

How to involve students in peacemaking

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Let's see

- What peace is.
- Olympism for humanity alliance - Alexis Lyras
- Why creating peaceful settings is different from teaching conflict resolution. Or its not?
- How our beliefs are related to what we teach.
- Ideas for peace building activities.



Q&A's?

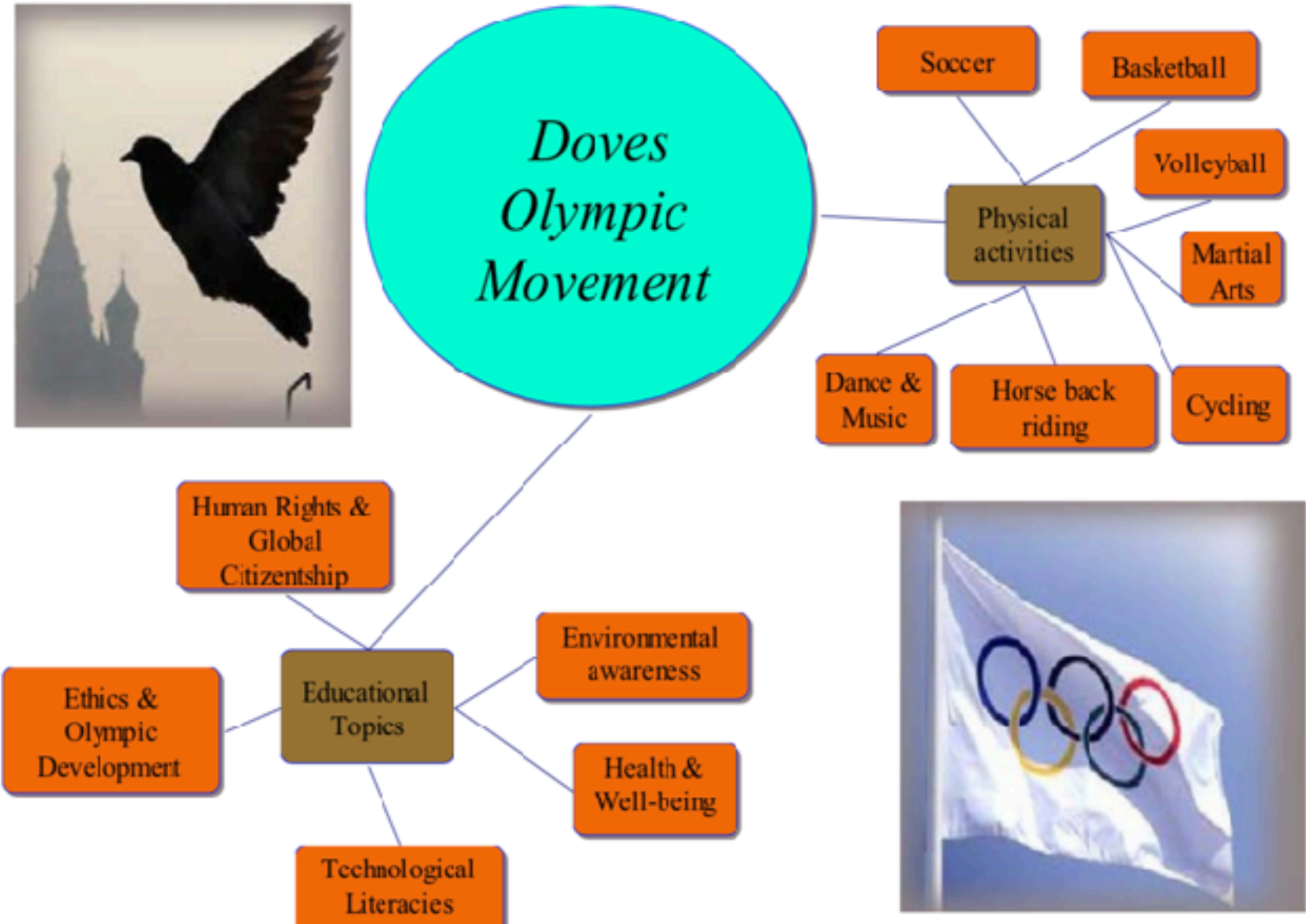
- What it works best for you? Are you the aggressive type or the calm one? How does this affect your teaching?
- Bring something common from inside you to peacemaking.
- Find your goals and split them into subgoals.
- If you feel that you can't do it, seek from somebody else to do it.
- Teaching a student to be calm and peaceful with aggression is impossible.

EXPLANATION OF THE DOM PHILOSOPHY AND BACKGROUND

Diagram1: Visual Representation of DOM



Dr. Alexis Lyras
Tsukuba, Japan



What skills I need for peacemaking?

- acceptance of self and others
- the ability to communicate with others, including the use of "I Messages"
- acceptance of feelings (one's own and others')
- the willingness to compromise and seek "Win/Win" solutions
- the process of affirming (acknowledging positive qualities in others)

How do I start teaching these skills?

- Start by making yourself the **model**. In other words, don't just teach the skills, use them yourself in your personal life and with your students.
- By introducing the skills of peacemaking to young children, you are giving your students the opportunity to find new ways to respond to conflict, better ways to communicate, and the potential for healthier relationships.
- Once you have started using these principles in your own life, you will probably be very pleased with the results. One teacher reported after doing so, "My relationships with my family and friends are improving. I'm communicating with them in more effective ways and it's become a lot easier to work out differences.'

What are the skills and behavior I need to model?

- The first thing you will need to model is a **sense of self-acceptance**, a sense that "I'm okay and I accept who I am, my needs, my feelings and my flaws." This, of course, is the same feeling we want to give to each child about himself or herself. We're also modeling the concept, "You're whole and perfect exactly as you are."
- The next behavior is one that models, "**I am on your side.**" It's crucial for children to feel accepted by the important adults in their lives. When problems come up it's not necessary to become adversaries, but sometimes we fall into adversarial positions strictly out of habit and from not knowing we have other choices of action. Children need to know we will not betray or abandon them when they've done something wrong.
- Beyond all this, children need to know that **there are solutions** to problems and that together we can find them.
- **Conflict is a normal and natural** part of the process of life. The problem with

Dealing with discipline.

1. Know your bottom line standards as a school.

Be sure the children know these standards and that they adhere to them consistently. For example, one bottom-line standard is, "Children don't hurt each other in our school." Students know this, and the minute anyone attempts to deviate from this standard they need to know that their behavior is unacceptable. When necessary, a punishment, may be levied.

2. Be unyielding in the area of standards, and be flexible in almost all other areas.

Children have enormous freedom this way. They know there are certain non-negotiable rules for which they must be 100% responsible always. Beyond this they know there is plenty of choice and freedom. This kind of structure gives them an enormous sense of security and of fairness.

3. Make the parent your partners.

When you draw up your "Guidelines for a Peaceful Classroom" with your students

Win/Win Guidelines

Using the The Win/Win Guidelines for conflict resolution are critical to learning the skills of peacemaking.

The Win/Win Guidelines are the basis for teaching the essential process of conflict resolution.

1. Take time for cooling off, if needed. Find alternative ways to express anger.
2. Using "I messages," each person states their feelings and the problem as they see it. No blaming, no name-calling, no interrupting.
3. Each person states the problem as the other person sees it.
4. Each person states how they are responsible for the problem.

Abbreviated Win/Win Guidelines

When you teach the Win/Win Guidelines, be sure to first go over the following:

Rules for using Win/Win Guidelines

- Be respectful toward one another.
- Listen while the other person speaks.
- Be honest.
- No blaming, name-calling, or interruptions.
- Work toward a solution both people are comfortable with

Here are some tips that will help you and your students integrate Win/Win strategies into your daily interactions. You need not use every step every time. The following steps are sufficient in most conflicts:

- Each person states their feelings and the problem as they see it, using "I Messages." No blaming, no name-calling, no interrupting.
- Brainstorm solutions together and choose a solution that satisfies both parties.
- Affirm your partner

Integrating Win/Win

- Reserve the other steps of the guidelines for times you think they would be most useful.
- For example, if you find that one or both children are not taking responsibility for their role in the conflict, have them do the step, "Each person states how they are responsible for the problem."
- You will soon recognize when you need to implement the various steps. After a while the children will begin to do this on their own, without your help

Invest time at the beginning of the year

Taking the time to help your students resolve their conflicts early on really pays off. The students will begin to internalize the principles and strategies of conflict resolution.

Showcasing

Win/Win Guidelines

Use the Clipboard Technique.

Have a clipboard called the "Let's Work It Out" clipboard at your desk. Tell the children they can sign up any time throughout the day if a conflict arises that they need help in mediating. Allow 10-15 minutes at the end of each day, if possible, at which time you can gather your entire class together to review the conflicts and collaboratively brainstorm solutions.

Practice giving "I Messages" ahead of time..

Imagine the following scenario:

The class is noisy. You want them to settle down. You're getting tense. They're not listening. The old way to respond:

"You are too noisy! In fact you are the most unruly group I've ever had. You probably couldn't stop talking if your lives depended on it."

The new way, using "I Messages": "I'm getting really aggravated because I don't want all this noise. I want you to settle down now. I find it hard to teach when everyone's talking."

Reinforcement Strategies

It is extremely important for you to use reinforcement strategies. Remember, you'll keep the understandings alive by modeling peacemaking behavior and by reinforcing the positive. Here are some ways to do so:

1. Use the "Disciplining With Love" techniques daily, especially when catching your students in the act of doing what you want. Reinforce their behaviors often.
2. Do "Peacemaker of the Week" alternate Fridays. Have the children affirm one another for peacemaking behaviors they have observed in one another throughout the week.

Some schools have their principal involved in this. For example, one principal has lunch with children who have been selected "Peacemaker of the Week" throughout the month. Another principal has monthly assemblies during which the "Peacemakers of the Week" are honored with a

Win/Win Guidelines

3. Logs can also be used to reinforce peacemaking

Some teachers use logs after lessons to allow their students to reflect upon and extend what they have just learned. You can have your children write about the following topics and any other ideas you come up with:

- How you feel when you get angry.
- Choices you make when you're angry at someone.
- Ways you've worked out a conflict with someone in your family or with friends.
- Write about an ongoing conflict you have with someone in your life and ways you can work it out.
- Describe someone you know who acted like a peacemaker. Detail what they did.
- Describe ways you have been a peacemaker recently.
- Focus on someone we have read about (characters in stories, people in the news) and peacemaking behaviors they have exhibited.

4. Teach the children how to calm themselves with deep breathing. When the kids get "itchy" stop what you're doing and have them do some deep breathing. Say: "Let's get calm right now by taking a deep breath all the way to the bottom of your

Remember!

- Being fair does not mean to behave as you would like to be treated, but to treat as the others want to be treated!
- Remember that as a teacher you have the ability to shape lives.
- Let's go on a journey into a domain of education that will enhance all of your teaching and positively impact the lives of your students for years to come. Enjoy the trip, and don't forget to appreciate the process of getting there as much as you enjoy the destination.

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Thank You
== For Your Attention ==

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