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WHITE PAPER

The Peace Education Foundation (PEF), a non-profit educational organization, was founded in 1980. Its mission is to educate children and adults in the dynamics of conflict and to promote peacemaking skills in homes, schools and communities throughout the world. This mission is served by providing educational materials, and providing innovative training that make nonviolent conflict resolution not merely a passing interest or fad, but a lifestyle.

I. CURRICULA

PEF offers training, curricula, and didactic materials that (1) teach practical conflict resolution, pro-social skills, and character development, to (2) prevent and respond to bullying, aggression, and violence at all ages. Our materials begin with a guide for professional caregivers and parents of newborns to three years, followed by grade-level specific classroom-tested curricula for Pre-K through grade 12, Peer Mediation materials, and other specialized guides. While each curriculum is presented in a developmentally appropriate format, PEF curricula as a whole have a unified scope, sequence of content, and sequence of skills. Worldwide, these curricula are being used in more than 20,000 schools.

Our website offers a downloadable, freely reproducible pre/post test of content for each teacher's guide (<http://www.peaceeducation.org/tests.html>).

Each lesson in each teacher's guide has been correlated with Florida Sunshine State Standards; we offer training to help provide similar correlations with any set of statewide standards.

Materials

Birth to Three: Creating Caring Children, for parents and professional day-care providers, describes useful skills and strategies for raising children in a caring, assertive, and peaceful environment. Addressing typical problem scenarios according to the needs of Infants, Mobile Infants, and Toddlers, the authors describe a common adult response, explain the relevant developmental issues, and suggest a more conscious, caring response.

PK/K: Peacemaking Skills for Little Kids (86 short lessons, in 16 "Focus" sections). This curriculum is the framework for our entire Peacemaking Skills Series. Though we now designate it for Pre-K and kindergarten, it was originally written and remains useful for Pre-K through Grade Two. The exercises teach listening and communication skills, explore emotions and stress cooperation and cultural tolerance. The I-Care Rules introduce to students PEF's conflict resolution model. (Also available in Spanish and French.)

Kindergarten: Helping, Not Hurting: Teaching the I-Care Rules through Literature (27 lessons) uses children's literature as the basis for teaching the I-Care Rules. Each rule has its own component

taught over five days, based in at least one story. Most lessons divide the children among three learning centers: one with the teacher, and two independent.

Grade 1: *Peacemaking Skills for Little Kids, Grade One* (39 lessons). The teacher's guide and student activity books offer students a more in-depth understanding of the I-Care Rules through exercises specifically designed for first graders. The lessons stress cooperative learning and develop students' reading, writing and problem-solving skills.

Grade 2: *Peacemaking Skills for Little Kids, Grade Two* (30 lessons). The teacher's guide and student activity books continue to build upon the peacemaking skills provided in the previous books. This interdisciplinary book offers lessons and extension activities that can be infused into traditional academic subjects. The activity book further develops the grade two students' reading and writing skills.

Grade 3: *Peace Scholars: Learning Through Literature* (67 lessons) draws on a literature pack, providing a collection of ethnically diverse stories and folk tales. Lessons help students enhance their conflict resolution competency while learning invaluable lessons about cooperation, self-esteem, empathy, and other life skills. A unique feature of this unit is a poster that features the I-Care Rules in not only English but also American Sign Language.

Grade 4: *Peace Scholars: Learning Through Literature* (44 lessons). This literature-based curriculum for uses a new literature set to continue the approach established in the third grade book.

Grades 3–4: *Creative Conflict Solving for Kids, Grade Four* (23 lessons). One of our earliest teacher's guides, available also in Spanish and French, uses the Rules for Fighting Fair and the "Fouls," negative behaviors to avoid. Empowerment skills such as peer refusal and assertive language enhance conflict resolution skills and communication techniques. This book introduces the mediation process and provides role-play scenarios.

Grades 4–8: *Fighting Fair: Dr. Martin Luther King, Jr. for Kids* (43 lessons). This curriculum combines PEF conflict resolution skills with the philosophy of Martin Luther King, Jr. His experiences are related to students' real-life conflicts, providing them with opportunities to apply their skills. An award-winning video demonstrates the conflict resolution process by interspersing a typical student conflict with footage of actual events from the civil rights movement.

Grade 5: *Peace Scholars: Creative Conflict Solving for Kids* (46 lessons). This revised and expanded curriculum builds further on the concepts and skills students have learned. It focuses on students' perception of conflict, tying in news clippings and real-life examples of hostility. Students are encouraged to put their conflict resolution skills to use in the community using an action plan and goal-setting techniques.

Grade 6: *Creating Peace, Building Community, Grade Six* (36 lessons). This curriculum is designed to help students gain a strong sense of self-worth, values and the ability to empathize with others as they learn conflict resolution skills. Focus is placed on character development, cultural awareness, community building, conflict analysis and aggression control.

Grade 7: *Creating Peace, Building Community, Grade Seven* (35 lessons) builds upon the concepts introduced in the Grade Six curriculum. Focus is placed on effective communication and empathy development; bully, victim and bystander issues; self-empowerment; and applying peacemaking skills in the real world.

Grade 8: *Conflict Resolution in American History* (44 lessons) draws on lessons from American History to teach basic components of peaceful-problem solving. Immigration, national expansion, historic and modern music, war, diplomacy and democracy all come together to show how the

principles of conflict resolution apply in the past and present.

Grades 9–12: *WinWin!* (31 lessons). Teens face tough issues such as violence, anger, cultural differences and sexual harassment. This curriculum helps them learn the skills they need to resolve conflicts without violence. This curriculum comes with an award-winning video that gives students a chance to analyze realistic conflict situations.

In-School Suspension: *What Went Wrong?* (Elementary); *How Did I End Up Here?* (Secondary). These booklets may be used for writing or as guided discussions to help students reflect on and evaluate the actions that led to any form of in-school suspension.

Bus Drivers: *R.I.D.E.: Resolving Issues Drivers Encounter*. This curriculum and training offers bus drivers some quick, practical approaches to addressing routine misbehavior on the bus.

After-School and Physical Education Programs: *WinWin! Games* Based on the original New Games, this provides a range of activities that not only are fun in themselves, but also provide a means of introducing and discussing group dynamics, problem-solving, leadership, cooperation, interdependence, etc.

School Safety: *Prepared for Action*. This manual provides school-site and district administrators with a comprehensive overview of how to prepare for and respond to virtually any critical incident on school grounds. It includes a CD-ROM containing sample forms for documentation, and letters for parent/ community notification.

II. TRAINING

PEF has a diverse group of trainers, comprised of education and mental health specialists, who are experienced in working with multi-ethnic student and adult audiences. We provide comprehensive and systematic Conflict Resolution and Mediation training to enhance classroom, school and district-wide program implementation. Some workshops include:

Handling Student Conflicts: A Positive Approach, the fundamental training model, provides background in both content and process of Conflict Resolution. The participant's training manual provides supporting theory and a rationale for teaching the content. To help participants prepare better for providing training in their own work sites, each lesson also suggest extension activities and provides transitions to the following unit.

Regional Institutes in cities throughout the United States and Canada trained more than 2,000 education and youth development professionals.

On-site workshops, tailored to the specific needs of any school or organization. More than 4000 participants representing more than 200 sites have participated.

Beyond Curriculum, emphasizing practical extensions to classroom instruction. This covers practical approaches to instilling resiliency, infusing curricula into content areas, and applying research on dynamics of the emotional brain.

The Early Childhood Institute, developmentally tailored to meet the specific needs of professionals working with young children.

Peacemaking as a Catalyst for Change, a three-day training that explores the change process as it applies to creating a culture of peace in the home, school or community.

In addition to trainings throughout North America, we have also conducted workshops in the Caribbean, Central and South America, Poland, Sweden, and Kenya.

III. PROGRAM OVERVIEW

Conflict Resolution is a body of knowledge and skills that equips people with the ability to use a nonviolent, constructive approach when dealing with life's inevitable disputes. Given PEF's mission, Conflict Resolution makes up the major thrust of its program. We focus on children and the adults who facilitate children's social, emotional and intellectual growth, especially with schools in mind. Experience shows that PEF's Conflict Resolution programs can help schools become safer and more disciplined, improve the overall school climate, make instructional strategies more effective, and foster resiliency in children. In order to make Conflict Resolution and peacemaking skills "standard operating procedure" in schools, PEF programs are purposefully linked to school improvement and related initiatives.

For example, many of the aspects that measure school climate (respect, a sense of community and continuous growth of social competency skills) are integral to PEF's Conflict Resolution programs. Similarly, the skills and qualities needed to make instructional strategies such as cooperative learning flourish (trust, communication skills, leadership and conflict management) are enhanced and supported by PEF Conflict Resolution programs.

Children do not have any innate ability to resolve conflicts peacefully. They must see the behavior modeled, be taught the content, have opportunities to apply what they have learned and receive feedback and recognition regarding the use of their skills. These premises undergird the PEF Conflict Resolution program.

A. Conflict Resolution

The content of the PEF Conflict Resolution program encompasses a broad range of social competency skills. We group them into six essential components:

1. Community Building: Building trust, exploring common interests and respecting differences.
2. Developmentally Appropriate Rules: The framework for appropriate behavior and the associated skills, such as I-messages, listening, assertion and problem-solving. We teach the *I-Care Rules* for grades PK-3, *Peace Scholar Rules* for grade 4, and *Peace Rules* (or *Rules for Fighting Fair*) for grades 5-12 and the *Family Time Out!* Training. Central to the PEF Conflict Resolution program, these rules encapsulate the principles of nonviolent conflict resolution and promote a peaceful, disciplined environment. The Rules also provide a constructive alternative to the Fouls, inappropriate behaviors that attack the dignity of others and escalate conflict (put-down, sarcasm, bringing up the past, hitting, not taking responsibility, getting even, not listening, making excuses, etc.). All PEF curricula include a colorful, age-specific Rules poster, a helpful visual reminder for all members of the school community.
3. Understanding Conflict: Defining conflict, the elements of conflict, escalation and de-escalation, different conflict management styles.
4. Perception: Respecting different viewpoints, enhancing empathy, and increasing tolerance.
5. Anger Management: Pros and cons of anger, triggers, anger styles, increasing tolerance of frustration, anger management plans.
6. Communication skills: I-messages and related basic skills of expressing feelings in order to help resolve conflicts constructively and peacefully.

Once the essential components have been mastered, students' social competency can be enhanced by adding more sophisticated content and skills from the scope of PEF components. These additional components include:

- Affirming self-identity
- Peer refusal skills
- Self-empowerment
- Dealing with bullies
- Self control
- Goal setting
- Acting with courage and conviction
- Understanding violence
- Boyfriend / girlfriend relationships
- Being a peacemaker

Process

The teacher is key to the success of PEF's Conflict Resolution program because the teacher facilitates the process by which students hone their skills. This process involves five strategies:

- **Step One: Model**

The teacher professes the attitudes and practices the behaviors expected of students. The goal is to let students know how, in "real life," to apply the appropriate set of Rules and associated skills such as reflective listening, I-Statements and problem solving.

- **Step Two: Teach**

Teach the students what to do and why to do it. Break it down into understandable parts. Give students the chance to practice the techniques in role-play situations. The goal is for students to learn the vital techniques in order to repeat the vocabulary and techniques when prompted.

- **Step Three: Coach**

Help students use the techniques appropriately in real-life situations. Offer support and corrective feedback when needed. The goal is for students to translate knowledge and abstraction into practical application.

- **Step Four: Encourage**

Give students brief reminders to use their skills. Express confidence in their ability to succeed. Recognize students' appropriate use of skills. The goal is for students to use appropriate behavior and expand upon their ability without a dependence on adult presence.

- **Step Five: Delegate and Export**

After students reach proficiency, give them a role in teaching or coaching less experienced students. The goal is to allow students to demonstrate their competence and to acknowledge the value in habitual use of the skills.

B. Peer Mediation

When a school has a skilled student population, the incidence of conflict decreases. However, some conflicts may require skilled, neutral intervention — a mediator. PEF's Mediation program, therefore, serves as the next step in the logical progression of a well-implemented Conflict Resolution program. PEF recognizes three basic mediation models:

- **Classroom** — All students in a class are trained in mediation and resolve their conflicts at a "peace table" located in the classroom.

- School-wide — A limited cadre of students are trained as peer mediators to handle conflicts which are referred to mediation.
- Adult — Adults are trained to intervene either formally or informally in student conflict. PEF publishes mediation curricula, which provide complete, step-by-step instructions for training peer mediators and monitoring a school-based mediation program.

Grades 4-7: *Mediation for Kids*. This guide includes a series of activities that help students to improve their communication skills and understand the causes of conflict. The Teacher's Guide offers tips for implementing this program. The text is also available in Spanish and French.

Grades 8-12: *Mediation: Getting to WinWin!* This peer mediation training guide contains a more comprehensive look at the mediation process and advanced mediation techniques, such as caucusing. *Mediation: Getting to WinWin!* includes a number of realistic situations that students can practice mediating themselves. An available companion video demonstrates each step of the mediation process.

Grades 5-12: *Advanced Mediation Skills* takes experienced mediators deeper into the concepts and skills they already know.

C. Parent Component

Parent involvement in and support for a school-based Conflict Resolution program is critical. To meet that need PEF provides *Time Out! Resolving Family Conflicts*. This fun, illustrated text offers families a chance to reinforce problem-solving skills at home by introducing communication skills, anger management techniques, and basic mediation. *Time Out! for Families Trainer's Implementation Manual* With several scripted presentations, forms and even advertising suggestions, this manual contains everything needed to successfully implement the Parent component of a conflict resolution program.

PEF has collaborated with a number of school districts throughout the country to implement a parent and/or community component to their conflict resolution programs. Through this collaboration, we have developed several different models:

- A 20-30 minute overview suitable for a large group
- A two- to three-hour interactive session for small groups, targeting either parents alone or parents with children present
- Up to approximately six hours of content, going more in-depth

This guide also includes a wealth of practical information on promoting, organizing and facilitating a workshop, including a fully scripted presentation and activities, and slides.

D. Implementation

The level to which PEF programs are institutionalized is directly correlated to the success of their implementation. Through its years of experience, PEF has devised a variety of implementation models which can be used in a single classroom, school, feeder-pattern or entire school district.

- Curriculum Initiated — Thousands of teachers have used PEF curricula to implement their own classroom-based programs. Most are able to do so without specialized PEF training because the materials are so comprehensive and teacher-friendly.
- Infusion — Conflict Resolution components are infused into traditional academic lessons. For example, regarding the Revolutionary War, we might ask: What main issues provoked the

tensions leading up to war? What escalated the situation? What methods were used to resolve it?

- Subject Area — The essential Conflict Resolution components or specific PEF curricula lessons are taught in conjunction with particular subject areas. For example, community building is taught in language arts, understanding conflict is taught in social studies, perception is taught through health and so on.

- “Drop Everything for Peace” — Special time is set aside on a regular basis to teach only PEF components and curricula. That basic overview is then reinforced throughout the year using one of the other models noted above.

- Turn-Key Training — A select number of staff receives more extensive training in the PEF model. They train their colleagues, who in turn teach their students the knowledge and skills.

PEF’s implementation of one particular district-wide program deserves attention. This initiative involved a collaborative partnership between PEF and the Palm Beach County, Florida, School District Safe Schools Center, which created the following design for this three-year program.

Year One: Conflict Resolution and Mediation

During first semester:

- Teams of six (three teachers, one administrator and two parents) from each of the districts’ 125 schools received PEF’s Conflict Resolution curricula and training.

- Those teams then provided turn-key training at their respective schools.

- Sufficient materials were supplied to all teachers and administrators.

- Palm Beach County Safe Schools staff and PEF trainers provided special-topic, on-site training as requested throughout the district.

- The same teams of six received PEF’s Peer Mediation training and curricula.

- The teams implemented their respective peer mediation programs.

- Some schools also opted to train all the teachers in mediation.

Year Two: Mediation and Parent Component During second semester:

- Follow-up special-topic training continued on-site throughout the year.

- Parents were trained in the Fighting Fair for Families model.

- Parents then presented two parent workshops to their respective school’s parent population.

Year Three: Service Learning/Community Service

- Opportunities for students to apply their skills meaningfully (teaching mini-lessons, coaching less-experienced students to use skills or mediating appropriate community-based disputes) were organized.

- These programs took place in the community after school programs and day care centers.

- Special-topic trainings continued by request.

- Parent workshops continued.

- Initiatives to “increase the peace” were devised. Palm Beach County School District is the 15th largest in the nation. Though not yet complete, their comprehensive project has impacted 129,000 students, over 6,500 teachers and hundreds of parents.

Fortunately for PEF, this collaborative effort created a district-wide “implementation laboratory” where best practices were refined and enhancement methods were developed. As a result, variations of this model have been replicated in school districts throughout the United States.

IV. ACCOMPLISHMENTS

International

- With funding provided through creative, collaborative partnerships with the Adrian Dominican Sisters and the United States Catholic Conference of Bishops, PEF has trained over 5,000 educators throughout the Caribbean, Central and South America (i.e., Dominican Republic, Guatemala, Venezuela, Colombia, Peru, Chile, and Argentina).
- PEF has taken its model to Eldoret village, Kenya, to help plant peacemaking skills among teachers, youth workers, and others who will give children alternatives to the violence their country has faced.
- PEF collaborated with a Jamaican sister organization to create culturally appropriate curricula and training in that country. As a result, more than 2,000 teachers have been trained, and the program has been implemented in all 792 Jamaican public schools, grades one through six.
- PEF has trained personnel for the Arrupe Center in Gdansk, Poland, and our *Mediation for Kids* has been translated into Polish.

Domestic

- PEF presented the “Peacemakers’ Conference to Stop the Violence,” bringing together hundreds of student mediators and community leaders to discuss ways to reduce youth violence in south Florida.
- Students from all over North America have participated in PEF’s Peace Essay Contest. PEF published selected essays and artwork in a series of collections titled *Young Voices*.
- PEF has honored outstanding peace educators and administrators from Dade County, Florida, at the “Peace Education Luncheon.”
- PEF’s satellite teleconference, “Conflict Resolution 2000,” involved over 300 school sites throughout the United States and Canada.

V. MAJOR SUCCESS FACTORS

Evaluations of PEF programs demonstrate their effectiveness: In 1991, PEF Conflict Resolution and Peer Mediation programs were initiated throughout Dade County, Florida, Region II Public Schools. Training for school staff was provided in order to establish both classroom-based and school-wide student mediation programs and infuse school curricula with conflict resolution instruction.

- A review of mediator reports showed that 86% of conflicts mediated were resolved.
- Student Case Management Systems, a system of incident reporting, showed a statistically significant reduction in the rate of referrals for general disruptive behavior in the elementary schools with the highest levels of implementation.

- Conflict Resolution affected student attitudes toward resolving conflicts positively. Results from student surveys indicated that those who received training were more willing to respond to conflict situations with actions other than threats and violence.

In 1994, staff teams from seven alternative and two middle school with a high percentage of at-risk students received training in the PEF Conflict Resolution model. Post-intervention surveys showed that:

- Student attitudes toward conflict changed significantly after learning the PEF model.
- Students were more inclined to explain, reason, compromise or share in order to resolve their conflicts.
- Students were less likely to appeal to authority figures or use aggression and threats when in conflict.
- Teachers surveys indicated that they felt more respected and less frustrated as a result of implementing the PEF model.

Evaluations of the Palm Beach County Schools initiative include:

- A considerable reduction in student referrals and suspensions. For example, the number of referrals at Spady Elementary dropped to five between September and December of 1994 from 124 during the same period in 1992.

- Parents who attended a Fighting Fair for Families workshop reported favorable results. According to two-month follow-up surveys from 163 participants:

—79% reported improvement with the way conflicts are handled at home.

—76% reported improvement with the way feelings are treated at home. —70% reported improvement with the way people listen to each other at home.

—80% reported that their Rules for Fighting Fair poster is still displayed in their homes.

- A year-long study (results still being compiled) measuring the extent to which Conflict Resolution enhances school climate, reduces student referrals and suspensions and increases teacher time on task. Overall, the PEF's success can be attributed to:

—Pioneering involvement in the development of peace education —Grade-level specific, teacher-friendly curricula —Customized, systematic training provided internationally —Flexible, proven implementation models

—Innovative community involvement programs

VI. ENDORSEMENTS

—The Collaborative for Academic, Social, and Emotional Learning (CASEL) recognizes *PeaceWorks* as a Select Program.

—The Children's Trust of Miami-Dade County recognizes *PeaceWorks* as an evidence-based program and funds various projects for pre-school and after school programs.

"The students, teachers and staff who have experienced the [PEF] program have rated it 'excellent' and 'very much needed.'"

—Janet R. McAliley, Former Chairperson, School Board, Dade County (FL) Public Schools

“Our partnership with the Peace Education Foundation has reduced the number of referrals and improved the classroom climate in our schools.”

—Alison Adler, Ed.D., Director, Safe Schools Program, Palm Beach County (FL) Schools

**VII. GRANTS AWARDS FOR PROJECTS PEACE EDUCATION FROM OUTSIDE FUNDERS
(within the last five years)**

—The Children's Trust of Miami-Dade County, Early Childhood Nurturing Program: \$5 million

—Adrian Dominican Marie Gendron Grant for Peace Education in Catholic Schools in Florida: \$626,000

—Allegany Franciscan Grant for Peace Education in Urban Miami-Dade Catholic Schools: \$50,000

—U.S. Conference of Catholic Bishops Secretariat for Latin America: \$45,000

—Kiwanis Grant for WinWin Games in After Schools: \$50,000

—Dade Community Foundation Grant for Peace Education in Early Childhood: \$20,000

—Dade Community Foundation Grant for Peace Education and Safe Schools: \$15,000