

Teacher's Calendar 2009-2010



conflict
resolution
education
connection



Building Healthy Relationships &
Strong Communities Through
Conflict Education
www.creducation.org



Association for
Conflict Resolution
Education Section



The Conflict Resolution Education Connection is a website devoted to the promotion of conflict resolution education throughout the world.

About This Calendar:

This calendar is presented to you by the Conflict Resolution Education For Teacher Education (CRETE) Connection Project and the Association For Conflict Resolution Education Section. Within the calendar you will find valuable educational tools that can be utilized to enhance your professional and classroom experiences in the use of conflict resolution education (CRE) techniques. The calendar provides short takes on CRE tools each month along with corresponding Special Days, CRE catalog resources, CRE online links to the website, classroom activities and professional development tools. The calendar ends with the month of September and welcomes you back to the new school year!

The Goals of the CREducation.org Website are to:

- Promote best practice in the field of CRE by defining the field, its components, and accomplishments
- Serve as a clearinghouse of information on state-of-the-art developments in the CRE field including policy and legislation, current research, service delivery initiatives and organizations, and developments in related fields
- Provide CRE instructional materials to formal and informal educators working in K-16 learning
- Provide a comprehensive network linking CRE related organizations, professionals, policy makers, and educators working with CRE
- Develop global interest in CRE and promote global developments in CRE
- Enable communication/conferral between website users through a system of blogs and comments
- Encourage evaluation of CRE through provision of evaluation materials and models
- Develop media outreach, connections with mainstream media to promote CRE





Administration of the CRE Connection

The administration of Conflict Resolution Education (CRE) Connection involves three committees: an Executive Committee, an Editorial Review Committee, and an Advisory Committee.

The Executive Committee oversees the development and operation of the Conflict Resolution Education Connection website. Current members of the Executive Committee include:

- Prof. Tricia S. Jones, Project Director, Temple University
- Prof. William Warters, Web Designer, Wayne State University
- Ms. Jennifer Batton, Executive Director, Global Issues Resource Center

The Editorial Review Committee reviews content submissions and, following the editorial content policy statement provided on the site, decides whether submissions will be posted or linked to Conflict Resolution Education Connection.

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OFFICE of POSTSECONDARY
EDUCATION

CRETE connection: www.creducation.org





Celebrate Conflict Resolution Day

The Association for Conflict Resolution (ACR) has designated every third Thursday of October as Conflict Resolution Day in order to increase public awareness about conflict resolution and its many benefits. This idea, which began at the grassroots level in October 2005, has grown into an international celebration of conflict resolution with wide participation. This year, K-12 students can participate in a poetry contest on the theme "How We Make Peace" (20 lines or less) and win prizes.



For the details see:
<http://www.acrnet.org/crday>

Successful Ideas to Build On:

- Recognize conflict resolution

leaders and/or volunteers in your community.

- Sponsor a day of cooperative games for peer mediators and the public.
- Have your students create a puppet show exploring ways to deal with conflict peacefully.
- Have students nominate fellow student peacemakers in their grade. Honor these peacemakers on Conflict Resolution Day.
- Organize a film festival that highlights conflict resolution. Afterward, discuss peaceful conflict resolution strategies. Many popular children's movies and television shows already explore such themes.
- Create a mini-retreat! Dedicate part of Conflict Resolution Day to addressing common sources of conflict through workshops and group activities in class.
- Host an art or t-shirt contest. Have students create artwork or t-shirts reflecting the theme of conflict and peaceful conflict resolution. Work with community partners at art galleries, libraries or museums to display the winning entries.
- Adopt a Conflict Resolution Day proclamation, or have students write individual pledges. Have your school peer mediation group, your Student Council or another group of student leaders draft and adopt a Conflict Resolution Day Proclamation. Have students sign their pledge and display it prominently in school corridors.
- Host a Mock Mediation for the public, policymakers, elected officials, community leaders/organizations, or school personnel.



CREducation.org Resource: Check out our growing collection of Conflict Resolution Interactives at:
<http://www.creducation.org/cre/crday/games/>



Conflict Resolution Style Animals

Five very different styles for resolving conflict are common, each with its own preferred approach toward handling conflict. Exploring these styles is a good activity for a variety of different age groups. Here's the basic styles and commonly associated animals:

- Avoidance (I Leave) – Turtle or Ostrich;
- Competing/Forcing (I Take Charge) – Lion or Shark;
- Accommodating (I Give in) – Chameleon or Teddy Bear;
- Compromising (We Meet Half-Way) – Zebra or Fox;
- Collaborating (We Both Win) – Dolphin or Owl;



Activity Idea: Learn the characteristics of each style and an associated animal image. Discuss why this is an appropriate image? What other animals could have been chosen? (NOTE: Wildlife posters, stuffed animals, masks or puppets are all good visual aids. Having each student make a mask or puppet of a style can be a fun art project.)

Another activity idea: divide the class into five groups. Privately assign a different conflict style to each group. Have each group make up an original skit which illustrates the style assigned to their group. Have each group perform their skit and the remainder of the class identify the conflict style portrayed. The Ohio Commission on Dispute Resolution and Conflict Management, contributor of this activity idea, has an online page with style descriptions and some skits that demonstrate different styles – find it here:
<http://snipurl.com/crstyles>

Take a Conflict Resolution Style Quiz



There is a free, age adjusted conflict styles quiz that can be taken online or downloaded for printing from the Peace and Justice Support Network of the Mennonite Church. Find it at:
<http://peace.mennolink.org/resources/conflictyouth/>



"The only difference between stumbling blocks and stepping stones is the way in which we use them."

- Adriana Doyle

October 2009

Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday



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World Teachers
Day

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Columbus Day

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15
Conflict Resolution
Day

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End Hunger
Day

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End Poverty
Day

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Democracy Day

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31
Halloween





Peer Mediation Programs

Promote Your Friendly Local Peer Mediation Program

Have you got a peer mediation program in your school? (If you don't, maybe you should look into it.) These programs provide a great way to involve young people in resolving their own conflicts constructively while learning new skills and helping to improve the overall school climate.

Ideas for Promoting an Existing Program:

- Student mediators do a mock mediation for an assembly or individual classes to explain the program and how students can take advantage of the program.
- Student mediators do a mock mediation for a staff meeting to explain the program and how staff can support it.
- Student mediators do a mock mediation for a PTA meeting to explain the program and how parents can support it.
- Student mediators do a mock mediation for a Board of Education meeting to explain the program and how the Board and district administrators can support it. The program provides a breakfast for staff to thank them for referring students to mediation.
- Student mediators staff a table in the cafeteria during lunch to answer questions and hand out free items (stickers, pencils, etc.)
- Student mediators create a simple survey with questions about the mediation program and process. They randomly ask students in the halls or cafeteria and give away prizes to those that know all the answers.
- Student mediators create posters regarding various aspects of mediation. They post copies of one poster all around the school the first week, then copies of another poster the second week, and so on.
- The coordinator and/or student mediators provide a monthly update at staff meeting or via email regarding number of referrals, number of mediations conducted, number of agreements reached, etc.
- The coordinator and/or student mediators write a series of articles for the school newspaper or newsletter explaining the process and telling the stories of mediations (with all identifying information removed) so that staff, students and families can understand the process and benefits.

From: Leah Jones-Bamman



Peer Mediation Best Practices

The Education Section of the Association for Conflict Resolution provides a set of "Recommended Standards for School-Based Peer Mediation Programs." These standards are designed to enhance quality and stimulate thought among youth and adult participants in peer mediation programs. This document is designed to be helpful in:

- Designing and implementing programs
- Designing evaluation
- Developing and selecting curricula
- Ensuring that programs are welcoming and accessible to all
- Funding programs
- Improving established programs
- Promoting programs
- Providing professional development
- Setting guidelines for research



Get it online at:

<http://www.mediate.com/acreducation/>



Interrupting Bias

If you are present when bias is being expressed, it's important that you say or do something. By keeping quiet and doing nothing, you support the bias. Here are some things try:

- Say how you feel about the remark or action, You might say, "It really bothers me when..." or "It's not fair when..." or "It's not cool to...."
- If someone makes a biased comment, ask why he or she thinks this way, Try to understand his or her point of view, Use active listening to make sure you understand, Then see if the person is willing to discuss the issue with you.
- Reach out to the person or group who is being stereotyped or discriminated against. Get to know them.

(Advice from Priscilla Prutzman, Creative Response to Conflict)



Mix It Up at Lunch Day: Nov. 10, 2009

Don't let cliques and social divisions define your class for the rest of the school year. Get the free Mix It Up Organizer's Guide from Teaching Tolerance. More info at: <http://www.tolerance.org/mix-it-up/lunch-day>



"One of the best ways to persuade others is with your ears - by listening to them".

- Dean Rusk (Secretary of State under J.F.K.)

November 2009

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1 Daylight Saving Time Ends	2	3 Election Day	4	5	6	7 World Community Day
8	9	10 Mix It Up at Lunch Day	11 Veterans Day	12	13 Kindness Day	14
15 Recycling Day	16 Tolerance Day	17	18	19	20	21
22	23	24	25	26 Thanksgiving Day	27	28
29	30					





“Cool School: Where Peace Rules!”

Part computer game, part educational classroom tool, COOL SCHOOL:



Where Peace Rules! is a free whimsical interactive game where children, ages five to seven (grades K-2), journey to the fanciful world of Cool School, where everything—from erasers to desks to books to basketballs—are alive and full of personality. Here, in a vibrant and fun setting, children are taught invaluable social, communication, and problem-solving skills that promote conflict resolution through negotiation, compromise, coop-

eration, and reconciliation. Children learn specific conflict resolution words and phrases that equip them with the tools they need to keep minor disputes from escalating. By teaching children these valuable skills, we hope to move towards a more civil, tolerant, and peaceful society where youth violence is curbed and schools are made safer.



The Cool School: Where Peace Rules! package includes: Game, electronic and paper-based Teacher's Guides. Get it free at: <http://snipurl.com/cspeace.rules>

Cool School © Copyright 2007 F. J. Lennon



Activity: Sing Along Song

“When You’re Angry and You Know It” Song

Sing to the tune of “When You’re Happy and You Know It”

When You’re Angry And You Know It,

Verse 1: Stop And Think!

Verse 2: (Talk To A Friend)

Verse 3: (Go For A Walk)

Verse 4: (Jiggle Your Body)

Verse 5: (Elicit suggestions from the youth with the caveat that their responses had to be things that wouldn’t hurt them or any other living being; e.g. kick a dog/cat.)

When You’re Angry And You Know It,
Stop And Think!

When You’re Angry And You Know It,
There’s A Healthy (Or Peaceful) Way To Show It,
When You’re Angry And You Know It,
Stop And Think!

Note: Create motions and movements to go with each of the responses such as putting their hands up for “STOP” and pointing their finger at their head for “THINK”, etc.

- Activity from the Center for Peace Education, Cincinnati, OH.



CREducation.org Resource: Check out our materials exploring Academic Infusion –the teaching and modeling of conflict resolution concepts, skills and values throughout the classroom and school culture:

<http://www.creducation.org/cre/goto/infuse>



Activity: Conflict and Drama

Grade Level: 7-9; Subjects: The Arts; Reading & Language Arts

Much of literature is focused on a point of conflict for the character in a story. Movies are sometimes criticized for having “Hollywood endings,” in which conflict is resolved in an unrealistic way in order to provide a happy ending. Have students brainstorm a list of their favorite movies. What was the point of conflict, and was it resolved with a Hollywood ending?

Assign students to choose one movie and rewrite the ending so that conflict isn’t resolved, or is resolved in what they believe to be a more realistic way. Host classroom “Oscars” the next day, allowing students to choose the best one or two new endings. Divide the class into groups according to the number of “Oscar winners” selected, and have students write scripts for their new movie endings and then perform them.

After each performance, discuss: which ending was more true to life? Which provided a more important lesson? How can we apply the lessons of stories that seem very far removed from reality? As an extension, students may want to read the novel Violet and Claire, whose plot revolves around their ambition to make a movie, which comes to represent the world as they wish it to be.



From PBS – Thematic Teaching – Conflict Resolution – Find this and additional activity examples at:

<http://www.pbs.org/teachers/thismonth/conflict/index1.html>



Special Day - Human Rights Day - December 10

"Establishing a lasting peace is the work of education; all politics can do is keep us out of war."

- Maria Montessori

December 2010



Sunday

Monday

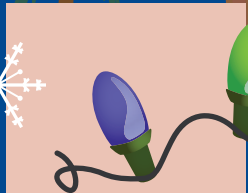
Tuesday

Wednesday

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Volunteer Day

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Pearl Harbor
Day

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Human Rights
Day

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Hanukkah

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Winter Begins
End Homeless
Day

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Christmas Day

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Kwanzaa

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"Let's Peace it Together Quilt"

Students are confronted with situations involving conflict on a daily basis. It is important that students be able to identify what triggers conflict, as well as become empowered with the skills necessary to deal with conflicts peacefully. The making of this quilt will give students the medium with which to make tangible, the abstract concepts associated with conflict.



Objective:

The students will be able to represent, through art, their understanding of the abstract concepts of conflict resolution, specifically mediation.

Materials:

"Aesop's Fable: The Lion and the Mouse," or any other story, scenario or technique for exposing your students to the concept of "win/win" or "fair for all" resolution of conflict; drawing paper; crayons, markers, colored pencils, or other teacher selected medium, hole punch; yarn, (optional: have pieces laminated prior to forming quilt); or, this quilt concept can be applied to creating a new, original traditional quilt, or to an existing quilt or flat bed sheet with art work put onto cloth with permanent markers, acrylic paints, embroidery, or appliqué, and then tacked onto the background cloth.

Procedure:

1. Tell or read "Aesop's Fable: The Lion and the Mouse."
 - Discuss the characters' feelings.
 - What were the first impressions that each had of the other?
 - Identify the conflict. What did each animal (party to the conflict) want?
 - Did either think that they would work together in the future?
 - How were everyone's needs addressed?
2. Discuss how each of us can work towards resolving conflict peacefully. Have each child draw an illustration showing how people can resolve conflicts peacefully.
3. Assemble these into the quilt by punching holes in the corners of each student's illustration. Thread yarn through each hole to attach the squares.

Hang your quilts in the classroom, local courthouses, malls, or other appropriate areas.



From: "Lessons and Activities for Florida's 4th Annual Mediation Celebration". For details see: <http://acrnet.org/pdfs/Peaceful.Schools.Build.Peaceful.Communities.pdf>



Activity: The Maligned Wolf

Objective:

To understand the importance of hearing both sides of an issue. To encourage students to think about other familiar stories which are told from one character's perspective.

Materials: Chart paper, Markers, and a copy of The Maligned Wolf by Leif Fearn, SDSU College of Ed. (Google it...)

Directions:

1. Prior to beginning this activity, draw a simple outline of Little Red Riding Hood on one sheet of chart paper and the wolf on the other.
2. Hang the drawings on the wall/chart stand or chalkboard.
3. Ask students if they have ever heard the story of Little Red Riding Hood.
4. Ask for words to describe Little Red Riding Hood and record these on the drawing.
5. Do the same for the wolf.
6. Read The Maligned Wolf.
7. Ask the students how they feel about the wolf now. Do the same for Little Red Riding Hood.
8. Ask the students to think about other familiar stories in which one of the characters may have been unfairly portrayed.
9. Ask the students what they have learned from this activity.



Discussion: I Represent Conflict

Place yourself in the middle of the room and say, "Imagine that I represent conflict. Think about how you usually react when you experience a conflict personally or witness a conflict happening nearby. Then place yourself, in relation to me, somewhere in the room in a way that indicates your first response to conflict or disagreement. Think about your body position, the direction that you're facing, and the distance from conflict."

Once students have found a position relative to you in the room, ask individuals to explain why they are standing where they are. You might also want to ask, "If this represents your first reaction, what might your second reaction be, after thinking about the conflict?"

Excerpted from Conflict Resolution in the High School by Carol Miller Lieber with Linda Lantieri and Tom Roderick.



No Name Calling Week January 25-29, 2010. See details at: <http://www.nonamecallingweek.org>

Happy New Year!

"Violence is anything that denies human integrity
and leads to helplessness and hopelessness."
- Martin Luther King, Jr.

January 2010

Sunday

Monday

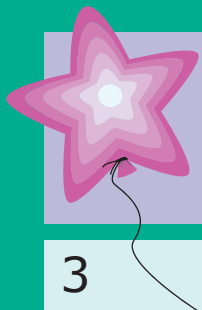
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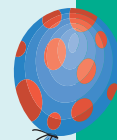
Saturday



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New Year's Day

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Martin Luther
King Jr. Day

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No Name
Calling Week
January 25-29

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Activity: Gossip Line-Up

Materials: 3 pieces of paper, labeled “Agree,” “Disagree,” and “It depends.” Masking Tape.

Purpose: To explore ideas and assumptions about gossip, a common source of conflict. Appropriate for Grades 7-12.

Time: 15 minutes.

Directions: Post the three sheets of paper in different places in the room. Ask the participants to listen to the first statement about gossip, listed below, and move to the appropriate area of the room, depending on whether they agree or disagree with the statement. When everyone has moved, ask one or two people from each group to explain their response. If participants change their minds while listening to the reasoning of others, they are free to move to another spot in the room. Let the conversation continue as long as everyone seems engaged, then move on to the next statement.

1. Gossip is never true.
2. Gossip always hurts someone.
3. Everyone gossips to some extent.
4. Males gossip as much as females.
5. Gossip can be addictive: the more you hear, the more you want to hear.
6. People gossip because it makes them feel better about themselves.
7. People gossip in order to make sense of what is going on around them

Variations: Adjust the statements about gossip to make them more relevant to your group.

Note: Gossip is often associated with women and girls, so you may want to think about how you might respond to any stereotyping that comes up.



Source:
Victory over Violence project - <http://www.vov.com/educational/>



Activity: The Heart Story

This activity, which can be adapted for children from Kindergarten through 7, encourages students to consider the effect of “put-downs” and to think about how to express “put-ups.”

About Put-Ups and Put-Downs:

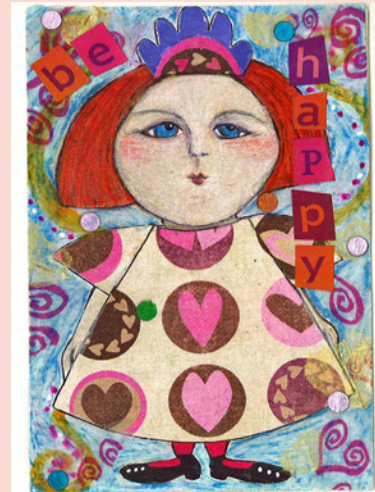
Before you begin the activity, have a discussion with students about “put-ups” and “put-downs.” Explain that a put-down is a negative comment about a person. Elicit examples of put-downs from the story or from life (but don’t write them down so as not to reinforce them). Ask the children what they think a put-up is. Elicit examples of put-ups. Make a chart of put-ups. Explain that in our

classroom, put-downs are not allowed. Put-ups are welcome. When you and the students hear people using put-ups, you can acknowledge them and add them to the chart.

The Heart Story:

- Make two hearts from construction paper. Explain that our feelings and our classroom community are greatly affected by how we talk to each other. This exercise illustrates the effects of put-downs.
- Tape one of the hearts to your chest. Tell the children a story like the one below, tailored to their age and experience. Each time the child in the story experiences a put-down, rip off a piece of the heart and let it fall to the floor. By the end of the story, the heart will be in pieces.
- Discuss: How is _____ feeling? Have you ever had a day like this?
- Now tape the second heart on your chest and retell the story with the children supplying put-ups instead of put-downs. When the child receives put-ups, color in the heart with crayons or markers of various colors. Discuss: How is _____ feeling now? What does this exercise suggest for our classroom?

- **Heart Story:** Jane* had not slept well, and when her father called, she didn’t get up. A few minutes later, her father shouted, “Get up, lazybones!”
- When Jane went into the kitchen for breakfast, her brother was just pouring the last of the cereal into his bowl. “That’s what you get for oversleeping,” he teased.
- Jane dressed in a new combination she thought looked cool, but when her sister saw her, she laughed. “That looks stupid,” she said.
- Jane changed clothes, grabbed her book bag, and ran out the door to school. She decided to take a short cut. “Hey, what are you doing around this block?” some boy called to her. “We don’t like your type around here.”
- “You’re late!” the teacher said when she came into her classroom. He wrote her name on the board. Later, the teacher asked her to read aloud. When she said one of the words wrong, some of the kids laughed.
- At lunch, when Jane went to sit down with some girls, they said, “No room here. You’ll have to sit over there.”
- On the way home from school, Jane was running along and tripped over a crack in the pavement. She went sprawling down on the street and ripped a hole in her pants. When her mother saw Jane, she saw the hole before she saw the rest of her. “You ruined your pants,” she said. “I can’t keep you in decent clothes!”
- * Substitute a name for Jane that is not the name of anyone in your class.



From TeachableMoment.Org, a project of Morningside Center for Teaching Social Responsibility. See details at:
http://www.teachablemoment.org/elementary/heart_story.html

Photo By: Coffeelatte: www.flickr.com/photos/telltaleheart/3177062890/

*"Am I not destroying my enemies when I make friends of them?"
- Abraham Lincoln*

February 2010



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

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National Freedom Day

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Ground Hog Day

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Boy Scout Day
100 years of Scouting

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Chinese New Year

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Valentines Day

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Presidents Day

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Fat Tuesday
Mardi Gras

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Ash Wednesday

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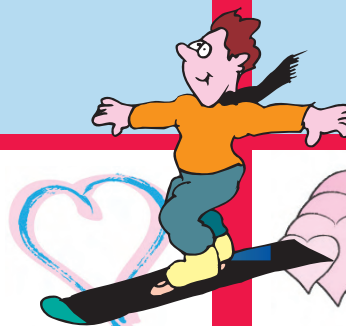
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Birthday of Peace Symbol

Birthday Party for the Peace Symbol



March 4 is the birthday for the now famous peace symbol. It was unveiled at a British “ban-the-bomb” rally on April 4, 1958. Learn about the origins of the peace symbol and then have a party and invite all the other world symbols for peace to attend. For a good start to your invite list check out the symbols at:



http://en.wikipedia.org/wiki/Peace_symbols



“Ambassadors For Peace”

Time Required: One class period

Main Idea: Understanding the process through which conflict may be resolved.
Objectives: Students will research information on Nobel Peace Prize winners to determine the qualities of peacemakers.

Procedure:

1. Place students in small groups. Ask students to think of all of the qualities of someone they would consider a peacemaker, and web their ideas using a graphic organizer. Then have them share the qualities with the total group.
2. Tell students the story of Alfred Nobel, a Swedish chemist, inventor, and industrialist whose invention, dynamite, earned him a fortune. With this fortune, he established the Nobel Prize to award those people who had the greatest benefit on mankind. There are several categories of prizes - chemistry, physics, etc., but the one for focus in this lesson is the Nobel Peace Prize. Instruct students that their task will be to find out about an individual Peace Prize winner's characteristics, personal quotations or thoughts about peace, and the deeds they performed to work toward peace. Then, pair with another student who researched another winner, and compare what the two winners of this prize had in common. Use markers and record this on a piece of chart paper. Use a Venn diagram.
3. Model for students: To demonstrate how this will be done, read biographical information about the XIVth Dalai Lama. Instruct students to make three columns on a piece of paper for note taking. Label the columns: 1) Characteristics, 2) Thoughts about peace, and 3) Deeds. As you are reading, stop and have students identify these and place them on their paper as notes.

Some of the characteristics of this man are:

The Dalai Lama is described as a simple man, a Buddhist monk. He lives in a small cottage, meditates, teaches, works with people in the government, and participates in religious ceremonies.

Some of the deeds of this man are:

In his struggle for the liberation of his homeland, Tibet, he consistently has opposed the use of violence. He has sought peaceful solutions based upon tolerance and mutual respect in order to preserve the historical and cultural heritage of his people.

The following thoughts came from a speech by the Dalai Lama:

“Even if you don’t believe in any religion, you should respect others’ beliefs. All religions believe in a true sense of brotherhood, a good heart, and respect for others. If we can have these qualities, we can actually achieve peace.”

“The self must be placed last. I personally feel that this concern for others is lacking today. Many of the problems that we have today are because of our hatred. As human beings we have good qualities as well as bad. Anger, jealousy, and hatred are the bad side; these are the real enemy. Our real enemy, then, or troublemaker, is inside ourselves. Basically, the most important thing is a good heart.”

“Everybody appreciates kindness. If you respect him, your enemy will become your friend.”

4. Have students work individually to find information on someone who has won the Nobel Peace Prize:

Mikhail Gorbachev	Anwar Sadat	Oscar Arias-Sanchez
Martin Luther King, Jr.	Willy Brandt	Rigoberta Menchu
Nelson Mandela	Henry Kissinger	Lech Walesa
Desmond Tutu	Mother Teresa	Menachem Begin

5. Have students work in pairs to make a comparison chart, comparing two of the winners using a Venn Diagram.

6. Have students present their comparisons. Then have them look at the qualities compiled in the Motivating Activity. Have them evaluate how close they were in knowing what qualities a peacemaker has.

7. Ask students to identify people (perhaps a family member, friend, teacher, etc.) they know who they feel could be a Nobel Peace Prize recipient. Have students write a paragraph about the qualities, deeds, and thoughts of this person and why they feel the individual is deserving of such recognition.

8. Have students write an essay on “How I Can Be a Peacemaker.”

From: “Lessons and Activities for Florida’s 4th Annual Mediation Celebration” Mediation Celebration Manual. See:

<http://acrnet.org/pdfs/Peaceful.Schools.Build.Peaceful.Communities.pdf>



National Youth Violence Prevention Week, March 22-26, 2010
<http://www.nationalsave.org/main/YVPC.php>



International Conference on Conflict Resolution Education.
 Cleveland, Ohio March 26-27, 2010. More Information at:
www.creducation.org/cre/global_cre/

March 2010

*"Peace is something you wish for;
It's something you make,
something you do,
something you are,
and something you give away".
- Robert Fulghum*

Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
	1 Energy Day	2	3	4	5	6
7	8 Women's Day	9	10	11	12	13
14 Daylight Savings Time Begins	15	16	17  St. Patrick's Day	18	19	20 Earth Day First Day of Spring
21 End Racism Day	22 National Youth Violence Prevention Week March 22-26	23	24	25	26 Intl. Conference on CRE, Cleveland, Ohio	27
28 Palm Sunday	29	30 Passover	31			



Promote Restorative Practices

When someone does something that hurts another person, teachers and administrators feel compelled to respond and help out, quite often by resorting to various forms of punishment directed at the wrongdoer. However, in recent years, an alternative approach for responding to harm has been gaining ground. It focuses more on addressing the needs of victims, involving a broader community of supporters, and finding ways for the offender to work their way back into the good graces of the community. In states like Colorado, Minnesota and Michigan, educators are implementing a variety of restorative discipline alternatives to traditional measures such as detention, suspension, expulsion, and police charges.

Activity Idea: Print up an affective questions list, decorate it appropriately and post it in prominent places to remind conflict intervenors to think restoratively. Alternatively, how about creating some bookmarks? Here's a good list of questions that promote self and other awareness when a wrongdoing has occurred.

Affective questions:

- What happened?
- How did it happen?
- How did you act in this situation?
- Who do you think was affected?
- How were they affected?
- How were you affected?
- What needs to happen to make things right?
- If the same situation happens again how could you behave differently?



Bench Photo by glsims99 See:
flickr.com/photos/glsims99/



Take Action on Reconciliation Day

Advice columnist Ann Landers is responsible for popularizing the April 2 celebration of Reconciliation Day, as a day to try to patch up a broken or strained relationship. In South Africa, Reconciliation Day is celebrated on December 16. The Worldwide Forgiveness Alliance promotes the first Sunday in August as International Forgiveness Day, hoping to spread awareness about the healing power of forgiveness to create "a safer, more joyful and peaceful world."

Activity Idea: Draft an apology letter to someone that you may have hurt.

Instructions: Have students write a private apology letter or card to anyone they have harmed, such as a friend, a parent, or a sibling. Allow them to reflect on their thoughts and difficulties in the exercise.

Reflection Questions:

- Are apologies difficult, easy, or does it depend?
- Are there qualities that make one apology better than another for the receiver?
- Would you ever consider actually delivering the letter you wrote?

Alternative Idea: Write a tribute letter to a peacemaker in your world that may not be getting the appreciation they deserve.



CREducation.org Resource: You can find a wealth of resources on Restorative Practices on the Conflict Resolution Education Connection. See:

<http://www.creducation.org/cre/goto/rp>



Special Day: Reconciliation Day - April 2



Activity: Feelings Ball Toss

Find a soft ball. Have the class stand in a circle. Begin by completing the sentence, "I feel angry when ..." Ask for a volunteer who is willing to restate what you just said. Toss that student the ball. That student restates what you said, then completes the sentence for herself. She then tosses the ball to someone else, who repeats what she said, then completes the sentence for himself, and so on.

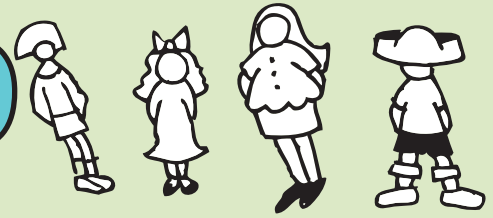
Excerpted from Conflict Resolution in the High School by Carol Miller Lieber with Linda Lantieri and Tom Roderick.



"We do not convince others by telling them loudly how wrong they are and how right we are. We convince them by showing them a light so lovely they will want with all their hearts to know the source of it." - Madeleine L'Engle



April 2010



Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
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				1 April Fools Day	2 Good Friday Reconciliation Day	3
4 Easter	5 Easter Monday	6	7 World Health Day	8	9	10
11	12	13	14	15	16	17
18	19	20	21 Administrative Professionals Day Creativity Day	22 Earth Day	23	24
25	26	27	28	29	30	



"The Butter Battle" Book

Main Idea:

Enemies and Friends. Have students find historical examples of countries which were enemies and are now friends.

Materials: Copies of The Butter Battle Book by Dr. Seuss

Discuss: How do countries go about making friends? Why is it important for countries to cooperate and be friends?

Literature Link:

"The Butter Battle Book" by Dr. Seuss. The Yooks and the Zooks are engaged in a long running dispute over which side to butter their bread on.

Discuss: What was the conflict about?

- What were the perceptions of each side toward the other?
- How did they deal with their fear?
- Who are the Boys in the Back Room? (Military-industrial complex.)
- How did the Boys in the Back Room deal with failure? (They came up with bigger and better weapons, more titles, more fancy uniforms.)
- How did each group escalate the conflict?
- What were some of the techniques used to maintain the peoples' support of the war? (Marches, songs, cheers.)
- What do you think will happen next?

Have students select representatives to attend a Peace Conference. Sit in a circle. Share concerns and fears. Suggest some ways that they can learn to trust each other and end the arms race. Have remainder of class listen and add other suggestions.

Suggested format:

- What would you like to happen? (The arms race to end; be able to live in peace.)
- What are your fears or your biggest concerns? (Being attacked; the end of our way of life.)
- What are your needs? (To feel safe.)

Adapted from Kids Peace Action Network curriculum guide written by Fran Schmidt, Executive Director Peace Education International; 2895 Biscayne Boulevard, Suite 415; Miami, Florida 33137



Activity: Exploring Conflict

Pin up two sheets of paper at opposite sides of the room, one saying 'agree', the other 'disagree'. You can add one in the middle "don't know" as well. Discuss the concept of "having an opinion" and how opinions are different than facts or universal truths. Read out the statements below and ask people to move towards agree, disagree, or somewhere in between. Ask people to explain their reasons.

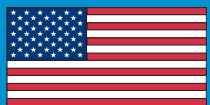
- Conflict always leads to violence
- I should always stand up for what I believe in, even if it causes conflict with others
- There is more conflict in cities than in rural areas
- Conflict can be a good thing
- Young people are seen as being more violent than adults (adapted from an exercise by Pax Christi)



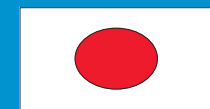
Art Slogans For Making Posters

- Friends Stick Together Like Glue
- Don't Fight, Do What Is Right
- Don't Let Your Temper Explode
- Don't Lose Your Cool
- Be Honest And Sincere
- Fighting Only Brings Tears
- Be A Glamorous Person Fight Fair
- Be A Hero Not A Bully
- Forgive And Forget
- Don't Horse Around And Make Excuses
- Tackle The Problem, Not The Person
- Hands Are For Helping, Not Hurting
- Don't Put Others Down
- The Blame Game Won't Get You Anywhere
- Hitting Isn't Cool
- Attack The Problem, Not The Person
- Be Smart, Don't Start Fighting
- Don't Be Cruel To Others
- Don't Wreck Your Friendship
- Don't Be A Bully
- Be A Friend To The End
- Be Nice About Solving Problems
- Keep Cool, Don't Be A Fool
- Respect People's Property
- Stop In The Name Of Peace





*"You must be the change you expect to see in the world."
- Mahatma Gandhi*



May 2010

Sunday

Monday

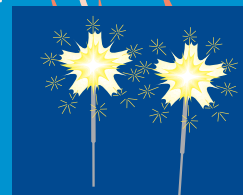
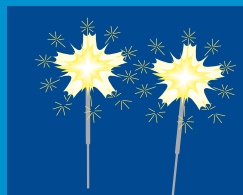
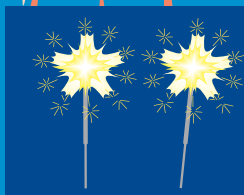
Tuesday

Wednesday

Thursday

Friday

Saturday



1

Join Hands
Day

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4

National Teacher's
Day

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Cinco de Mayo

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Mother's Day

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11

12

Nurses Day

13

14

15

Armed Forces
Day

16

17

18

19

20

21

Dialogue Day
Diversity Day

22

BioDiversity Day

23

24

Memorial
Day 31

25

26

27

28

29

UN Peacekeepers
Day

30



“Problem Puppets and Sharing

“Problem Puppets” and the Concept of Sharing

Objectives: The students will practice negotiation skills using puppets to role play conflicts.

Materials: Problem solving puppets - at least two.

PROCEDURE:

Margaret and Sarah were arguing over a set of blocks. Each believed that it was their turn to get the blocks. The teacher intervened, called the class together, and showed students two puppets. “These are the problem puppets, and they will help us solve the problem Margaret and Sarah are having,” the teacher says.

With younger students negotiation and mediation procedures may be taught with problem puppets. Puppets can provide young children enough distance from a conflict to discuss their behavior without feeling threatened.

1. Use the puppets to reenact the conflict.
2. Freeze the puppet role play at a critical point in the conflict. Ask the class for suggestions on ways to resolve the conflict. Incorporate one of these suggestions, and finish the puppet play.
3. Repeat the puppet play until several different suggestions for solving the conflict have been suggested. Discuss whether or not each one will work. This helps children learn to think through the consequences of their suggestions.
4. Ask the children to pick the suggestion they think will work best. The problem puppets can then be retired.

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Activity: Make a Peace Tree

Each year in Ontario camps, schools, hospitals, police groups, and cities come together on June 1 to celebrate a provincial holiday they call Peace Tree Day. Peace Tree Day, inspired by the award-winning film *The Peace Tree* by Mitra Sen, is an annual festival for children and families of every culture and faith to celebrate peace and diversity TOGETHER!

Children around the world create Peace Trees that highlight symbols from all our cultures and faiths on one tree to reflect the beauty of ‘diversity in unity’.



More information and helpful materials can be found at: www.peacetreeday.com.

More on the film is available here:

<http://www.sandalwoodproductions.com/peacetreel/>



Activity: Postcards to the Future

1. Provide a stack of postcards with various images. Have the students choose two cards, one that shows how they feel when faced with a tough conflict, and a second one that shows how they feel when they have solved a conflict peacefully and successfully.
2. Have a circle discussion where students share and explain the cards they picked.
3. Have students put their address on the “successfully solved a conflict” card. Have them write a short encouraging note on it or create a note yourself.
4. Mail these to the students in late August as a welcome to the new school year!



SUMMER VACATION!



"Peace is a daily, a weekly, a monthly process, gradually changing opinions, slowly eroding old barriers, quietly building new structures."

- John F. Kennedy

June 2010



Sunday

Monday

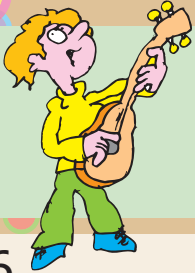
Tuesday

Wednesday

Thursday

Friday

Saturday



6



7

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Environment
Day

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Flag Day

15

16

17

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19

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Father's Day

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First Day
of Summer

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Interfaith Day

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Build Community With Class Meetings

The class meeting is one of the most powerful tools a teacher has to ensure that a positive learning environment is created and maintained throughout the academic year. Many teachers mistakenly think that Class Meetings are only a tool for problem-solving after something has happened. While this is the perfect time to hold a Class Meeting, there are many, many other times a Class Meeting can be useful. It might make sense to view these other times as opportunities or as prevention strategies to use before something happens.

Classroom meetings can be used for a variety of purposes such as Connection, Planning, Goal-Setting, Problem Solving, Assessing/Evaluating. Classroom meetings build empathy, self esteem, cooperation, children's involvement and ownership of classroom life. Additionally class meetings are opportunities for students to build communication skills and assume responsibilities.

Building blocks for an effective class meeting:

- a physical environment that differs from the usual classroom setup, i.e., circular seating
- an introduction that includes compliments and appreciations
- an agenda and everyone knows what it is
- a chance to provide good communication skills
- a toleration of differing perspectives and opinions
- recognition of needs-based motivation
- an opportunity to role play
- focus on non-punitive actions



CREducation.org Resource: Check out the Classroom Management topic page at:
<http://www.crededucation.org/cre/goto/cm>
Look for the "How to Run Class Meetings" module.



Special Day: International Day of Peace - September 21



Activity: Affirmation Name Game

Time: 15 min

Aim: Get to know each other, learn each others' names.

- The participants are sitting in a ring. One begins by saying a positive adjective with the first letter being the same as in his/her name, and then says their first name - eg. Funny Fiona (or Sweet-tempered Sam, Bright Bill, etc.). The person to the left repeats "Funny Fiona", and then gives an adjective-name combination for him/herself. The person to the left repeats both of the adjective names, and adds their own adjective name. It continues like this, adding more names to remember until the circle is complete.

If the last person remembers all of the names, he/she deserves a big applause!



Activity: Make Peace Pinwheels

Imagine - Whirled Peace!

Every child - and adult - loves pinwheels! A great activity to help children learn what peace is or think about what peace means to them is to have your class make Peace Pinwheels. The Pinwheels for



Peace Project was started by two Art teachers in Florida and has spread to millions of teachers, parents, children, and adults worldwide. This year hundreds of students will be making pinwheels in honor of the International Day of Peace on September 21, 2009

Pinwheels can be made from copy paper or lightweight plastic. On one side of the pinwheel template, have your students write their thoughts about peace/conflict/tolerance/diversity in the form of prose, poetry, or even a haiku. On the other side, have your students visually represent what these ideas mean to them. The stick of the pinwheel can be a pencil or even a plastic straw. When your students' pinwheels are done, plant them in front of your school for all to enjoy!

Activity suggested by: Lisa Hershman



Based on the Pinwheels for Peace Project - templates are also available at:
www.pinwheelsforpeace.com



"Conflict is the gladfly of thought. It stirs us to observation and memory. It instigates to invention. It shocks us out of sheeplike passivity and sets us at noting and contriving."
- John Dewey

September 2010



Sunday

Monday

Tuesday

Wednesday

Thursday

Friday

Saturday

Welcome Back!



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2

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Labor Day

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Rosh Hashanah
(New Year)

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Patriot Day

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International Day
Of Peace

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Autumn Begins

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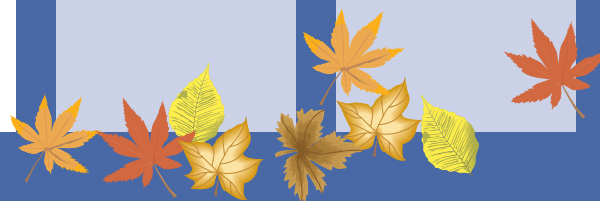
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Education Section - www.acrnet.org**

This calendar showcases just some of the extraordinary work of the people associated with the Conflict Resolution Education for Teacher Education (CRETE) Project, the CRETE connection website and many Professionals who have contributed information for the calendar worldwide.



Building Healthy Relationships &
Strong Communities Through
Conflict Education
www.creducation.org



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Conflict Resolution
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