

EDCC 521 Peacebuilding & Conflict Resolution key assessment

GUIDELINES FOR CURRICULUM PROJECT

Peacebuilding & Conflict Resolution - Summer 2012 - Harrisonburg

PURPOSES OF PROJECT:

To develop a plan to **model, teach and assess selected content and skills of conflict transformation and peacebuilding**. You might choose from such content areas as: peer mediation, interpersonal problem solving, styles of conflict resolution, point of view, cooperation, communication, accepting diversity, expressing feelings, building community, nonviolent responses to conflict, nature of conflict, war and peace, violence and gangs, bullying behavior, managing anger, forgiveness, restorative discipline, community meetings, healing relationships, win/win resolutions, nature of caring, just consequences, empowering the language of peace, interpersonal negotiation, group problem solving, conflict and responsibility, violence in media, peacebuilding through music (or art, drama, etc.), environmental violence, empathy, gentleness or another life-giving quality. As you can see, some content areas are broader than others. You will design a curriculum map to guide the content and organization of your project.

The curriculum must also evidence the **integration or infusion of conflict transformation and current school or state standards** as outcomes for the project. Examples are provided on the last page of this handout.

Creativity and modeling "a third way" is expected in both the content and design of your curriculum. Therefore, what follows is only a suggestion. Alternative proposals are welcome and need to be discussed with the instructor before implementation.

I. Section I: Introduction - Getting the Bigger Picture:

Choose a content area or theme and introduce the reader to relevant concepts and the structure of your unit. This section should contain **five** components:

A. TITLE PAGE:

The first page of your project should contain the **title, your name, content area, intended audience, date, and any other info** necessary to introduce the project.

B. CURRICULUM MAP:

Using the handouts provided in your handbook, **develop a curriculum map** outlining the content, processes, and assessment of the project.

C. AFFIRMATIONS/DEDICATION:

Include a **statement of dedication** in your opening page to model caring (as if you were publishing a book). Who would you like to recognize and why? (Remember to use this strategy when your students write their own books or other significant papers).

D. INTRODUCTION:

Your introduction should explain and define the theme you've chosen. **Summarize and define relevant terms and concepts.** Provide a **theoretical/research-based rationale** for your unit (presented for a specific population) and offer a **description** of what is to come. Be sure to **cite research** (at least 5 sources) supporting the concepts and processes in your plan, and describe how your plan is appropriate for the target culture. Complete a curriculum map according to guidelines distributed in class.

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E. TABLE OF CONTENTS:

Your project can be:

1. a series of lesson plans to teach conflict resolution to children or youth within the classroom over a selected period of time, **OR**
2. a series of plans to nurture a culture of peace through the routines or rituals of the day, month or year (such as greeting persons each day, assigning students to groups, seating arrangements, access to materials, welcoming strangers, birthday celebrations, "baggage" and "luggage" items they bring each day, returning graded papers, etc.) **OR**
3. a series of plans for teachers or administrators to encourage caring, justice and healing by developing new policies or structures; designing a faculty development project; or by addressing needs during times of crisis (such as cheating, stealing, incidents of child abuse, divorce, death, natural disasters, war, violence, expulsions, delinquency, etc.). Build on effective practices and strategies already exhibited in your students as you plan next steps.

List the tabbed portions of the rest of your project. You may wish to organize your project by days or topics. You do not need to identify page numbers.

II. Section 2: Lesson Plans/Designs - Presentation of Content, Skills, Activities and Assessment:

You may choose to use the format outlined below in steps A-D or propose a personal design that fits the way you teach or plan as your guide, and gain approval from the instructor(s). Before you begin, identify the content and skills to be taught. For example if you would choose "mediation" as a concept, you might teach the following skills in your lesson plans: recognizing styles of conflict resolution; I-messages; active listening; stating the rules; conflict brainstorming; securing perspectives of all parties in terms of positions, interests and needs; remaining neutral; facilitating mutually approved resolutions, etc.

If you are writing lesson plans, include the following components in your curriculum:

A. **Lesson Plan - Title & Introduction:**

Each lesson should have a title and a paragraph introducing and defining the content and/ or skill to be taught.

B. **Lesson Plan - Materials:**

List the materials needed for the lesson.

C. **Lesson Plan - Outcomes:**

Each lesson should have its own outcomes, identifying the skills and concepts to be taught. Outcomes should use the format: "The student will..." followed by active verbs and a description of the knowledge or skill. You may organize the section in this manner: The student will... (use a verb and then describe one or more of the following):

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1. Outcome(s):
2. Connection to school or state standard(s), where appropriate:

D. Lesson Plan - Activities:

Each activity needs a title and a brief description of the purpose of the lesson, and should include any background information needed to teach the lesson. Activities need not be listed in a particular order unless sequence is important.

E. Lesson Plan - Assessment:

Give a brief description of how you will assess the stated outcomes. Include rubrics whenever possible. Use of a 3-point scale is recommended (3=exemplary, 2=competent, 1=novice)

The bulk of your project will consist of "activities" - be sure to describe the strategies you are suggesting to teach specific concepts or skills. For example, if you want to "web" conflict, describe how to do it. Further, please include at least one activity using children's literature in your project.

You may not copy activities from resources (other than from Mullet or from former student created content in curriculum models) without changing them and then noting what source gave you the idea, e.g., "adapted from Kreidler, 1994". You may choose an idea such as the conflict escalator or conflict barometer, but then describe it in your own words, being careful to reference them as Kreidler's ideas.

III. Section 3: Sources:

Include **an annotated list (7+) of sources** at the end of our project. Your entire project will be 20+ pages.

SAMPLE OUTCOMES FOR PB & CR PROJECT

The student will....

1. define conflict (or peacebuilding) by....
2. broaden his or her understanding of conflict (or peacebuilding) by...
3. identify language and behaviors that escalates conflict (or de-escalates) by...
4. choose strategies that de-escalate conflict as he or she...
5. practice nonviolent conflict resolution strategies in...
6. actively listen in mediation simulations
7. develop win-win resolutions by...
8. evaluate their own problem solving skills (or conflict resolution styles) by...
9. experience the concept of point of view by switching roles in a conflict situation
10. express his/her feelings constructively, expanding an affective vocabulary as demonstrated ...
11. identify feeling triggers by...
12. assess his/her anger "temperature" in conflict situations
13. choose a metaphor to help him/her control anger (e.g., ballooning, draining)
14. affirm differences and similarities in peers by...
15. analyze how differences can lead to conflict by...
16. value caring, compassion or gentleness as demonstrated by...
17. brainstorm ways children or adults can help others
18. develop an expanded caring vocabulary (e.g., restorative justice, empathy, conciliation) by...

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Samples matching curriculum standards:

Math Kindergarten: compare two objects or events, using direct comparisons or nonstandard units of measure. [**Compare "temperature" readings on anger thermometers or speedometer**]

English 3rd Grade: listen attentively by making eye contact, facing the speaker, asking questions, and paraphrasing what is said. [**Active listening exercise in peer mediation training**]

Soc. Studies 5th Grade: describe conflicts between Thomas Jefferson and Alexander Hamilton that resulted in the emergence of two political parties. [**What style of CR did each use? What win/win or "third way" solutions might have been tried?**]

Bio. 9th Grade: investigate and understand dynamic equilibria within populations, communities and ecosystems. [**How is dynamic equilibrium evidenced or not evidenced in.... (choose a current environmentally based community conflict)**]