made on the
outcome?
As an infant you made no conscious choices. As a young child, you still had most decisions made for you by parents and other adults. As you continue growing, however, you begin to make more and more decisions—and have to take more responsibility for the consequences. Your decisions matter.

Some decisions we find relatively simple, if they don’t have serious consequences: Which shoes should I wear today? Do I want fries with that? Other choices, though, may have more of an impact on us, so we need to put more time and thought into them. Your brain processes many factors—sometimes so many that you may not recognize them all consciously. Whatever you choose as the basis for any decision, you stand accountable for the results.

Dear Hassle Handler

You write a “Hassle Handler” column for your school newspaper. You receive letters from students who need help making decisions. Write a well-reasoned reply to the letter to the right, pointing out some issues to consider.

Some decisions we find relatively simple, if they don’t have serious consequences: Which shoes should I wear today? Do I want fries with that? Other choices, though, may have more of an impact on us, so we need to put more time and thought into them. Your brain processes many factors—sometimes so many that you may not recognize them all consciously. Whatever you choose as the basis for any decision, you stand accountable for the results.

Dear Hassle Handler,

I caught my best friend writing on the wall at school. This morning our principal talked to us about keeping our school clean. Mrs. Adams, our school custodian, has had to scrub the walls three times this week. I hate to squeal on my friend, but I know that what she did is wrong.

Sincerely,
Caught Too
What Should I Do?

CONCEPTUAL BASE:
Our problem-solving should address not only the moment’s needs, but also the deeper issues.

OBJECTIVES:
1. To help students recognize conflicting needs in everyday situations
2. To introduce a pragmatic decision-making model that emphasizes the more significant needs

TIME:
20–25 minutes

INTRODUCTION:
“Sometimes we have a jumble of values—wanting to be part of the group, wanting to be liked, wanting to prove something, wanting to win. Sometimes these simply won’t all work together! We need some sort of strategy for thinking through these so that, at the very least, we have some idea of the likely results. That can help prevent us from simply doing whatever comes to mind.”

ACTIVITY:
1. Refer students to page S-33. Discuss and clarify the four-question Decision-Making Model.
2. Have students read the scenario, “Thief?”

DISCUSSION:
“What were Joan’s feeling and needs?” (sadness, loneliness; the need for friendship, the need for attention)
“What was Joan’s appropriate behavior? Her inappropriate behavior?” (Joan acted appropriately regarding friendship needs [chatting with Krista] and then responded inappropriately [stealing]).
“What do you think Joan will do now?”
“If Joan responds with mostly appropriate behavior, what kind of results will she more likely have?” (positive)
“If Joan responds with more inappropriate behavior, what kind of results will she more likely have?” (negative)
“If a security officer has seen her stealing and stops her, what will happen?”
“As Joan’s mom, what would you do once you found out Joan had been caught stealing?”
“What values do you think Joan should focus on here?”
“What does Joan stand to gain? What does she stand to lose?”
“Which matters more?”
“What are some more appropriate ways that Joan could have gotten her mother’s or friend’s attention?”

CLOSURE:
“Values, needs, relationships—sometimes we find it difficult to sift through these and figure out what matters most. Remember Maslow’s Hierarchy of Needs. Our basic needs, survival and safety, matter more than our need for friendship and belonging, or getting attention from others. With that in mind, it doesn’t make much sense to put ourselves at risk, or do something we know is wrong, to get attention or win friends, does it?
“We need to think ahead about what always matters most, and do our best to keep that in mind. The Decision-Making Model can help us to figure out what matters more.”

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EXTENSIONS OR ALTERNATIVES:

Save articles on athletes, politicians, or celebrities who make some irresponsible choices and face negative consequences as a result. Refer to these as part of the lesson. (Consider whether the glamour of celebrity may override the moral lessons. Much of the suitability of doing this lies in how you present the example.)

INFUSION:

Language Arts: Write stories showing how the need for love and friendship can cause conflict. Share.

Language Arts: Analyze stories in basal readers focusing on unmet needs and inappropriate behavior. Suggest ways that the characters could satisfy their needs appropriately.
Friendship, love, and belonging may matter so much to us that we sometimes do foolish things for them. When faced with internal conflicts over different needs, and trying to balance different values, a simple decision-making model may help:

1. What kind of results will I probably get from doing this?
2. What do I stand to gain?
3. What do I stand to lose?
4. What matters more?

Thief?

Joan, eleven years old, feels alone because it seems that no one pays attention to her. She knows that her mom loves her, but since her parents divorced, she sees her dad only on weekends. And mom seems a lot more concerned with the twins, now three years old. Joan has to help with more chores than ever when she gets home from school. She wants to talk to her best friend Krista about her problems, but every time she's tried talking with her, Krista cuts the conversations short.

As she walks home from school, Joan decides to stop by the drug store to buy a cold drink. Once inside, she stops at the cosmetics counter. She opens some of the lipsticks and notices how pretty they all look. She looks around, and when she's sure no one is looking, she puts a few in her bookbag. She feels bad about doing it, but she begins to walk toward the door. She pauses, walks back to the cosmetics counter, opens her bookbag, and…

Joan's feelings
__________________________________

Joan's needs
__________________________________

Joan's appropriate behavior
__________________________________

Joan's inappropriate behavior
__________________________________
SECTION VI

Frustration, Anger, and Conflict
Ring Around of Temper

TEACHER’S PREP:
Before beginning the lesson, set up a circle or other simple design with a row of dominoes, visible to as many students as possible.

CONCEPTUAL BASE:
A single angry act may trigger a chain of events in conflict. A single peacemaking act may also begin a chain of events in peacemaking.

OBJECTIVES:
1. To demonstrate how pushing anger off on others usually makes a problem worse
2. To establish the futility of blaming others in a conflict
2. To establish that just as negative behaviors may set off other problems, so can positive behaviors start a chain of solutions

TIME:
20 minutes

INTRODUCTION:
Ask students to predict what will happen if someone pushes the first domino in your design. Do it. Relate the Domino Effect to conflict. “Sometimes one little action, for whatever reason, may set off a chain of events. Even if the original act didn’t actually fit the situation, it can lead to other things. This can happen with problems. It can also happen for solutions. Let’s see how this happens with Shrimp.”

ACTIVITY:
1. Refer students to page S-34.
2. Have student volunteers read or roleplay the story. (the roster: Chem, tree, rooster, ants, snake, elephant, stone, woman, shrimp)

DISCUSSION:
“What was the conflict?”
“How did each character perceive the conflict?”
“Why do you think most of the characters blamed each other?”
“How did most of the characters blame each other?”
“How did the Shrimp deal with the problem?”
“How do you think the characters felt?”
“What usually happens when we blame others for our actions?”

Additional questions:
“What effect, if any, does blaming usually have on resolving a conflict?” (Ask students to think about a conflict they’ve had in which people blamed each other.)
“What effect, if any, can listening and understanding have on resolving a conflict?”

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CLOSURE:

“Just as a single negative action can stir up much more frustration and anger, so can one responsible action start a positive chain of events. For example, what happens when one person honestly tries to listen to the other’s side? What happens when one takes a first step to apologize for a misunderstanding in the lunch line? Even if we act responsibly to a series of events and our constructive action doesn’t make everything right, we still need to do our best to turn things around.”

“One thing that certainly does not help is blaming. That won’t solve anything, but behaving responsibly will.”

“A single action, positive or negative, may trigger a series of others, as we saw with the dominoes. We need to respond as problem solvers. Let’s aim for a constructive domino effect as well.”

EXTENSIONS OR ALTERNATIVES:

Whenever you have to help students settle some dispute, relate their actions to the domino effect. Emphasize behavior rather than blame. “What action happened first? And what domino fell next? What happened after that one? And how did that affect the situation?” and so on. “Now, who wants to go first to make the dominoes fall in a constructive way? Who wants to start something good?”

INFUSION:

Social Studies: Find examples of the “domino effect” on civic or international conflicts.

Art: Draw a cartoon that depicts displaced anger.

Creative writing: Dive into the water and find Shrimp. Encourage him to take a reasonable risk by calling the characters together to solve the problem. Act it out for the class.
Once upon a time, there was a man by the name of Chem. He was standing by his hut on the bank of a river, sharpening his ax, when a little shrimp crawled up on his foot and bit him. Chem became so angry that he lifted his ax and cut a nearby tree with a fierce blow.

The tree became so angry that it shook a coconut from one of its branches, and the coconut fell on the back of a rooster. The rooster became so angry that he scratched up a big anthill full of ants.

The ants became so angry that they stung the tail of a snake.

The snake became so angry that he bit an elephant in the leg.

The elephant became so angry that he knocked over a big hollow stone, which an old woman used to pound her rice. The stone rolled down the hill and hit the old woman's housed and knocked it down.

“Stone! Stone!” called the old woman angrily. “You must pay me for my house.”

“I won't! I won't!” shouted the stone. “It was the elephant who made me roll down the hill.”

The old woman went to the elephant and said angrily, “Elephant, you must pay for my house.” “No, I won’t!” said the elephant. “It was the snake's fault. He bit me in the leg.”

The old woman went to the snake and said angrily, “Snake, you must pay me for my house.” “No, I won’t!” said the snake. “It was the fault of the ants.”

The old woman went to the ants and said angrily, “Ants, you must pay me for my house.”

“No, we won’t!” said the ants. “It was the rooster’s fault. He scratched up our hill and spoiled our house.”

The old woman went to the rooster and said angrily, “Rooster, you must pay me for my house.” “No, I won’t!” said the rooster. “It was the tree's fault. It dropped a coconut on my back.”

The old woman went to the coconut tree, and said angrily, “Tree, you must pay me for my house.” “No, I won’t!” said the tree. “It was Chem who struck me with his ax.”

The old woman went to Chem and said angrily, “Chem, you must pay me for my house.” “No, I won’t!” said Chem. “It’s the fault of the shrimp. He bit my foot.” The old woman went to the shrimp and said, “Shrimp, you must pay me for my house.”

Now the shrimp could not blame anyone else. Nor could he build the old woman a new house.

While she was scolding him, the shrimp hopped into a pool, dived to the bottom, and no one has ever been able to find him since.

1. What was the conflict?
2. How did each character perceive the conflict?
3. Why do you think most of the characters blamed each other?
4. How did the Shrimp deal with the problem?
5. How do you think the characters felt?
6. What usually happens when we blame others for our actions?
Frustrations

TEACHER’S PREP:

“Cooperation Squares” may take 30–45 minutes to prepare.

Preparing the squares: Each set has five squares, six inches high. Complete each pattern and label with letters as shown. Cut out all pieces so that you have fifteen pieces in a set. Put each set in an envelope.

For ease of recovery and re-use: make each set a different color, or at least mark each set (parts A, B, C, D, E) with a different color marker; laminate the pieces; keep each set in its own large envelope.

Students will work in groups of five; prepare squares accordingly.

CONCEPTUAL BASE:

We may feel frustrated when other people, things, or our lack of skills block our needs. A frustrating experience can serve as a challenge, forcing us to think creatively about choices.

OBJECTIVES:

1. To establish that we all have frustrations and we all have options in how to respond
2. To emphasize cooperation as a positive response

VOCABULARY:

frustration, block (as something that interferes with or “blocks” our wants or needs)

TIME:

30–40 minutes

INTRODUCTION:

Give the class a very difficult assignment related to another subject recently covered. Give them a ridiculously short period of time for it. Specify some severe—but plausible—penalty for failure to complete the task. Increase the complexity or describe more punishments for not completing it until they voice or otherwise show some significant protest.

DISCUSSION:

“How did you feel about the assignment I just gave you?”

“Why did you feel that way?”
ACTIVITY ONE:
1. Refer students to page S-35. Discuss the text.
2. Have students complete *Putting It Together*. (Define “Block” as something that interferes with or “blocks” our wants or needs.) Discuss their responses.
3. Group students in fives. Extra students can serve as observers to make notes on the process.
4. Write “cooperation” on the chalkboard.

DISCUSSION:
“What does that word mean?”
“When people cooperate, what do you see and hear them doing and saying?” (List responses. Insist on concrete detail on vague answers; e.g., ‘Politeness’—sure, that helps, and now tell me exactly what someone *does* to ‘be polite.’) Nudge students toward responses such as: “Everyone thinks about other people’s feelings,” “We listen to different ideas,” “We take turns,” “Everyone pitches in,” etc.)

ACTIVITY TWO:
1. Introduce Cooperation Squares: “In a few moments, I’ll give each of your groups a puzzle that you can solve only by cooperating. Each person in your group will have either two, three, or four pieces of the puzzle. Each person in your group must assemble his or her own square. Every square is the same size.”
2. Establish the rules:
   a. “No member of the group may speak or make any sound.
   b. “No pointing, signaling or any other gestures.
   c. “Any member may offer a puzzle piece to anyone else, but no member may ask for a puzzle piece, or take one that has not first been offered.
   d. “No one may assemble any part of a square for another person.
   e. “When your team finishes, raise your hands until I see you, and sit quietly while other groups continue working.”
3. Assign each group member a letter from A–E.
4. Distribute the sets. “Please turn over all the pieces so that you see a letter ‘A,’ ‘B,’ ‘C,’ ‘D,’ or ‘E’ on each one.” (allow a few moments) “Make sure that you have three pieces for A, four for B, two for C, two for D, and four for E.” (verify) “Now, student A, take all the ‘A’ pieces, student B take all the ‘B’ pieces, etc.” (allow time) “You now have up to ten minutes to complete your five squares, without speaking. Please begin.”
5. While groups work, make notes on specific cooperative or uncooperative behaviors.
6. Once all groups successfully complete the task, or when time runs out, discuss.

DISCUSSION:
“Did anyone feel frustrated by the rules?”
“Did anybody finish his or her own and forget about the rest of the group?”
“Did anybody in your group break a rule? What happened?”
“Could you identify a particular point at which your group began to cooperate?”
“Was anyone in your group willing to give away a piece?”
“Did the game challenge anyone to think creatively?” (Address any other dynamics you noticed related to frustration and cooperation.)
“What does this have to do with problems over who sits with whom at lunch, or people saying things about you, or being left out of a party?”
CLOSURE:

“We all have frustrations—and we all have a choice in how we deal with them. Some things we do may not help at all. Some of our responses may even make the problem worse. We can choose to cooperate, to take a first step at trying to help the other person—even if we don’t know we’ll get something in return. That shows very responsible thinking and attitude. It usually helps everyone get along better.”

EXTENSIONS OR ALTERNATIVES:

If you saw students volunteering their pieces to others, cite those positive examples (particularly if it came from a student who often does not share!) Relate them to one disputant taking the chance of apologizing or otherwise making amends first. That person has no guarantee that his or her responsible act will move the other person to do likewise. Regardless of results, that first-step attitude shows real maturity.

Have students reflect on a frustrating experience they recall well. Analyze it as you did these two examples. Brainstorm several alternatives.

INFUSION:

Art: Draw a cartoon showing a frustrating experience. Discuss.
**Frustrations!**

**We All Have Them!**

In the “Ring Around of Temper,” the shrimp didn’t have the things he needed, or the ability, to build a house for the woman. Blamed for the whole mess, he probably felt a range of unpleasant feelings: inability, guilt, embarrassment, fear, shame. Throw together a few of these and you have, in one word, frustration. How did the shrimp deal with it? He ran away.

We know we can’t always have everything we want, when we want it. Even though we know this, sometimes, we still feel frustrated when something blocks what we want or need.

How do you usually respond to frustration? Do you yell? Call names or make fun of someone? Make mean faces or rude gestures? Hit, kick, or use some other form of physical aggression? Some of us have plenty of practice with these. But do they help people solve a problem peacefully and respectfully?

Oddly enough, frustration can help us. If we look at it as a signal that something’s gone wrong, we can learn how to create a new and more constructive response. That doesn’t come easily at first. Handling frustration well takes practice. As we begin working with it, we can learn to act more productively even when we feel aggravated or upset.

We always have choices. Sometimes we have to start by simply learning to recognize them. Some choices make things worse for us. More responsible and constructive choices don’t guarantee that we get what we want—we may still be frustrated—but at least they leave the door open for perhaps a better situation next time.

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**Putting It Together**

**THERE GOES THE WEEKEND**

You can’t go out with your friends this weekend because your parents expect you to babysit while they go have fun. They won’t even let you rent a movie or have any friends over!

**BLOCK:**

**FEELINGS:**

**CHOICES:**

1.
2.
3.
4.

---

**I’M 200% CONFUSED BY PERCENTAGES**

You’ve tried to understand today’s math lesson, but it just won’t sink in. The teacher calls you to the board to solve one of the examples. Everyone waits—while you stay glued to your chair.

**BLOCK:**

**FEELINGS:**

**CHOICES:**

1.
2.
3.
4.
CONCEPTUAL BASE:
Our own frustrated behavior may provoke others’ anger. We can learn to address their anger without getting angry ourselves (acting instead of reacting).

OBJECTIVES:
1. To emphasize individual responsibility in causing or escalating conflict
2. To emphasize individual responsibility and ability to help “cool off” or de-escalate the conflict
3. To promote understanding of others’ perceptions during angry moments

TIME:
10–15 minutes

INTRODUCTION:
“Usually, in the middle of a conflict, both sides see things differently. Often one or both will do something that heats up the problem. Each can also do something to help cool it off. Let’s look at those issues.”

ACTIVITY ONE:
1. Refer students to page S-36 and read “Patricia’s Story.”
2. Have students identify the conflict, feelings, and perceptions of each character, and fill in the chart.

DISCUSSION:
“Why do some families have the same argument over and over again?”
“What can a family do to change the situation?”
“Why do most of us find it difficult to speak to each other calmly and politely when we feel upset?”
“Why can’t we express anger safely, in at least a civil manner?”
“Any of our Peace Scholar Rules could help here, but a couple in particular offer some very concrete, practical tips. Which in particular?” (Guide the line of thought to #2 and #4)
“How could we apply either of these?
“What would Patricia have done differently using just these two rules?”
“What about her mom?”

ACTIVITY TWO:
Refer students to page S-36 and complete Putting it Together.

CLOSURE:
“Things can easily get out of hand. Patricia and her mom certainly had trouble managing their anger. We want to handle our frustrations better than they did. Let’s focus on these two Peace Scholar Rules: speaking with respect, and acting with kindness. In the next few lessons, we’ll learn more creative ways to handle our anger.”
EXTENSIONS OR ALTERNATIVES:

Consider a more dramatic introduction. (You know how far to take this to make it suitable for your class.) Grab the class’ attention by having a couple of students stage a quickly-escalating conflict with you. Plan with them the day before.

Planned role-play: As you make a transition from one subject to another, make some foolish mistake (e.g., dropping a stack of papers), and say loudly but to no one in particular, “Oh, I’ve just had it. Too much stress, the rotten traffic this morning—I’m so fed up—and I have a headache and anyhow—” And as you ramble on and on, a student walking past bumps into you and apologizes. You huffily reject the apology. Increasingly rude remarks follow from both. Let it build into scowling, yelling, getting in each other’s face, etc. Finally the second student intervenes to help calm the situation. As the dust settles, segue:

“Well, someone got out of hand here. Evidently both you [the “bump” student] and I saw this differently. Each of us heated up the problem; each of us could have done something to help cool it off. Seems as if I took out some of my bad day on you, doesn’t it? Now let’s look at the issues.”

Keep the role-play brief, 20–30 seconds at most, before the calming intervention. (Prevent any misunderstanding: warn administrators and neighboring teachers! If an administrator has a planned role, make sure she or he stands ready nearby before you start the drama; you don’t want this to escalate only to have no one ready to intervene on schedule.)

INFUSION:

Language Arts: Have students write Putting It Together situations on 3”x 5” cards. In small groups, role play the situations using a “People’s Court” format. The judge will make suggestions to the parties in the conflict.

Use the Peace Scholar Rules as a guide to write a more satisfactory outcome for Patricia’s story.
My family has just finished dinner. Marta’s watching television. Frank’s gone to his room to do homework. I’ve just gotten on the phone when suddenly my mom just explodes! “Patricia, why do you vanish when we need to clean up? Every night we have the same story! Get off the phone and get in here!” Without thinking, I blurt out, “From the minute you get home, you pick on me! What about Frank and Marta?” “I’m not talking to them right now, young lady, right now I’m talking to you, and you’d better not talk back! Tonight’s your night for cleaning up, and I expect you to get right to it!”

“OK, Mom—I’ve been on the phone for maybe ten seconds! I’ll come there in—”

“You’ll get off that phone right now! Do you hear me? You don’t want me to come over there and take the phone away from you, so you’d better get off it now.”

Does that sound familiar? When someone gets angry with us, we may respond by doing the same thing—and that probably makes it worse. Why do we that? We can learn to respond to an angry person calmly and courteously. If you’re angry and someone speaks to you softly and calmly, what could it do for you?

Peace Scholars can learn to control anger and use it in a safe way. Let’s start by analyzing the conflict in Patricia’s story.

<table>
<thead>
<tr>
<th>Identify the conflict</th>
<th>Feelings</th>
<th>Perceptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mom: ___________________</td>
<td>Mom: ___________________</td>
<td>Mom: ___________________</td>
</tr>
<tr>
<td>Patricia: _____________</td>
<td>Patricia: _____________</td>
<td>Patricia: _____________</td>
</tr>
</tbody>
</table>

When someone gets mad with you, stop and think:
What does this person want? How does she perceive the conflict? What have I done that may have added to the problem? And right now, what can I do to help cool this down, even if I haven’t caused this?

Putting It Together

<table>
<thead>
<tr>
<th>Angry person</th>
<th>Why he/she gets angry with me</th>
<th>How I can help cool off the situation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sister or brother</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Adult at school</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Friend</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Classmate</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
I Feel So ANGRY!

CONCEPTUAL BASE:
Anger rises as a natural response to warn us of something we perceive as unfair or a threat. It can serve as a fuel, for good or bad. Anger does not have to result in violence. We can even channel anger constructively.

OBJECTIVES:
1. To emphasize anger as a natural response to something wrong, unjust, or dangerous
2. To encourage students to respond to anger constructively

VOCABULARY:
defuse, visualizing, react

TIME:
15–20 minutes

INTRODUCTION:
“Patricia and her mom didn’t handle their anger very well. Let’s take another look at some of our own angry feelings. Often we don’t like anger, and we don’t like what often happens because of it. We need to find out what anger actually tells us, and how we can respond to it better.”

ACTIVITY:
1. Refer students to page S-37. Discuss the text and cartoons. Give time for students to identify their own angry feelings. Emphasize that angry feelings come naturally, as a response to something we see as wrong, unjust, or dangerous: “Think of anger as a signal, like a flashing yellow light. We wouldn’t ignore those or turn them off, would we? We wouldn’t call them bad or wrong. If we know what’s good for us, we pay attention to them. Anger does much the same thing. Or think of it as a fuel that you may use for good or bad. We want to use it more appropriately.”

2. Discuss techniques for dealing with anger:
   During a confrontation:
   a. Counting numbers and taking slow, deep breaths can help us calm down. These help distract or relax.
   b. Postponing gives time to regain self-control. “I can’t talk about it now. I’ll see you at lunch time.” Before or after a confrontation:
   a. Writing a “mad note” can help you identify the problem more concretely and sort out your feelings. This gives you time to think about how to deal with it most appropriately. You may write things you will regret later, so tear it up before it accidentally ends up in a mailbox. (Do this with pencil and paper, not in an e-mail or instant messaging program. It’s too easy to hit the “send” button in a moment’s frustration. And remember, what you send into cyberspace may end up forwarded to—everybody.)
   b. We may automatically say the same cruel things every time we have a problem. Break this habit by imagining the conflict situation on a tiny movie screen stretched from ear to ear in your mind. Do this not when you’re furious, but when you feel relaxed and OK about things. Stop the movie at any point when you start to react in the “same old way.” Now comes the creative part: change the ending. Surprise the other person by saying that you really want to work together on the problem. And do it.
CLOSURE:

“Always remember that no matter how unpleasant or frightening anger may seem, it happens for a reason: to help us. If we recognize anger as a signal for help, we can use it effectively. Let’s make sure we let it move us to help solve the problem, and never to make it worse.”

INFUSION:

*Language Arts*: Use one of these techniques the next time you find yourself acting angrily. Write about the experience. What worked for you? What didn’t?
Have you ever felt like the kids in these pictures?

Our anger arises as a totally natural physical response. It tells us that we find something wrong, unfair, or dangerous. Anger doesn't have to lead to an argument or a fight. We can learn to let anger move us to try to solve the problem, even safely and constructively. Think of anger as a fuel: you can use it to power an engine, or you can use it to burn something down. You always have the responsibility to channel your anger constructively.

When we hold onto frustration without any solution, our anger may burn inside us. We may feel as if we'll blow up! Nature gives us that energy for a purpose, but if we don't use it safely and appropriately, we may just make a bad situation worse. We need some way to defuse all this energy without hurting ourselves or others.

Anger is the art of letting off steam, the punching at your pillow to cool off… The gritting of your teeth, and biting your lip to control yourself.

—Mark, age 12
Holding It All In

TEACHER’S PREP:

Each student needs a party balloon, about 6” diameter inflated. (If you get big balloons—10” to 12”—it may take too long for someone’s to pop)

CONCEPTUAL BASE:

Learning constructive ways to express unpleasant feelings helps prevent conflicts.

OBJECTIVES:

1. To demonstrate that each individual responds to different events as frustration
2. To dramatize the consequences of keeping too much anger inside

TIME:

10–15 minutes (but consider going straight into the next lesson; total 25–40 minutes)

INTRODUCTION:

“If we always keep hurt feelings deep inside us and never deal with them in a healthy way, how may we pay for it?” (We can’t think or concentrate as well, may not enjoy things we otherwise would, may do things that create more trouble, may even feel physically ill) “Have you ever kept some angry feelings inside until you felt ready to explode? How did your body feel? Let’s have a little fun with this. In a moment I’ll give each of you a balloon. Leave it alone until I tell you to blow into it, and then inflate it only in keeping with my instructions.”

ACTIVITY ONE:

1. Distribute the balloons.
2. Explain the game: “For every event that I describe, blow into your balloon to show how frustrating that would feel for you. For example, if I feel a little irritated that I can’t find my favorite pencil, but I have plenty of other pencils to write with, I might blow just a tiny bit into my balloon [blow a little puff into the balloon]. But if I have only one pencil with me today, and it breaks after I answer the first three questions on a very important test, I might feel much more upset [blow a fairly large breath into the balloon]. “Now, let’s see about your day.”
3. Call off these or similar examples. Inflate your balloon a little after each one so that it keeps getting bigger. (Replace any of these with others that relate better to your students.)
   ❖ “You get up late and your parents say you don’t have time for breakfast, so you barely have time to drink a single glass of milk—which you don’t even like.”
   ❖ “While you stand outside waiting for the bus, a car drives by and splashes muddy water on you.”
   ❖ “You get to school and your best friend politely asks about the mess.”
   ❖ “Your friend laughs about the mess.”
   ❖ “Four other people start making fun of the mess, including a couple of people you really dislike.”
   ❖ “You are daydreaming during my class. I ask you a question and you don’t hear me. I say, ‘Hey, wake up! Get with the program!’ Other students laugh at you.”
   ❖ “You realize that you left your homework on the kitchen counter. You get a zero.”
   ❖ “Reading aloud for the class, you mispronounce a word and hear someone whisper, ‘That idiot can’t even read!’”
Holding It All In (Continued)

- “You’ve looked forward to getting outside during recess, but it starts to rain. You have to stay inside.”
- “At lunch, the person in front of you gets the last piece of pizza. You really wanted it.”

4. Continue until someone’s balloon pops.

DISCUSSION:

“What happened? Someone popped! Too much stress, I guess! Did we all get to the same level of frustration? Why?” (No. All people don’t respond the same way. People get upset over different things. What really irritates one person may strike another as no big deal.)

“Your balloon got larger and larger every time you blew into it. If I had mentioned only a few more things, even if they didn’t bother you very much, your balloons would have popped. What does that tell us?” (Once something has irritated us, it may take only one little thing, even from a good friend or a family member, that may be completely unrelated to what’s bothering us, for us to ‘blow up.’)

“Look at the picture on page S-38. Sometimes we feel like this, don’t we? Notice at the bottom some suggestions other students have offered for dealing with family problems—or any kind of conflict in general. Tell me some more ideas you might use when you feel ‘ready to burst.’” (Discuss and list responses.)

CLOSURE:

“We always have to take responsibility for how we respond to frustration, but when things add up, most of us find it very difficult to think clearly and calmly. Unfortunately, that blow-up may create another whole set of problems. We need some way to get anger out of our system safely and constructively, without hurting ourselves or anyone else, without getting anyone in trouble, without blowing up. Next time, we’ll see how we can do that.” (or segue directly into the next lesson)

EXTENSIONS OR ALTERNATIVES:

1. Introduction: Bring in a can of soda. “Boy, am I thirsty! Thank goodness I have this nice cold can of soda here. I think I’ll just shake it up to give it some extra flavor.” (Shake vigorously) “There, now I can enjoy this drink.” (Hold it in front of a few students, putting your finger into the tab as if you plan to open it and spray it all over them) “Why are you backing away? What do you think will happen? Oh, right—I really shouldn’t open this can right now. It’s too explosive in there! I’d better let it settle down before I open it.

“Sometimes we feel like this can of soda. We may keep so many feelings locked up inside, all bouncing around, and since we don’t let them out on a regular basis, little bits at a time, they almost explode when we finally do let them go! Well, let’s look at another way to demonstrate this.” (Proceed with the balloon activity. You probably don’t want to use this Intro if you fear it might provoke later trouble—especially if your students have access to soda machines on campus.)

2. Make a class collage from magazines or newspapers of people showing various emotions. (Magazines with a worldwide scope, such as National Geographic, can help students understand the universality of feelings.)

3. Find and share poems and songs that vividly express emotions.

INFUSION:

Language Arts: Find examples of characters who kept too much intense feeling bottled up until something unpleasant or dangerous happened. Write an alternative to the “blow-up.”

Language Arts: Write a short story about someone your age who had a problem and felt “ready to burst” at school (or specify any other setting). Use some of the responses from the discussion to show how the person handled it safely and responsibly.
You, Too, Can Manage Your Anger!

TEACHER’S PREP:
Have an index card or a piece of paper for each student. You may want them to copy the format from page S-38.

CONCEPTUAL BASE:
We need a plan to deal with anger as constructively and safely as possible.

OBJECTIVES:
1. To brainstorm ideas by which students “blow off steam” in a safe and healthy way, especially at school
2. To have students create and use their own individual anger plans

TIME:
15–25 minutes (total 25–40 minutes if you combine this lesson with “Holding It All In”)

INTRODUCTION:
“Who remembers what we learned with the balloons last time? Right, that too much anger held inside can hurt us, and that we need some way to get it out safely. Patricia and her mom definitely didn’t have anything constructive in their little confrontation, and it went poorly. Let’s prevent that.

“We’ve kicked around a few ideas on how to express anger and frustration in a healthy and safe way. I want each of us to have a little more formal approach now. Let’s brainstorm a list of everything that we can safely and realistically do at school to keep from shoving all these intense feelings down, so that we don’t hurt ourselves or anyone else, or create any trouble, and so that we can all learn better.”

ACTIVITY:
1. Refer students to page S-38 and discuss the introduction and the suggestions in the middle of the page.
2. Give each student an index card or piece of paper.
3. Have each student write on the card a few things he or she can do to cool down or safely get anger out of his or her system.
4. List responses on the board, flip chart, or overhead projector. Do not evaluate or exclude any suggestions during the listing process. Students will usually offer options they honestly consider worthwhile. If a suggestion sounds frivolous to you, consider saying without condescension something like, “Do you mean that one seriously? OK.” (Option: put each one in either of two lists: mental or physical.)
5. If students have trouble coming up with ideas, ask questions to guide them to some of these more common ideas:
   Mental: Counting to 100 (for more difficulty, counting backwards by 3’s or 7’s); seeing a favorite place in their mind; thinking through to try to see the other person’s perspective; deciding to postpone it; reminding themselves of good things about the other person; visualizing playing a sport or some other enjoyable activity.
   Physical: slow, deep breathing; muscle relaxation; journaling, writing a letter to the person; using a squish ball or some other squeezable object; any allowable reason to take a brief walk (going to get a drink of water, down the hall and back, or to pick up a book from the library); listening to music; reading a book.
6. After listing all suggestions, fine-tune the list. (If you can use all suggestions, skip to #7)
   For ideas that you can’t use at school (“Go to the mall and shop”) try to find some adaptation of unallow-
able activities, or redirect it without rejecting it ("Use that one for your personal list at home.") When you must exclude suggestions, explain why, perhaps offering alternatives ("You’re right that going out to play for a while could burn off some angry energy, and unfortunately I can’t allow that at every moment throughout the day. But since physical activity does help, we can focus on this suggestion about taking a five-minute walk to the library and back.")

7. Once everything remaining on your list is suitable for school, ask each student to pick from the list the three suggestions he or she thinks will work best to control anger.

8. Point out the index card illustration. Have students take their actual index cards and write across the top, “My Anger Management Plan: When I feel angry or upset, I will…” Have them write their three choices on the card and sign their names at the bottom. Consider having students make two copies so you can keep one on file and can always duplicate it, in case the original mysteriously disappears.

9. After students have finished, walk around the room and tape the cards to the same place on each student’s desk or work area.

CLOSURE:

“There! Each of us has our own tailor-made Anger Management Plan. I’ve taped them right on your desk so that you’ll always know exactly where to look for it. We’ve kept it simple enough so that even if you need it in the cafeteria or on the playground, you can always remember at least one or two steps of your plan.

“From now on, whenever something happens that irritates you, or that keeps you from concentrating on whatever I’m teaching, I want you first to use all three steps you’ve listed on your card. If those three don’t work well enough, I may have time to help, but I expect you to use your plan first.

“Now when we do feel upset, frustrated, or ready to blow up, we all have something positive we can do to handle it. [Hold up balloon] Nobody has to blow up!”

Remember: Whenever students use their plans to any degree, reward their initiative. Whenever you find yourself about to get in the middle of a student dispute, first remind them to use their anger management plans. Even when you do have to settle things in adult mode, by whatever means, acknowledge any effort that students make in using their plans. Some will get more effective results than others. If nothing else, those who do use it will leave you with more energy to address those who don’t.

EXTENSIONS OR ALTERNATIVES:

1. Designate a “chill out” area where students may go for a few minutes to practice their steps as needed.
2. Before taping plans to student desks, copy them and post them in a bulletin board area.
3. You may want to have students create an additional plan for use at home. (Tell students to make sure their parents approve before they use it.)

INFUSION:

Art: Provide larger forms (or regular blank paper) so that students may embellish their plans with artwork and designs.

Human Growth and Development: Invite a school nurse or a doctor to speak to students about the relationship between stress and health.

Human Growth and Development: Invite a stress management expert from the community to teach children some techniques (visual imagery, relaxation, etc.)
We don’t always know how to deal with frustration and anger. If we feel out of control, we may hold in all those emotions until we think we’ll explode!

Doctors and psychologists tell us that we need appropriate, healthy ways to express unpleasant feelings. Otherwise, they may lead to headaches, high blood pressure, heart disease, and other serious health problems.

Learning to deal with our emotions helps us stay healthier emotionally and physically. It also helps us manage conflicts more safely and constructively.

Some students your age have suggested these ideas for letting some of that anger out safely:

; Counting backward from 100.
; Postponing (“I’m so mad that I can’t even think clearly right now. I’ll talk to you later.”)
; Write a “Mad Note” (“I get so angry and embarrassed when you listen in on my phone calls.”)
    After you’ve written the note to say what you want, rip it up into tiny pieces, and throw it away.
; Visualize a pleasant scene.

Discuss the ideas and think up some of your own.

If you still feel the anger a day or two later, you probably need to do something else about it.

Finding a safe and satisfying response to people or situations that frustrate or anger you isn’t easy, but it deserves your attention. It sure beats blowing your top and doing something that hurts a friendship, a family member, or gets you into trouble!

<table>
<thead>
<tr>
<th>MyAngerManagementPlan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>When I feel angry, I will:</strong></td>
</tr>
<tr>
<td>1.</td>
</tr>
<tr>
<td>2.</td>
</tr>
<tr>
<td>3.</td>
</tr>
<tr>
<td><strong>Signed</strong></td>
</tr>
</tbody>
</table>
CONCEPTUAL BASE:
Fouls through words, actions, and body language can escalate conflicts.

OBJECTIVE:
To identify specific words, actions, and body language that escalate conflicts

VOCABULARY:
escalate, escalation, body language

TIME:
15 minutes

INTRODUCTION:
“It may surprise us to see what little things can provoke a dispute. Let’s see what happened in two situations: one made up, and one real, from a newspaper.”

ACTIVITY ONE:
1. Refer students to page S-39 and read the introduction.
2. Ask for volunteers to roleplay “Dance Fever.” (Since the two girls make cruel comments about each other and get into a minor physical altercation, be sure to choose confident, responsible students who get along reasonably well.) Read the two paragraphs to get the setting (students may mime it as you read) and then have the students begin reading from the script.
3. After the roleplay, instruct the class to read through the script, underlining words spoken by Mary, Diana, and Marvin, and circling body language that escalated the conflict. If necessary, define “body language” as anything we express physically, or in our tone of voice.
4. Have students answer the questions below the scenario.

DISCUSSION:
“What do you think Mary thought the conflict was about? Diana?”
“What did Mary do to escalate the conflict? In words? In her body language?”
“What did Diana do to escalate the conflict? In words? In her body language?”

ACTIVITY TWO:
1. Refer students to page S-40 and read “Spat Escalates.” As above, have them underline spoken words and circle body language that escalated the conflict.
2. Have students answer the “Putting It Together” questions.

DISCUSSION:
“What feelings did each neighbor have?”
“What was the original conflict?”
“How did each perceive the situation?”
“How would each person describe what she or he needed?”
“How did the neighbors’ needs compare to Diana’s and Mary’s?”
“How did they differ?”
“What words and actions escalated the conflict between the neighbors?”
“What body language do you imagine them using?”
“What strategies could the neighbors have used to control their anger and change the direction of the conflict?”
“What strategies could Mary and Diana have used to manage their anger and change the direction of their conflict?”

CLOSURE:
“Remember to think of anger as a powerful fuel that can cause us to act and react. However, this action can be positive or negative, depending upon how we choose to express our anger. We need to make sure we use anger constructively, not destructively. This applies here in the class, at lunch, on the bus, at home.”

EXTENSIONS OR ALTERNATIVES:
Observe a conflict (school, home, TV) and identify words and body language that escalated it.
“What would happen if all people used threats and aggression to get their way?”
“How would these behaviors affect your home? Your classroom? Playground? Neighborhood? The world?”
“When you feel upset with someone, what do you tell yourself about that person?”
“What could you say differently in your own mind that might help you calm down?”

INFUSION:
Social Studies: Bring in and discuss articles showing escalation of conflict. Identify the escalating factors.
One little misunderstanding or irritation may get out of hand and grow into insults, threats, and even physical violence. It may happen so quickly that we honestly can’t figure out exactly what someone said or did to make the volcano blow.

Conflicts can flame up in response to even what seems like little things—a slight tone of sarcasm or impatience, a smirk or rolling of the eyes, a little gesture or turning away. Sometimes things we tell ourselves about the other person or the situation may intensify our feelings as well, even if they’re not actually true.

Dance Fever!

Mary and Diana, best friends, did everything together. They would chat on the phone or e-mail each other for hours before their parents pried them away. One of the topics they talked about often was Marvin, a new student. Diana often told Mary that she thought Marvin was cute.

The trouble began at an after-school dance. Mary and Diana were chatting by themselves when they saw Marvin walk by. Mary suddenly turned away from Diana and asked Marvin to dance. He accepted. They left Diana standing alone, watching them. After just one song, Marvin excused himself. Mary came back to talk, but Diana just glared at her and stomped off. Mary didn’t understand.

The next morning when Diana arrived at school, she found Mary talking to Marvin.

Mary: (smiling) “Hey, Diana. What’s going on?”
Diana: (irritated, not looking at Mary) “Nothing that matters to you!”
Mary: (confused and a little hurt) “Well, I was just asking—”
Diana: (interrupting, indignant) “Don’t you have someone else to talk to? Quit bothering me!” (She turns away.)
Marvin: (uncomfortable) “Maybe I should leave—”
Mary: (now understanding) “Oh—look, Diana, if this is about yesterday—” (Trying to be friendly, she puts her hand on Diana’s shoulder.)
Diana: (turns around and yells) “Get your hands off me, you fat cow!”
Marvin: (more uncomfortable) “I really think I should LEAVE —”
Mary: (stands silent for just a moment, then her attitude changes completely. She moves closer to Diana, right in her face, scowls) “You’re such a loser, Diana. You’re just jealous because you’re ugly and no guys like you—especially Marvin. He even told me so. Now he’s my guy. Nothin’ you can do.” (Diana lunges forward and shoves Mary. Then she makes a face at Marvin and walks off.)
Marvin: (totally confused) “Hey, what is going on here?”
The argument began more than two years ago over several cats—cats that were using the lawn of Raul and Gladys Viltres as a litter box. The argument escalated Aug. 10 into shouts and curses over a wet, dirty rug—a rug that was dripping water on the lawn of Julio Gutierrez.

The argument exploded when Gutierrez, the cat owner, grabbed a single-barrel shotgun, pointed it at the Viltres’ house and fired twice. Gutierrez missed Raul Viltres, but blew out a window of the neighbor’s home and peppered the ceiling with shot.

A six-member Circuit Court jury said Tuesday—after 80 minutes of deliberation—that Gutierrez was guilty of recklessly displaying the shotgun.

What began with an argument over a cat and turned into a two-year feud between neighbors ended with a one-year jail sentence for Gutierrez.
SECTION VII

Skill Building: Creative Communication
CONCEPTUAL BASE:
Facial expressions can communicate feelings very clearly. We need to acknowledge our feelings honestly. Note: Particularly if you have students role play situations, stay flexible with any interpretations. Qualify assessments to allow different readings: “It looks as if he may feel disappointed,” “Many of us may think that look indicates anger, but as she told us, she feels confused, not angry, and she just doesn’t know what to say.”

OBJECTIVES:
1. To emphasize the importance of facial expressions
2. To relate these aspects of communication to conflict

TIME:
15–20 minutes

INTRODUCTION:
“Most of what we communicate doesn’t come from our words. It comes from our bodies, especially our faces. They provide much of the message, even without words.”

ACTIVITY:
1. Refer students to page S-41.
2. Instruct students to read each of the situations and then draw a face that reflects the emotion they would feel in that situation. Encourage them to add creative features—eyebrows, hands, hair, tears, etc.

DISCUSSION:
“What are some other situations that may evoke strong feelings?”
“When we see some unpleasant expressions on someone’s face, what can we say or do to help offset the possibility of some frustration growing worse?” (“Can I help with anything?” “Oh—did I say something wrong?” “You look pretty upset. What happened? Do you want to talk about it?” “If you don’t want to talk about it now, maybe after school would work better. Call me at home if you want to.”)

CLOSURE:
“In understanding how problems between people happen, let’s pay conscious attention to others, especially to their faces. Let’s try to help others feel better. That’s part of our classroom community.”

EXTENSIONS OR ALTERNATIVES:
1. Role play and interpret body language: lift one eyebrow, shrug shoulders, wink one eye, tap fingers, slap forehead, hands on hips, arms akimbo, etc.
2. Post the completed face pages on a bulletin board.

INFUSION:
**Music:** Sing “If you’re happy and you know it, clap your hands.” Adapt the lyrics to different feelings (“If you’re angry and you know it, tell a friend,” etc.)
Draw facial expressions to fit these situations.

- Your project turned out great!
- You helped someone with a problem.
- You have to take out the garbage.
- A good friend moves to another city.
- Someone breaks a promise they made to you.
- You are at home watching a funny movie.
- Someone steals your lunch.
- Your parents throw you a surprise birthday party!
- The last day of school!
- You have an upset stomach.
Words Don’t Say Much

CONCEPTUAL BASE:

Body language and tone of voice shape our perceptions of any message far more strongly than the words. Note: Our 60/30/10 breakdown simplifies the research for this age group. Clinical studies often give body language much more weight (70 percent or more) and words much less (as low as 6 percent), with vocal attributes varying in between.

OBJECTIVE:

To show that body language communicates more than our vocal tone, which communicates more than our words

VOCABULARY:

nonverbal communication, body language, vocal tone

TIME:

25–35 minutes

INTRODUCTION:

“Our words do matter in what we do to start or settle conflicts. But two other forms of communication affect our perceptions—and our messages—far more than what we say with the words alone. Let’s look back at the pictures on the ‘Conflict and Perceptions’ page (S-24). What gave us a sense of what we think they say? Right—their posture, how close or far they stood from each other, their faces, the gestures. We call this ‘body language’ or ‘nonverbal communication.’ We’ve talked about this before. Let’s look at it in more detail today.”

ACTIVITY ONE:

1. Ask students to act out—in total silence—how they might react if someone made them angry. Repeat this for other feelings: disappointed, confused, lonely, hurt, thrilled, sympathetic, apologetic, etc.

2. As students act out the feelings, point out details and list on a piece of chart paper the specifics of body language, such as grimace, smile, eyebrows raised, furrowed brow, snarl, glare, rolling eyes, arms crossed, head bowed and avoiding eye contact, quivering lip, body turned away slightly or completely, sitting with head in hands, clenched fists, shoulders up straight or stooped, etc.

3. Have students note all of the different messages that can be conveyed and perceived without using words.

DISCUSSION:

“What percent of what you communicate do you think body language makes up?” (At least 60 percent—or even more—of a message comes from body language.)

“When you talk to someone, do you usually think about what kind of body language you are using?” (Probably not. We usually don’t think about what we communicate nonverbally; we just do it.)

“So 60 percent or more of what we communicate comes from body language. The next 30 percent or so of what we communicate comes from how we say the words. Three basic elements make up the tone of our voice. Tell me something that changes in your tone of voice when you feel angry or upset.” (Guide students to identify rate, pitch, and volume. You may need to demonstrate each.)

“Tone of voice—should we consider it verbal or nonverbal communication?” (Clarify that since these things happen separately from the words, tone of voice is nonverbal. To clarify, pronounce a letter or syllable such as
“ohhh” to suggest several feelings such as anger, sadness, confusion, surprise. Have students identify the feeling. Emphasize that as we can recognize very different feelings in only a single syllable, words and sentences can have even more different meanings—because of the eyes, mouth, gestures, posture, physical closeness, vocal tone, etc.)
“Body language makes up 60 percent of our message. Tone of voice makes up another 30 percent. What percent of our message does that leave for the words we use?” (10 percent or less)

CLOSURE:

“What most strongly influences our perception—and the messages we send out—lies in the nonverbals: All these ‘say’ much more than our words. Words, important as they may seem, don’t really say much.

“Peace Scholars understand that these nonverbal things—the way we stand, how close we get, the look in our eyes, the tone of voice, even the refusal to speak or look at someone—have the most to do with what we communicate. Our words do matter, but remember the 60/30/10 Rule: your body language communicates much more than your voice alone, and the tone of your voice communicates much more than your words. Words—important as they may be—don’t say much!”

“Let’s pay much more attention to the messages we send and the messages we understand from body language and tone of voice. In our next few lessons, keep body language and nonverbals in mind.”

EXTENSIONS OR ALTERNATIVES:

Research and demonstrate other elements that may communicate a message without words: artifacts such as clothing; furniture and room arrangement; standards of time and promptness.

INFUSION:

_Drama:_ Show the introduction to the _PeaceWorks_ video _Fighting Fair: Dr. Martin Luther King, Jr., for Kids_ or a videotape of a sitcom that your students commonly watch in which the characters get into a conflict. What nonverbals started and escalated the conflict?

_Drama:_ Script a conflict escalation and de-escalation that uses only nonverbals.
Paraphrasing

CONCEPTUAL BASE:
Students need to develop the skill of paraphrasing.

OBJECTIVES:
1. To define paraphrasing
2. To practice paraphrasing

VOCABULARY:
paraphrase

TIME:
10–15 minutes

INTRODUCTION:
“Last time we learned about the power of nonverbal communications. Now let’s focus on the verbal—the words. One of the main skills we’ll need for problem solving, especially to get another person’s perspective, is paraphrasing.”

SKILL PRACTICE:
1. Refer students to page S-42.
2. Make sure everyone understands what “paraphrasing” means. Solicit discussion and briefly define it as “rewriting an idea in your own words to make sure you understood the main point.” Reinforce the fact that we infer feelings from nonverbals such as posture, facial expressions, tone of voice, etc.
3. Give students a simple paraphrase formula for starters: “You feel (emotion) when/that/about (issue).” Acknowledge that this may sound a bit odd until they get used to it.
4. Draw students’ attention to the girl’s statement and the boy’s paraphrase on page S-42. Point out how the paraphrase reflects the feeling and the idea. Solicit suggestions for the empty word balloons. The content in these may follow from the topic presented, or it may take any other direction.
5. Ask a student to volunteer as your partner. Have the student describe her feelings about any circumstance that would affect her strongly (e.g., if she’d just found out her best friend will soon move to another city).
6. Model careful listening behaviors and paraphrase by using the formula (e.g., “You feel sad that your friend will leave soon and you won’t get to hang around together.”)
7. Ask for feedback from the class regarding whether you showed that you listened carefully and used the formula correctly.
8. Refer students to page S-43. Emphasize that paraphrasing always lets you improve.
9. Drawing attention to the illustration below, divide the class into trios. Ask each group to decide who will be the speaker, listener, and observer in the first round. The speaker will explain his point of view regarding the given situation. The listener shows the behaviors of careful listening and then paraphrases what the speaker said, using the formula. The observer confirms whether the listener used the formula correctly and showed careful listening behaviors.
10. Conduct three rounds, using a scenario relevant to your students, such as:

Your parents said that you can get a puppy this weekend.
You suspect a particular person of stealing your missing backpack.
You heard a good friend of yours saying something mean about you.
You heard someone you dislike saying something nice about you.

Before you begin, specify the scenario. Emphasize that each speaker will speak on the same topic.
Have students change roles (speaker, listener, observer) at the end of each round.

DISCUSSION:
“How does it feel when someone feeds back to you what you said?” (We usually like it)
“Why do we like it?” (We know someone listened carefully to us)
“Why can this make a difference in talking through a dispute?” (Listening carefully and paraphrasing the other person’s side can de-escalate a tense situation. Plus, we may learn something important. We may even find that we have some of the same basic concerns as the other person.)
Point out and discuss Stretch Your Learning.

CLOSURE:
“How does it feel when someone feeds back to you what you said?” (We usually like it)
“Why do we like it?” (We know someone listened carefully to us)
“Why can this make a difference in talking through a dispute?” (Listening carefully and paraphrasing the other person’s side can de-escalate a tense situation. Plus, we may learn something important. We may even find that we have some of the same basic concerns as the other person.)
Point out and discuss Stretch Your Learning.

EXTENSIONS OR ALTERNATIVES:
1. Use larger groups for the practice drill after students become comfortable with the skill and can create more varied paraphrases.
2. Using the full class, have one student at a time make a stimulus statement and call on three or four volunteers to paraphrase. Call on many different students to paraphrase.

INFUSION:
Language Arts/Literature: Have students paraphrase key dialogues.
Social Studies: Have students paraphrase key speeches, addresses, etc.
(Likewise for virtually any content you teach: “Now I’ll describe the different kinds of clouds, and then I’ll call on a couple of you to paraphrase what I just said.” Why not deliberately make it a regular teaching practice?)
Paraphrasing means
to put something in your own words—
or to say it a different way to make sure you get the point—
or to change it around but still mean the same thing—
or to put the same ideas differently—

Get the idea?
The neat thing about paraphrasing: you can't fail!

Sometimes you may not get enough of the message on target. So, you simply say,

“OK, let me try that again. You felt most concerned about (blah blah) and you thought (woof woof) so you decided to (blah blah woof woof).”

“Yeah, that’s more like what I meant.”

You can use paraphrasing at home, too!

When a conflict comes up at home, instead of trying to “win” the argument, try to paraphrase the other person’s side without defending your own. Say, for example,

“So when (whatever happened,) you felt (feeling), and that’s why you (did whatever). Did I get that right? Ooops, no? OK, tell me what I missed.”
TEACHER’S PREP:
1. Compile a list of up to 20 words and phrases that you will recite to student groups. (You may prefer to use or adapt our sample list on page T-103.) About half of the list should include common terms that all your students should already know; the other half should include:
   ❖ phonetically understandable words that go beyond most of the group’s everyday experience and knowledge base
   ❖ the less common usage of a homonym, e.g., “reel” vs. “real,” “wring” vs. “ring,” etc.
   ❖ a slight tweak on a commonly known phrase, e.g., “National Basketball Administration” instead of “Association.”
2. Make a copy of the tally sheet on page T-104. (You may prefer to make it as an overhead.)

CONCEPTUAL BASE:
Even when we listen carefully, we sometimes misunderstand. This can contribute to conflicts. We may need to get context or other clarification for better understanding.

OBJECTIVES:
1. To establish the need for context in understanding
2. To encourage students to ask for context and explanation of unknown or uncertain terms to aid in understanding and retention
3. To show the role of short-term memory in paraphrasing and understanding

VOCABULARY:
short-term memory

TIME:
15-20 minutes

INTRODUCTION:
“Even when we listen carefully, we won’t always understand or remember everything. Let’s see how well we do.”

ACTIVITY:
1. Create up to six groups of 4-5 students. Have each group appoint a recorder, who will write the others’ responses.
2. Explain to the recorders that they will write down what the students in their groups tell them when you say “begin recording.”
3. Explain to the remaining students that they are the listeners, and that you will read to them a list of words and phrases. (Do not tell them how many items.) They’ll need to store them in short-term memory so that they can recall them a couple of minutes later. Once you’ve read the entire list and say, “begin recording,” they will have two minutes to recite these words or phrases to their recorder. Since the goal is to build the largest and most accurate list of words and phrases, stress that listeners should speak in turn; the recorder won’t be able to understand and write accurately if everyone speaks at once.
4. Tell the recorders that when you say, ‘stop,’ they may finish only the word or phrase they’re writing at that moment.

5. Check for complete understanding. Field any questions.

6. Ask the recorders to stand outside your classroom, or go to a neighboring classroom (with that teacher’s permission) for a few moments. If that’s not practical, simply ask them to cover their ears and not to listen to what you say.

7. Read your list of words and phrases to the listeners. (Use 15-20 items according to what gives your class a workable challenge.) Enunciate very carefully and give just a moment’s break between each item.

8. Ask the recorders to re-enter the room. Once they’re seated and ready to write, say, “Begin recording.”

9. Allow two minutes for recording. Once time expires, say, “Stop. Recorders, finish the word or phrase you’re writing right now, and then put down your pencils.”

10. Once all recorders have put down their pencils, go group by group and have each recorder read aloud the group’s list. (Caution the recorders that while they may hear something more accurate than what they’ve written, they must read exactly what they wrote on their list.) For homonyms, clarify by asking recorders to spell the word and/or use it in a sentence.

11. Mark on your page or acetate a plus sign for every word or phrase they got exactly correct and a minus sign for each one they got wrong or partially right.

If you use an acetate, leave the overhead projector off while you mark responses. (You don’t want students to see the full correct list until all responses have been recorded, nor do you want them to see where you record pluses and minuses.) Otherwise, when you have finished recording student responses, take a minute or two to transfer the data to the board or flip chart for comparison.

12. Once the class can see all the data, compare which items most groups got right and which they got only partially correct or missed altogether.

DISCUSSION:

“Why do you think most of us recalled some of the words and phrases, while only a few of us got others?” (It’s easier to remember words or phrases that we already know and understand.)

“If we don’t know what a word means or don’t completely understand what someone is saying, what may help us?” (Asking questions that provide some context to help us better understand. [Demonstrate with terms that few or no students understood.] In problem-solving, especially in a conflict with another person, we may need to ask that person to explain exactly what he meant in concrete terms: “What exactly do you mean by...?”)

“What can asking questions tell us?” (What the person actually said or meant to say; sometimes we think we heard one thing when the person said another. What the person actually meant: sometimes a word means something different from what we think it does, or homonyms confuse us, e.g., “bizarre”/“bazaar”)

“What can happen if we don’t ask questions to clarify what the other person said or meant?” (Conflicts can occur and/or escalate. If you misunderstand a word, you may feel insulted and fire back at the person with something really rude. The other person, with no clue why you reacted so strongly, now comes back at you with a deliberate insult, and a conflict gets out of hand. If we find out more precisely what someone means, this may help prevent a dispute from getting worse.)

“What else can we do to understand better what someone thinks and feels?” (We have to keep the main ideas and words in short-term memory—the part of our mind that holds on to things for a few seconds or minutes. To do this, we need to paraphrase, to boil it down to something more manageable, something we can more easily remember. We may need to repeat some main ideas or phrases in our head until we can paraphrase them.)
CLOSURE:
“This activity shows us that we can absorb and use a lot of information by (1) understanding what the words mean, in their context, and (2) repeating them in short-term memory, to help us put them into terms that we can more easily remember.

“It’s tough to bounce those words around mentally while we go on trying to listen to everything else someone says, but we can improve by practicing. This holds true whether we try try to work something out with someone on our own, or whether we serve as mediators listening to others, trying to help them get the big picture of what happened.”

EXTENSIONS OR ALTERNATIVES:
1. Play “Telephone.” Have the class stand in a circle facing inward.
Whisper this message once into one student’s ear. Do not repeat any portion of it:

“Meet me at 2:30 on Saturday at the Park Street Mall. We’ll see the three o’clock movie and then head to the food court, so bring an extra five dollars for pizza. The group from Rosewood Street will meet us there.”

Have this message whispered from student to student around the room, emphasizing that the speaker may not repeat it once finished. The last student to listen says aloud to the class exactly what she or he heard. Compare the last response with the original statement.

Discuss: How does listening affect communication? How may poor listening skills contribute to a conflict?

2. Demonstrate “down-listening” (not paying attention) and “up-listening.”
Tell students to close their eyes and think of their favorite place. As they begin thinking quietly, read them a short paragraph from a story or article. When you finish, ask students what you read. They probably won’t recall much. They were in the “down listening” state—not paying attention.

Tell them, “I want you to ‘Listen Up’—sit up straight, look directly at me, focus on understanding what I read.” Read the same paragraph. When you’ve read it, again ask them what you read. We expect to see a major difference in responses.

Discuss: Why should we use our “up listening” skills during a conflict situation?

3. Play “Hear the Shapes.”
Give each student a copy of page T-105. They color and cut out the shapes. Have students take lap boards or some other flat surface (notebook size will do) and pair off as illustrated: side by side, facing opposite directions, so that neither can see the other’s lapboard. (Having students sit back to back requires the Speakers to talk much more loudly.)

“One of you will act as the Speaker. The other one acts as the Listener. The speaker will make a pattern with the shapes and tell the Listener how to make the same pattern. The Listener may not ask any questions nor make any statements. The Speaker may not look at what the Listener does.” When all partners have finished, compare patterns.

Discuss: “Do your patterns look the same?” “How well did you communicate with your partner?” “Do conflicts occur sometimes because we find it difficult to say what we really want to?”

Switch roles and repeat. This time, the Listener may talk to the Speaker and ask questions, but still neither person may look at the other’s work.

Discuss: “Does this have an impact on the effectiveness of the process?” (Almost certainly) “What does that tell us about communication and dialogue?” (We need to ask questions to understand better. We both need to work openly and honestly to solve problems. One person cannot do it alone.)

INFUSION:
Language Arts: Use this small group format to introduce or review new vocabulary lists.
Main Activity Vocabulary List

Select half of your master list from common fifth-grade vocabulary such as:

- absurd
- agony
- bland
- decade
- escalate
- former
- introduce
- accelerate
- aroma
- concept
- depart
- establish
- fracture
- painstaking
- accomplish
- assign
- convince
- employ
- excavate
- flail
- fume
- intercept
- accurate
- assume
- cumbersome
- erupt
- flail
- intercept

Select the rest of your Master list from homonyms, terms above most fifth graders’ vocabulary, and phrases that vary from what we expect:

- acquaint
- dormant
- infuriate
- plane
- berate
- exultant
- monarchy
- quadratic
- bizarre
- gravitate
- mundane
- reel
- decoupage
- incontrovertible
- obsequious
- wring

American Red Crossing
Burger Thing
National Basketball Administration
United States of Angelica
Atlantic and Terrific Oceans
Harry Potter and the Philosopher’s Stone
Sony Plantation
World Wrestling Foundation
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(Write your list here before you begin.)
for Hear the Shapes

RED

PURPLE

YELLOW

GREEN

PURPLE

RED

GREEN

RED
Understanding & Practicing I-Statements

TEACHER’S PREP:
As mentioned early in the book, students need to hear you using I-Statements both affirmatively andcorrectively for some time before you teach this lesson. If you’ve overlooked this, make sure to begin using them as soon as you teach this lesson.

CONCEPTUAL BASE:
Settling disputes peacefully takes practice. I-Statements can help.

OBJECTIVES:
1. To introduce the basic elements and dynamics of I-Statements
2. To practice using I-Statements
3. To help students assess the effectiveness of their nonverbal communications especially with regard to I-Statements

VOCABULARY:
I-Statement, brainstorming

TIME:
S-44 through S-46 are best taught in one continuous lesson of 45–60 minutes. If necessary, break them down into two or three lessons of 20–30 minutes each.

INTRODUCTION:
“Think about the arguments and disputes that we have with each other. Who can tell me any peaceful problem-solving strategy or skill that Peace Scholars can guarantee to work perfectly for every conflict, every person, everywhere, every time?” (Tactfully guide the discussion to point out that nothing can work in every single circumstance, with every single person.) “Even though nothing works perfectly, and nothing guarantees absolute success, some skills do work better than others, with more people, under different circumstances. Today, I’ll introduce one strategy that can make many conflicts much easier to handle.”

ACTIVITY ONE:
1. Refer students to page S-44 and read the introduction.
2. Introduce the four elements of the I-Statement: name, feeling, action, and response (get used to saying this as a little mantra).
3. Ask students to write their response to “Why do we call it an I-Statement?” Discuss. (Guide discussion to bring out: because it simply expresses how I feel about a situation and what I’d like.)
4. Discuss the text section at the bottom of S-44; have students read and explain in their own words the rationale for using each part of the I-Statement.
5. Have the students read the listed examples of I-Statements (top half of S-45) and give them a few minutes to “say” them to themselves or read to a partner. Have them also read and discuss the paragraph in the gray block beneath the illustration.
SKILL PRACTICE ONE:
1. Refer students to the practice scenarios in Putting It Together on page S-45.
2. Ask a student volunteer to be your partner. Privately explain to that student that when you give him or her an I-Statement, you want him or her to respond with something appropriate, such as, “Okay,” or “I’m sorry.”
3. Using one of the situations from the list, give an I-Statement to your partner.
4. Ask students for feedback as to whether you used each of the parts correctly.
5. Put students in trios.
6. Have students decide who will give the first I-Statement, who will receive, and who will observe. Remind observers that their role is to confirm whether the student giving the I-Statement used all parts correctly.
7. Explain to students that for now, when they receive an I-Statement, they should respond appropriately, such as “Okay,” or “I’m sorry.” We want those who give the I-Statement to have a positive experience practicing the skill.
8. Have students practice giving I-Statements using the four situations from the list. We have space for one written I-Statement. Students may use extra paper for the others or practice verbally.
9. Have observers provide feedback on how well each speaker used each part.
10. Rotate roles and repeat this process at least twice so all students have a chance to give I-Statements and get feedback.

DISCUSSION:
“How does it feel to give an I-Statement?” (Probably weird or awkward. Explain to students that it’s important for them to become comfortable giving I-Statements so that they can resolve difficult situations respectfully.)
“How does it feel to receive an I-Statement?” (Again, probably a bit weird or blunt. Note that although the I-Statement gets right to the point, it tends to show respect if used appropriately.)
“What kind of non-verbal behavior should we use when giving an I-Statement? Why?” (Calm tone of voice, neutral facial expression, arms at sides, maintain respectful personal space, etc., to maintain respect and avoid escalating a conflict.)
“Would you rather receive an I-Statement publicly or privately? Why?” (When I-Statements are given privately, people are less likely to feel threatened or blamed, and can save face.)
“Just like practicing a new athletic skill—a dive, a softball pitch, a golf swing—the I-Statement probably won’t feel natural at first. Why? Because we don’t commonly use it. What do some of us use more often out of habit? Insults. Threatening. Name-calling. The Foul! We’ve practiced those for a long time, so it’s easy to fall back on them, especially if we’re angry. Learning to use the I-Statement will take practice. The good news: the more you practice, the better you become.” (Use the “finger–thumb” exercise.)
(Transition to next activity) “Let’s practice some more. If necessary, give the I-Statement a second chance, and maybe even a third. And always be aware of your body language and tone of voice to express yourself assertively.”

SKILL PRACTICE TWO:
1. Have students form six groups.
2. Refer students to page S-46. Assign each group one of the scenarios in “Script the Scene.”
3. Have each group create a script for the scenario. Tell students to make sure the script includes at least one I-Statement.
4. Have each group roleplay its scenario.
5. After each roleplay, discuss the scenario and critique the I-Statement(s).
CLOSURE:

“I-Statements can help us a lot, especially with friends, or with someone who honestly didn’t mean to insult or irritate you. But it won’t always work magically. Just keep focusing on using the formula and expressing yourself confidently and assertively. No matter what happens, always do your best to speak politely and respectfully—especially with adults. That can go a long way toward helping handle conflicts better in any setting.

“We’ve spent a lot of time on this skill because it can help us in so many circumstances. From now on, I plan to use it more often, and I expect to hear you doing the same. As a matter of fact, whenever I do need to help any of you settle your disputes from here on, I’ll probably expect you to share your I-Statements first. Keep that in mind. Good work!”

EXTENSIONS OR ALTERNATIVES:

Prepare four cards, one for each part. Distribute the parts cards to four students at random (either at their seats, or call them to the front). After you describe the situation, each student must state her part of the I-Statement in sequence.

INFUSION:

Language Arts: In literature, re-write characters’ dialogue as I-Statements whenever possible.

Social Studies: Create I-Statements for historic characters to use regarding their conflicts. Some of these will sound absurd in context (“Union soldier, I feel threatened when you point your rifle at me, and I’d like you to put it down, please”), and this very incongruity will probably help the students remember the dynamic.
If you want to get through a conflict with the least possible trouble, you need to communicate clearly, in a caring and non-threatening way. Especially when we feel angry, speaking respectfully, responsibly, and courteously becomes difficult. But anyone can learn to do it—it just takes practice.

A simple formula can help us keep focused on solutions rather than bringing up past issues, blaming, insulting, and threatening. A formula with four little parts can make it easier for everyone to focus on the problem, show respect for feelings, and act responsibly. We call this formula the **I-Statement**.

### The Four Parts of an I-Statement:

1. **(NAME)**
   Call the person by name.

2. **(FEELING)**
   State how you feel—

3. **(ACTION)**
   about what action has been done—

4. **(RESPONSE)**
   and specify what you'd like to happen.

### Why do we call it an I-Statement?

Because__________________________________________

### 1. Why start with the person’s name?

To get attention respectfully. Also, starting with the person’s name reminds you that you’re dealing with someone who deserves respect and courtesy—just like you do.

### 2. Why state your feelings?

How can someone respect your feelings if he doesn’t know how you feel? Your feelings probably seem obvious to you, but that doesn’t mean the other person sees them so clearly. You may not show them in a way that the other person understands—people perceive things differently. So explain your feelings. Learning many different words to describe feelings will help you.

### 3. Why specify the action?

We feel upset, or frightened, or annoyed, or irritated, by someone’s action. We don’t want to blame, insult or in any way attack the other person.

### 4. Why specify the response we’d like?

The desired response, like what you feel, may seem obvious to you, but the other person honestly may not understand. Letting the other person know what you’d like her to do will help you to work out the situation as quickly and easily as possible.
An I-Statement can help not only in what it does—it politely addresses the problem and offers a concrete solution—but also in what it does not do. I-Statements, used properly, don't blame, insult, bring up the past, threaten, avoid responsibility, or bully. So even if your I-Statement doesn't get the exact results you would like, at least you can be pretty sure that it won't make things worse!

**I-Statement**

**Someone insults how you talk:**

“Allison,
I feel annoyed
when you make fun of my accent.
Please stop saying hurtful things.”

**Someone spreads lies about you:**

“Burt,
I feel really insulted
when you say things that aren't true. I'd appreciate it if you'd stop doing that.”

**Someone takes something of yours:**

“Ingrid,
I feel irritated
when you take things from my desk without asking.
Please ask me if you'd like to borrow something.”

**Your brother tells someone something embarrassing about you:**

“Hector,
I feel very embarrassed
by what you said about me to your friend.
Please don't share that story about me with other people.”

An I-Statement can help not only in what it does—it politely addresses the problem and offers a concrete solution—but also in what it does not do. I-Statements, used properly, don’t blame, insult, bring up the past, threaten, avoid responsibility, or bully. So even if your I-Statement doesn't get the exact results you would like, at least you can be pretty sure that it won't make things worse!

**Practice giving I-Statements in the situations below.**

1. Use all four parts of the I-Statement.
2. Use assertive body language and voice.
3. Don’t deliberately provoke further conflict.
   Write one in the space provided.

**PUTTING IT TOGETHER**

**Situation:**

1. Your big brother/sister blames you for something you didn’t do.
2. At the mall, a friend tells you to sneak him into the theater through an exit door.
3. You find someone snooping around in your desk at school.
4. Dad yells at you for being home late. He doesn’t know your ride picked you up 20 minutes late.

**I-Statement**

(Name) ___________________________

I feel ___________________________

when ___________________________

I want/Please ____________________
Script the Scene

Write a short scene expanding on one of these situations. In each script build a problem and have someone use at least one I-Statement to address the inappropriate behavior.

1. Angel said some mean things about Dina. He tries to apologize. She won’t look at him.

2. John sits watching his favorite TV program. His cousin (two years older) walks in and changes the channel without even asking.

3. Paul’s parents keep giving him more and more chores to do at home, but his older sister does fewer and fewer. Paul feels he doesn’t have any time for himself anymore.

4. George and Richard meet on Sunday afternoon to decide what they want to do. Suddenly, George tells Richard that they’re going to his mom’s house to help her clean the garage. That wasn’t one of the things they talked about, and Richard doesn’t feel like working.

5. Fariba has just transferred to your school. She is from another country. At the lunch table, a couple of your friends make fun of her clothes and the vegetarian lunch she brought to eat.

6. Kathy’s little brother Steven takes Kathy’s glass of milk and lets the dog drink from it.

Learning any skill—for example, in playing a sport—requires practice, practice, practice. Using I-Statements is like that, too. It may feel awkward at first, but the more you practice, the better you’ll become.
Problem-solving Process

CONCEPTUAL BASE:
Students can learn to use a basic problem-solving process.

OBJECTIVES:
1. To introduce a basic problem-solving process
2. To practice using the Problem-solving Process

VOCABULARY:
- brainstorm, neutral problem statement

TIME:
40-60 minutes for the basic lesson (Allow time for more roleplays during the days following this lesson.)

INTRODUCTION:
“The skills we’ve learned so far will help us to prevent conflicts. However, even when we do our best with these skills, sometimes we need more help to work things out. To help in those situations, today I’ll share with you one more tool we can use—the Problem-solving Process. It brings together many of our communication skills and offers us a quick, fair way to resolve a conflict.”

SKILL PRACTICE ONE:
1. Refer students to page S-47.
2. **Step One:** “Identify the problem.” Students need to come up with a neutral problem statement. A neutral problem statement defines the problem as a behavior, an issue, or a situation in a way that doesn’t blame or judge anyone involved; e.g., “My lunch is missing,” rather than, “Janice stole my lunch.”
   a. Model the skill before having students practice identifying problems. Remind students that this involves looking at the person and the situation for clues, asking questions, and offering a neutral problem statement.
   1) Ask for a student volunteer to be your partner. Use the following steps:
   2) Whisper to the student a problem for him to act out without speaking; e.g., he can’t find his watch.
   3) Let students hear you “think out loud” about the visual and situational clues you see demonstrated; e.g., “Hmmm. I see Donald’s eyebrows raised and I see him scowling. He’s grabbing his wrists, patting down his pockets, looking at the floor and at other students’ watches, and searching through his backpack. Looks to me like he feels worried and a little angry.”
   4) Identify aloud what you think the problem is; e.g., “Donald can’t find his watch.”
   5) Remind the class that the only way to know for sure is by asking; e.g., “Donald, is the problem that you can’t find your watch?”
   b. Put students in trios. Have them assign roles as number one, two, and three. Ask all number one students to face the back of the room. Write a scenario on the board (e.g., they both want to read the same book) so that only the number two and three students will read it and know the situation. After they’ve all read it, erase the scenario from the board and have all students face the front of the room.
   c. Remind the number two and three students that they only demonstrate the conflict, without actually saying it out loud. Begin the demonstration.
Problem-solving Process (Continued)

d. Have the number one students “think out loud” using the steps above to identify the problem.

e. Have students two and three confirm whether student one accurately identified the problem.

f. Repeat the process two more times with students rotating the part of number one. Use different scenarios typical in your school.

g. Tell students that it’s okay if they didn’t identify the problem correctly the first time. Encourage them to ask questions and “think out loud.”

3. Refer students back to the Problem-solving Process on page S-47. **Step Two:** “Brainstorm possible solutions.” If necessary, define “brainstorming” as coming up with as many solutions as they can without judging any of them. Emphasize the importance of refraining from judgment during this step to avoid intimidating students or dismissing possible solutions.

4. **Step Three:** “Evaluate each possible solution.” Compare the possible consequences, or what might happen if we actually used each solution. Of course, we can’t know for sure, but we can make an intelligent guess. Read the questions under Step Three. A win/win solution should give a “yes” answer to each of these questions.

5. **Step Four:** “Choose a solution and try it.” Once they make a win/win decision, they must actually do what they agreed to do in order to solve the problem. Add that if they do nothing or wait too long, the problem may get worse.

6. **Step Five:** “Evaluate the result.” Make sure the chosen solution actually worked. If not, they may need to go through the process again. Emphasize that this is not failure—it’s a learning process.

**ACTIVITY:**

1. Refer students to page S-48, “Got Juice?”

2. Ask for two volunteers (a boy and a girl). You read the introduction. Then students read the scenario.

3. As the volunteers read the scenario, help the class use the Problem-solving Process to analyze the scenario.

4. After the volunteers finish the scenario, go through each step with students and determine whether Mimi and Rodolfo used each successfully.

**SKILL PRACTICE TWO:**

1. Refer students to pages S-49-50, “U–Solve–Em.”

2. Group students in trios: two disputants to use the process, and one observer to make notes and offer feedback after the roleplay. Have them decide which two will practice the skill and who will observe first.

3. Have the groups begin with the first scenario. Instruct two students to resolve the conflict using the problem-solving steps while the third one observes.

4. Ask the observer to provide feedback stating whether participants followed each step in the process. Criteria (on page S-50) should include:

   a. Did the disputants identify the problem using a neutral problem statement?

   b. Did the disputants brainstorm a number of solutions without judging them?

   c. Did the disputants evaluate each solution?

   d. Was (were) the chosen solution(s) fair and safe?

   e. Did the solution(s) show respect for each disputant’s feelings?

   f. Can the solution(s) actually solve the problem?

   g. Can the disputants can actually carry out the solution(s)?

5. Repeat this process two more times using the next two scenarios to let everyone take both roles, as observer and disputant.
6. Have students suggest scenarios directly from their experience. Use these to continue practicing in following days. Help less skilled students develop expertise and confidence by pairing them with those who can do it better. Continue practicing until you see that most students can use the process on a daily basis.

DISCUSSION:

“How which step in the problem-solving process do you find most difficult? Why?”

“Was everyone able to find a win/win solution? If not, what prevented you from finding one?”

“How does using the problem-solving process compare with other ways of handling conflict?” With this process available, you may address most classroom conflicts by telling the disputants, “This looks like something you two can handle with our problem-solving process. Would you like to step over to (whatever area you designate), or would you rather I decide what to do about this? You choose.” If students don’t choose the process, fine; you apply whatever consequences you consider appropriate, consistent with the Peaceable Classroom approach. Even when some students choose not to use the process, others see the consequences and they may learn better.

CLOSURE:

“As conflicts come up in our class, I’ll expect you to use this process.”

INFUSION:

*Social Studies:* Create a Peaceful Problem Solvers’ Board. Have Problem Solvers work with students roleplaying “neighbors” to settle neighborhood issues.
The Problem-solving Process

1. Identify the problem.

2. Brainstorm possible solutions.

3. Evaluate each possible solution:
   - Is it fair?
   - Is it safe?
   - Does it respect everyone’s feelings?
   - Will it work?

4. Choose a solution and try it.

5. Evaluate the result:
   - If your solution is not working, try another one.
   - If your solution works, thank everyone who helped.
At lunch, Rodolfo and Mimi sit next to each other. Mimi, waving her arms as she tells a joke, accidentally spills Rodolfo’s juice on him and his science project. He gets very upset at Mimi and calls her names. Other students sitting near them start to laugh. Mimi tries to apologize but Rodolfo just keeps complaining and blaming. Finally Mimi stands up and begins yelling back at Rodolfo. Soon the cafeteria coordinator comes over and says, “You two can settle this with the Problem-solving Process you’ve learned, or I can write this up and send you both to the office. What do you want to do?” Rodolfo and Mimi agree to talk it out.

Rodolfo: “I’ll tell you what the problem is—you’re the problem! You did this on purpose! You know I have to present my science project this afternoon. You deliberately ruined it because you’re jealous! Plus, with my shirt a mess. I’ll look as stupid as you!”

Mimi: “Hey, don’t call me stupid! I didn’t do anything!"

Rodolfo: “Look, I’m sorry I called you stupid, but come on—you know you spilled that juice, Mimi.”

Mimi: “OK, OK, I spilled it. I’m sorry. But I didn’t do it to mess up your project! It was an accident. I was going to say I was sorry, but when you yelled at me in front of everyone—and called me stupid!—I was so embarrassed.”

Rodolfo: “Yeah, I guess you’re right, I shouldn’t have done that. OK—sorry. But look at this, Mimi. I just don’t know how I’m going to fix my project—there’s juice on everything!”

Mimi: “But what can I do?”

Rodolfo: “For one thing, tell Mrs. Elliott what you did. Maybe she won’t count off as many points if I have to turn in my project late.”

Mimi: “Yeah, OK, I’ll do that. She likes me. Maybe she’ll even give you an extra day to fix it.”

Rodolfo: *(a little vengeful)* “And I want you to apologize in front of the class. You owe me that much.”

Mimi: “What? Come on, Rodolfo! You know I didn’t do it on purpose. Now you just want to embarrass me!”

Rodolfo: *(sighs)* “Yeah, all right. I’m just frustrated. Look, you’re right, it won’t do any good for you to tell a sob story in front of the class. And I don’t really care about the shirt as long as I get the worst of this juice out. But can you please help me fix my project somehow?”

Mimi: *(calming down)* “Oh. Well, sure, I can do that. Look, I’ll even stick around after school today and help you redo the charts. Mrs. Elliott usually stays late. I bet she’ll let us work in her room.”

Rodolfo: “That sounds OK. Let’s ask. Thanks.”

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Case One: Painting Partner Problems

Mick and Keith are working together on an art project for class. Mick’s mom, who works at an art supply store, persuaded the manager to donate a large canvas for the painting. Mick and Keith carefully plan and sketch out the design before they paint anything. They also decide who will paint which parts. On Tuesday, the day they planned to paint, Mick has a fever and stays home sick. Keith doesn’t want to wait and decides to paint the whole canvas himself. Mick returns on Thursday. He gets very upset when he sees that Keith has painted without him.

**Mick’s Story**

“Oh no, what did you do? You shouldn’t have gone ahead without me here! That doesn’t look anything like what we planned. You ruined it, Keith! Do you know how hard it was for my mom to get that canvas? They cost a lot of money. There’s no way we’ll be able to get another one!”

**Keith’s Story**

“Will you relax? It looks exactly like what we planned. Well, OK, maybe not exactly, but I think it looks even better. Besides, you were sick; I had no idea how long you would be out! You know this project is due tomorrow. I had to go ahead and paint it, because if you didn’t come back in time, we both would have gotten an ‘F!’”

Case Two: Blabbering Best Buddy

Ann knows that her best friend, Nancy, likes Ron. Today, Ron takes the last seat at the lunch table, just across from Nancy. Sitting nearby, Ann notices that Nancy keeps glancing at Ron and giggling nervously. Ron doesn’t notice. As they head back to class with a few of their friends, Ann says to Nancy, “So, how did it feel to sit across from your BOYFRIEND Ron?” A few girls giggle. Ernie overhears this and says, “No way! Nancy likes Ron? That’s too funny, wait until he hears this!” Ernie runs off to tell Ron. Nancy turns around and yells at Ann.

**Nancy’s Story**

“I can’t believe Ann would say something like that, especially in front of my friends! And now Ernie went and told Ron! Pretty soon everyone in the whole school is going to know. They’re all going to make fun of me! How could she do this to me?”

**Ann’s Story**

“I don’t know what’s wrong with Nancy. I just made a little joke and she started screaming at me like a crazy person.” “It was so embarrassing! And how was I supposed to know Ernie was following us? That’s not my fault—she should be mad at him! That girl needs to chill out.”
Case Three: Critical Computer Conflict

Getting dressed for school, Brandon realizes that he forgot to answer one of his homework questions. He has only a few minutes to research the answer. He has to use the computer—right now! He runs over to the computer to find that his older sister Nikki is already using it. Brandon glances at the screen and sees that Nikki is instant messaging some of her friends. He pleads with her to let him use the computer for a few minutes. She refuses. Brandon calls her a name we can’t print here.

Brandon’s Story:
“I can’t believe her! I had to use the computer and she wouldn’t move. I asked her really nicely at first, too. I shouldn’t have called her that name, but I was only going to use it for a few minutes. Besides, she was only goofing around! She should have let me use it for homework.”

Nikki’s Story:
“What is his problem? I was finding out what my friends were wearing to school today when he runs over, yelling that I have to move so he can do what he should’ve done last night. Then he called me that name! I don’t care if he needed the computer for only a few minutes, I was there first! It’s not my fault he wasted time last night watching TV.”

As you work through each case, check for each step.

1. Did the disputants identify the problem using a neutral problem statement?
2. Did the disputants brainstorm a number of solutions without judging them?
3. Did the disputants evaluate each solution?
4. Was (were) the chosen solution(s) fair and safe?
5. Did the solution(s) show respect for each disputant’s feelings?
6. Can the solution(s) actually solve the problem?
7. Can the disputants actually carry out the solution(s)?

If you overlooked a step or something went wrong, try again.
What About Bullying?

CONCEPTUAL BASE:
Our Peace Scholar skills and concepts can help address bullying behaviors.

OBJECTIVES:
1. To define bullying as any kind of physical, verbal, or social aggression
2. To show students how assertively applying several of the skills and concepts taught so far can help address bullying situations
3. To help students see dynamics of community and conflict from the bully’s viewpoint, and thus encourage more prosocial behavior to prevent bullying

VOCABULARY:
- ostracize
- harass
- intimidate

TIME:
20–30 minutes

INTRODUCTION:
“Today we’re going to take a look at bullying. We all deal with it sooner or later. We need to understand first that bullying involves a lot more than simply ‘picking on’ people physically. It also means harassment, insults, threats, and other spoken aggression. Further, when people deliberately ostracize others—that is, shut someone out of their group, and intentionally try to make others feel unwanted and put-down—we call these bullying, too. Some of us may have acted as bullies without realizing it.”

“We can use our skills assertively to address these things. And even more importantly, we can do something constructive and creative by trying to understand what a bully needs.”

ACTIVITY:
1. Refer students to page S-51.
2. Give them a few minutes to think about their responses and then discuss.

DISCUSSION:
“Which of the skills and ideas that we’ve learned so far do you think may help us stand up more effectively to bullying?” (assertive verbal and nonverbal confrontation, anger management plans, I-Statements, etc.)

Refer to Stretch Your Learning. “Let’s think back to Abraham Maslow and needs. What do you think he would say that most bullies probably want?” (Refer students to S-26 if necessary. Guide discussion to emphasize esteem, friendship, acceptance)

“What can we do about that?” (increase inclusive behaviors and reduce excluding behaviors, invite “outcasts” to participate in groups, general courtesy and prosocial skills to all)

“When would you most safely try to intervene as a bystander?” (when the confrontation remains at an early, fairly calm level; you know both parties fairly well; when no serious threat of physical danger seems likely)

“What kind of things would you say to help defuse a bullying situation?” (I-Statements: “Cartman, I feel angry when I see my friends threatened, so please stop picking on Kenny”; a light joke, if you have an otherwise good relationship with the bully; postponement: “Why don’t we deal with this later, when we’re all calmer?”)
“When might you not confront a bully, either on your own or as a bystander to help someone else?” (When you recognize a threat of physical danger)

“In case of real danger, what would you recommend as the wisest course of action when a bully threatens you or anyone else?” (Get an adult’s help immediately)

**CLOSURE:**

“We’ve always known that bullying certainly includes physical threats and intimidation. But bullying goes far beyond that. It includes verbal put-downs and insults. It includes shutting someone out to make her or him feel bad. We can use our skills to help address these things. And the very first thing we all can do is work together as a team, to include everyone, to help people feel safe and welcome here.

“Remember, though, confronting a bully calls for a mature and careful action. If doing this goes beyond what you feel ready to do, you can always get help.”

**INFUSION:**

*Language Arts/Creative Writing:* “A Bully I’ve Dealt With,” “A Bully I Need Help With”

*Social Studies:* Find conflicts wherein one individual, community, or nation bullied another. What happened as a result in the short-term and long-term? What do nations tend to do when other nations bully them?
List any four skills or ideas we’ve learned that we can use to help address bullying:

1. ________________________________
2. ________________________________
3. ________________________________
4. ________________________________

Try to imagine the bully’s perspective:

Why would a bully treat anyone like that?
Because ____________________________________________
_________________________________________

What would Abraham Maslow say that a bully probably needs?
_________________________________________
_________________________________________

What can we do about that?
_________________________________________
_________________________________________
SECTION VIII

The Challenge of Constructive Conflict
CONCEPTUAL BASE:
We can de-escalate conflict through deliberate use of neutral words, calming vocal tone, non-threatening body language, and constructive, responsible action.

OBJECTIVES:
1. To help students think in terms of changing the direction that our conflicts routinely take
2. To practice applying the Peace Scholar Rules to common situations

TIME:
20–25 minutes

INTRODUCTION:
“Let’s start putting our skills together. Think of conflict as a path. You have skills to change the direction at any time.”

ACTIVITY ONE:
1. Refer students to page S-52.
2. Ask for two student volunteers to roleplay “Stan and Jerry’s Soccer Situation.” (Since the roleplay ends with a physical altercation, choose mature students who get along with each other.)
3. Have students repeat and revise the scenario. In the second roleplay, call “Time out!” after Jerry’s rude first comment to Stan. Have Stan respond with something more positive, despite Jerry’s rude remarks. Reverse this in the third roleplay: call “Time out!” when Stan runs over to Jerry. Have Jerry come back with something more constructive, even though Stan continues behaving angrily.
4. Process student responses to the chart.

DISCUSSION:
“In the second roleplay, what did Stan choose to do that changed the direction?”
“What did Jerry do in the third one that helped change the direction?”
“Anyone, at any time, can choose to respond more constructively during a conflict, regardless of what anyone else does or does not do.”

ACTIVITY TWO:
1. Have students form pairs.
2. Refer students to the examples in “You Have the Power” on S-52. Have student brainstorm neutral words, calming vocal tone, non-threatening body language, and constructive, responsible action that could help resolve each situation successfully.
3. Have each group share its ideas and evaluate. Then point out specific examples of helpful statements and nonverbals.

DISCUSSION:
“How can using the Peace Scholar Rules and caring language help change the direction?”
“Why do we sometimes find it difficult to change directions under stress?”
“What’s one thing you can do to help remember a new behavior or skill when you feel upset?”

CLOSURE:
“You’ve come up with lots of good ideas. Conflict does not have to keep going as it always has. Let’s keep on changing directions for the better.”

EXTENSIONS OR ALTERNATIVES:
1. Encourage students to select one conflict they often have with another person (parent, sibling, friend, teacher, etc.) that they would like to change. Use these steps.
   a. Pinpoint or identify the conflict. Specifically what about it bothers you?
   b. In front of a mirror, imagine the conflict happening. What should you look like when you speak and act constructively? Practice using peaceful language, verbal and nonverbal, and the Peace Scholar Rules to change the direction.
   c. Try it out next time it happens in real life. If it doesn’t work as well as you’d have liked, try different language and other positive techniques until the results satisfy you.
   d. Extend your skills to a different, more challenging conflict. The more you practice, the easier it will become.
2. Create a Conflict Clinic where students can share ideas on how they can work through personal conflicts.

INFUSION:
Social Studies/Current Events: Collect and discuss articles showing conflicts resolved by non-violent means. (In most newspapers and magazines, you may need several days or weeks to find many of these.) Make a bulletin board.
Stan and Jerry’s Soccer Situation

Stan and Jerry play on the same soccer team. Jerry has a good position to score. He kicks but misses the goal. The ball rolls out of bounds.

<table>
<thead>
<tr>
<th>Old Habit, No Thinking</th>
<th>New Skill, Creative Thinking</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Stan:</strong> <em>Stan gives Jerry a dirty look.</em> “Oh, come on, Jerry, you’ve got to be kidding me! How could you miss that?”</td>
<td></td>
</tr>
<tr>
<td><strong>Jerry:</strong> “Oh, sure, Stan. Like you would have made it.”</td>
<td></td>
</tr>
<tr>
<td><strong>Stan:</strong> “I know I would have made it—anyone could have scored that goal! You had better start focusing, Jerry. This game decides whether we get into the playoffs!”</td>
<td></td>
</tr>
<tr>
<td><strong>Jerry:</strong> “Who are you, the coach? Will you just shut up and get ready to play?”</td>
<td></td>
</tr>
<tr>
<td><strong>Stan:</strong> <em>(running over)</em> “I am ready, you idiot! You’re the one who’s kicking like a little girl!”</td>
<td></td>
</tr>
<tr>
<td><strong>Jerry:</strong> “Oh, I’m a little girl, huh?” <em>(he shoves Stan)</em></td>
<td></td>
</tr>
</tbody>
</table>

You Have the Power

You have the knowledge and the understanding to change directions in a conflict to keep it from escalating. Sure, it can be difficult to use some of these skills when we feel angry or upset. But you can do it. Just keep practicing. Act out these scenarios with a partner. Use any of the skills and attitudes we’ve learned so far to change the direction and make them go better than they might have otherwise.

- Marcia often leaves clothes on the floor. And on the furniture. And under the bed. Her stepmom goes crazy over this. Marcia believes that how she keeps her room is her own business.
- Greg, 17, wants to borrow the car all this Saturday. His dad thinks Greg uses it too much, particularly since he never fills up the tank.
- Simone feels picked on because she often gets blamed for things that her little brother, Jabari, does. Her mother has just come in to find pieces from a board game that her brother scattered all over the kitchen floor. She tells Simone to clean them up.
Old Ways, New Ways

TEACHER’S PREP:
From here on, you need to keep reiterating the belief that your students can indeed change the world with these skills. By planting the seeds of this idea you may in fact start someone on the path toward having a profound impact on the world. Every great leader gets the idea from somewhere—why not here?

CONCEPTUAL BASE:
Individuals, groups, and nations can use a variety of techniques to resolve conflict in nonviolent and just ways.

OBJECTIVES:
1. To give students the contrast of old ways vs. new ways in terms of how we deal with conflict
2. To consciously plant and promote the ideal of your students changing the world for the better

VOCABULARY:
mediation, arbitration, adjudication, negotiation, reconciliation, interdependent, complex, technology

TIME:
15–20 minutes

INTRODUCTION:
“Over hundreds and thousands of years, we’ve come to accept some ineffective, win-lose ways of dealing with conflict as if we had to rely on them. However, those old ways can change. You can change them—not only in our classroom, but in the world.”

DISCUSSION:
“Think back to the introduction. What are some of these ineffective ‘old ways’ of dealing with conflict?”
(Prejudice, discrimination, blaming, war, fighting, etc.)
“How do individuals ‘get even'? Groups? Nations?”
“Think of some examples of technology that can help us create a more peaceful—or more terrible—world.”
(e.g., internet—can rapidly spread knowledge, respect, and understanding, or it can promote racism, hatred, vengeance, fear, misunderstanding and untruths)
“Can you think of a historical conflict that escalated because peaceful or at least non-violent efforts did not succeed?” (American and Russian Revolutions, violence in American labor union movement)

ACTIVITY:
1. Refer students to pages S-53-54. Have them discuss the introduction and the two articles.
2. Have students answer the question in the chart.

DISCUSSION:
“Who was involved?”
“What techniques did either side use?”
“What did each side stand to gain from a peaceful solution?”
“What did each side stand to lose if it had not been solved peacefully?”
“What was the actual outcome?”
“What can people do to encourage leaders to use peaceful techniques to resolve conflicts?”

CLOSURE:
“These things do help us here in our classroom. But they go far beyond this school. They can reach all around the world. I genuinely believe that some of you here will grow up to change the world by using these ideas and skills.”

EXTENSIONS AND ALTERNATIVES:
1. Conflict resolution as a growing field offers meaningful career opportunities. Have students research jobs in community dispute resolution, police mediation, hostage negotiation, divorce mediation, labor/management mediation and negotiation, international treaty negotiation, etc.
2. Host a Peace Careers Day. Invite conflict resolution specialists from your community to class to discuss how they use conflict resolution skills in their fields. (arbitrators, mediators, negotiators from fields such as labor/management disputes, counselors, clergy, divorce, environment, government regulation, police work, etc.)
Our world has become more interdependent and complex than ever before. Our advanced technology can enhance our prospects of a just and peaceful world—or a world torn by prejudice, fear, and war.

The old ways of discrimination, blame, violence, and vengeance do not work. They cost too much, and not just in money. We can no longer settle for seeing conflict as a tug of war with only one winner and one loser. Losers may feel desperate and angry enough to get even in ways that drastically escalate the conflicts. A vengeful attitude can lead to all sides losing more than they had ever imagined.

Just as we constantly see advances in sciences such as medicine and computers, the art of conflict solving has also progressed. Peacemaking skills of mediation, arbitration, negotiation, and reconciliation have taken on great significance in society and the world in recent decades (though we will always need more.) Whether people use these skills to help a family settle routine issues, or help nations prevent a war, they draw on the same ideas and skills you’ve learned here: building community, caring language, respect for differences, listening, attention to body language and tone of voice, taking responsibility, and a willingness to seek Win-Win solutions.

“The ultimate weakness of violence is that it is a descending spiral, begetting the very thing it seeks to destroy. Instead of diminishing evil, it multiplies it. Through violence you may murder the hater, but you do not murder the hate. In fact, violence merely increases hate. Returning violence for violence multiplies violence, adding deeper darkness to a night already devoid of stars. Darkness cannot drive out hate; only love can do that.”

—Dr. Martin Luther King, Jr.
Old Ways, New Ways

*A Victory for Peace*

Amidst the seemingly unending flood of bad news, the successful intervention of a religious leader to turn two nations away from near-certain war deserves respectful attention from a grateful world.

...in Vatican City, Argentina and Chile signed a pact resolving their interminable border dispute over the Beagle Channel. In 1978 the two nations were said to be only hours away from war over the issue. The channel at South America’s southernmost tip holds three strategically important islands. Borders in the area also affect rights to nearby oil prospects.

As the two Latin powers squared off, Pope John Paul II offered at the last minute to mediate their dispute. The disputants accepted, and negotiations began in early 1979. Five years of mediation paid off, war was avoided, and Argentina and Chile resolved their dispute in refreshingly civilized fashion.

Because a man of faith appealed for reason, because hostile powers talked patiently instead of yielding to their instinct to fight, war was averted, lives were saved, a dispute was resolved, and peace was maintained. In that distant happy example lies encouragement for the world.

*World Court Setstle Dispute on U.S.-Canada Boundary*  
By Richard Bernstein  
Special to the New York Times

THE HAGUE, Oct. 12 – The world Court settled a two-decade-old territorial dispute between the United States and Canada today, awarding the United States about two-thirds of the Gulf of Maine and giving Canada the rest.

The case involves 30,000 square nautical miles of the sea, most important the Georges Bank, a series of shoals and reefs whose abundance of cod, flounder, haddock and scallops has made it one of the world’s richest fishing grounds.

The United States had said it was entitled to a boundary line that would put all of the Georges Bank under American jurisdiction; Canada wanted a line that would give it half the area.

As a result of the court’s decision, Canadian and American fishermen will have 14 days to move to their own side of the new line.

Of just the Georges Bank area, the United States was awarded more than three-quarters and Canada received the rest, including the rich scallops and fishing areas known as the Northeast Peak and the Northern Edge.

“It appears to us that it was a compromise,” a senior American official here said. “They get some fish; we get some fish.”

**Mixed reactions in Canada**

“We wanted 100 percent of Georges Bank: they wanted half of it,” the official went on. “One would say that the Court went for a split-the-difference sort of decision.”

The two countries agreed in 1979 to bring to the Court, the official name of which is the International Court of Justice, a dispute that began in the 1960’s over the awarding of oil leases.

**Answer these questions for each article above**

1. Who was involved?
2. What techniques did either side use?
3. What did each side stand to gain from a peaceful solution?
4. What did each side stand to lose if it had not been solved peacefully?
5. Describe the actual outcome.
The Challenge

TEACHER’S PREP:
1. Familiarize yourself with the accomplishments of persons listed in Activity Two on T-123, and the moral complexities involved in the Nobel Peace Prize winners.
2. Review local and national events from preceding weeks and months to cite as examples of social change.

CONCEPTUAL BASE:
Conflict can challenge us to make constructive change.

OBJECTIVES:
1. To emphasize students’ potential to identify, address, and change problems in their school, community, and world
2. To make students aware of individuals who have created great social change
3. To emphasize the ongoing nature of peaceful problem solving

VOCABULARY:
democratic process, democracy (Tools of social change that you may wish to make part of the assignment: citizen initiatives, referendum/a, pickets, sit-ins, letter-writing, vigils, petitions, boycotts, demonstrations, and civil disobedience.)

TIME:
15–20 minutes (with more time later if you assign specific reports on the individuals, as a language arts and/or social studies project)

INTRODUCTION:
“Change doesn’t come easily. It takes work, organization, and dedication. And guess what? Girls and boys just like you can make it happen.”

ACTIVITY ONE:
1. Refer students to pages S-55-56, “The Challenge.”
2. Read with students the three articles: “I Decided to Do Something,” “A Class with Clout,” and “Student Petitions,” and the paragraph that follows.

DISCUSSION:
“Why do some people fear taking a stand on serious issues?”
“What techniques can students use to get attention for these issues from other people?”
“Why is it important to learn the facts on both sides of an issue?” (To be aware of both the key differences and points of agreement on both sides, which can help to find common ground from which both sides can negotiate.)
“Why does a plan of action matter so much?” (In order to accomplish anything concrete, we need organization.)
“In a democracy, we have a responsibility to get involved. What are some non-violent ways students can share in the democratic process?” (letter writing, inviting speakers to discuss issues, joining clubs that deal with issues, debate, learning facts about decisions that affect their community, etc.)
ACTIVITY TWO:

1. Give students this list of people who have done significant things for peace and justice:
   - Kofi Annan
   - Jane Addams
   - Susan B. Anthony
   - Jimmy and Rosalyn Carter
   - Cesar Chavez
   - Doctors Without Borders
   - Frederick Douglass
   - Aaron Feuerstein
   - Mahatma Gandhi
   - Mother Teresa
   - William Penn
   - Jacob Reis
   - Eleanor Roosevelt
   - Oscar Arias Sanchez
   - Bishop Desmond Mpilo Tutu
   - Lech Walesa
   - Jody Williams and ICBL (The International Campaign to Ban Land Mines)
   - Anwar Al-Sadat and Menachem Begin (hint: 1978)
   - Nelson Mandela and Fredrik Willem De Klerk (hint: 1993)
   - Yasser Arafat, Shimon Peres, and Yitzhak Rabin (hint: 1994)

2. Ask for student volunteers to share what they already know about what any of these has done to make the world better.

3. Have students form small groups. Have each group select one person or group to research. What problem did they want to address? What resources did they need? What did they do? What failed and what succeeded? What else have they inspired? What has changed in the world as a result? Your students’ limited research on some of these could easily bring up and emphasize some complex moral issues involved in selecting Nobel Peace Prize winners. Thus you may want to offer the hint year to help direct students to this award. For our purposes, it will help to emphasize that they received due recognition for what they accomplished at that time, despite anything that may have happened before or since then. We may also refer to these difficulties as evidence that (1) peacemaking certainly is not always simple and obvious, and (2) it requires an ongoing commitment. The text on page S-56 provides a basis for elaborating on these points.

4. Have students report their findings. They may present their research in groups by roleplaying, “interviewing,” storyboard, audiovisual or web-based presentations, book reports, etc.

CLOSURE:

Discuss the following quotations from Dr. Martin Luther King, Jr.:

“Let no man pull you so low as to hate him.”

“The strong man is the man who can stand up for his rights and not hit back.”

“What would happen if everyone in this class and this school lived by these ideals? What actions would we see more of? What actions would vanish? What changes would occur in our homes? Neighborhoods? Cities? Between nations?

“Think of one specific thing you can do to act on either of Dr. King’s statements. Next time, we’ll try to do something about that.”
“I… Decided to Do Something.”

After the April 1999 shooting at Columbine High School in Littleton, Colorado, Lance Kirklin suffered serious injuries and endured many major surgeries. A San Francisco area track star, Rashad Williams, heard about how Lance couldn’t play sports any more due to his injuries.

Rashad said, “At that time it was track season for me, so I related his situation to mine: What if that had been me? I would have missed out on the whole track season and everything, so his situation really caught my attention…. I was devastated and decided to do something.”

Rashad decided to run the Bay To Breakers 7.5-mile race to raise a little cash for Lance’s tremendous medical bills (over $1,000,000, and no insurance). He felt proud when he’d collected $300 in pledges.

The mayor found out about Rashad’s efforts and helped get the media involved spreading the word. As of June 22, 1999, Rashad Williams’ initiative and drive had raised $18,000. And it kept growing after that. All because one young man “decided to do something.”

A Class with Clout

Mrs. Weidler’s third grade class in Baltimore, Maryland, thought government buildings should be required to have Braille numbers on elevators. They contacted Senator Norman Stone, who introduced a bill in the State Legislature. The class attended a hearing and testified for the bill. It passed and was signed into law.

These third-graders cared enough to get involved. Thanks to their leadership and willingness to work, blind people in Maryland can live more independently.
Some people who have changed the world lived under difficult, oppressive, and even violent rulers, but they accepted the challenge regardless. That makes their courage and determination even more admirable.

Even some people who have won the Nobel Peace Prize have at some times in their lives done things that other peace-loving people have disagreed with or opposed. None of them is perfect. Some of them saw much of the good they accomplished later undone. But look at what they did!

Successful peacemaking comes not from blaming others and dwelling on the past, but from looking toward the future and courageously working together in the present. We can live up to the challenge of peacemaking. We can work with conflict as a means of growth and progress.

Very few people in the world today have all of the freedoms we do. With such freedom comes responsibility. People who live in free societies have the greatest opportunity—and therefore the greatest responsibility—to speak out and work to create peace and justice.

Student Petitions for Fair Advertising

An 11-year-old Florida girl, Dawn Kurth, found children’s television commercials misleading and occasionally even dangerous. Vitamins were compared to chocolate candy; advertising gave a false picture of the value of toys in cereal boxes.

The Senate Commerce Committee invited Dawn to testify before them in Washington, D.C.

She presented her “Kid’s View of TV Advertisements” with the results of a questionnaire which she had sent to 1,500 children. Dawn’s work contributed to the passage of fair advertising laws.

Some people resist change. They say, “Don’t make waves,” “Leave well enough alone,” and “What can one person do?” Fortunately, people like Rashad Williams, Dawn Kurth, and the students in Mrs. Weidler’s class didn’t listen to these people. They believed they could make a difference. And they succeeded.

Peace Scholars see conflict as an opportunity to make real change, whether it affects only their own lives, or the entire world. Throughout history courageous people have spoken out for justice, for fairness, for honesty, and for peace. They have helped make the world better. Creating such change takes work. And it often entails risks. But doing nothing brings an even greater risk: that we let things get worse.
CONCEPTUAL BASE:
We can deliberately tackle conflicts to bring about constructive change in our own lives, our neighborhood, our world, without violence.

OBJECTIVES:
1. To emphasize the need for lifelong use of constructive problem solving
2. To introduce a basic action plan for creating social change
3. To apply the process to a local problem
4. To make students aware of actual groups who represent and work for several avenues of social change

VOCABULARY:
empowerment

TIME:
20–25 minutes for the lesson; implementation of plans requires ongoing attention and revision

INTRODUCTION:
“Every one of us can do something that improves our personal situation, our school, our neighborhood, our city, our country, and our world. When you realize that you can do something, you have a sense of empowerment. Habits that you learn today can help empower you in many ways.

“To help integrate the ideas and the practices we’ve studied in this unit, let’s look at a process you can apply to any sort of change you hope to make.”

ACTIVITY:
1. Refer students to page S-57.
2. Read through the process with students. For each step, ask students why the step matters and what might happen if the step were left out. Discuss the conclusion.
3. Divide the class into groups of five to seven students.
4. Have each group select an actual situation in their school or community that they would like to change. Some suggestions:
   a. A busy intersection that young children cross for school has no traffic signals.
   b. A neighborhood near the school is littered with junk and trash.
   c. Each day at lunch, students waste much of their food.
   d. Pollution contaminates local water, air, or land. (Consider broadening students’ understanding of pollution by having them investigate the consequences of noise pollution and light pollution.)
5. Once each group has outlined its strategy, have students think through each step of their plan to troubleshoot for potential problems and omissions. Discuss:
   “In your planning, how effectively did your strategy work?”
   “What problems did you have, or do you anticipate?”
   “How do you think you can deal with them?”
6. Have students apply the process. (According to the problem and approach selected, this requires follow-up
over the following days, weeks, or perhaps the entire school year.) Consider having students produce a documentary of all steps with photos and stories related to the problem, copies of all correspondence, photos and records of field trips, visits to civic officials, progress notes, and outcomes. Consider making these graded journals for language arts and social studies.

**CLOSURE:**

“No matter what your objective, no matter what your strategy, some things will work and some things will not. The most important outlook you can have on these tasks involves sticking with it. Never give up. Take a break along the way if you need to rest, but keep looking for new ways and new resources to address the problem. Stay involved. Make something a little bit better. Any of you Peace Scholars can change your neighborhood, your country, your world.”

**EXTENSIONS OR ALTERNATIVES:**

1. Invite a media specialist or investigative reporter to talk to the class about how to gather and organize information.
2. Inform local newspapers, radio, and television stations of your project. Find out specifically who covers local events and direct all calls or correspondence to that one person. Ask a reporter to interview the students about their objectives and their progress. Send periodic updates to the key person even if you get no response. As the project grows, someone may take an interest, particularly if the students’ work does bring about a visible change in the community.
3. Technology: use computer programs to design, lay out, and publish the papers, journals, or other documentation of the projects.
4. Solicit community partners for support. Publicize their involvement.
5. Write to the following organizations for information on problems their group addresses and how they work for solutions. Ask if they know of specific local problems you may address.

**Amnesty International**
322 8th Avenue  New York, NY 10001
(212) 807-8400  admin-us@aiusa.org  www.aiusa.org  www.amnesty.org

**The Carter Center**
One Copenhill  Atlanta, GA 30307
(404) 420-5109  www.cartercenter.org

**Common Cause**
1250 Connecticut Av NW #600  Washington, DC. 20036
(202) 833-1200  grassroots@commoncause.org  www.commoncause.org

**Doctors Without Borders**
6 E. 39th St., 8th floor  New York, NY 10016
(212) 679-6800  doctors@newyork.msf.org  www.doctorswithoutborders.org

**Habitat for Humanity**
121 Habitat St.  Americus, GA 31709-3498
(229) 924-6935, ext. 2551 or 2552  www.habitat.org  publicinfo@hfhi.org

**Martin Luther King, Jr., Center for Nonviolent Social Change**
449 Auburn Avenue, N.E.  Atlanta, GA 30312
(404) 526-8900  info@thekingcenter.org  www.thekingcenter.com

**National Conference for Community and Justice**
475 Park Avenue South, 19th Floor  New York, NY 10016-6901  www.nccj.org

**National Environmental Trust**
1200 18th St. NW, Fifth Floor  Washington, DC 20036
(202) 887-8800  www.environet.org

**Sierra Club**
85 Second St., Second Floor San Francisco, CA 94105-3441
(415) 977-5500  information@sierrclub.org  www.sierrclub.org

**World Hunger Education Service**
P.O. Box 29056  Washington, DC 20017
(202)-269-6322  hungernotes@aol.com www.worldhunger.org

**World Literacy Crusade**
3209 N. Alameda, Suite B  Compton, CA 90222
(310) 537-2273  www.worldliteracy.org
You see a problem. What can you do? Use this list to organize your actions.

1. **Define the issue.**
   What needs to change? Why do you consider this a problem? What harm or injustice does it cause? To whom?

2. **Get support.**
   Talk it up. Find people who agree with you and will help you with the work.

3. **Get the background.**
   What’s already been done, successfully or unsuccessfully? Who has any authority to help?

4. **Understand the other side.**
   Try to see why someone could reasonably disagree with you. Refine your ideas and your reasons to help address these points.

5. **Brainstorm.**
   List ideas that could help address the problem. Sometimes even an idea offered almost in fun can lead to a realistic, useful idea.

6. **Evaluate.**
   Consider the likely outcomes and obstacles. Have you prepared for any negative reaction or unpleasant outcomes? What techniques will probably address these issues best?

7. **Plan your strategy.**
   What methods best apply to your subject?
   - Contacting elected or appointed officials
   - Information sheets
   - Letters to the Editor
   - Marches and demonstrations
   - Media coverage (TV, radio, press, Internet)
   - Petitions
   - Press conferences
   - Inviting outside speakers
   - Presenting to religious institutions and community groups
   - Vigils

8. **Select a spokesperson.**
   This person needs to feel fairly comfortable speaking in public. The class can help the spokesperson prepare by asking questions that a civic leader or reporter might ask.

9. **Do it!**

10. **Evaluate.**
    How did it go? What worked well? What flopped? Make changes, re-gather your forces, and try again.

Don’t worry if you don’t get the results you want immediately. Sometimes you’ll succeed and sometimes you won’t. Just do your best and keep on doing it. Even if your work falls short, you may inspire someone else who in turn may have resources or connections that you didn’t. You still played an important part in the process.

If it works as you wanted—congratulations! Give yourself a pat on the back. Stay involved. Keep growing as a Peace Scholar.

“It is not up to us to complete the task, but neither are we free to desist from it.”

—The Mishna
Goal Setting and Post-Test

TEACHER’S PREP:
Make a copy of the post-test (intro page xxiii) for each student.

CONCEPTUAL BASE:
Students need to plan to practice their skills every day.

OBJECTIVES:
To summarize the practical aspects of the curriculum
To help students assess their own understanding and skills
To help students integrate what they have learned and plan for skills to practice

TIME:
20 minutes

INTRODUCTION:
“Let's see what we've learned about conflict.”

ACTIVITY:
1. Refer to page S-58 to guide a discussion of key concepts students have learned. Discuss cases you’ve seen where they have used new skills effectively. Emphasize the ongoing process of learning.
2. Have students complete the questions at the bottom. Discuss.
3. “The most important thing lies in how we use these skills. But another part of the learning does involve how well we can put some of this on paper. I’ll distribute these post-tests. Again, these tests will not be graded, nor will they affect your grades in any way.” Follow your usual testing procedure.

CLOSURE:
“We’ll always have conflicts, and now we have some tools to address them better. We can always assess how we’re doing. As we keep practicing and evaluating our own behavior, we go on growing as Peace Scholars. I’m proud of the good work you’ve done on this, and I look forward to our continuing to use these skills all year.”

INFUSION:
Language Arts/Creative Writing: Students write essays or produce drawings and pictures to summarize what they have learned. Work may depict a story form in which the characters begin a conflict and then apply their skills.
Ask yourself:

- What's gone well?
- What skills have you developed?
- With what old habits do you still struggle?
- What would help you do this even better than you do today?

Check back every so often on how you’ve used your creative conflict-solving skills, including:

- Working with others and not against them
- Creating Win/Win solutions
- Talking it out, not fighting it out
- Managing anger constructively
- Confronting frustrations honestly and responsibly
- Taking the initiative to work it out
- Keeping criticism in check—offering objective suggestions on how to improve
- Staying open to others’ input

My Plan

How will I apply any concepts or skills from this unit?

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________

New ideas I’ve learned:

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________

New behaviors I’ll practice:

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________

Pages that will help me remember:

1. ___________________________________________
2. ___________________________________________
3. ___________________________________________
4. ___________________________________________
Other Resources

**Peacemaking Skills for Little Kids**, Pre-K-K, plants the seeds of peace in your primary students. Peacemaking becomes an integral part of everything they do in the classroom.

**Peacemaking Skills for Little Kids**, Grade One, offers students a more in-depth understanding of the I-Care Rules. I-Care Cat guides students through a series of educational and fun activities.

**Peacemaking Skills for Little Kids**, Grade Two, continues to build on the skills provided in the previous books. Extending activities allow you to infuse this curriculum into any subject area.

**Peace Scholars: Learning Through Literature**, Grade Three, provides students with a wealth of conflict resolution skills as they explore a fascinating collection of ethnically diverse stories and folktales.

**Peace Scholars: Learning Through Literature**, Grade Four, offers invaluable lessons about prejudice, bullying, conflict resolution and more through the examples of compelling stories and folktales.

**Creating Peace, Building Community**, Grade Six, helps students gain a strong sense of self-worth while enhancing their conflict resolution competency.

**Creating Peace, Building Community**, Grade Seven, takes the skills learned in the previous book to a new level. Focus is on peer refusal skills, social responsibility, and empathy development.

**Conflict Resolution in American History**, Grade Eight. Shows students how selected lessons from American History apply to their own conflicts today. A supplemental resource for social studies classes.

**WinWin!**, Grades 9-12, candidly tackles some of the toughest problems facing today’s teens, including violence, anger, sexual harassment, peer pressure, cultural differences and more.

**Mediation for Kids**, Grades 4-7, is a step-by-step, practical guide to the mediation process. Contains helpful implementation tips for teachers and realistic mediation scenarios for students.

**Mediation: Getting to WinWin!**, Grades 8-12, offers a more comprehensive look at the mediation process. It contains an easy-to-follow model of the mediation process, as well as techniques for improving communication skills and becoming an effective listener.

**What Went Wrong?**, Grades 1-5, provides teachers and counselors with a consistent, fair approach to dealing with student conflicts and the intervention process.

**Time Out! Resolving Family Conflicts** is a conflicts resolution guide for families. family members learn the skills to manage their anger, communicate effectively, protect one another’s dignity and resolve conflicts constructively.

These books can be ordered from The Peace Education Foundation, (800) 749-8838 or (305) 576-5075.

www.PeaceEducation.org
PEACE SCHOLARS
Creative Conflict Solving

PeaceWorks
Peace Education Foundation

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