

EDCC 521 Peacebuilding & Conflict Resolution

June 18-22, 2012

Master of Arts in Education Program
Eastern Mennonite University Lancaster

This three semester-hour course is required in the EMU M.A. in Education program Core Curriculum. Classes meet from 8 – 5:00, Monday through Friday.

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Course Description:

This course is an introduction to the theories and processes of conflict transformation and peacebuilding within educational and/or counseling contexts. Creating a culture of peace in education goes beyond solving problems. The goal is to nurture peaceful, just and caring relationships within communities. As such, educators and counselors will examine educational systems as well as their own personal beliefs, conflict resolution style(s), relationships, communication skills, curriculum and instructional strategies, discipline systems and classroom management processes. Participants will learn restorative discipline and conflict resolution strategies and develop culturally sensitive peace curricula (modeling integrated, infused, or direct instruction) for specific classroom, clinical or community settings.

EMU Conceptual Framework: “Preparing Caring, Reflective Teachers for a Changing World”

The EMU Teacher Education Program has chosen the theme *Preparing Caring, Reflective Teachers for a Changing World* as the conceptual framework from which its beliefs and outcomes are based. The Teacher Education Program envisions preparing informed lifelong leaders and learners who value the dignity of all persons and are ready and willing to share a pilgrimage of openness and continuous growth as they invite others to join them. These caring, reflective educators will offer healing and hope in a diverse world. Six performance outcomes focus all course and candidate outcomes:

M.A. in Education Program Outcomes:

1. **Scholarship:** to acquire advanced knowledge through core curriculum and specialty area courses and to organize and integrate that knowledge into professional practice.
2. **Inquiry:** to generate questions and to use critical thinking to self-assess, to view problems from multiple perspectives, to make informed decisions and to engage in action research for educational change.
3. **Professional Knowledge:** to acquire advanced pedagogical and specialty area knowledge in order to create cultures of change and manage environments conducive to learning, setting high expectations and implementing appropriate instructional and assessment practices.
4. **Communication:** to develop communication strategies (verbal, nonverbal, and technological) that support collaboration and resourcefulness to empower self and others.
5. **Caring:** to develop a nurturing spirit that advocates for students, encourages social and ethical responsibility, and promotes peacebuilding in diverse settings.
6. **Leadership:** to act as social change agents by working collaboratively to bring about fair and just systemic change within educational contexts.

Course Outcomes Aligned with Program Outcomes (in parentheses):

Upon completion of this course the student should have the ability to:

1. examine the developmental nature of interpersonal problem solving and conflict resolution for children and adults in educational contexts as they **design a peace curriculum articulating integrated, infused or direct instruction** strategies. (Knowledge Level: Scholarship and Professional Knowledge)

2. analyze their own personal attitudes, styles and processes for handling power and conflict by **completing conflict inventories and activities, and sharing reflective responses with peers.** (Knowledge & Disposition Levels: Inquiry & Communication)
3. discover, design and use resources and skills in **creating a culturally sensitive peace curriculum** informed by research and the ecological assessment of an identified socio-cultural context. (Knowledge, Skill & Disposition Levels: Scholarship, Professional Knowledge, Caring, Leadership)
4. investigate a transformational framework for building peace which values restoring broken relationships, nurturing nonviolent responses to conflict and including all affected parties in the community building process, as **demonstrated by successful implementation of mediation, circles and in peace curriculum development.** (Disposition & Skill Levels: Inquiry, Communication, Caring & Leadership)
5. explore peacebuilding as a spiritual discipline by **designing, leading, and participating in community building activities; creating identity stories; and sharing creative arts activities.** (Skill & Disposition Levels: Caring, & Communication)

Required Reading:

Jones, T.S. & Compton, R. (Eds.) (2003). *Kids working it out*. San Francisco: Jossey- Bass, in affiliation with The Association for Conflict Resolution.

A handbook of readings and instructional materials will support in-class and at-work assignments.

Meeting Dates & Content Outline:

Pre-course meeting assignments:

1. Read Part One in *Kids Working It Out*.
2. Design a “book cover” describing your life. (details in introductory letter).
3. Bring a copy of your school’s discipline policy with you to class on Friday. Use the version provided in your student handbook. We will be analyzing various systems of discipline during the course.

June 18 (Monday): Introduction to Peacebuilding & Conflict Resolution in Education

Our class as a community:

Introductions: sharing our "book cover" stories

The power of story in a peaceable education: The storyfinding, shaping, sharing and re-visioning process in this course.

Introduction to concepts and models:

Understanding the language of conflict resolution, conflict transformation & peaceable schools

Rationale for nurturing nonviolent responses to conflict in schools (Ury, Kreidler, Johnson & Johnson, Lantieri, Mullet)

Framing conflict resolution & peacebuilding within education

“Seeing with new eyes: Wonder & discovery”(Claassen, Glasser, Hocker & Wilmot, Palmer, Lederach, others)

Theoretical bases for peaceable schools (Schrumpf, Crawford & Bodine)

Program models: Direct instruction, integrated curriculum, infusion

Course assumptions & principles (Noddings, Charney, Kraybill, Katch, Claassen, Mullet)

Cultural implications of PB & CR (Prutzman)

Course procedures:

Introduction to syllabus, curriculum mapping & resources

Understanding ourselves and students: *Awareness of story*

Life mapping for self awareness

Identifying conflict styles and personal beliefs (Hocker & Wilmot)

Child & adolescent development in conflict resolution & emotional literacy (Damon, Vygotsky, Turiel/Harris, Selman, Glasser, Maslow, Eriksen, Mullet, Cornwell & Bundy, Goleman)

Personal engagement in peacebuilding:

Discussion of readings
Practical application activity
In-class reflections

ASSIGNMENT DUE June 19:

Read chapters 4 & 9 and write a 1-page (single-spaced) response: Choose the most memorable sentence in each of the two chapters, write them down, and give a rationale for why both sentences are important to your work. (1/2 page per chapter)

June 19 (Tuesday): Conflict Resolution: Modeling Conflict Resolution in Classroom

Contexts

Community building:

Sharing book covers & beauty
Q & A

Understanding power in conflict situations:

Needs of children, adults and groups (Glasser, Maslow, Tuckman)
Power, culture, systems and conflict (Ury, Hocker & Wilmot)
Implications of bullying for participants, observers and victims (Morrison, Plaford; Olweiss; Bonds & Stoker)

Teacher as negotiator: *Storyfinding*

Teachers as models
Workshop: Learning the negotiation process
From active listening to negotiation to mediation

Critiquing PB & CR resources:

Discussion of readings
Exploring NET sources in conflict and peace education
In-class reflections

ASSIGNMENT DUE June 20:

Read chapters 5, 6 & 7 and write a 1 1/2-page (single-spaced) response: Choose the most memorable sentence in each chapter, and provide a rationale for why each of the 3 sentences is important to your work. (1/2 page per chapter)

June 20 (Wednesday): Conflict Resolution: From Negotiation to Mediation to Restorative

Discipline

Community building:

Angel activity & sharing beauty
Q & A
Discussion of readings

Teacher as mediator: *Story shaping*

From negotiation to mediation
Workshop: The mediation process for educators

Making sense of what we know:

Guest teacher
Restorative justice comes to education (Mullet, Stutzman-Amstutz,
A restorative discipline model (Claassen & Claassen, Mullet)
Video: Experiences with conferencing
In-class reflection

ASSIGNMENT DUE June 21:

1. Read chapters 8 & 10 and write a half-page (single-spaced) response describing a metaphor or symbol representing an important idea in chapter 8. Do the same thing for chapter 10 for a total of 1 typed page.
2. Bring a children's/youth book/story/poem/video clip that teaches PB/CR (for a two-minute presentation in small groups on Thursday)
3. Bring a pillow for a power nap exercise

June 21 (Thursday): Peaceable Schools: Peacebuilding through Story Telling, Literature and the Creative Arts

Community building

Angel activity & sharing beauty

Q & A

The arts and peacebuilding: *Storytelling*

Exploring creative arts activities by school level

Cultivating peacebuilding through children's literature (Kreidler, Mullet) - Sharing stories

Planning for trauma sensitive environments

Designing school systems for conflict transformation - an "ethos walk"

Making sense of what we know

Discussion of readings

Mediation practice

In-class reflection

ASSIGNMENT DUE June 22:

(1) prepare for mediation script writing in class Friday

(2) prepare to *share an "identity story" in small groups, &

(3) share the first line of your curriculum map in small groups

*(*An "identity story" is a story from your past, or one that happened to someone you know, that currently inspires you and is worthy of passing on to others.*

June 22 (Friday): Peaceable Schools: Creating Climates of Peace

Community building:

Sharing beauty

Q & A

Internalizing the skills of problem solving:

In-class exam: writing a mediation script

Choice of activities: Curriculum development or materials review

Analyzing discipline plans & policies

Building peaceable schools: *Joining the "we" story*

Passing on identity stories

Sharing curriculum maps

Prejudice reduction & bias awareness education

Closing peacebuilding activity: Class yearbook

In-class reflection & course evaluation

Due July 23: Peace Curricula and Exploring Conflict Activities

Course Requirements:

1. Leadership & Community-Building Activities:

*Since this course is taught over a five-day period, it is necessary for 100% attendance throughout the five days. As a community of learners, you will be asked to participate in and lead community building activities, prepare written reflections on assigned readings, and mediate simulated conflicts, as we explore peace possibilities together. (10 points for written reflections, 10 for activities)

Rubric:

Exemplary (18-20 points):

Participated in and led activities demonstrating outstanding skill and knowledge of conflict resolution and peacebuilding processes. Written reflections evidenced exemplary critical and creative thinking and were reader friendly. Writing mechanics were at “A” level, according to EMU graduate writing standards.

Mastery (15-17 points):

Participated in and led activities showing evidence of understanding basic conflict resolution and peacebuilding processes. Written reflections reflected consistent critical and creative thinking, and were reader friendly. Writing mechanics were at an “A” or “B” level, according to EMU graduate writing standards.

Novice (under 15 points):

Participated in many activities but needed additional support to demonstrate the processes of conflict resolution and peacebuilding. Written reflections showed minimal critical and creative thinking, and were not always reader friendly. Writing mechanics did not meet “A” or “B” standards, according to EMU graduate writing standards.

2. Curriculum Development:

Each graduate student will identify a theme (from the conflict transformation and peacebuilding field) that he or she wishes to explore with an identified group of children or adults. The student will develop an integrated curriculum exploring that theme - complete with outcomes, activities and authentic assessment plans. Guidelines and a rubric are attached to this syllabus. You have two options for an “A” grade: 1) create a 30+ page project, or 2) create a 20-page project and then do the “Exploring Conflict Activity below). For a “B” grade you may choose to do only a 20-page project. The attached rubrics outline excellence standards for the work within each option. Your curriculum is due **July 23, 2012**.

3. OPTIONAL Exploring Conflict Activity (required for an "A"):

Students are asked to explore, create and apply conflict transformation and peacebuilding strategies/concepts in their daily lives. Students working for an "A" will choose an activity from the descriptive list ("Exploring Conflict Activities") attached to the end of this syllabus. Rubric:

Exemplary (18-20):	Activity more than meets the minimum guidelines, showing quality of construction or written expression, depth of thought and strong support from the course's knowledge base.
Mastery (15-17):	Solid quality of construction or written expression, good comprehension of topic, and evidence of a solid knowledge base in the literature.
Novice (under 15):	Lacks quality in its construction or written work, and needs a stronger research base or deeper engagement in the subject matter.

This "choice" activity is due **July 23**.

4. In-class Script Essay:

Students will demonstrate understanding and application of course content through a written essay completed in class. A conflict vignette will be presented and students will write a transcript outlining the mediation process used to resolve the conflict and make things as right as possible. The essay will be assessed according to the following rubric:

Exemplary (9 -10 points):	All components of the process (Prior Learning Connection, Definition of Problem & Creating Solutions) are clearly & thoroughly demonstrated in the script essay; the essay is realistic and evidences good judgment.
Mastery (7 - 8 points):	An element or component of the process may be incompletely addressed or applied incorrectly, or the essay may not be entirely realistic.

Novice (below 7 points):

One or more aspects of the three components may be missing, incompletely addressed or applied in inappropriate ways. The essay might not be realistic.

(Script Essay Due: June 22)

Attendance Expectations: Students are required to attend class meetings of all courses for which they are enrolled except in unusual and emergency circumstances. In the case of absence, the student is responsible for the material presented in class. Students should not absent themselves from class without advanced notification if possible. Because classes are offered in nontraditional format, absence from one class session can result in a lower grade. Please review your graduate catalogue for further details.

Special Accommodations:

If a student needs course adaptations or accommodations because of a documented disability, or has emergency medical information to share, please inform the instructor of your needs.

Academic Integrity:

The responsibility to foster and guard academic integrity rests with all members of the academic community. A foundation of mutual trust is essential to the learning community. Any incidences of academic dishonesty may result in a failing grade for the work submitted and a "Record of Academic Dishonesty" filed in the graduate dean's office. Students will be asked to meet with the instructor (and other affected persons, where appropriate) to examine the effects of the dishonesty on others and to develop an accountability plan. Please review the academic integrity policy in your graduate catalogue for further details.

Use of Graduate Level Writing Standards and American Psychological Association (APA) Writing Style:

Students are expected to use the *Publication Manual of the American Psychological Association 6th Edition* for written assignments including annotated bibliographies and references. Candidates citing references in Power Point references are also expected to use APA style. Instructors may exclude short personal narratives, essays, lesson plans, or some project work if APA writing style is inappropriate.

Class Format:

The following learning strategies will be used throughout the class sessions:

- | | |
|--|---|
| a. lecture-discussion | i. observational analysis |
| b. role play & simulation | j. case development |
| c. individual self-assessment of conflict styles | k. peer teaching |
| d. structured dialogue | l. brainstorming |
| e. ethos analysis walk | m. concept synectics (metaphor development) |
| f. circle gatherings & closings | n. shared inquiry |
| g. analytical writing | o. cooperative learning |
| h. mapping | p. conflict dialogues |
| | q. narrative development |

Course Evaluation:

In-class Activities:	20 points
Exploring Conflict Activity:(optional for an "A")	(20 points)
Curriculum Development:	50 (or 70 for a 30–page project) points
In-class Essay:	10 points

Grading Scale:

A option:

95-100	A	82-84	B-	69-71 D+
92-94	A-	79-81	C+	65-68 D
89-91	B+	75-78	C	
85-88	B	72-74	C-	

B option:

78-80	B+	64-67	C
74-77	B	61-63	C-
71-73	B-	58-60	D+
68-70	C+	55-57	D

For an A, you must have earned 75 or more total points for the required activities, including an exemplary 20-page project and achieved at least 19 out of the 20 points available for the "Exploring Conflict Activity" OR completed an exemplary 30-page project in addition to other assignments. A rubric is provided for each of the 3 course assignments outlined above.

Exploring Conflict Activities:

- Conflict in Literature:** Conduct a content analysis of five children's books that are used in your classroom. Design a data sheet appropriate for the genre of books selected. Identify conflicts, response styles and means to the end. Describe ways you might extend peacemaking through these books, such as an interactive bulletin board design. Make a list of such activities and report on attempts to explore one of them in your classroom. (3-5 pages)

OR

Conduct a content analysis of ten children's books. Identify the values that are explicit and implicit within them. Which ones help prevent unnecessary conflict and promote positive conflict transformation? Which ones produce conflict and/or promote conflict escalation? Explain. Assign a similar activity for your students. Analyze their findings. (3-5 pages)
- Language Awareness:** Listen to school personnel in the teacher's lounge or hallway. Write down terms of caring and collaboration that are used. In some instances it may be appropriate to gather language samples of escalating phrases as well, but your peers need to know you are doing such a study without names attached). Find a peer in this class who is doing this same activity and pool your terms. Brainstorm ideas to change teacher language in your school. Submit a 3-5 page paper listing terms observed and presenting ideas for teacher change.
- Planning Change:** Write a "Plan for Peaceful Change" in which you detail the changes you could make to promote CR and peacebuilding in your:

 - personal relationships
 - curriculum
 - instruction
 - behavior management system
 - broader context of "schooling"

Include what you could change (including adaptations you might make to a specific unit of instruction), how you could change it, and who will hold you accountable. This last component will include a measure you design for a mentor to show progress. (3-5 pages)
- Philosophy:** Write a personal philosophy for teaching peace or caring in the classroom. Include: a) a rationale for its purpose in school, b) what specifically students should learn, c) how they will learn it, and c) how teachers must change to nurture the process. (5 pages)
- Religious or Cultural History:** Research the history of peacemaking in your own faith or cultural tradition. (5 pages)
- History:** Research the history of peacemaking in a particular historical era. Or study a time of peace in history and report on contributing factors in the peace process. (5 pages)
- Culture & Peacemaking:** Compile a "Peacebuilding in _____ (country/region of world)" kit based on a new student from a different culture entering your room. The new student and his/her family can contribute leadership to the process. Evidence of peaceful living exemplified in art, music, literature,

drama, traditions, ceremonies, etc., can be placed in the kit. Children can check out the kit and take it home, writing comments on a sheet attached for the new members of the community. Plan to prevent conflict and maximize learning opportunities by holding a class meeting to determine due dates, system of checkout, what happens if its overdue, returned with missing parts or other conflicts that could be anticipated. How are responsibility, forgiveness, and caring addressed by your classroom? Bring the kit to class with an analysis of how you plan to build peace by using it. (3 pages)

OR

Use J.P. Lederach's Preparing for Peace as background preparation for this study. Interview students (and/or family members) representing a distinctly different culture from your own. Find out how their culture traditionally deals with conflict. How would they describe the strengths and weaknesses of their culture? How have these characteristics been maintained (or extinguished) within the broader North American society? What are the implications for you as a teacher in light of the similarities and differences you have discovered? (5 pages)

8. **Networking:** Do a content analysis web search of peacebuilding sites for children at your grade level. What strategies for peace do you find? How could your students or clients use these resources to study peace? (5 pages)
9. **Pacifists in War:** Analyze pacifists living in a time of war. Compile case studies for your class to explore nonviolent responses to conflict. Describe ways to use the case studies with your students. (5 pages)
10. **Opportunities for Caring:** Identify opportunities for caring in your school or classroom. Describe those that are available to students and identify opportunities that could be created in your school or classroom. Design a plan to make your school more accessible for caring. (5-7 pages)
11. **Submit Article:** Write and submit an article to an education journal on some aspect of caring, conflict resolution or peacebuilding OR design a professional development seminar on the same topic. (3 pages)
12. **Bibliography:** Develop a 50+ **annotated** peace bibliography for middle or high school children.
13. **Symbols of Violence:** Survey your school for symbols of violence (e.g., coat of arms, motto, sports, title, etc.) Analyze possible effects of such symbols. Design alternative ones with peace themes. (5 pages)
14. **Peace Programs:** Write a critical analysis of 3 peace education programs published in the U.S. or internationally. (5 pages)
15. **Media and Violence:** Look for messages of violence (or peace) on TV, billboards, in songs, magazines, etc. Analyze the messages for categories of violence. (5 pages)
16. **Faith & Conflict:** Describe your faith journey in relation to conflict, communication, and your view and treatment of relationships. What are your beliefs about truth and right/wrong, for example? In what areas do you want to grow? How will you work at this growth? What Biblical principles will guide you? Outline concrete steps for this next year. (5 - 7 pages)
17. **Personal Power:** Assess your personal sources of power or "currencies." List them. Ask at least three people (one student, one teacher, one administrator) to view the list and add any they think you may have missed. Is there a discrepancy between how powerful you feel and how powerful you are? Give several examples of where you used your currencies constructively for the cause of peacemaking. Cite several examples where you failed to do so and abused your power. Write a summary reflection and attach your original currencies list. (5 pages)
18. **Family/School of Origin:** Describe your family of origin in relation to conflict and communication. What were/are the rules (formal, informal and tacit)? What roles were present and who played them? What effect did your family of origin have on your way of communicating and dealing with conflict?

What family patterns do you intentionally want to affirm, build on and pass along to the next generation?
What patterns have you changed or are committed to changing? (5 pages)

OR

Describe your present school (relative to conflict and communication patterns). What are the rules (formal, informal and tacit) for resolving conflict? What roles are present and who plays them? What effect do these patterns have on your way of communicating and dealing with conflict? What patterns do you intentionally want to affirm, build on and pass along to peers in your school? What patterns have you changed or are committed to changing? (5 pages)

19. **Competition:** Observe & track conflicts in your setting for several days. Note any elements of competition that caused or contributed to the conflict or its escalation. Identify structural elements in your classroom and school (e.g., sports, grading, etc.) that encourage competition. Brainstorm less competitive elements. Implement at least one and observe effects. (5 pages)
20. **School Calendar:** Design three monthly calendars for a particular grade with one activity for each school day that promotes peace. These should be activities that could compliment social studies, language arts, science, math, art or music, etc., curriculum.
21. **Videotape 2-4 Hours of Personal Engagement with Students or Peers:** Research definitions and descriptions of justice and caring (Starting with Carol Gilligan & Nel Noddings). Create your own definitions of justice and caring. In a 4-5 page paper present your definitions and then critique your videotaped behavior. Identify personal actions, words and nonverbal behaviors which are caring and/or just. Recognize personal actions, words and nonverbal behaviors which are unjust or uncaring. Provide a rationale for your judgments. Suggest alternative actions, words and nonverbals for unjust or uncaring responses. Practice an alternative action and report in class. Submit your video vignette and critique.
22. **Restorative Justice Proposal:** Read about restorative justice practices in schools and design a proposal outlining how a restorative practice or group conferencing alternative could be implemented in your school. Use Restorative Discipline (Stutzman-Amstutz & Mullet, 2005) as one source. (3-5 pages).
23. **Bullying-free Classrooms or Schools:** Read about bullying-free programs and design your own for your school or classroom. Outline strategies to teach those who harm others, those harmed and those observing the harm **OR** research cyberbullying and write an essay on the most recent research and intervention for schools concerned with the use of cyberbullying: instant messages, tweeting, web sites, cell phones, upskirting, etc. (5 pages)
24. **Community Meetings:** As counselors or educators, design a community meeting process for dealing with intergroup conflicts. (3-5 pages).
25. **Design Your Own Assignment:** Create your own activity - meet with an instructor to develop a proposal.

PROJECT DEVELOPMENT:

The following guidelines are primarily for educators and counselors who will design direct instruction, integrated or infused curricula to teach peacebuilding and conflict resolution. Some course participants, however, may choose to develop plans to nurture a peaceable school or classroom climate, or plan for faculty or policy development. The latter plans will require a different format than presented below. Therefore, the structure of each project will be tailored to the nature of the project. Although projects can take a different format, the assessment rubric remains the same. See the instructor for further guidelines.

GUIDELINES FOR CURRICULUM PROJECT **Peacebuilding & Conflict Resolution - Summer 2012 - Lancaster**

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, 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 unit.

The curriculum must also evidence the **integration or infusion of conflict transformation and current school or state standards** as outcomes for the unit. 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 unit should contain the **title, your name, content area, intended audience, date, and any other info** necessary to introduce the unit.

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 **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.

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):
 - 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...

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)**]

KNOWLEDGE BASE RESOURCES

Special Note:

Both the content and process of this course will change based on graduate student input as the class proceeds. Opportunities for choice in readings and activities are designed to establish grad student ownership of the learning process. Students may create alternative assignments (which continue to address course outcomes) to meet their needs in consultation with instructors. Further, each class session will end with student suggestions for the next period to align course content (and process) with student needs.

Below is a list of resources that inform this course. The content and process of Conflict Resolution and Peacebuilding is drawn from research in education, sociology, psychology, philosophy and theology. The field of conflict resolution was born from the research of Deutsch (1973) who explored conflict resolution styles in adults. Fisher and Ury (1981) popularized the concept of negotiation in their best seller, *Getting to Yes - Negotiation Agreement Without Giving In* and Kreidler (1984) and Johnson and Johnson (1991) succeeded in helping educators learn how to teach interpersonal problem solving to children in schools. Today, public and private efforts to prevent violence have encouraged peer mediation programs and peaceable schools curriculum development in schools (Hendry, 2009; Sandy, 2001). As education become a more collaborative effort between communities, families and schools, a more dialogical approach to system change appears forthcoming (Hakyoort, 2010; Redekop, 2009; Woodfin, 1998). Equipping educators to integrate just, caring and restorative processes within their teaching is the purpose of this course.

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Internet Based Resources:

<http://restorativepractice.pbworks.com/w/page/14912745/FrontPage>

Example of a grade 9 English curriculum teaching restorative justice.

ESR (Educators for Social Responsibility) www.esrnational.org

ESR helps educators create safe, caring, respectful, and productive learning environments. They also help educators work with young people to develop social skills, emotional competencies, and qualities of character they need to succeed in school and become contributing members of their community. ESR also has a wealth of published resources. The OTC provides teaching resources on a range of issues related to international security, conflict resolution, peacemaking, violence prevention, and social responsibility. Lessons database can be searched by theme and/or grade level.

ESR Metro (Educators for Social Responsibility Metropolitan Area) www.esrmetro.org/

ESR Metro is a non-profit organization, works in public schools and community organizations throughout New York City metropolitan area to help teachers, youngsters, parents and youth activists build skills, knowledge and community. On their site, ESR Metro, gives link to www.teacheablemoment.org with free resources.

Committee for Children www.cfchildren.org

Committee for Children, a nonprofit organization, is an international leader in social, emotional and academic learning. Their award-winning programs and prevention curricula focus on the topics of youth violence, bullying, child abuse, personal safety, and emergent literacy.

Their curricula can be purchased through their web site. They also provide information on where and how to get funding for implementing programs like theirs.

The International Institute for Restorative Practices (IIRP) www.iirp.org/index.html

The International Institute for Restorative Practices (IIRP) is a nonprofit organization that provides education, consulting and research in support of the development of restorative practices around the world. Check out one of IIRP's programs for integrating restorative practices in schools: www.safersanerschools.org. Also, check out their resource and library.

Peace Pledge Union Project – www.ppu.org.uk/learn/peaceed/pe-ednetcurriculum.html

Peace Pledge Union Project web site provides information on definition and ways of implementing peace education. Close to the end of the page suggested are ideas for integrating peace education across the curriculum.

Training for Change - <http://trainingforchange.org/content/view/14/38/>

Training for Change is a group that spreads the skills of democratic, nonviolent social change. Experiential learning is a hallmark of their trainings. Link "Tools" takes you to experiential activities for initiating social change.

The Peace and Justice Support Network (PJSN) <http://peace.mennolink.org/resources.html>

The Peace and Justice Support Network (PJSN) of Mennonite Church USA provides resources to congregations, adults, children and youth, parents, etc. Also, provides an extensive annotated list of resources for teaching peacebuilding and conflict resolution.

Minnesota Center Against Violence and Abuse (MINCAVA) made available two peace and non-violence curriculums for Social Studies:

Peace and Non-Violence Curriculum: Social Studies Grades 1-6 by Cecil Ramnaraine -

<http://www.mincava.umn.edu/documents/pnvcur1-6/pnvcur1-6.html>

Peace and Non-Violence Curriculum: Social Studies Grades 7-12 by Cecil Ramnaraine -

<http://www.mincava.umn.edu/documents/pnvcur7-12/pnvcur7-12.html>

Caring for Children in Troubled Times - <http://www.ag.ohio-state.edu/~kidshelp/schoolage.htm#books>

The National Institute for Trauma and Loss in Children - <http://www.tlcinst.org/peace.html>

The National Institute for Trauma and Loss in Children put out 5 lessons on PEACE that help children find inner peace and can be used in a classroom.

Teaching Values - <http://www.teachingvalues.com/index.html>

One of the most extensive sources on the web for parents, teachers and anyone involved with character education. Provides list of resources to use for teaching values storytelling, music and picture books.

Cyberbullying - <http://www.cyberbullying.ca>

This web site provides information on cyber bullying, which is use of information and communication technologies such as e-mail, cell phone and pager text messages, instant messaging, defamatory personal Web sites, and defamatory online personal polling Web sites, to support deliberate, repeated, and hostile behavior by an individual or group, that is intended to harm others. Provides examples and tips on what can be done to prevent/stop/protect one from cyber bullying.

Bully B'ware Productions – <http://www.bullybeware.com>

Bully B'ware Productions provide resources, tips, strategies and workshops for dealing with bullying. Information is intended for school staff, parents and young people.

Teaching Tolerance - <http://www.tolerance.org/teach/index.jsp>

Beyond Intractability – <http://www.beyondintractability.org/#education>

Educational resources for teachers in high school (undergraduate and graduate levels)

Facing History and Ourselves: Examining history and human behavior – <http://facinghistory.org/>

Resources for high school teachers and adolescents.

Ripple Effects – <http://www.rippleeffects.com/resist/teens/>

Interactive tutorials in practicing non-violence can help you become an effective agent for change in your society.

Caring Communities - www.devstu.org/csc/videos/index.shtml

Videos for teaching peacebuilding and conflict resolution.

Violence Prevention – <http://chariotvideos.com/>

Videos about gang violence, incarceration, addiction and life skills to prevent and teach alternative ways of dealing with anger.

Challenge Day - www.challengeday.org/

Describes what Challenge Day programs can do to help high school students deal with prejudice and violence in their schools.

International Peace Education – unesdoc.unesco.org/images/0012/0012266/12679e.pdf

Presents research on conflict resolution across the globe.

Safer Saner Schools Research: <http://www.safersanerschools.org/library/schoolresearch1.html>
Presents research on restorative practices in the US.

Conflict Resolution Education: <http://www.creducation.org/>

Children Naturally Prone toward Empathy, Moral Reasoning:
http://news.uchicago.edu/news.php?asset_id=1403

Appendix A
Writing Standards – Graduate Level (Grid Version)

Criteria	A excellent	B good	C minimal expectations	Comments
Content (quality of the information, ideas and supporting details.)	- shows clarity of purpose - offers depth of content - applies insight and represents original thinking	- shows clarity of purpose - offers substantial information and sufficient support - represents some original thinking	- shows clarity of purpose -lacks depth of content and may depend on generalities or the commonplace - represents little original thinking	
Structure (logical order or sequence of the writing)	- is coherent and logically developed -uses very effective transitions	-is coherent and logically developed -uses smooth transitions	-is coherent and logically (but not fully) developed -has some awkward transitions	
Rhetoric and Style (appropriate attention to audience)	- is concise, eloquent and rhetorically effective - uses varied sentence structure -is engaging throughout and enjoyable to read	- displays concern for careful expression - uses some variation in sentence structure -may be wordy in places	- displays some originality <u>but</u> lacks imagination and may be stilted - uses little varied sentence structure - frequently uses jargon and clichés -uses generally clear but frequently wordy prose	
Information Literacy (locating, evaluating, and using effectively the needed information as appropriate to assignment)	- uses high-quality and reliable sources - chooses sources from many types of resources - chooses timely resources for the topic - integrates references and quotations to support ideas fully	- uses mostly high-quality and reliable sources -chooses sources from a moderate variety of types of resources -chooses resources with mostly appropriate dates - integrates references and quotations to provide some support for ideas	-uses a few poor-quality or unreliable sources -chooses sources from a few types of resources -chooses a few resources with inappropriate dates -integrates references or quotations that are loosely linked to the ideas of the paper	
Source Integrity (appropriate acknowledgment of sources used in research)	- cites sources for all quotations - cites credible paraphrases correctly - includes reference page - makes virtually no errors in documentation style	- cites sources for all quotations - usually cites credible paraphrases correctly - includes reference page - makes minimal errors in documentation style	- has sources for all quotations - has mostly credible paraphrases, sometimes cited correctly - includes reference page with several errors -makes several errors in documentation style.	
Conventions (adherence to grammar rules: usage, mechanics)	- uses well-constructed sentences - makes virtually no errors in grammar and spelling - makes accurate word choices	- almost always uses well-constructed sentences -makes minimal errors in grammar and spelling - makes accurate word choices	- usually uses well-constructed sentences - makes several errors - makes word choices that distract the reader	
The weighting of each of the six areas is dependent on the specific written assignment and the teacher's preference. Plagiarism occurs when one presents as one's own "someone else's language, ideas, or other original (not common-knowledge) material without acknowledging its source" (adapted from Council of Writing Program Administrators).				Grade

