

# CREATING A CULTURE OF PEACE

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## A Practical Guide for Schools

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## A Practical Guide for Schools

*This guide was written as part of a USIP-funded project with twenty-five pilot schools in Karachi, Pakistan.*

If a child lives with criticism, he learns to condemn.

If a child lives with hostility, she learns to fight.

If a child lives with ridicule, he learns to be shy.

If a child lives with shame, she learns to feel guilty.

But...

If a child lives with tolerance, he learns to be patient.

If a child lives with encouragement, she learns confidence.

If a child lives with praise, he learns to appreciate.

If a child lives with fairness, she learns justice.

If a child lives with security, he learns to have faith.

If a child lives with approval, she learns to like herself.

If a child lives with acceptance and friendship, he learns to find love in the world.



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## INTRODUCTION

*This guide was written with input from a number of schools throughout Karachi. These schools participated as pilot schools in a collaborative peace education project led by Peaceful Schools International and supported by the United States Institute of Peace over a two-year period (2010 – 2012). Nadeem Ghazi, the Peaceful Schools International Regional Coordinator in Pakistan conducted workshops for over 25 schools during this time period and collected ideas proven to be effective for creating a school-wide culture of peace.*

This guide was written for educators striving to create a culture of peace within their classrooms and schools. While the journey may have challenges along the way, it is possible to create a school environment in which everyone feels safe, valued and respected. To achieve this, we must teach peace.

Creating a school-wide culture of peace will not happen overnight nor will it happen simply because we wish for it. Starting when children enter school at a young age, we need to actively teach peace and model peaceful ways of living together if we are ever to achieve peace on a more global level.

When we speak about teaching peace, we mean teaching the skills and attitudes needed to listen with empathy; express our feelings and concerns in a respectful manner; see problems from the other person's point of view; be respectful of the diversity among us; work together cooperatively; and resolve conflict peacefully.

*The United Nations defines a culture of peace as “all the values, attitudes, and forms of behaviour that reflect respect for life, for human dignity and for all human rights, the rejection of violence in all its forms and commitment to the principles of freedom, justice, solidarity and understanding between people.”*

It is important to think in terms of educating **for** peace as well as about peace. The term peace education, for some, automatically conjures up images of war, treaties and the conflicted struggle of our human history. Although these are important lessons, peace education also has a positive presence.

*“In the classroom, peace education aims to develop skills, attitudes and knowledge with co-operative and participatory learning methods and an environment of tolerance, care and respect. Through dialogue and exploration, teachers and students engage in a journey of shared learning. Students are nurtured and empowered to take responsibility for their own growth and achievement while teachers take care of the well-being of all students. The practice of peace education is an opportunity to promote the total welfare of students, advocate for their just and equitable treatment of youth and promote individual and social responsibility for both educators and learners. Through pedagogy and social action, peace educators demonstrate that there are alternatives to violence.”*

(UNESCO Culture of Peace Global Educators)

We believe that peace flourishes in classrooms and schools when children are free from fear of any kind. This includes freedom of fear from both physical and psychological harm.

In peaceful classrooms and schools, learning is joyful for children and they feel comfortable expressing their opinions and ideas without fear of being ridiculed. The climate in the classrooms is friendly and cooperative. Children feel empathy towards others and everyone feels safe, valued and respected.

Is this possible, you may wonder. We believe that it is. School can be a place where children like to learn and teachers like to teach.

For those who may say that it is unrealistic to imagine that we can ever make a difference – that the problems are too overwhelming and deep-rooted, the following story, “*The Starfish*,” may serve as food for thought.

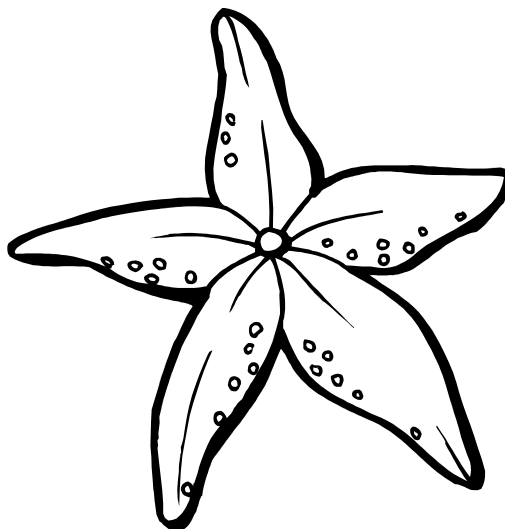
## *The Starfish*

*There was a young man walking down a deserted beach just before dawn and in the distance he saw a frail old man. As he approached the old man he saw him picking up stranded starfish and throwing them back into the sea. The young man gazed in wonder as the old man again and again threw the small starfish from the sand to the water. He asked, "Old man, why do you spend so much energy doing what seems to be a waste of time?"*

*The old man explained that the stranded starfish would die if left in the morning sun.*

*"But there must be thousands of beaches and millions of starfish," exclaimed the young man. "How can you make any difference?"*

*The old man looked at the small starfish in his hand and as he threw it to the safety of the sea, he said, "I make a difference to this one."*





## **PURPOSE OF THIS GUIDE**

This guide aims to empower you, as a teacher, to teach and foster in your pupils peaceful attitudes, knowledge and skills. In this guide, we offer practical, easy-to-implement activities designed to create a culture of peace in your classrooms and schools.

There are good reasons to include peace education in the daily school schedule.

- ♦ Children can learn that it is possible to resolve conflict peacefully.
- ♦ Children learn to express their feelings in an assertive and non-confrontational manner when they feel they have been mistreated.
- ♦ The overall classroom learning environment improves when children are free from fear.

Acknowledging that in many schools, material resources may be limited, we have designed a sampling of activities that can be carried out with little or no need for materials.

You will also find many and varied peace education resources available free on the Internet. On the PSI website ([www.peacefulschoolsinternational.org](http://www.peacefulschoolsinternational.org)), we have a section devoted to free online resources. Here you will find a number of excellent curriculum documents with hundreds of practical classroom lessons.

## **USING THIS GUIDE**

This guide is divided into four main sections. The first is for you, the peace teacher. It is intended to provide you with a variety of teaching strategies aimed at creating a classroom environment of cooperation and active participation.

The second section is composed of hands-on activities that can be carried out with your pupils with minimal resources. They are not intended to be used in sequential order. Rather, we suggest that you choose the activities based on the needs of your pupils.

In section three, we provide examples of school-wide ideas that help foster a culture of peace throughout the entire school.

The fourth and final section deals with positive ways in which to handle behaviour problems and conflict among pupils.

## **WHERE DO WE START?**

It is always valuable to collect baseline data when embarking on a new initiative. It can be quite simple to assess the current status of your school climate by asking a few questions. Here are some examples:

1. What are we currently doing to create an atmosphere of cooperation and respect in our school?
2. What else could we be doing to create such an atmosphere?
3. What are the barriers to implementation of these ideas?

### **In addition, here are some questions that will help you determine the atmosphere of your school:**

1. Would an outsider get the impression that this is a safe and caring school?
2. Does the school have a clear vision?
3. Does the school have a written discipline policy?
4. Are parents and pupils made aware of its content?
5. Is discipline consistent?
6. Are discipline issues recorded?
7. Are parents made aware of discipline problems?
8. How are conflicts resolved?
9. Are pupils recognized for positive behavior?
10. Do posters reflect an appreciation of diversity?
11. Is the entrance of the school welcoming?

12. Is pupil work displayed?
13. Are visitors made to feel welcome?
14. Do staff members demonstrate respect for pupils?
15. Do pupils demonstrate respect for staff?
16. Is the administrative staff visible?
17. Are pupils encouraged to engage in community service projects?
18. Do pupils look busy and happy?
19. Would you want your own children to attend this school?

## **Gather Data through Surveys**

Survey pupils, staff and parents to gather data regarding their feelings and beliefs about their discipline concerns and the atmosphere of your school. There are many surveys available in books and on-line. Some schools develop their own surveys. The following questions may be helpful if you choose to do so.

### **For Pupils**

- Do you feel safe in school?
- Do you enjoy coming to school?
- Do you feel comfortable reporting problems to your teacher?
- Have you witnessed violence in our school?
- Have you been the victim of violence in our school?
- Do you feel safe on the playground?

### **For Teachers**

- Do you feel that our school provides a caring and safe environment for students?
- Are you concerned about the number of discipline problems in your classroom?
- Are parents generally supportive?
- Are your colleagues supportive?
- Are behaviour expectations clear?
- Is there consistency in responding to misbehavior?

### **For Parents**

- Does your child feel safe in school?
- Do you understand the school's discipline policy?
- Does your child learn conflict prevention and resolution strategies?
- Is your child's school a caring school?
- Do you feel welcome at your child's school?
- Do you have opportunities to be involved at your child's school?

The responses to these questions will help you get assess where to focus your attention.

## SECTION ONE: THE PEACE TEACHER: CREATING A CLIMATE OF PEACE

It is important to create an atmosphere in your classroom in which pupils feel that they can express their feelings and concerns. Many people remember their teachers for how they treated them rather than for what they learned from them. Children learn peaceful behaviour more from the ways a teacher speaks, responds to challenges, and looks at issues, than what he or she teaches.

As peace educators, we need to model the kind of behaviour we wish to see in our pupils. It would be a paradox to encourage children to resolve their problems peacefully and not communicate peacefully ourselves.

*As a peace teacher, the most important thing to keep in mind is that you set an example. In all of your interactions with your pupils, it is vital that you model the kind of behaviour you wish to see in your students. **What you do is as important as what you say.***

If we model kindness, understanding and empathy, our children and pupils will learn kindness, understanding and empathy. If we model intolerance and aggression, they will learn to be intolerant and aggressive. Children learn far more from what they observe than from what they are told!

In your classroom, you are responsible for making the learning environment one in which pupils feel safe and happy. This is not always easy. Outside factors can play a role in creating tension in the school. However, as a peace teacher, it is important to focus on dealing with all issues in an understanding and compassionate manner.

Make learning joyful. By doing so, your students will develop a positive attitude to learning; learning will be easily retained and the overall climate in your classroom will be positive and productive. We all learn best when we are directly involved in the learning process.

Peace education does not aim to teach pupils what to think, but rather how to think critically. The approach is often holistic and participatory. Many teachers infuse peace education into already existing curriculum areas such as social studies, health, language arts, art and even physical education. Other teachers set aside a special time for peace education discussions every day. Still others introduce peace education as situations arise wherein pupils would benefit most.

The classroom teacher need not be the only source of peace education. Calling upon community members to make presentations and lead discussions can further enrich the scope and perspective of the pupils.

In schools committed to creating a culture of peace, eventually these lessons become infused into the daily life of the school.

Below, you will find some ideas to help you set a positive tone in your classroom.

### **1. Set Classroom Rules:**

At the beginning of each year, it is a good idea to spend some time to create a set of rules that are agreed upon by the entire class. These rules will determine how pupils behave in class, how they will treat one another and how they will deal with conflict when it arises.

It is important to create these rules together with your pupils. Human beings seem to be more naturally inclined to abide by rules they have helped make rather than rules which have been imposed upon them.

- Make only a few rules that emphasize positive behaviour. Post them where all can see.
- Choose rules that make the classroom orderly and promote successful learning.
- Don't include rules that you are unable to enforce consistently.
- Keep rules clear and understandable.
- Select rules that everyone agrees upon.
- Involve your pupils in developing rules.
- Revisit rules to see if they are still appropriate.

Here are some examples of classroom rules:

- ☺ Listen carefully.
- ☺ Follow directions.
- ☺ Do not disturb others.
- ☺ Be kind with your words and actions.
- ☺ Come to school on time.
- ☺ Be polite and helpful.

## **2. Make learning active**

Children have a lot of energy. As teachers, it is not always easy to contain this energy. One good way to take advantage of the natural liveliness of children is to involve them in the learning process in an active manner. As much as possible, make learning active. Activity-based learning is learning by doing. Create opportunities for all pupils to become engaged in the learning process.

This can be achieved through:

### **✓ Physical arrangement**

By changing the seating arrangements, you can also change the climate of the classroom. Arrange desks or chairs in a circle with a space in the centre. This is effective for role-plays, storytelling, drama, etc. Sitting in a circle creates a participatory climate. If your classroom is not large enough, take the class outside.

### **✓ Grouping**

Many activities can be done in small groups. If you give each group a task or challenge, once completed, ask the groups to report to the whole group.

### **✓ Brainstorming**

Brainstorming is a method of encouraging learners to come up with ideas, solutions, or views about an issue. Brainstorming works by focusing on a problem, and then coming up with as many original solutions as possible. The process generates creative ideas and alternative solutions to problems. There are no right or wrong responses in brainstorming. Only one person speaks at a time and ideas are not criticized.

Here are steps that will help you conduct a brainstorming session:

1. Define the problem to be solved.
2. Set a time limit. (15 – 25 minutes is a reasonable time.)
3. Invite pupils to offer as many ideas as they have and all accept all ideas.
4. Once the time is up, choose five ideas you like the most. Get agreement from the class.
5. Vote on the one idea that is the favourite.



Teachers at NJV Government School in Karachi participating in a brainstorming session during their PSI introductory workshop led by Nadeem Ghazi.

#### ✓ **Case studies**

Provide pupils with stories or news items. Then give them questions that motivate them to delve more deeply into the underlying issues.

#### ✓ **Self-expression**

Provide opportunities for children to express their feelings. Children like to express their feelings, wishes and ideas in various ways. One way to do this is to ask them to complete a sentence beginning with:

- *One thing that makes me sad is...*
- *I feel confused when...*
- *If I could change one thing about my school, I would...*

#### ✓ **Drawing**

Drawing is another excellent form of self-expression. Allow for freedom of expression so that pupils can express themselves without feeling that they must conform to expectations or pre-set standards.

#### ✓ **Drama or Role-Plays**

Acting out certain situations and events makes learning fun and entertaining. This is a good way to learn conflict resolution strategies.

#### ✓ **Co-operative games**

These are activities designed to build co-operation and trust within the class. There are many websites dedicated to co-operative games.



### 3. Enhance Self Esteem

Self-esteem is the value we place on ourselves. It is the knowledge that we are lovable, capable and unique. We all like to feel good about ourselves. Children are no exception. There are many activities to build self-esteem and confidence among your pupils. Try to organize one such activity per week.

Here are a few examples:

- Keep a jar and a collection of small stones on your desk. Ask your pupils to put a stone in the jar each time they witness an act of kindness among their classmates. When the jar is full, organize a special class event.
- Tape a piece of paper to the back of each pupil. Ask your pupils to circulate around the room and write a positive comment on the papers of each of their classmates.
- Post your pupils' work around the classroom. Do not select the best but include the work of every pupil.
- Ask each pupil to create a self-portrait and then write their positive qualities around the outside of the portrait.
- Make and display posters around your classroom with positive messages.



## SECTION TWO: CLASSROOM PEACE ACTIVITIES

### **Creating a Positive Climate: A Proactive Approach**

If we wish to create a positive climate in our classrooms and schools, we need to find ways of incorporating lessons in cooperation, respect, effective communication, appreciation of diversity and conflict resolution into the curricula of the school.

Schools that have declared a commitment to accomplishing this goal have creatively developed a number of ways in which to achieve it. Some teach these lessons explicitly just as we teach mathematics and science. In some schools, assemblies focus on these life lessons. In other schools these lessons are infused into the standard curriculum.

How it is done is not as important as that it **is** done!

In reviewing numerous resources devoted to peace education, the following themes arise again and again and may be helpful in the development of a classroom or school-based initiative. Within each of these categories there are subcategories; too numerous to list.

- **Appreciation of Diversity:**  
Pupils learn to respect and appreciate people's differences and to understand prejudice and how it works.
- **Effective Communication:**  
Pupils learn to observe carefully, communicate accurately and listen sensitively.
- **Expressing Emotions:**  
Pupils learn to express feelings, particularly anger and frustration, in ways that are not aggressive or destructive.
- **Cooperation and Friendship:**  
Pupils learn to work together and trust, help and share with one another.

- **Resolving Conflict:**

Pupils learn the skills of responding creatively to conflict in the context of a supportive, caring environment

If you have access to a variety of peace education resources, you may wish to start your own collection of ideas and lessons that are suited to your classroom within the context of the wider community.

Teaching peace in our schools should no longer be an option. However, we need to be ever vigilant about the example we set both by our words and actions.

The following pages, offer a selection of lessons based on the five themes listed above. These activities and lessons are aimed at teaching your pupils to work and play together in an atmosphere of mutual cooperation and respect. The ideas have been tested in schools around the world, including Pakistan, Northern Ireland, Serbia and Sierra Leone.



Peace Commander at Bilal City Grammar School, Karachi, Pakistan

## THEME ONE: APPRECIATION OF DIVERSITY

Establishing an environment in which children recognize and appreciate their commonalities, yet respect individual differences, is an important aspect of creating a peaceful school climate.

Children come to school with a variety of differences, from religious and socioeconomic to differences in physical appearance, abilities and interests. Some countries are not as culturally diverse as other countries. Children in schools in these culturally homogeneous countries do not have a great deal of experience in dealing with a multitude of cultural differences. Some may say that therefore, there is no need to introduce activities and lessons to promote the appreciation of diversity. It would seem however, that the reverse is true.

It is inevitable that with ever-increasing globalization, many of today's younger generation will experience contact and even working relationships with people from other cultural backgrounds in the years ahead. Surely it is better to prepare young people for this inevitability beginning at an early age.

*We get together on the basis of our similarities. We grow on the basis of our differences.*

Virginia Satir

## **You Can't Judge a Book by Its Cover**

### **Objective:**

To foster an awareness of the need to view differences among people without making value judgments.

### **You Will Need:**

- ✓ two children's books (similar in size), only one having a colorful jacket (paper cover)
- ✓ plain paper (enough to cover one book)

### **Directions:**

Take the two children's books, each interesting and colorful on the inside. Remove the jacket from one and cover this book in plain paper, on which you have printed the title. Show both books to the children and ask which one they would like to have read to them. (They will probably choose the book with the colorful cover.) After answering the questions for discussion, show the children the inside pages and ask if they would like to reconsider.

### **For Discussion:**

- Why did you choose the book you did?
- Did the cover of the book tell you anything about the contents? Explain.
- Do you think we sometimes judge people by how they look?
- Why is this not such a good idea?
- What should we do instead?

### **Extension:**

Ask the children to make books to represent themselves. On the cover, ask them to draw a picture of something everybody knows about them. On the inside, ask them to draw pictures of some of the things their classmates may not know about them. For example, everyone may know that Baheera is on the swimming team but no one may know that she likes to help her father with woodworking projects.

## **Artifact Assignment**

### **Objective:**

To have children reveal some of their personal background in a novel way.

### **You Will Need:**

- ✓ paper bags (one per child)

### **Directions:**

Define the word “artifact.” (Archaeologists define artifacts as human-made clues that can be picked up and carried; you can define them as anything made by people.) Begin with a discussion on how history is revealed through artifacts (for example, stone tools can tell us about trade routes; pottery can sometimes tell us what people ate.) Ask if anyone can think of an example of an artifact that would reveal something about his or her background, for example, an old photograph or a souvenir from a holiday.

When the children understand the concept, give each a paper bag and ask them to bring in ten personal artifacts from home. On the day that the children bring in the bag of artifacts, give each bag a number. When the children are not in the classroom, empty the bags on a table. Be careful to keep the contents of each bag together.

When the children return, assign each one a number and ask them to find the collection with that number. Give the children enough time to examine the artifacts and then have them write a description of the owner based on the contents. Do not use names at this stage. Ask each child to read the description he or she has written and invite the others to guess who the owner of the artifacts might be.

### **For Discussion:**

- Did you learn anything new about a classmate?
- Did anything surprise you?
- Did you find out that someone has more in common with you than you realized?

## No Two Alike

### Objective:

To identify and appreciate similarities and differences among us.

### You Will Need:

- ✓ a variety of leaves



### Directions:

Have each child bring in one or two leaves. Arrange the leaves on a table and ask the children to look at them carefully, making note of their similarities and differences. On the board, write ***Our Leaf Collection*** and below make two columns: ***Same*** and ***Different***.

**Brainstorm:** Brainstorming is an expansive method of examining all possible ideas, responses or solutions to a problem. With this method, the students offer any response that they feel is relevant or appropriate. The list may include impractical items but no response is rejected. This method encourages “thinking outside of the box.”

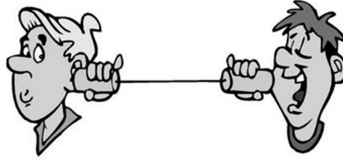
Brainstorm ways in which leaves are the same (need water to survive, die when picked, and have a stem, and so on). Then discuss how the leaves are different (some have sharp points, some have smooth edges, some are green, some are brown, and so on). Record all responses on the board in the proper column.

Ask for five or six volunteers and have them stand in front of the class. Discuss ways in which these children are the same (have hair, smile, need food, and so on). Then talk about individual differences (for example, height, skin color, and so on) Note: Be sensitive to children who may have a physical handicap or a health-related problem.

### For Discussion:

- Are there two people in this class who are exactly the same?
- Do you think there is anyone exactly like you anywhere in the world?
- What are the advantages to being different?

## THEME TWO: EFFECTIVE COMMUNICATION



Much of the conflict that occurs between people arises out of communication problems. For many of us, listening is simply waiting for an opportunity to talk.

Children are usually so intent on telling their “side of the story” that they do not listen to the other person’s viewpoint. An important aspect of a peaceful classroom is acknowledging that everyone deserves the right to be heard.

In an article that appeared in The Japan Times of March 8, 2001, entitled “*End the Failure to Communicate*,” the author reports on research from the International Listening Association.

- We listen at the rate of 125 – 250 words per minute but think at the rate of 1000 – 3000 words per minute.
- We’ve learned about 85% of what we know by listening.
- Immediately after listening to someone talk, we usually forget about half of what we heard. Over time, we remember only about 20% of what we hear.

This presents a compelling case for learning how to be better listeners. Listening is the most direct path to understanding and understanding is a path to peace.

*To listen well is as powerful a means of communication and influence as to talk well.*

John Marshall



## Are You Listening?

### Objective:

To emphasize that confusion can occur when a listener is not able to clarify misunderstood communication.

### You Will Need:

- ✓ a drawing (completed in advance – see sample below)
- ✓ paper and pencils

### Directions:

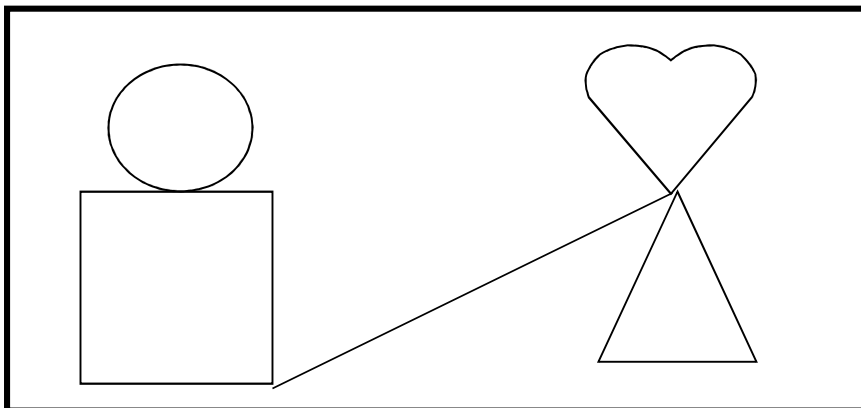
Ask for a volunteer. Allow only that pupil to see the drawing you have made in advance. Ask that pupil to describe the drawing slowly to the remainder of the class. Have the children attempt to replicate the drawing based on the directions they hear, without asking any questions. When everyone has finished, ask the pupils compare their drawings to the original drawing.

### For Discussion:

- Was this more difficult than you thought it would be?
- What would have made it easier?
- Can you see that effective communication means that both the speaker and the listener are participating? Please explain.

### Extension:

Using a different drawing, repeat this activity. However, this time, allow pupils to ask questions for clarification. Compare the results with the first attempt.



## **“I Messages”**

### **Objective:**

To teach pupils a way of expressing their thoughts and feelings in a non-aggressive manner.

### **You Will Need:**

- ✓ chalkboard and chalk
- ✓ two copies of the role-plays (one for each of two volunteers)

### **Directions:**

Before beginning this activity, ask for two pupil volunteers to read the role-play scripts.

Explain to pupils that they will see a role-play and ask them to listen carefully to the dialogue and observe the body language of the two volunteers. After role-play #1, ask the pupils what they observed. Record the responses on chart paper or the board.

Explain that role-play #1 is a “You Message.” A “You Message” usually expresses anger or blame and criticizes the other person. People often react to “You Messages” by defending themselves and finding a way to counter-attack.

Now, ask the volunteers to read role-play #2. Again, ask pupils what they observed and record their responses.

Discuss the differences between the two role-plays. Explain that an “I Message” usually tells how you feel without blaming or attacking the other person. When we use “I Messages,” the other person realizes that we are upset, and because we are not blaming them they are more likely to come up with a win-win solution.

On the chalkboard print the following “I Message” formula:

**I feel:** \_\_\_\_\_

**When you:** \_\_\_\_\_

**Because:** \_\_\_\_\_

**And I want:** \_\_\_\_\_

Give an example:

**I feel:** frustrated

**When you:** interrupt me

**Because:** I can't finish my work

**And I want:** you to wait until I am finished

Ask your pupils to write "I Messages" for the following situations:

- ♦ *Your friends won't let you play with them.*
- ♦ *Your brother (or sister) wore your best shirt to school without asking you.*

Ask pupils to come up with other situations where an "I Message" would be an appropriate way of communicating how they feel.

## **Role-Play #1**

### **“You Message”**

#### **Pupil ‘A’**

\_\_\_\_\_, you are a terrible friend. You’re always spreading gossip. You just can’t keep anything to yourself. I told you about the argument Usman and I had, and then you told everybody all about it. Now Usman is angry at me again. You’re a troublemaker! I’ll never tell you anything again.

#### **Pupil ‘B’**

Why don’t you just be quiet? Who cares what you think, anyway? I was just trying to take your side. You don’t appreciate anything. You’re not worth having as a friend.

---

## **Role-Play #2**

### **“I Message”**

#### **Pupil ‘A’**

\_\_\_\_\_, I was really angry when I heard that you told people about the argument Usman and I had. We had just worked things out and now he is angry with me again. When I told you about the argument, I expected that you would keep it to yourself. I want to be your friend but I feel like I can’t trust you right now.

#### **Pupil ‘B’**

I’m sorry, \_\_\_\_\_. I feel badly about causing trouble for you and Usman. I was only trying to help. I don’t want to lose you as a friend. I promise I won’t do anything like that again. If you ever tell me anything in confidence, I will keep it to myself.

---

## Recognizing Rumors

### Objective:

To demonstrate how easily stories become distorted when they are not heard firsthand.

### Directions:

Explain to the class that this activity will help them understand how rumors often develop when stories are told and retold without verification of their truth from the originating source.



Discuss the concept of “rumors” with the children. Ask them to offer definitions and from this information come up with a collective definition that all the children understand.

Ask for six volunteers. Have four leave the room while two stay behind. Ask one to make up a short story while the other listens in front of the group. Then, have this child tell the same story as accurately as possible to one of the volunteers who has returned to the room. This procedure is repeated with the remaining three volunteers while the observing group listens carefully.

### Questions for Discussion:

- Did you notice where the story changed from the original version?
- Why do you think that happened?
- How could this cause problems?
- What could you do when you hear a rumor about someone?

### Extension:

Show one child a simple drawing and ask her/him to copy it from memory (number this 1). Then have this child show her/his drawing to someone else to copy (number this 2). Repeat this procedure until everyone in the class has had an opportunity to participate. Collect all drawings and display them in numerical order.

## THEME THREE: EXPRESSING EMOTIONS

Humans share a wide spectrum of emotions. Some cultures encourage the open display of emotions while others find this unacceptable. When children are not given the opportunity to express their feelings, eventually they will surface in one form or another. Some children may become aggressive while others may become withdrawn.

When we encourage children to express their emotions and accept the feelings of others, we help them understand that emotions form a bond linking all humans.

When we, as teachers, express our feelings of frustration or anger in a calm, rational manner, we are modeling the kind of behaviour most of us hope to see in our pupils.

If we strive towards the goal of having children express rather than expose their emotions, we have to give them access to the vocabulary to do so. The following activities are aimed at doing just that.

*I have come to a frightening conclusion. I am the decisive element in the classroom. It is my daily mood that makes the weather.*

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

Dr. Haim Ginott

## **I'm Afraid; We're Afraid**

### **Objective:**

To develop awareness that we all have fears and should learn to accept these feelings as well as the feelings of fear others have.

### **You Will Need:**

- ✓ paper and pencils

### **Directions:**

Introduce the discussion by telling the children one of your fears. Ask if anyone shares that fear. Mention some of the more common fears people have (for example, of the dark, of deep water, of being alone). After each example, allow time for the children to discuss their feelings. They will soon realize that some of their fears are shared by many of their classmates.

Working in groups of five or six, ask the children to collaborate on a poem based on the pattern in "We're Afraid." (Mention that rhyming is not necessary.) Each child will contribute a fear and the group should decide on a commonly held fear for the final line. With younger children, this could be done as a large group activity.

### **We're Afraid**

I'm afraid at night in the dark.  
I'm afraid when I hear a dog bark.  
I'm afraid of thunder and lightning.  
I'm afraid of getting a bee sting.  
I'm afraid of getting lost  
And we're all afraid when we hear a loud  
noise.



### **Extensions:**

Tell your pupils "It's OK to have fears. Let's think of some things we can do to help make these feelings go away."

What can we do if we're afraid of getting lost? (Know our telephone numbers and addresses.)

Discuss in this manner other common fears that many children seem to have.

## **Book of Feelings**

### **Objective:**

To recognize that all people have a variety of feelings, and to recognize and communicate how these feelings affect people in different situations.

### **You Will Need:**

- ✓ a blank seven-page booklet for each child.
- ✓ chalkboard, chalk, pencils, crayons or markers

### **Directions:**

Have the children help you make a list of different feelings that people have. Write the responses on the chalkboard. Then ask them to think of a situation that makes them happy, sad, angry, and so on. Next have them finish the following sentence in their booklets using five feelings they can easily write about (one per page):

**I feel (*emotion*) when (*action*).**

Examples:     I feel sad when my parents argue.  
                  I feel happy when my sister helps me with my schoolwork.  
                  I feel afraid when I hear a loud noise.

Use the first page as a title page and the last page to tell about the author.



## Dealing with Angry Feelings

To encourage children to think of constructive ways to deal with anger.

### You will need:

- ✓ chalkboard and chalk

### Directions:

Begin by asking children to discuss the meaning of the word angry. Stress that anger is a natural emotion.



Ask them to share recent situations in which they have felt angry and what they did about their anger. Have the children come up with a list of things people do when they are angry (for example, argue, pout, slam doors). Discuss some consequences of these behaviours.

Explain to the children the importance of calming down before reacting to feelings of anger. Ask for suggestions of ways to calm down (go for a walk, listen to music, breathe deeply, and so on). Record the children's ideas on the chalkboard.

### For Discussion:

- If you were angry with your friend and started yelling, how do you think he or she might react?
- If you calmed down first, do you think you would still yell at them?
- What do you think you might do instead?
- Would they react differently?
- How do you feel if someone yells at you?

### Extensions:

- Ask children to make note of all the incidents of anger they see on television during the next week. Discuss them in class and add new reactions to the list "Things People Do When they Are Angry." (Remind the children that what they see on television does not always reflect reality; TV characters are not "real people.")
- Ask each child to complete the sentence, "Next time I get angry, I will..." Have them illustrate their ideas and make a class book.

## THEME FOUR: FRIENDSHIP AND COOPERATION

Friendship is important for all children. We can help children develop positive relationships with their peers by encouraging them to get to know more about one another. In doing so, we help break down some of the boundaries that can inhibit the growth of friendship.

A classroom where everyone shows kindness towards others is a happy place to be. Children will work cooperatively and help their peers without hesitation.

Most of the children in your class will likely spend several years together as a group. Investing time in the activities in the following pages will be time well spent for both you and your pupils.



## Helping Hands

### Objective:

To encourage children to think of ways in which they can help others.

### You will Need:

- ✓ *I Can Help Someone* hand (one per child)
- ✓ chalkboard and chalk

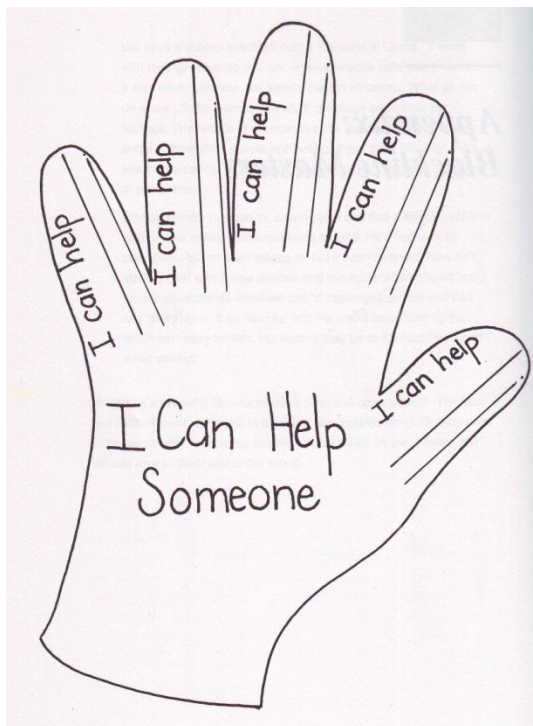
### Directions:

Discuss with the children ways in which they can help others – in class, at home and on the playground. Stress that helping someone involves giving of oneself, not of material possessions. Ask for suggestions and record their ideas on the chalkboard.

Give each child an “I Can Help Someone” hand to complete.

### For Discussion:

- How do you feel when you want/need help and you are ignored?
- How do you feel when you help someone?
- How do you feel when someone helps you?
- Do you think we help others enough? Why or why not?
- Helping someone without being asked is a wonderful thing to do. Think of a way to help someone every day. Then do it!



## Helping Hands Tree

### Objective:

To identify and acknowledge ways in which children help others.

### You will need:

- a small bare tree or branch set in a bucket of dirt or sand
- paper, pencils, crayons or markers
- string or yarn
- coloured paper
- scissors

### Directions:

Ask the children for examples of ways they helped others in the past few days. Show them the “Helping Hands Tree” which should be in an easily accessible location in the classroom.

Choose one of the children’s good deeds to illustrate how the tree will be used. Ask the child to trace his or her hand on a piece of coloured paper and cut it out. Then have the child print on the hand what he or she did and attach a piece of ribbon or yarn to hang the hand on the tree.

Leave a supply of paper and ribbon or yarn near the tree and invite the children to add a helping hand whenever they have done a kind deed for someone else.

### For Discussion:

- When we start to think of our hands as “helping hands,” how will that affect the way we get along with one another?
- How would our world be different if people used their hands for acts of kindness only?

### Extension:

Some schools have carried out this activity with the entire school population. Place a large tree in the main hallway of the schools and leave the supplies where they are readily available. This activity is an excellent way to promote school spirit.

## Friendship Chain

### Objective:

To provide an opportunity for children to show kindness to people in their lives.

### You will need:

- chalkboard and chalk
- paper strips ( approximately 5 cm x 30 cm)
- tape

### Directions:

Ask the children how they can show kindness to others. Record their ideas on the chalkboard. Then, tell them that you are going to make a “Friendship Chain,” and on each link you will print one idea for expressing friendship.

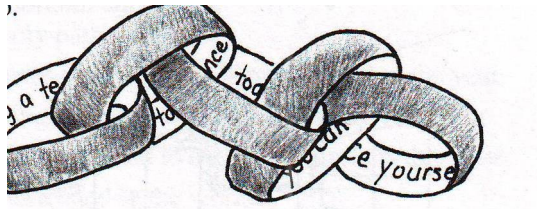
First thing every morning of the next week, take down one link and read it to the children. Ask them to make an effort to carry out the idea before the end of the day. Have the entire school participate. Call the week “Friendship Week.”

### For Discussion:

- If we keep this kindness going for a longer time, what do you think may start to happen?
- Did anyone carry this activity over at home?
- What was it like to introduce yourself to someone you did not know?
- Have you made a new friendship through this activity?

### Extension:

Have the children introduce themselves to someone they have not yet met. Do something to help the school caretaker.



## THEME FIVE: RESOLVING CONFLICT



Conflict is a natural part of our lives. If we stop and think about the ways in which children handle conflict, we have to wonder why they seem to have so few alternatives. Could it be that ignoring the situation, reacting aggressively or appealing to a higher authority are the only reactions they have learned?

Teaching children positive and creative response to conflict is vital to achieving the goal of maintaining a peaceful school. Conflict resolution skills can be incorporated into all aspects of daily classroom life. Skills can be introduced as opportunities present themselves. Schools in which the children have been taught conflict resolution skills are schools in which teachers find themselves freed from the role of disciplinarian.

Children who have the ability to resolve their own conflicts are rewarded with enhanced self-esteem. These skills lead to developing the kinds of thinking and behavior needed to live peacefully in a troubled world.

## Is Everyone Happy?

### Objective:

To encourage children to think of ways of resolving conflicts so that everybody wins. (Win/Win solutions)

### Directions:

Describe the following conflict situation to the children:

*Nadeem is practicing for a talent show at his school. He is excited and thinks that he has a good chance of winning. Safia, Nadeem's older sister comes home from school and starts studying for her English exam scheduled for the next day. Safia can't concentrate because Nadeem's music is too loud and she asks him to stop. Nadeem is upset because the contest is the next day and he wants to practice.*

At this point, ask the children if they can come up with ideas for solving this conflict so that both Nadeem and Safia can get what they want. Children will come up with a variety of good ideas for solutions. Explain to the children that these are Win/Win solutions.

### For Discussion:

- How do you think Nadeem and Safia would feel about your Win/Win solutions?
- Why is it important that both people involved in a conflict situation feel good about the solution?
- Do you think that most conflicts can be solved so that both people can be happy? Explain.

### Extension:

Ask the children for recent examples of conflicts they have experienced. Choose one example and, in small groups, ask the children to brainstorm Win/Win solutions. Later, ask the children to share some of their ideas.

Ask the children to come up with their own definition of Win/Win solutions. When everyone agrees, write this definition on a poster and display it for all to see.

<b>Win/Win</b>	Practices	Studies
<b>Win/Lose</b>	Practices	Does not Study
<b>Lose/Win</b>	Does not Practice	Studies
<b>Lose/Lose</b>	Does not Practice	Does not Study

For younger children:

**Nadeem**

**Safia**

<b>Win/Win</b>	😊	😊
<b>Win/Lose</b>	😊	😞
<b>Lose/Win</b>	😞	😊
<b>Lose/Lose</b>	😞	😞



## Conflict-Solving Guidelines

### Objective:

To develop an awareness of the need to establish guidelines for conflict resolution.

### Directions:

Ask the children how many of them play some kind of sports. Then ask if there are rules for those sports. Ask the same questions for games. Then ask if any of the children have ever watched a cricket match on TV. Discuss why these sports have rules, for example, safety or fairness. Continue the discussion by asking how many of the children have rules to follow when they argue or fight.



It will soon become evident to the children that having a set of guidelines to follow when arguing is a good idea. At this point, role-play the following conflict situation with a student volunteer, who will be the victim of your anger.

### The situation:

A pencil is missing from your desk and you think a pupil took it. In this role-play, artificially escalate the conflict by name-calling, bringing up a few unrelated incidents that happened in the past, not listening to his/her side of the story, and anything else that seems appropriate.

Afterwards, ask the pupils to identify some of the things you did to make the problem worse. They will probably come up with a comprehensive list that you can record by writing their ideas on a set of stairs. If they have difficulty, role-play the parts they missed the first time and prompt, if necessary.

From this list, make a second list, rewording the conflict escalators in a positive way. For example, “not listening” should become “listen carefully,” and so on. This second list will become your class guidelines for resolving conflicts fairly.

Name calling

Bringing up the past

Not listening to student

## What Would You Do?

### Objective:

To show children there are many solutions to most problems.

### You Will Need:

- ✓ problem cards

### Directions:

Prior to this activity, copy the “problem cards” supplied in the following pages. Read the following problem situation to the children:

*Your father recently accepted a job in another city and you and your family will be moving there soon. You feel upset about leaving your friends but your parents don't seem to have much time to listen to your concerns.*

Discuss with the children some possible solutions to this problem. Accept all responses. Once you have several ideas for solutions, point out that sometimes solving a problem is easier if you are able to talk to a friend.

Next, divide the class into groups of five or six and give each group a set of “problem cards.” Ask the groups to go to a quiet area to discuss each of the problems and explore possible solutions.

Give the children adequate time for discussion. Afterwards, go through the problems and ask for volunteers to share some of their ideas.

### Questions for Discussion:

- Was it easy or difficult to come up with ideas for solutions?
- When you have a problem, do you usually talk to someone about it?
- Does talking to someone help you come up with new ideas for solving your problem?

**Extension:**

Start a “Solution Station” in the classroom. Invite the children to write their problems (only those they wish to share with others) on cards and put them in the “Solution Station” box. Ask all of the pupils to write suggestions for solutions on the cards if they wish.

You are having trouble understanding multiplication but you are too embarrassed to ask your teacher for help.

You work very hard in school but your father always expects you to do better.

Your mother does not like your friend and will not allow her to come to your house.

You are much taller than everyone else in your class and often get teased.

You have trouble reading and your friends make fun of you when the teacher asks you to read aloud.

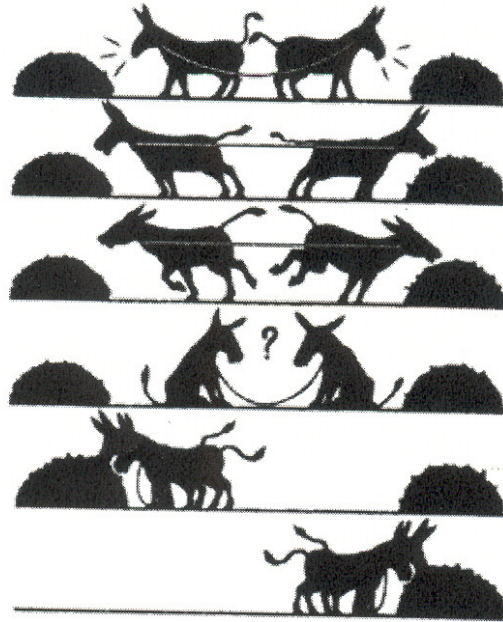
You like to draw but your parents discourage because they think it is a waste of time.

You are in a shop with your best friend and she steals something.

Teachers can make up additional “problem cards” to reflect common problems for pupils in their class.

## The Two Donkeys

### A Story about Conflict and Cooperation



Read the following story to your class:

Two hungry donkeys were tied together with a short rope. Each one was facing a different direction. Each donkey saw a large pile of hay in front of it that it wanted to eat. The two donkeys pulled hard on the rope to get to the hay, but they couldn't succeed because they were pulling in opposite directions and the rope was too short. After a while, they sat down together and tried to find a solution to their problem. Slowly, they realized that they could get what they want by cooperating together, rather than by pulling against each other. Suddenly, their problem was solved. First they went together to one pile of hay and ate from it. Then they went to the other pile of hay and ate some more.

- Ask the children to come up with a moral (or lesson) for this story.  
(Example: *Co-operation is better than conflict.*)
- Ask pupils to write an essay about how the story symbolized conflict in the real world.
- Have pairs of pupils take on the roles of the donkeys and act out the story with dialogue.

## The “Goodwill Sandwich”

It is never easy teaching our children how to solve problems with others! It is a challenge for all of us to understand the needs of others, express our own needs in a positive way and negotiate solutions that work for everyone.

By teaching your pupils to use a “Goodwill Sandwich” you will be giving them a valuable tool that they will use throughout their lives. A *Goodwill Sandwich* is a strategic communication technique. We can use it to give feedback, address issues of controversy, offer criticism and re-direction and de-escalate problems.

The *Goodwill Sandwich* technique asks the speaker to wrap the *facts* of a situation in layers of *goodwill*, clarifying the issue while also articulating the desire for a positive relationship. The top and bottom pieces of ‘bread’ convey the recognition that the other person is valuable; the ‘filling’ of the sandwich is a description of the facts. The heart of the technique is a balance between the factual and emotional needs of the situation.

The technique has three parts:

**Goodwill:** Start with your positive intent.

Example: “Nadeem, I want to help you.”

**Data:** Give a non-judgmental, factual description of what you are seeing or hearing but balance it with your observations about times when the other person has been more successful at the given task or behavior.

Example: “I’ve noticed that you are putting your head down a lot today, and that isn’t like you. Usually you get to work right away. Is something troubling you today?”

**Goodwill:** See if you can frame the problem in such a way that the other person’s needs are combined with yours, or show that you want a good outcome for the other person.

Example: “Oh, you stayed up late... I understand. Why don’t you try getting a drink of water or stretching a bit? That way you can wake yourself up enough to get your work finished. I want to be able to put a good grade in my book for you.”

Here is an example of a parent to child “Goodwill Sandwich”:

**Goodwill** “I can see you worked on cleaning your room, and I really appreciate that.”

**Data:** “I see that there are some clothes on the floor over there, and that the window sill still looks a little dusty.”

**Goodwill:** “If you can take care of those little things, your room will look perfect! Do you have everything you need to finish the job?”

Make up scenarios that will give your pupils an opportunity to practice making a “Goodwill Sandwich.”

Examples:

- Your friend borrowed your sunglasses and returned them broken.
- You believe that your parents give you more chores than your sister.
- Your brother does not help keep the room you share tidy.
- Your friend has been assigned to work on a project with you and has not been doing much work.
- You want to ask your friend to stop talking about you behind your back.

## Peer Mediation

Peer mediation programmes offer schools an effective alternative to an old problem. The goal of peer mediation is to reduce conflict and provide children with problem-solving skills. Trained peer mediators create a safe atmosphere, allowing disputing pupils to tell their stories and assisting them in working out a mutually acceptable agreement.

Peer Mediation is a programme in which pupils trained as mediators help their peers reach a solution. What makes peer mediation unique and successful as a form of conflict resolution is that during the peer mediation process, the children in dispute decide on their own solutions to the conflict and therefore feel that the solutions are fair.

Also, peer mediation is a voluntary process and the children who choose peer mediation to resolve their conflicts understand that they will not be punished but that they will seek a mutually agreed-upon solution to their problem. Since a solution is not forced on the disputants, they usually take responsibility for following through on their agreement.

Peer mediators are trained pupils who are taught communication and mediation skills. Trained mediators exhibit increased self-control, self-confidence, and problem-solving skills which they use not only at school, but at home and with friends outside of school. Both mediators and disputants learn to communicate more effectively and solve problems without violence.

The conflicts that lend themselves to peer mediation include interpersonal disputes like friendship issues, gossip, name-calling, spreading rumors as well as damage to the property of others and poor sportsmanship.

A school-based mediation programme that promotes “win-win” problem solving provides an effective alternative to traditional responses to conflict. With mediation available to pupils in conflict, problems are resolved as they occur with little need for adult involvement.



Peer Mediators at WLGS

## Teaching about Conflict and “Peer Mediation”

1. Write the word "**conflict**" on the board.
  - Ask pupils to tell all words that the word "conflict" suggests to them.
  - Write these words on the board. Most words will be negative, for example, fear, anger, arguments, etc.
  - If a few positive words emerge, start a second column.
  - Usually someone will start to talk about opportunity or positive aspects of conflict and that's the direction in which you want to go.
2. Then either explain or summarize to the pupils that:
  - Conflict can be creative.
  - Conflict gives us an opportunity to seek solutions.
  - Conflict can open doors to communication.
3. Ask everyone to remember the last conflict they had with another person. Ask for volunteers to share, without mentioning names.
  - What was the conflict about?
  - How did it make you feel?
  - What did you do about the conflict?
  - If you didn't do anything, how are you feeling about it now?
  - If you did do something, what did you do and what was the end result?
4. As the teacher, jot down the conflict situations. They can be used in role-plays later.
5. Ask if anyone has ever learned the steps of problem solving. If so, share. If not, go through them with the group:
  - Define the problem.
  - Understand the problem - the emotions, the circumstances, etc.
  - Brainstorm solutions.
  - Evaluate the solutions.
  - Agree to a solution.



## Peer Interventions

Peer mediation is a formal conflict resolution strategy. The peer mediators sit at a table with the pupils in dispute and go through the steps in the mediation process in an effort to come up with a win-win solution. Peer mediation is appropriate for non-violent conflict between two pupils.

The peer mediators will become strong leaders in your school and will gain respect among their peers. You may wish to offer them additional skills so that they will feel comfortable in intervening when they witness incidents of mistreatment among their peers. These interventions do not require a formal setting but usually happen in a more casual manner. By mistreatment we refer to incidents of social cruelty such as deliberate exclusion, name-calling, threats, racism, sexual harassment, and other precursors to physical violence.

Below, we will describe three of these interventions:

- Balancing
- Supporting
- Distracting

### Balancing:

A strategy used to speak up for a person or group who is not present; to balance a put-down or rumor about the person or group without being argumentative or antagonistic.

**Strategy:** Start with a mild “yes” before you moving to a stronger “but”. In other words, agree with some part of the speaker’s statement, but then add something that would give a more complete (and charitable) view of the person or group. In essence, balancing is “Yes.....but....”

### Examples:

- “You might be right, **but** I’ve never seen that side of her.”
- “I’ve heard that too....**but** it didn’t sound like the person I know. He must have been having a bad day.”



- (In response to a put-down about a group) “That is no doubt true for some people in that group....**but** my friend, Rahim, isn’t like that at all.”
- “Yes, she can be annoying sometimes, **but** she is also one of the most generous people I know.”

### **Supporting:**

A strategy for supporting a person who has been hurt by circumstances or the actions of others.

**Strategy:** Demonstrate caring without offering advice.

- **Examples: *Sympathy*:** “I’m so sorry you lost your dog...I know how much you loved him.”
- ***Empathy*:** “I know what it feels like go through a divorce...it was difficult when my Mom and Dad split up, too.”
- ***Positive belief/confidence*:** “Why shouldn’t you try out? You play a great game of soccer and any team should be happy to have a hard-working, team player like you.”
- ***Agreement about injustice*:** “That wasn’t right. You don’t deserve to be treated that way.”

### **Distracting:**

A strategy for shortening an argument or incidence of mistreatment by tactfully interrupting the conversation, changing the subject, or gently guiding someone away from the scene.

**Strategy:** Interrupt by finding one piece of the existing conversation that you can ‘pull’ in a different direction.

#### **Examples:**

- “Speaking of politics, is everyone here registered to vote? I went down there to register the other day and ran into the most interesting people.....etc.”
- “I know you all are doing something important here; can I just talk with Jamal for just one second?” (Guide Jamal away from the scene.)

## **SECTION THREE: SCHOOL-WIDE PEACE ACTIVITIES**

When all teachers in all classrooms are focused on a particular theme or concept, the effect can be powerful and long-lasting. Many teachers develop classroom lessons around monthly themes. Teachers are very good at coming up with innovative ways to ensure that pupils are immersed in an academic topic or concept.

Why not use this vehicle for promoting the concepts of respect and cooperation? If the entire school looks and sounds like respect, pupils are more likely to internalize the significance of showing respect to others.

Based on your school's vision and goals, try to come up with a list of themes that would enhance the atmosphere of your school. If possible, tie the themes into special days or celebrations.

### **Assemblies**

Holding school-wide assemblies is an excellent way to disseminate messages that need to be heard by everyone in the school. If you are revealing a new policy about playground behavior or making a change in a policy or behaviour expectations, then an assembly is an appropriate vehicle to do so. Don't forget to invite family members!

Assemblies build a sense of community and afford pupils an opportunity to practice being cooperative and respectful. If at first, your school assembly is unruly and noisy and disorderly, do not despair. Continue holding them on a regular basis and if you need to have a few assemblies just for the sake of practicing "assembly behavior" it is worth doing.

In my visits to schools I find myself a guest at many assemblies. The countless innovative ideas and activities I have witnessed at these events are often aimed at enhancing the school atmosphere. Here are a few ideas to enhance school assemblies.

### **Celebrate Positive Behavior**

Set aside a time during the assembly to recognize good behavior. Some schools pass out "Good News Ballots" or other such certificates showing pupils that their positive behavior is noticed and appreciated. In some schools, local business owners donate small prizes or treats and some even come in person to pass them out.

### **Share Talents**

Invite pupils to share stories or poetry. If you have decided to implement monthly themes, encourage pupils to focus their writing on the theme of the month.

Another idea is to set aside some time during the assembly for pupils to demonstrate their talents.

### **School Pledge**

Ask pupils to create a school pledge or oath. Start each assembly by repeating the pledge.

An example:

*As a member of the \_\_\_\_\_ School community,  
I promise to listen and respect others.  
I will be responsible for my words and actions  
and will try to help others who are treated unfairly.  
I will try to spread peace by working to solve problems peacefully,  
and in this way make our world a better place.*

### **PSI Peace Feast**

#### **World Learning Grammar School – Junior Campus**

The aim of this activity is to give pupils an opportunity to learn more about each other in an informal manner. Pupils are asked to bring food for lunch and then share with a classmate. This activity enhanced friendships among pupils.

### **Colour of Peace**

#### **Okhai School**

Pupils participated by making drawings and painting them with their favourite colours. Then they exchanged with each other. They made colourful peace symbols and shared with different friends in the class.



### **Peace May Prevail on Earth**

#### **World Learning Grammar School – Secondary Campus**

Pupils translated “Peace May Prevail on Earth” into different local languages and displayed them on the school’s bulletin boards.



### **Essay Writing Contest**

#### **World Learning Grammar School - Moosa Lane Senior Campus**

Pupils were given the title, “How to Generate Peace In our Society,” and were asked to write an essay based on this topic. As a result of this activity, pupils learned more about each other and teachers learned more about their pupils thereby further enhancing the climate of the school.

### **No Name-Calling Week**

#### **World Learning Grammar School - Moosa Lane Senior Campus**

No Name-Calling Week is an annual week of educational activities aimed at ending name-calling of all kinds and providing schools with the tools and inspiration to launch an on-going dialogue about ways to eliminate bullying in their communities.

([www.nonamecallingweek.org](http://www.nonamecallingweek.org))



Prior to this week long initiative, pupils made a pledge to do their best to eliminate name-calling. Pupils created No-Name Calling Pledge charts with their names and a place for their signatures. A variety of posters and visual reminders were displayed throughout the school to remind pupils to be kind and respectful to one another.



## **Peace Pledges**

### **World Learning Grammar School - Bihar Campus**

Peace pledges were made by pupils on the occasion of the New Year. Pupils made these pledges and wrote comments about the efforts they are going to make in the upcoming year. Every pupil signed and dated their pledge. Some of their pledges included, *I will care about and help others, I will respect others, I will not be offensive to anyone, I will stand up against bullies.*

## **Peace Art Competition**

### **Madarsa Islamia School**

For this art competition, pupils were encouraged to create visual imagery of what peace in society might look like. All pupils in the school participated in this competition with excellent results. All pupils were honoured with certificates.

*"Through this activity the pupils tried to be peaceful in their classes and the friendships among pupils grew rapidly."* Sattar Gatta, Principal



## **Random Acts of Kindness**

### **Eton House Grammar School**

We made a chart to record "Acts of Kindness and Peace" and hung one in every classroom. Every pupil was encouraged to record the random acts of kindness and peace which they performed in their daily lives. Through this activity they came to appreciate that although a small act performed by one person may be small for him or her, when it is combined with other pupils' acts, together they become a huge river of random acts.

*"After this the pupils promised to make these small acts of kindness and peace in their daily lives."* (Teacher)

## **Peace Mandala**

### **World Learning Grammar School - Moosa Lane Senior Campus**

Through a school twinning program, pupils at the Moosa Lane Senior Campus of the WLGS received peace mandalas from Richland Academy in North York, Ontario, Canada. Richland pupils also sent art materials to their friends at Moosa Lane who used them to create beautiful mandalas to send to Richland Academy. A mandala is any of various geometric designs (usually circular) symbolizing the universe, peace and unity.

This activity fostered understanding between two different cultures and created friendships among pupils and teachers in Pakistan and Canada. From the head teachers at Moosa Lane, "Through this activity the passion of friendship with the pupils of other part of the world was increased to a great extent."



## **Gossip-Free Day**

### **Okhai School**

At Okhai School, we arranged a gossip free day for our pupils. The aim of this activity is to highlight the negative impact of spreading gossip. All pupils enjoyed Gossip-Free Day very much. We all promised not to spread gossip about any one and those pupils who did not engage in gossip received a certificate and a gift. Our pupils participated with great enthusiasm and tried their level best to stop themselves from spreading rumours and news without confirming it.

## **Peace Passport**

### **World Learning Grammar School & Bihar Colony Government Girls School**

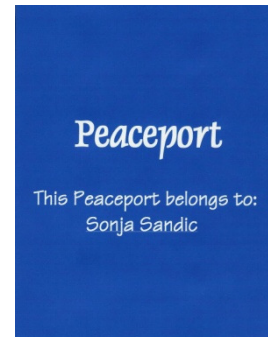
"A Peaceport (Peace Passport) is a child's personal record of her or his various peace experiences and activities throughout the school year. After designing and decorating a mock passport, children can earn stamps or stickers to put in



this passport by completing various activities and projects. These could include kind or peaceful deeds, reading suggested books, participating in discussions, writing letters, and creating peace art. “

Creating Caring Schools: peace-promoting activities for all seasons by Hetty van Gorp

We gave pupils the task of making peace passports for themselves of about 12 pages for every month. In the Passport, they were asked to share and write about their memorable days of life especially any good deed they did. Pupils exchanged passports with each other to share their feelings and good deeds.



**Community Service Project: A VISIT TO DAR-UL-SUKOON  
World Learning Grammar School – Moosa Lane Secondary**

In schools in which children are encouraged to foster empathy for others, teachers organize community service projects for their students. At Moosa Lane pupils were taken to Dar-Ul-Sukoon, a home for children with special needs, to spend the day. It was an excellent trip for the children. They played different games together, had lunch together and after returning they had a deeper understanding of the problems of homeless children and felt more compelled to serve humanity after this experience.

In the photo on the left are pupils from the World Learning Grammar School with food donations for the flood victims.





## **Vow of Silence**

### **Mir Ayoob Government School**

Universal Children's Day is a day of global solidarity celebrated on November 20th each year to promote activities supporting children's well-being worldwide. Free the Children, an organization started by Craig Keilburger, encourages us to take a vow of silence on November 20<sup>th</sup> in support of children who are unable to speak up themselves. On November 20<sup>th</sup>, pupils at Mir Ayoob Government School took a vow of silence for in support of those who are unable to speak up themselves and in support of the Declaration of the Rights of the Child.

## **Harmony Week**

### **World Learning Grammar School**

The International Day for the Elimination of Racial Discrimination is observed annually on March 21. On that day, in 1960, police opened fire and killed 69 people at a peaceful demonstration in Sharpeville, South Africa. The Day was officially proclaimed in 1966, by the General Assembly of the United Nations. (In Australia, March 21 is named "Harmony Day.")

During Harmony Week, teachers read stories to their pupils about world leaders in the area of justice.



## **Peace Puzzle**

### **World Learning Grammar School**

Pupils made a Peace Puzzle and on each piece of puzzle they wrote something good about the pupil sitting next to them.

## **Every One IS Special Day**

### **World Learning Grammar School**

We named one day "Everyone IS Special Day." Pupils made paper stars on which they wrote comments about themselves. This activity proved to be a great success and the pupils came to appreciate their positive qualities.

## **Getting to Know You**

### **Okhai Memon School**

#### **All About Me**

Students made charts with information about themselves.

Name; Address; Who is in my family?; Where I am in my family?; My favourite food; My favourite holiday; Someone who is a hero to me; Something I like to do

#### **How Do You Feel**

To expand the pupils' vocabulary expressing their emotions, we asked them to share their feelings in the following manner:

- It's your birthday! How do you feel?
- Lightning is flashing and thunder is crashing and you are alone at home. How do you feel?
- There's a spider hanging from your ceiling! How do you feel?
- How do you feel, when your friend gives you birthday present?
- The sun is shining. It's a beautiful day. How do you feel?
- You have a brand new box of crayons. How do you feel?
- "Knowing Each Other"

#### **Knowing Each Other**

Through this activity pupils will learn more about one another thus enhancing understanding.

In the centre of a piece of paper each pupil draws a circle and writes his or her name in it. Then, from this circle, pupils make branches with circles at the end. In the smaller circles, pupils write their interests and qualities. Pupils will then share their work and by doing so, will come to realize that they have many interests and qualities in common.

## SECTION FOUR: DISCIPLINE...THINK POSITIVE

We can spend all of our days teaching and modeling cooperative, respectful and caring behavior but we will still be faced with challenging behaviour and conflict. What do we do then?

In this section we will look at several strategies for dealing with these challenges in a manner that leaves the dignity of all intact and transforms the problem behaviour into a learning situation.

*If you set the right example  
you won't need to worry about the rules.*

In a school that has decided to take a proactive approach to reducing discipline problems, a good place to start is to come to a common understanding of what **discipline** means.

In the past, we used to hear the words discipline and punishment used synonymously. Currently, there is much discussion about the difference between discipline and punishment and, as a result, there is an increased awareness about the distinction.

### Discipline versus Punishment

According to the New Oxford Dictionary:

**Discipline** is:

the practice of training people to obey rules or a code of behaviour.

**Punishment** is:

the infliction or imposition of a penalty for an offence.

## **Discipline**

As a peace teacher, it is important to think about discipline in a positive way. The word discipline comes from the Latin word *disciplina* which means *instruction*. *To discipline* thus means to instruct a person or animal to follow a particular code of conduct.

Discipline is the basis for guiding children on how to be in harmony with themselves and get along with other people. The ultimate goal of discipline is for children to understand their own behaviour. Discipline shapes a child's behaviour and helps them to learn self-control when it provides encouragement, not painful, meaningless consequences.

All children need discipline. It teaches self-control, responsibility and acceptable behaviour. Unlike corporal punishment, which uses pain, fear and shame, discipline means teaching, guiding and nurturing. Discipline puts rules and limits in place early in life to give children guidance.

## **Punishment**

Punishment is designed to inflict pain or discomfort on the mistake-maker. It is based on the notion that people learn from pain, and will not repeat actions which caused themselves pain. Often, punishment teaches the mistake-maker to resent the punisher and the victim, and teaches the mistake-maker to be more careful about getting caught in the future. The victim is not usually involved in the punishment process within a system like school, and the punishment is usually not logically related to the offence.

The relationship between the victim and the mistake-maker is usually not addressed nor restored. The responsibility for stopping future problems lies with the authorities who over-see the system. Punishment is designed to make the mistake-maker feel remorse, shame, and guilt, and is meant to prevent the person from repeating the same thing again because of fear of getting caught.

Delivering a punishment is simple, efficient and takes little imagination. In school, it often takes the form of a detention or suspension. The problem is, however, that it seldom makes a long-term change in an individual's behaviour.

DISCIPLINE	PUNISHMENT
Giving children positive alternatives	Being told only what NOT to do
Acknowledging good behaviour	Reacting harshly to misbehaviour
Consistent, firm guidance	Controlling, shaming, ridiculing
Rules children discussed and agreed on	Rules followed because they are threatened or bribed
Positive, respectful of children	Negative and disrespectful
Non-violent	Violent and aggressive
Logical consequences directly related to misbehaviour	Consequences are illogical, not related to misbehaviour
Children make amends	Not shown how to make amends
Listening and modelling	Reprimanding for minor infractions
Use mistakes to learn	Complying to illogical rules
Directed at child's behaviour, not the child	Criticize the child, not the behaviour

### Examples of positive reinforcement:

- Listen carefully and teach children to use words, not destructive actions.
- Give positive statements –“Look how many answers you got right!”
- Give pupils opportunities to make choices and help them evaluate the consequences of their choices.
- Reinforce good behaviour with praise.
- Model behaviour you want to encourage.

*The essence of discipline is finding effective alternatives to punishment.*

Dr. Haim Ginott

## **Logical consequences**

Logical consequences

- are directly related to the rule;
- are logical and natural;
- help the rule violator learn acceptable behaviour from the experience; and
- are instructional rather than punitive.

Logical consequences could include:

- loss of play time with others
- detention after school to discuss the misbehaviour, why it arose, and what should be done to correct it
- clean up of mess created
- pupil apology to those affected
- seating assignment changed
- message to parents
- temporary removal from the class

## **Alternatives to punishment**

In school, punishment often takes the form of a detention or in more serious cases, a suspension. Unfortunately, punishment seldom makes a long-term change in an individual's behaviour. The high rate of recidivism in our penitentiaries is sad evidence of this fact.

Many schools are plagued with chronically recurring misbehaviour. In an effort to counteract this misbehaviour, schools often dispense punishments to the offenders.

A more productive means by which to change this unwelcome behaviour is to help the offender understand the reason why it is unacceptable and to teach alternatives.

A pupil is found to have defaced the walls of the washroom with graffiti. If the pupil is asked to wash the graffiti off the walls, she may learn that this is a time-consuming task for the caretaker. This is a logical consequence for her actions. Alternatively, a punishment, such as sitting in the detention room for thirty minutes, is unlikely to have any positive effects on her behaviour.

### **Develop alternatives to punishment for the following:**

#### **Chronic lateness**

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#### **Graffiti on the washroom walls**

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#### **Talking during class**

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#### **Missing homework assignments**

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## Alternatives to Corporal Punishment

Research shows that corporal punishment is not an effective way to ensure a change of behaviour among children. Corporal punishment teaches that the use of force, especially over weaker people, is acceptable. Instead of leading to inner control, it makes the child feel angry, resentful, and fearful. It causes increased aggression, a lack of independence, a lack of caring for others, and thus greater problems for teachers, adults, and other children.

Corporal punishment persists because teachers believe that it works. Twenty years of research show that, while it might result in immediate compliance, the long-term negative consequences far outweigh this outcome. In the long term, children who have been physically punished have been shown to develop anti-social behaviour and are likely to resort to violence quickly, thus creating a continuum of violence from one generation to the next. **By using violence, we teach violence.** Corporal punishment can seriously harm a child's development and result in educational and social adjustment problems. It doesn't teach the child what behaviour he or she is supposed to adopt.

While punishment is meant to control a child's behaviour, discipline is meant to develop a child's behaviour. It's meant to teach a child self-control and confidence by focusing on what we want the child to do and what the child is capable of learning.

Corporal punishment or the threat of it occurs when a teacher or adult intends to cause physical pain or discomfort to a child usually to stop a child's misbehaviour, to penalize him or her for doing it, and to prevent the behaviour from being repeated. Increasingly around the world corporal punishment is illegal and research has confirmed that corporal punishment is not conducive to better learning.

Children need to be taught so they understand and follow social rules. But it is unnecessary and can be damaging to hit or hurt a child. Evidence shows that children respond better to positive approaches rather than punishment.

While punishment is a single act, positive discipline is a three-step process that recognizes appropriate behaviour. Three key elements are:

1. Communicate your expectations. The wanted behaviour is described "Everyone quiet down now, please" and clear reasons are given.
2. Interact respectfully with pupils.
3. Point out the positive and reinforce correct behaviour.



## Gentle Interventions: Teacher to Student

Below are suggestions for making brief interventions when pupils need guidance or correction. There are many times when a gentle intervention will easily get a child back on task. Yelling is not an effective way of changing behaviour in the long term.

- 1) "Do you know what the rule is about \_\_\_\_\_? Are you willing to do it? Good!"
- 2) "You know that if someone was doing that to *you*, I would make *him* stop."
- 3) "I'm not trying to ruin your fun. You'll have plenty of time to do that later on."
- 4) "I don't want you to get into trouble."
- 5) "If you make yourself pay attention now, it'll make your work a lot easier and quicker."
- 6) "My job is to make our classroom a good place for everybody. That means protecting everybody's rights. I might be protecting yours, next time."
- 7) "You'll make up your own mind about what you're going to do next, but I hope you decide to \_\_\_\_\_ (cooperate in some way) because I want you to have \_\_\_\_\_ (benefit)."
- 8) "Is that really helping you?"
- 9) "There's a solution to this that will help us both. Let's find it."
- 10) "How can I help you get back on track?"
- 11) "Pretend you're me. What do you think I'm going to say next?"
- 12) "I'm glad you're having fun! I'd just like you to postpone it 'till later."
- 13) "It's OK to \_\_\_\_\_, it's not OK to \_\_\_\_\_."

## Building an “Empathy Bridge”

The “**Empathy Bridge Technique**” has three parts:

1. Validate the underlying feelings or motivation behind the behavior.
2. Find something OK about the person's intent.
3. Identify the issue or problem the behavior is presenting.

*Example:*

“So what you’ve told me is that you hit him because he pushed in line. Is that correct? I can understand that...nobody likes to be disrespected. You have the right to speak up for yourself.

Here's the issue. Whenever anybody lays hands on somebody else, even if nobody gets hurt, the rule says I have to put a stop to it because in our school, we attack problems, not people. How could you have made your point without hitting?”

## Restitution

### What is restitution?

Restitution is defined as the act of making good or compensating for loss, damage, or injury. It restores things to a previous state or position.

Restitution is best when it is *voluntary*. The person who made the mistake realizes that his/her actions resulted in a loss to someone else, and seeks a way to make up for the loss.

Restitution is based on the concept of fairness. Under the best of circumstances, restitution benefits both the victim and the “mistake-maker”, because it gives the relationship a chance to start again. It begins the process of restoring the relationship to the state that existed before the mistake was made. Restitution not only gives the mistake-maker the chance to do the responsible thing, but it also gives the victim the chance to learn the quality of forgiveness. Restitution is based on the belief that people can learn not to repeat actions that had a painful effect on *others*. The mistake-maker is seen as a person that can learn new ways to meet his/her needs. These new ways will not interfere with the rights of others, nor cause others loss. The responsibility for eliminating future problems is given to the mistake-maker. The goal for the mistake-maker is to gain insight and increased sensitivity into the needs of others.

**What kind of questions should we ask if we are considering a restitution-style consequence?**

- Who was hurt or interfered with?
- What was lost or damaged? (Property? Self-esteem? Respect? Trust?)
- How can what was lost be restored?
- What kind of actions could the mistake-maker take that are logically related to the loss?
- What kind of contact between the mistake-maker and the victim could best restore the relationship?

**What if the victim is not a person, but rather society, the organization, etc.**

- If the victim is not a person, what was the loss to the system? Was a rule broken? Was property damaged or defaced? How can it be repaired or replaced?
- What kind of actions could a mistake-maker do in the future to accomplish his/her needs without interfering with others? How will he remember to use his new plan?
- How can the mistake-maker be led to understand the importance of the rule to the well-being of the system?

**What are some examples of restitution in action?**

**Problem:** Abbas passed a rumor that Raheem's father was caught stealing.

**Restitution:** Abbas apologized to Rahim and made an announcement to the class that the rumor was false and should never have been passed.

**Problem:** Wahid kept talking during Mr. Ghazi's class. He disrupted the class by knocking over a desk when Mr. Ghazi told him to leave the classroom.

**Restitution:** Wahid apologized to Mr. Ghazi for talking so much and told Mr. Ghazi his plan to control his talking in the future. He offered to learn and teach a lesson to the class for Mr. Ghazi.

**A restitution plan should include:**

1. An acknowledgment by the mistake-maker that his/her actions created a problem for the other person. The mistake-maker does not have to say that the *reason* behind his/her actions was wrong, but that the action, itself, was a mistake. Sometimes, it helps for victims to hear the reason.
2. *Effort* and *action* on the part of the mistake-maker to correct the situation.
3. A statement of future intent.

## Conclusion

In the opening paragraph of this guide, we advocated for the need to teach peace. If we want our children to grow up to be responsible citizens who feel empathy for others and resolve their problems peacefully we need to foster in them the attitudes, values and skills to do so.

Since most children attend school, it seems to be a logical place to teach and model peaceful ways of living with others. School can and should be a place where everyone feels safe and respected and problems are handled so that the dignity of everyone involved remains intact.

We hope that this guide will help you in your journey to creating a school-wide culture of peace.

*There is no trust more sacred than the one the world holds with children. There is no duty more important than ensuring that their rights are respected, that their welfare is protected, that their lives are free from fear and want and that they grow up in peace.*

Kofi Annan

