A learning outcome is considered successful for any of these conditions related to the pre- and post-test:

**For PK through Grade 2**

A student who pre-tests a score of 1-3 should improve by *at least* one item on the post-test.

A student who pre-tests a score of 4-5 should maintain either score or improve on the post-test.

**For Grades 3 – 8**

A student who pre-tests a score of 1-7 should improve by *at least* one item on the post-test.

A student who pre-tests a score of 8-10 should maintain a score in that range or improve on the post-test.
1. I-Care Cat’s first I-Care Rule tells us that we ___________ (listen) to each other.

2. I-Care Cat wants us to use our hands to ___________ (help) each other.

3. I-Care Cat helps us remember to use words like “please,” “thank you,” and “you’re welcome.” We call these words I-Care ________________ (language).

4. We learned how important it is to care about each other’s ________ (feelings).

5. When we understand that what we say and do can help or hurt someone else, we’ve begun to learn that we are ________________ (responsible).
Kindergarten KEY
Helping, Not Hurting:
Teaching the I-Care Rules Through Literature

(presumably by teacher interview)

1. I-Care Cat’s first I-Care Rule tells us that we __________ (listen) to each other.

2. In the story *The Grouchy Ladybug* the ladybug seemed always ready to use her hands not for helping, but for __________ (hurting).

3. The story *I’m Sorry* shows us two children who learned to use __________ (I-Care) language.

4. *The Brand New Kid* helped us learn how important it is to care about each other’s ________ (feelings).

5. The book *How to Be a Friend* helped us learn that we are responsible for what we __________ __________ __________ (say and do).
1st grade KEY
Peacemaking Skills for Little Kids

(Possibly by teacher interview)

1. Mark YES or NO to show if each one shows that we are listening to each other.
   - Yes   No
   a. Only one person talks at a time. (yes)
   b. Look down at the floor. (no)
   c. Ask questions if you don’t understand. (yes)

2. When we use our helping hands to work together, that’s _______________.
   (cooperation).

3. Mark YES or NO to show if each one uses I-Care Language:
   - Yes   No
   a. Please let me use the crayons. (yes)
   b. Thank you for sharing your paper. (yes)
   c. You can’t play because I don’t like you. (no)

4. Is it OK to talk about feelings even if we feel scared, angry, or embarrassed?
   - Yes   No
   (yes)

5. Mark YES or NO to show the things we can do to act responsibly.
   - Yes   No
   a. Blame someone else for being bad (no)
   b. Help clean up a mess. (yes)
   c. Ask an adult for help with a problem. (yes)
2nd grade KEY
Peacemaking Skills for Little Kids

(possibly by teacher interview)

1. Mark YES or NO to show the actions that use hands for helping, not hurting.
   - [ ] Yes  [ ] No  a. Cleaning up something spilled. (yes)
   - [ ] Yes  [ ] No  b. Opening the door for someone. (yes)
   - [ ] Yes  [ ] No  c. Shoving someone you feel mad at. (no)

2. When we listen to each other, we listen without _________ (interrupting).

3. To take care of our bodies we want to make _________ (healthy) choices.

4. Mark YES or NO to show if each one uses I-Care Language:
   - [ ] Yes  [ ] No  a. Get out of my way now. (no)
   - [ ] Yes  [ ] No  b. Thank you for helping me clean up. (yes)
   - [ ] Yes  [ ] No  c. May I read your book now? (yes)

5. Mark YES or NO to show what we do or do not do at the Peace Table.
   - [ ] Yes  [ ] No  a. Each person gets to tell her or his story. (yes)
   - [ ] Yes  [ ] No  b. We blame the bad person for the problem. (no)
   - [ ] Yes  [ ] No  c. We think of different ways to solve the problem. (yes)
3rd grade KEY
Peace Scholars: Learning Through Literature

1-3. Fill in the missing words in the I-Care Rules.

1. We ___________ (listen) to each other.

2. Hands are for ___________ (helping), not ___________ (hurting).

3. We are ___________ (responsible) for what we say and do.

4. To help manage our anger, we can make a ___________ (plan, or anger management plan).

5. In the story Big Al, both Big Al and the other fish needed to learn better skills for making ___________ (friends).

6. When we use the I-Care Statement, we first say the person’s name, and then we tell the person how we ___________ (feel).

7. Check the box for anyone who can help change a bullying problem. (all 3)
   ❑ a. The bully.
   ❑ b. The victim.
   ❑ c. The bystanders.

8. In the story Everybody Cooks Rice, all the families were cooking a rice dish from different ___________ (countries or cultures).


10. When we have a problem at school we can solve it together at the ___________ ___________ (Peace Table).
4th grade KEY

Peace Scholars: Learning Through Literature

1. Which of these can help you build common ground to make conversation? Check all that apply. (b, d)
   - a. Tell the other person what to do.
   - b. Ask questions.
   - c. Convince the other person that you are right.
   - d. Listen to what the other person says.

2. The piggies in *Piggie Pie* avoided the witch by: (a)
   - a. cooperating.
   - b. running away.
   - c. ignoring her.

3–5. Fill in the missing words in these Peace Scholar Rules:

3. We _______________ (cooperate) for peaceful purposes.

4. We speak with _______________ (respect).

5. We act with _______________ (kindness).

6. Check those that may be examples of cruel humor: (a, b, c)
   - a. calling someone an insulting name.
   - b. making someone look silly.
   - c. telling a joke about someone.
   - d. apologizing for a mistake.

7. True or False: Conflict can have only negative consequences. (false)
   - a. False.
   - b. True.

8. What does empathy mean? (d)
   - a. listing different ideas that may help solve a problem.
   - b. getting people to feel sorry for you.
   - c. convincing another person to do what you want.
   - d. understanding how another person thinks and feels.

9. Check any or all of the correct steps in giving an I-Statement: (a, b, d)
   - a. Say the person’s name.
   - b. Say how you feel.
   - c. Blame the other person for what she or he did wrong.
   - d. Suggest a way to solve the problem.

10. Who can change or do something else to help stop bullying?
    Check all that apply: (must mark at least these three from the lesson: a, b, e)
    - a. Victims.
    - b. Bystanders.
    - c. School staff.
    - d. Parents.
    - e. Bullies.
Read each statement carefully. Circle “T” for True or “F” for False.

1. In most conflicts, one side is right and one side is wrong. (F)
2. Listening to understand the other person’s side is an important step in solving most conflicts. (T)
3. A conflict can have only one winner. (F)
4. Frustration always leads to violence. (F)
5. Learning to handle conflict responsibly requires practice and skill. (T)

Match the letter of the correct definition in the blank.

6. compromise  A. a plan of action to solve a problem
7. strategy B. choices we have in dealing with a problem or anger
8. resources C. A person or thing unfairly blamed or punished for others’ guilt, mistakes, or frustration
9. alternatives D. giving up something to help settle a dispute
10. scapegoat E. everything we can use to help solve a dispute: skills, ideas, intelligence, experience, creativity, etc.
6th grade KEY
Creating Peace, Building Community

1-3. Fill in the missing words in these Peace Rules:

1. We speak ______________________ (respectfully).
2. We listen with an ___________ ____________ (open mind).
3. We act with ___________________ (kindness).

4. Perception means what you _______________ (see, or understand, or perceive) in a situation.

5. Paraphrasing means: (c)
   - a. telling the person lots of details about yourself.
   - b. asking questions to get more information.
   - c. saying in your own words what you think a person means or feels.
   - d. coming up with lots of different solutions to a problem.

6. Check any or all of the correct steps in giving an I-Statement: (a, b, d)
   - a. Say the person’s name.
   - b. Say how you feel.
   - c. Make it clear who’s right and who’s wrong.
   - d. State what you’d like, or what would solve the problem.

7. Check the things that will help you prepare your Anger Management Plan. (a, c)
   - a. Understanding what triggers your anger.
   - b. Believing that you are right and the other person is wrong.
   - c. Recognizing what you tend to do when you feel angry.
   - d. Imagining all the reasons why someone else would try to hurt you.

8. Check the first positive, constructive “Big Belief” we explored: (d)
   - a. Win some, lose some.
   - b. I’ll do whatever it takes to come out on top.
   - c. I can win any argument.
   - d. I believe that I can.

9. Check all examples of positive core values: (a, b, d, f, g)
   - a. integrity
   - b. fairness
   - c. bossiness
   - d. cooperation
   - e. insensitivity
   - f. respect
   - g. pursuit of excellence
   - h. do whatever it takes to win

10. “Thinking and Choosing” lesson helped us work through any situation by considering what three factors? (a)
    - a. thought, action, outcome
    - b. parents, teachers, police
    - c. ideas, feelings, questions
    - d. what starts the conflict, what keeps it going, what ends it
7th grade KEY

Creating Peace, Building Community

1. (fill in the word) We ________________ (cooperate) constructively.

2. (fill in all four words) We take ________________ (responsibility) for what we __________ ___________ __________ (say and do).

3. (fill in the word) We ________________ (respect) each other’s feelings.

4. Check all the components of effective listening: (a, c, d)
   - a. Focus on the speaker.
   - b. Think about what you will say in response.
   - c. Ask questions to make sure you understand.
   - d. Paraphrase your understanding of the speaker’s ideas and feelings.

5. An I-Statement, properly given, reflects: (a)
   - a. Assertive behavior.
   - b. Aggressive behavior.
   - c. Non-assertive behavior.

6. Our anger management plan typically includes what two kinds of options? (c)
   - a. good and bad.
   - b. realistic and unrealistic.
   - c. mental and physical.
   - d. assertive and non-assertive.

7. Circle “T” for True or “F” for False.
   - T  F  One needs years of practice to become a peacemaker or a hero. (F)

8. Match each conflict style with the statement that best reflects its usual emphasis. (Student must mark all five correctly for credit.)
   - a. shark (5)  1. compromising: “Meet me half way”
   - b. ostrich (3)  2. accommodating: “Whatever you want to do is OK with me”
   - c. fox (1)  3. avoiding: “Nothing I can do”
   - d. sheep (2)  4. collaborating: “We can make it work”
   - e. owl (4)  5. competing: “My way or no way”

9. Mark the term that best identifies a solution that lets each disputant come away with something useful and satisfactory: (b)
   - a. rare
   - b. win/win
   - c. imposed
   - d. compromise

10. Mark all the outcomes that effective mediators try to achieve: (a, c, d, f)
    - a. Each person gets a chance to give her/his side of the story.
    - b. Each person gets a suitable punishment.
    - c. Each person understands the other person’s side better.
    - d. Each person contributes to the problem-solving process.
    - e. Each person gets exactly what she/he wants.
    - f. Each person feels satisfied with the outcome.
Grades 4-8 KEY

Fighting Fair: Dr. Martin Luther King, Jr. For Kids

1. Dr. King said, “The strong man is the man who can stand up for his rights and not __________ __________” (hit back; “fight back” or similar wording).

2. Fighting Fair means we attack the ______ (problem), not the ________ (person).

3. One key peacemaking technique, the I-Statement (also called “I Care Language” in the book) includes four elements. Identify at least three. (three from (1) say the other person’s name; (2) say how you feel; (3) identify the problem, what happened; (4) say what you want / suggest a fair solution)

   a. 
   b. 
   c. 

4. Throughout his role in America’s civil rights movement, Dr. King insisted that we must never fight violence with __________ (violence).

5. People such as the Selma Marchers, Freedom Bus Riders, children’s crusaders, sit-in demonstrators, conscientious objectors, and others showed us that despite our very real fears when facing any conflict, injustice, or even violence against us, we must still take ________ (action).

6. After Rosa Parks’ refusal to surrender her seat on the bus, civil rights activists in Montgomery, Alabama took nonviolent action by organizing and carrying out a ________ (boycott) of the bus system. (Note: in processing answers, you may want to point out that the boycott lasted 381 days, from December 1955 to December 1956.)

7. In any conflict or relationship, we always have a choice as to whether we want to build ______ or ______ (walls, bridges).

8. Anyone who wants to make peace in the world must, like Dr. King, have a __________ (dream, vision) of what he or she wants the world to become.

9. A nonviolent problem-solving strategy in which two disputants work together to create their own solution, with help from someone else who stays neutral: (d)

10. Circle “T” for True or “F” for False.
    
    T  F  Only African-Americans benefit from the ongoing struggle for civil rights. (F)
8th grade KEY
Conflict Resolution in American History

1. According to the Peace Rules, we cooperate _______________ (constructively) and we listen with an __________ _______ (open mind).

2. Assuming that everyone in a certain group thinks and acts alike shows thinking based on: (b)
   - a. hostility.
   - b. stereotypes.
   - c. respect.
   - d. discrimination.

3. Studying immigration to America can help us understand that even with a broad range of diversity among our citizens, we can still work together to: (d)
   - a. create laws to keep peace.
   - b. keep neighborhoods separate.
   - c. conquer the west.
   - d. build unity.

4. One lesson gave these examples of cause and effect:

<table>
<thead>
<tr>
<th>Year</th>
<th>British Acts</th>
<th>Colonist Acts</th>
</tr>
</thead>
<tbody>
<tr>
<td>1764</td>
<td>Sugar Act</td>
<td>Protest</td>
</tr>
<tr>
<td>1765</td>
<td>Quartering Act</td>
<td>Organized protest</td>
</tr>
<tr>
<td>1773</td>
<td>Tea Act</td>
<td>Boston Tea Party</td>
</tr>
</tbody>
</table>

We used these examples to discuss: (d)
   - a. conflict resolution.
   - b. conflict mediation.
   - c. conflict styles.
   - d. conflict escalation.

5. Someone other than the disputants makes a decision for them in: (a, b)
   - a. Mediation.
   - b. Arbitration.
   - c. Negotiation.

6. Which best describes the difference between resolution and reconciliation? (c)
   - a. Resolution is imposed by someone else; reconciliation comes by choice.
   - b. Resolution is a legally binding action; reconciliation is optional.
   - c. Resolution settles the issue; reconciliation helps rebuild the relationship.
   - d. Resolution happens quickly; reconciliation takes a long time.

7. Puritan beliefs show how strong social and religious norms depend on one’s ________________ (perception) of what matters in society, morals, and life.

8. The complex issues involved in the Civil War demonstrate how disputes may escalate tragically because of: (a)
   - a. viewpoints and convictions.
   - b. cause and effect.
   - c. north and south.
   - d. right and wrong.

9. The overall process of effective listening involves the verbal skill of: (b)
   - a. arguing one’s views.
   - b. paraphrasing.
   - c. preparing a statement.
   - d. maintaining a calm tone.

10. When opposite sides work to find what they both honestly agree on, we say they seek: (d)
    - a. victory.
    - b. a negotiated agreement.
    - c. reconciliation.
    - d. common ground.
Senior High KEY
Win/Win

1. All conflict involves or leads to violence.
   - a. True.
   - b. False. (false)

2. Sometimes in order to settle a conflict nonviolently, when we find no common ground or compromise, we may have to “agree to___________ (disagree).”

3. The way you walk, what you wear, your gestures, your posture, your facial expressions, and other forms of communication make up what we often call: (a or d)
   - a. body language.
   - b. conflict style.
   - c. peer pressure.
   - d. nonverbal communication.

4. Identify three of the eight styles of handling anger discussed in Win/Win: (b)
   - a. Optimist, Pessimist, Realist.
   - b. Statue, Martyr, Hipshooter.
   - c. Direct, Indirect, Evasive.
   - d. Statue, Blame Game, Sheep.

5. Which statement best represents Win/Win’s position on the apparent tendency many people have to use violence? (c)
   - a. People have always used violence and always will.
   - b. Given how unjust and cruel some people can be, sometimes violence provides the only effective and realistic response.
   - c. We can learn to choose nonviolent means to respond to injustice and evil.
   - d. We must never stand up for ourselves in any way.
6. Which statement best represents Win/Win’s concerns about violence in media and entertainment? (a)
   - a. Violence as entertainment can at least desensitize us to real violence; it can also model destructive behavior.
   - b. People who act out violent impulses based on music or videos are not fully responsible for their actions.
   - c. We shouldn’t tolerate any kind of violence in literature, art, music, etc.
   - d. Violence in media makes no difference. Everyone knows it’s all fake, just show business, purely for entertainment.

7. Conflicts may arise when misunderstand or disregard cultural differences such as (check all that apply): (all six items should be checked for credit)
   - a. How we deal with time.
   - b. How close to stand to another person.
   - c. Different standards of touch between different sexes or the same sex.
   - d. Whether to touch another person at all.
   - e. Eye contact.
   - f. Nuances of language (volume, rate, pitch, etc.)

8. Sexual harassment applies to: (all four must be checked for credit)
   - a. Males harassing females.
   - b. Females harassing males.
   - c. Males harassing males.
   - d. Females harassing females.

9. Though domestic violence may often create a self-perpetuating cycle, any one individual can break that cycle. (true)
   - a. True.
   - b. False.

10. The basic dynamics of student peer mediation have made a major difference in civil mediations for communities, states, and international conflicts. (true)
    - a. True.
    - b. False.