

# PEACEFUL SCHOOLS INTERNATIONAL

<http://peacefulschoolsinternational.org/>

## About Us

*PSI celebrates peaceful schools around the world...*

PSI's **vision** is to create a global network of peaceful schools..

PSI's **mission** is to provide support and recognition to schools that have declared a commitment to creating and maintaining a culture of peace.

Peaceful Schools International (PSI) is a Canadian non-profit, charitable organization founded in 2001. PSI provides support to schools around the world that have declared a commitment to creating and maintaining a culture of peace. PSI is like the stone in the story of Stone Soup (below) : we act as a catalyst and clearinghouse for innovative ideas that helped to build an environment in schools where everyone feels safe, respected and valued.

### PSI is founded on two guiding principles:

- **Membership in PSI is voluntary.** As our history sadly demonstrates, mandating or imposing peace is not an effective means by which to achieve it. PSI provides support and recognition to schools that have declared a commitment to creating and maintaining a culture of peace.
- **PSI is non-prescriptive.** Instead of telling schools what to do, we provide them with inspiration, encouragement and support as they develop their own vision and implement a plan for becoming a peaceful school. PSI is founded on the belief that each school's journey to creating a culture of peace is unique. Consequently, PSI is non-prescriptive in nature. Membership criteria are intended to be used as a guide rather than a strict evaluation measure. Each school must be given the freedom to set its own course based on its vision and timetable.

## We believe

- That school should be a place in which children can learn without fear;
- That this is possible if we provide our children with the tools they need to live well with others; and
- That each school's journey to create a culture of peace is unique.

Peaceful Schools International provides support to schools that have declared a commitment to creating and maintaining a culture of peace. PSI has over 340 member schools around the world! In these schools, students, teachers and community members work together to ensure that everyone feels safe, respected and valued. For a list of our member schools, go to [PSI Members](#).

## An Example: Kingslake Public School, Toronto, Ontario

*A very multicultural Toronto school, Kingslake has been a member of Peaceful Schools International since 2004. Originally, the school's focus was on building a culture of peace within the Kingslake community. Drawing on PSI resources, the school created peace books and poems and organized activities to promote positive interaction. One member of the staff reported that, "We knew our efforts were producing results when we overheard a student reminding a new Kingslake student that, 'We don't do that at Kingslake. We're a peaceful school.'"*

*Having entrenched peaceful practices at Kingslake, the school has recently expanded its focus by twinning with Mayagba Primary School in Sierra Leone, through PSI. The schools share emails, photos and books and learn about each other's cultures. At each step of the way, Kingslake staff has felt strongly supported by PSI. Representatives from the organization have visited staff, made presentations to students, and provided resource materials, leading to close and meaningful connections between the school and PSI.*

## Our Goals

### **1. Peace education is part of the core curriculum in all educational institutions that are members of PSI.**

- The curriculum for elementary, middle and high schools contains an explicit peace education component.
- PSI and PSI member schools work to encourage the appropriate authorities to include peace education in the curriculum of elementary, middle and high schools.

### **2. Within PSI member schools, there is a secure, welcoming and respectful culture where all forms of violence\* are unacceptable, setting an example for the community at large.**

- Member schools report an improvement in school climate and/or a reduction in incidents of violence.
- Member schools report providing conflict resolution strategies for students and staff.

### **3. PSI provides practical and effective peace education resources that are used by staff and students in its member schools and by others.**

- Member schools report their use of and satisfaction with the resources provided by PSI.
- PSI holds events and provides professional development opportunities (workshops, symposia, conferences, etc.) that are well-attended and receive positive evaluations.
- PSI member schools report networking with other members to share ideas and increase knowledge and resources.

### **4. There is a greater awareness of PSI and its positive impact within communities.**

- There is an increase in the number of PSI member schools around the world.
- PSI actively engages in peace- and education-related events and activities in the community (for example, fairs, special days like anti-bullying day, conferences, Dept. of Education PD days, etc.).
- Organizations and individuals express support for the work of PSI.

\*PSI defines violence as the intentional use of physical force or power that threatens or results in physical or psychological harm.

*"We look forward to continuing our efforts toward peace in our world. PSI helps us stay on point and gives us many ideas in which to express peaceful solutions in our world."* Wendy Tobias, Saint Joseph's Episcopal School

### **Stone Soup**

A hungry and homeless traveler went door to door in a village looking for food. Again and again he was turned away until finally one villager offered him a pot and some water. He gratefully accepted the water and pot and announced that he was going to make stone soup. After he lit a fire, several villagers gathered around as they were curious about what he was doing. He placed a "magic stone" in the boiling water and announced that he was making stone soup. The traveler explained that, although the soup

would be tasty, it would be even better if he could add an onion or a potato or some other vegetable. One by one, the villagers contributed ingredients to the pot until it became a delicious soup, enough to feed the entire village.

Peaceful Schools International is the Magic Stone!

PSI is founded on the belief that each school's journey to creating a culture of peace is unique. Within suggested membership guidelines, PSI encourages each school to formulate its own special blend of ingredients to create a culture of peace.

## **What we do**

Peaceful Schools International works with schools around the world to help them become more peaceful places. We do this by working directly with our member schools, and by organizing events and taking on international projects that promote peace education. We also provide a range of different services available to any school.

Some of the specific projects we are working on right now include a peace camp offered to students during school breaks and work with schools in Sierra Leone and Pakistan.

## **What is peace education?**

PSI defines peace education simply as "learning to live well together". We also use the definition of peace education from UNICEF:

"the process of promoting the knowledge, skills, attitudes and values needed to bring about the behavior changes that will enable children, youth and adults to prevent conflict and violence, both overt and structural; to resolve conflict peacefully; and to create conditions conducive to peace, whether at a personal, interpersonal, inter-group, national, or international level."

## **Peace in Action**

The responsibility for creating a global culture of peace is far too lofty a goal for educators alone. We can, however, strive to create and sustain a culture of peace within our schools. To do so, we must teach peace. It cannot be achieved by means of a simple recipe or by wishing for it anymore than we can achieve it by writing tough policies or merely mandating it.

There are basic principles inherent in the belief that it is necessary to equip children and youth with the attitudes, knowledge and skills essential to the prevention and resolution of conflict. Every student has the right to feel safe in school. The prevention of conflict and the peaceful resolution of conflict can be taught and should be taught.

There are currently many books and other resource materials available that contain innovative, practical lessons in cooperation, respecting differences, communicating effectively, expressing emotions in a positive manner and resolving conflict creatively and non-violently. No single book or program will meet everyone's needs. When there is a variety of resources made available in the school, teachers will be free to use those that are relevant to the needs of their students, being aware that their needs will vary from year to year.

In some schools and school districts, peace education has been incorporated into curricular activities. Social studies, health and language arts are some of the subject areas that are conducive to such

integration. In other schools and school districts, peace education activities are introduced in an extracurricular manner. For example, many schools host Peace Festivals, invite guest speakers and hold assemblies with a focus on peace. How peace education occurs is not as important as that it occurs.

## What is a peaceful school?

A peaceful school is one in which students, staff and parents work together to ensure that everyone feels safe, valued, and respected. Based on responses from educators, students and parents, PSI sees six essential ingredients in creating a peaceful school:

- Schools use a collaborative approach to decision making and develop a climate of cooperation, support and understanding. For example, students, parents and teachers are all involved in developing a school's discipline policy.
- Schools provide curricular and/or extracurricular peace education initiatives. For example, schools might host a peace festival where they share their experiences of peace with parents and the community.
- Teaching methods stress participation, cooperation, problem solving and respect for differences. Students are encouraged to be open minded and accepting of others who may look different, have different customs or hold beliefs that do not correspond with their own.
- Student and community centered conflict resolution strategies such as peer mediation are available.
- The school is involved in community service projects. For example, students may pick up litter in their neighbourhood, fundraise for a specific cause or group, or collect food and clothing to donate.
- Opportunities for professional development on creating a positive school climate are available to all staff. This may include training in areas such as crisis response, dealing with bullying, peer mediation, anti-racism or anti-sexism programs, or cooperative learning strategies.

## PSI Resources

PSI offers many different types of resources for schools, students, and parents, such as films, books, teaching guides, toolkits and more! Listed below are some items that are available to download free of charge.

For free online curriculum resources and ideas for your classroom and school and links to useful websites, [click here](#).

### Sam book series

The three books in the Sam series are available to download. You can also purchase these books as part of the "[Keeping Our Children Safe: the Whole Village Approach](#)"

[Sam and the Goodwill Sandwich](#) - Sam learns the 'Goodwill Sandwich' method for giving feedback, addressing issues of controversy, offering criticism and re-direction, and de-escalating problems. The technique uses a combination of goodwill, good data and ends with more goodwill in order to engage the other person as an ally in the problem-solving process.

[Sam Takes a Stand](#) - Sam learns how to deal with put-downs, mean jokes, demeaning comments, teasing, and verbal Saabuse, without resorting to counter-attack or aggression.

[Sam Speaks Up](#) - Sam learns how to speak up for himself in a respectful manner when he feels he has been unfairly treated by an adult.

Through generous support from the [United States Institute of Peace](#) (USIP), we were able to translate the Sam series into Urdu. Here are the Urdu versions:

[Sam\\_Speaks\\_Up\\_Urdu](#)

[Sam\\_and\\_the\\_Goodwill\\_Sandwich\\_Urdu](#)

[Sam\\_Takes\\_a\\_Stand\\_Urdu](#)

## **Peaceful Schools: Ideas to Inspire**

Each month, PSI send an idea for a school-wide initiative to its members. These ideas are usually tied to a special day, such as the International Day of Peace; a seasonal theme; or an event such as Gossip-Free Day. In this document we have compiled a few samples from previous years to inspire you.

[Ideas to Inspire](#)

**PSI Presentations**

[PSI Presentation](#)

**PSI Yearbooks**

[PSI Yearbook 2008-2009](#)

[PSI Yearbook 2008-2009 Appendix](#): This appendix contains September to June monthly ideas for 2008 – 2009.

[PSI Yearbook 2006](#)

## **FREE ONLINE RESOURCES, DOCUMENTS AND GUIDES**

### **50 ideas for Anti-Bullying Week**

The Anti-Bullying Alliance presents a series of suggested activities for Anti-Bullying week. Many of these activities have been suggested by children and young people, and can be led and organised by them. Other ideas have come from the Anti-Bullying Alliance. Select, adapt and build on the activities most appropriate for the children and young people with whom you work. Work with children and young people on all the suggested activities. Ask everyone to come up with their own idea!

[50 Ideas for Anti-Bullying Week](#)

### **All Different, All Unique**

Member States of UNESCO unanimously adopted the UNESCO Universal Declaration on Cultural Diversity in 2001. This is a version of the text that has been developed by and for young people around the world.

[All Different, All Unique](#)

### **Assessment Toolkit: Bullying, Harassment and Peer Relations at School**

This free 170 page kit has been designed for teachers, school administrators, and ministries of education to provide a standard way to measure the nature and prevalence of school peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. It was developed in partnership with the Canadian Initiative for the Prevention of Bullying (National Crime Prevention Centre)

[Assessment Toolkit – Bullying, Harassment and Peer Relations](#)

### **Binoculars on Bullying**

This is a report by Dr. Debra Pepler and Dr. Wendy Craig – two of Canada’s leading researchers in the field of bullying.

[Binoculars on Bullying](#)

### **Character Development in Action**

See some examples of character development programming in Ontario schools.

[Character Development in Action – Ontario](#)

### **Children’s Rights: A Teacher’s Guide**

This guide will give you the tools you need to introduce rights education into your classroom. As well as practical information about children’s rights and their importance to well-governed societies, the guide contains ideas about how you can introduce the topic into your school curriculum and incorporate rights

into your normal teaching practice. Developed by Save the Children Canada.

[Children's Rights: A Teacher's Guide](#)

### **Colman McCarthy's Class of Nonviolence**

The Class of Nonviolence is an eight session class developed by Colman McCarthy, founder of the Center for Teaching Peace in Washington, D.C. It uses classics in peace and justice literature to teach peacemaking. The entire eight-session / 48 essay class can be downloaded as a PDF file for free.(206 pages)

[Class of Nonviolence Colman McCarthy](#)

### **Cooperative Facilitaion Guide for Effective Conflict Resolution**

This guide offers suggestions to teachers on how to explore issues such as overcoming stereotypes and prejudices, conflict transformation and prevention of violence among young people in an interactive way

[Cooperative Guide to Conflict Resolution](#)

### **Finding New Words: A Resource for Addressing Bullying at School**

This resource provides a series of exercises for teachers and a lesson plan for students to more effectively address bullying by taking a stand, telling the truth, and building a stronger community at school. From [www.racebridgesforschools.com](http://www.racebridgesforschools.com)

[Finding New Words Resource](#)

### **Fire it Up! Youth Activism Manual**

This resource is filled with great ideas to get a youth group started in your school.

[Fire it Up! Youth Activism Manual](#)

### **Inclusive Schools Celebration Ideas**

The kit materials will provide you ample ideas to assist you in planning for *Inclusive Schools Week*, including publications that speak to the benefits of inclusive schools, a lengthy list of celebration ideas and lesson plans, and materials to use in promoting the *Week* and inclusive practices in your community.

[Inclusive Schools Celebration Ideas 2008](#)

### **International Day of Peace Packet**

The Center for Cooperative Principles offers this International Day of Peace: Education Resource Packet.

[International Day of Peace Packet](#)

### **Lift Off – Human Rights Curriculum from Northern Ireland and the Republic of Ireland**

Lift Off is the second in the series of Lift Off materials, which have been developed for use in the primary school classroom to promote understanding and respect for human rights. It has been written for 8-10 year old children by a team of experienced and practising teachers from Northern Ireland and the Republic of Ireland.

[Lift Off](#)

### **Making a Difference in Bullying**

A report by Debra J. Pepler & Wendy Craig, experts in bullying issues, examining the definitions of bullying and possible solutions to the problem.

[Making a Difference in Bullying](#)

### **Peace and Harmony Manual**

This manual is meant to serve as a tool to be used in elementary schools to help raise awareness, dispel myths and promote diversity, acceptance and cultural understanding. The identified target group for this interactive presentation is students in Grades 4 to 6.

[Peace and Harmony Manual](#)

### **Peace Lessons from Around the World**

Peace Lessons from Around the World, developed by the Hague Appeal for Peace is the fruit of peace education in all world regions, contributed by educators associated with the Global Campaign for Peace

Education. Like its predecessor Learning to Abolish War, the initial teaching resource produced by the Campaign, the conceptual structure of “Peace Lessons” is based upon the four organizing strands of the Hague Agenda for Peace and Justice for the 21st Century. Four lessons are presented under each of the four strands.

[Peace Lessons from Around the World](#)

### **Peace Week Planning Guide**

In New Zealand, schools celebrate Peace Week each year in June. Peace Week is a national week designed especially to help schools educate students about peace issues. Peace education is about helping students to understand and manage conflict in their own lives and from a greater perspective learning how peace is fostered both nationally and internationally. This guide provides ideas for activities that your school could do to celebrate peace!

[Peace Week Planning Guide](#)

### **Reducing Bullying: Dr. Dan Olweus**

Bullying in schools is a frequent and serious problem that is often a precursor of aggressive and violent behavior. Schools, in concert with parents and community members, can significantly reduce bullying behavior. This guide is designed to provide practical guidelines on how to reduce and prevent bullying behaviors.

[Reducing Bullying: Meeting the Challenge Dr. Dan Olweus](#)

### **The Kit: A Manual by Youth to Combat Racism through Education**

This anti-racism resource was created by youth, for youth. It includes anti-racism information, tools and resources. Educators, youth, community leaders, NGOs, peer educators and anti-racism activists can all make use of this kit to take action to combat racism.

[The Kit](#)

### **The Road to Peace: A Teaching Guide on Local and Transitional Justice**

With creative, thought-provoking, and innovative lesson plans, this comprehensive teaching guide introduces students to the concept of transitional justice through:

- Lessons on the root causes and costs of war and conflict
- Overview of human rights and different transitional justice mechanisms
- Mock war crimes tribunal and mock truth commission role plays
- In-depth country case studies
- Individual case studies on human rights abuses
- Investigative tools to study the need for transitional justice in the U.S.
- Skill-building resources on how to apply reconciliation on a local level
- Conflict resolution and peer mediation exercises
- Transitional justice glossary
- Resources for further study and action on peace and justice

*Appropriate for 9th grade through adult learners.*

[Road to Peace Curriculum](#)

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

### **The Seven Challenges Workbook: Cooperative Communication Skills**

This workbook provides a structured, intensive exploration of seven challenging skills for a lifetime of better communication in work, family, friendship & community.

[Seven Challenges Cooperation Communication Skills Workbook](#)

### **Toolkit on Positive Discipline from Save the Children**

Physical and humiliating punishments are recognized by the UN Study on Violence against Children as the most common form of violence affecting children the world over. Physical and humiliating punishment can be replaced by techniques of positive discipline. The Toolkit on Positive Discipline (designed primarily

for South and Central Asia, but has great relevance to all countries) equips anyone who is involved with children – professionals, parents, teachers and care-givers – with precise tools and concrete activities to raise disciplined children without using physical and humiliating punishments.

[Toolkit on Positive Discipline](#)

### **Time to Abolish War: Youth Manual**

This youth agenda from the Hague Appeal for Peace looks at achieving the aim of building a culture of peace in the 21st Century through peace campaigns on issues including landmines, small arms, peace education, promoting children's rights, stopping the use of child soldiers, abolishing nuclear weapons, and building an International Criminal Court. These are problems that affect the lives and futures of young people, and we can play a part in all these efforts to find solutions, alongside others working in the fields of human rights, the environment, humanitarian assistance, disarmament, and sustainable development.

[Time to Abolish War](#)

### **UNESCO Learning the Way of Peace**

This guide comes to you as a gift from UNESCO. Educationists gathered from India, Pakistan, Bhutan, Maldives and Sri Lanka at the Conference on Curriculum Development in Peace Education organized by UNESCO in January 2001 in Colombo, accepted that peace education should be an integral part of general education in their own countries and South Asia at large. They decided to produce a Teachers' Guide to introduce Peace Education to schools in South Asia. So this is it!

[Download the UNESCO Learning the Way of Peace PDF here \(13.84 MB\)](#)

## **Websites**

Browse through these websites for other valuable resources:

### **ABCTeach**

This site offers free activities for the classroom based on various themes including peace.

### **Action for the Rights of Children Resource Pack**

The ARC resource pack provides an essential collection of information and training material to strengthen people's capacity: to tackle the root causes of children's vulnerabilities; to build effective child protection systems for use in emergencies and long-term development; and to ensure that no activities inadvertently compromise children's rights or safety.

### **Australian Human Rights Commission – Human Rights Education Resource**

The Australian Human Rights Commission has developed a new set of human rights education resources for teachers called rightsED. This kit aims to help students develop a critical understanding of human rights and responsibilities, as well as developing the attitudes, behaviours and skills to apply them in everyday life.

### **Celebrating Blueprints for Violence Prevention**

This site contains information and materials about model programs that have been effective in reducing adolescent violent crime, aggression, delinquency, and substance abuse.

### **Peace**

This site offers free to teachers, peace pages which are activities to help students to learn of positive healthy choices for dealing with anger; other sheets include activities dealing with fear, and another activity helps center the individual prior to a peaceful discussion.



## **Children's Music Network – Peace Resources**

The Children's Music Network provides a list of songs for children about peace and justice, resolving conflicts, and celebrating diversity.

## **Conflict Resolution Network**

This site offers Conflict Resolution resources to build stronger organisations and more rewarding relationships. All CRN material on this website can be freely reproduced provided the copyright notice appears on each page.

## **Conflict Resolution Training Manual**

An excellent conflict resolution manual from the Conflict Resolution Network in Australia is available at this website.

## **Cultivating Peace**

This site offers for download their latest resource called Cultivating Peace – – Taking Action containing ready to use student activities to support education in global issues, sustainable development, social justice and active citizenship.

## **Educators for Social Responsibility**

This site offers over 80 free lesson plans for educators on peace-related topics. There are also links to information about other available peace resources and programs for teachers, some that are free.

## **ENACT – Youth Enabling Action!**

ENACT is a new youth website dedicated to peace issues, in Aotearoa (New Zealand) and in the world as a whole. It is aimed at young people as a forum for voicing your opinions and finding out about all things peace-related. The website is an initiative of the Peace Foundation, a not-for-profit organisation actively involved in creating a more peaceful society.

## **International Centre for Human Rights Education**

On this site, you will find the Play It Fair Toolkit which was developed as part of the project "Preventing Racism and Discrimination: Preparing Canadian Children to Engage in a Multicultural Society." The Toolkit helps to promote human rights, nondiscrimination and peaceful conflict resolution within non-formal education programs for children, such as summer camps or after school activities.

## **Kids Club**

This site offers peace and love craft activities such as games for download.

## **Knowledgehound**

This site offers crafty ideas for making "peace" items such as peace ribbons, peace awards, peace doves etc. These are easy to make items for kids and adults alike.

## **Midterm global review of the International Decade for a Culture of Peace and Non-Violence for the Children of the World, 2001-2010**

UNESCO is the lead agency for the International Decade for a Culture of Peace and Non-Violence for the Children of the World (2001-2010). For the year 2005, UNESCO has been entrusted with the drafting of a mid-term report, evaluating the contributions and activities of all participants and outlining possible approaches for the next five years of the International Decade. This report will be presented to the United Nations General Assembly at its 60th session in 2005. A PDF of this report is available here.

## **Minnesota Centre Against Violent and Abuse**

This site contains a Peace and Non-Violence Curriculum for Social Studies grades 1-6. It contains some curriculum ideas as well as profiles of PeaceMakers. ([Peace and Non-violence Curriculum for Social Studies grade 12 and can be modified to accommodate grades 7-11.](#))

## **One Day in Peace**

This is an on-line picture book designed for children about peace that can be viewed in 21 different languages. The site also offers links to other peace related initiatives and programs.

## **Peace Begins With You**

This site offers a lesson plan suitable for elementary to high school students.

## **Peace Center**

This site offers peace quotes which can be used in the classroom or in everyday life.

## **Peace Education Programme**

The Peace Education Programme, developed and endorsed by UNESCO, UNHCR, UNICEF and INEE, teaches the skills and values associated with peaceful behaviours. The programme is designed to enable and encourage people to think constructively about issues, both physical and social and to develop constructive attitudes towards living together and solving problems that arise in their communities through peaceful means.

## **Peace One Day**

This site celebrates the UN International Day of Peace on September 21 each year and offers a place to share your actions and ideas for actions for that day.

## **Peace Tools for Teachers**

This site offers teachers downloadable and printable symbols of peace as well as games that may be incorporated in the classroom.

## **PeaceKids**

This site offers stories which may be read from on-line. It also offers a Peace Day Play Script, as well as colouring sheets.

## **RespectED**

RespectED is the Canadian Red Cross's abuse & violence prevention program. This nationally recognized, award-winning program teaches kids and adults how healthy relationships look and feel, how to recognize the signs of abuse, dating violence and harassment, and how to get help. Youth learn skills to help them create healthy relationships. Adults gain knowledge to build safer relationships within their organizations and communities.

## **Safe School Surveys**

The Canadian Public Health Association Assessment Toolkit for Bullying, Harassment and Peer Relations at School provides a standard way to measure the nature and prevalence of school peer relationship problems, standards for quality programs, and a common set of tools to assess the impact of school-based programs. From a public health perspective, it provides an overview of what works and what doesn't, foundations for best practice standards, and outlines the core school components. CPHA's toolkit includes tips for students, parents, teachers and administrators in the form of a handout and checklist that can be posted on the fridge at home, in the student's desk and on the chalkboard at school.

## **Schoolwide Prevention of Bullying**

This booklet, also available as a downloadable PDF, provides an overview of what is currently known about bullying behavior and successful efforts to address it. It also profiles a number of anti-bullying programs and offers resources for further research and program development.

## **Social and Emotional Learning Resources**

The SEAL materials are designed to provide a whole-school approach to promoting social, emotional and behavioural skills. The materials provide a range of resources that can be used across the whole school.

## **Stand Up 2 Bullying**

This website is the Red Cross's anti-bullying program. It highlights the role of the bystander in stopping bullying and includes tips for parents and schools, as well as real life stories about the experience of being bullied or standing up for others.

## **Stories About Tolerance, Stereotyping, War, Loss and Friendship**

This site offers 16 stories written by youth on tolerance, stereotyping, war, loss, and friendship. Each story is followed by several "Think About It" questions to spark discussion and reflection on those themes.

## **The Third Side**

The Third Side offers a promising new way to look at the conflicts around us. There are numerous wonderful resources available on this site.

## **Tolerance.Org**

This site offers classroom activities geared towards teaching tolerance. These easy-to-use activities can be implemented directly or adapted for classroom needs.

## **World Peace Society of Australia**

This site offers lesson plans on peace for teachers as well as other peace related links.

## **FULL LENGTH FILMS**

### **Teaching Peace in a Time of War – documentary film**

A decade of civil war cost the lives of more than 250,000 people in the former Yugoslavia. The children of this region have been irrevocably afflicted by the violence. Can Hetty van Gorp help teach the language of peace to a generation of kids who have only known war? Teaching Peace in a Time of War introduces us to the students and teachers of Vasa Pelagic School in Belgrade, Serbia. The students include Nenad, whose father is institutionalized for killing his mother, Emil who is terrorised for being Muslim, and Alexandra whose father admits that he "enjoyed" the war, relates that peace "means nothing to me, because I don't have any peace."

### **Hope for the Future**

Armed with video cameras, thirty-two students from across Canada travel to the Balkans seeking that elusive goal, "To make the world a better place." Hope for the Future is a feature length documentary that records the life-changing journey of these young people and their teachers to Belgrade, Serbia. Inspired by the work of Hetty van Gorp, founder of Peaceful Schools International, these "Students for Teaching Peace" embark on a mission to spend their holiday doing something special.

### **The Troubles Within**

This documentary film chronicles the experiences of a group of youth from Nova Scotia, Canada on a trip to Northern Ireland in 2006. Having been inspired to learn more about the roots of conflict by their experience in Serbia the previous year, they visited schools, facilitated workshops with youth and talked with people on both sides of the conflict.

### **Listen to the Children: A Journey of Sharing**

Listen to the Children is a reminder to act on the goodness of our hearts. In January 2008, 10 year-old Logan MacGillivray saw pictures of the hardships children face in Northern Province, Sierra Leone – schools with no chairs, no desks, no recreational equipment, few books, and roofing that could not keep the rain away. He felt he should do something. With guidance from the Centre for Development and Peace Education (cdpeace) he spearheaded sending a 40 foot shipping container filled with educational, building and recreational materials to refurbish seven schools and build a community resource centre for students and teachers at the cdpeace headquarters at Mayagba, Sierra Leone. Logan applied, on a global level, the caring principles he knew from the playground: include everyone and share toys and equipment.

A documentary by Logan MacGillivray, theme song written and performed by Terry Kelly

### **Video Clips**

Below are a sample of short video clips from PSI's work around the world. To watch more clips, check out [PSI's You Tube channel](#).

In this video some of the girls trained as "Peacemakers" in St. Bernadette's Primary School in Belfast, share a few role plays.

Students at Champlain Elementary School in Granville Ferry, NS decorate stones with message of peace and "plant" them in a spiral in front of their school.

Students at Champlain Elementary School in Granville Ferry, NS decorate stones with message of peace and "plant" them in a spiral in front of their school.

The Allion Choir performs a special song for PSI written by Judy Grant, PSI Regional Coordinator at the flag raising ceremony for the Lester B. Pearson School Board, May 14, 2009.

## **SERVICES**

Peaceful Schools International provides training, support and inspiration to schools, parents, and other organizations that want to create a more peaceful environment in which to teach, work and play.

We offer professional development workshops for teachers in areas such as conflict resolution, addressing aggressive behaviour, dealing with disruptive students, and preventing and responding to bullying. We can also provide training in peace education techniques and ideas.

We can help you set up a peer mediation or other conflict resolution program at your school, or help you through the process of collaboratively developing a school discipline policy. We can also provide information/education sessions for parents as well as teachers.

PSI can send a representative to speak about peace education at your upcoming conference or workshop.

If your school is interested in becoming a PSI member, we would be happy to set up a presentation to tell you more about PSI and to answer any questions you might have.

The costs of our services can vary depending on your needs. For more information about any of these services or to set up an informational presentation at your school, please contact us at

[info@peacefulschoolsinternational.org](mailto:info@peacefulschoolsinternational.org) or 1-902-420-5113      1-902-420-5113 FREE .

## Become a PSI Member: Schools

If you are an educational institution interested in creating a safer and more peaceful environment for your students and staff, membership in Peaceful Schools International can help you! PSI regular members include many different types of educational institutions, from early childhood education right through to university. **DOWNLOAD THE APPLICATION FORM: [PSI Membership Application](#)**  
The process of becoming a PSI member school is underpinned by trust, open communication, flexibility, and awareness of context. Peaceful Schools International recognizes the intentions, actions, and effort of schools to create a climate of peace.

An educational institution can register as a member of PSI at any time as a sign of the institution's commitment. Once we receive a membership application from your school, we send you a membership package.

The membership package contains surveys to be completed by two parents, two students, and two staff members. The completed surveys give us an indication of the degree to which the school currently meets the membership criteria. In areas in which there is a large number of PSI member schools an individual or team may be designated Regional Coordinator to provide advice and assistance to member schools.

Some schools register for membership in PSI after they feel they have met the membership criteria. Others register knowing that they still have goals to meet before they will feel ready to plan the flag celebration. PSI can help schools move toward readiness, and we decide together when the membership flag and certificate will be presented. Please see the full list of [PSI Membership Criteria](#) for more information.

The presentation of the PSI flag celebrates achievements, but it does not indicate the end of a journey. Most PSI member schools continue to develop initiatives, policies, and programs as the school culture flourishes and evolves.

To apply, please complete the PSI membership applications form. **There is a fee of \$150 to join PSI.** (The fee can be paid by cash, cheque or using [PayPal](#)). PSI is committed to working with all educational institutions that want to make a commitment to peace, regardless of ability to pay. **No organization will be turned away from membership due to lack of funds.** If payment of the membership fee is an issue, please contact us at [info@peacefulschoolsinternational.org](mailto:info@peacefulschoolsinternational.org) or

1.902.420.5113      1.902.420.5113 FREE to discuss the options. Any member may resign their membership at any time by giving notice in writing to PSI.

## BENEFITS

The main benefit of becoming a member of PSI is a means to celebrate your school's commitment to making it a place where everyone feels safe, valued and respected – a place where people want to be!

All PSI regular members receive the following:

- A detailed PSI membership guide
- A copy of one of PSI founder Hetty van Gorp's books related to creating peaceful schools
- A PSI flag and membership certificate
- Monthly ideas for school-wide peace activities
- Recognition and support from PSI and other member schools
- Invitation to send a representative to PSI's AGM

## Responsibilities

PSI regular members agree to:

- Follow through on their commitment to creating a climate of peace in their school
- Report back to PSI as often as possible on their peace-related activities (stories, photos or videos are always appreciated!)
- Keep PSI updated on new contact information.

When your school is ready to apply, or if you have any questions about your application, please [contact us!](#)

### The PSI membership criteria are:

#### **1. A collaborative approach to school-based decision making**

A school with a safe, inviting climate is a school in which parent input is valued, students and staff members work together as a team and there is a high level of participation in school decision making and goal-setting. There is an expectation that each student and staff member can and must make a difference in the overall life of the school.

In every school there is a wide range of expertise among teachers and resource staff. In schools that foster cooperation, collegiality and professional risk-taking, staff members share their expertise willingly and problems are shared as readily as successes.

A school discipline policy, for example, should be a shared responsibility. By including students and parents/guardians in the process, a sense of ownership and responsibility is created among all those affected by the policy. When asked why her school was peaceful, one grade two student in a PSI member school responded, "Well...you know, in some schools teachers make the rules and tell the kids to follow them. In our school, we help make the rules."

As is the case in all organizations, when people are invited to be actively involved in decision making, a climate of cooperation, support and understanding emerges. Fostering a spirit of mutual respect and

inclusion in decision making plays an important role in the everincreasing challenges that face schools in all parts of the world.

## **2. Curricular and/or extracurricular peace education initiatives**

The responsibility for creating a global culture of peace is far too lofty a goal for educators alone. We can, however, strive to create and sustain a culture of peace within our schools. To do so, we must **teach** peace. It cannot be achieved by means of a simple recipe or by wishing for it anymore than we can achieve it by writing tough policies or merely mandating it.

There are basic principles inherent in the belief that it is necessary to equip children and youth with the attitudes, knowledge and skills essential to the prevention and resolution of conflict. Every student has the right to feel safe in school. The prevention of conflict and the peaceful resolution of conflict can be taught and should be taught. There are currently many books and other resource materials available that contain innovative, practical lessons in cooperation, respecting differences, communicating effectively, expressing emotions in a positive manner and resolving conflict creatively and non-violently. No single book or program will meet everyone's needs. When there is a variety of resources made available in the school, teachers will be free to use those that are relevant to the needs of their students, being aware that their needs will vary from year to year.

In some schools and school districts, peace education has been incorporated into curricular activities. Social studies, health and language arts are some of the subject areas that are conducive to such integration. In other schools and school districts, peace education activities are introduced in an extracurricular manner. For example, many schools host Peace Festivals, invite guest speakers and hold assemblies with a focus on peace. How peace education occurs is not as important as that it occurs.

## **3. Teaching methods that stress participation, cooperation, problem solving and respect for differences**

The days of passive learning have all but disappeared. In many parts of the world, students are being encouraged to work cooperatively with one another and take an active role in their own learning.

Discussions, small group work, cooperative learning and attention to individual needs all contribute to a classroom environment in which students feel free to take risks without fear of failure.

Our students need to be creative, critical thinkers, capable of solving problems alone and as members of a team. The development of selfmotivated, creative young people does not occur naturally in a classroom where children passively listen without opportunities to participate actively. On the other hand, in an environment where students are invited and encouraged to make choices and the differences in learning rates and styles are acknowledged and celebrated, creative, independent thinking flourishes.

Within the classroom, it is important to recognize the diversity among students and to find a respectful and inclusive way of dealing with it in order to make the learning experience a success. Ethnicity, gender, physical ability, and social class are just some of the differences that

will exist in most classrooms.

In peaceful schools, children are encouraged to be open minded and accepting of others who may look different, have different customs or hold beliefs that do not correspond with their own. Teachers are focusing more and more on the importance of such understanding and acceptance as a means of creating harmony in the classroom and in society at large.

#### **4. Student and community centered conflict resolution strategies such as peer mediation**

In a school in which students are taught to be responsible for their own choices and behavior they are provided with a variety of ways to deal with conflict in a non-violent manner. From peer mediation to talking circles, peace tables and class meetings, a variety of proactive responses to conflict can be introduced through classroom activities, the school discipline policy and as the overall approach of the school. When conflict resolution is implemented not only as part of the curriculum but also as a lifestyle to be lived by both adults and youth, respect, tolerance and community-building become "the way we do things around here." Implementation of a conflict resolution program can help schools create their governance structures, develop policies, identify goals and make curriculum decisions.

Inherent in this context are many advantages. Members of the school community possess the knowledge and skills to create an environment in which diversity thrives. There is an understanding by all that conflict is an opportunity for growth, self-awareness and development of respect for others. There is a shared vision that conflicts are inevitable and that they enrich and strengthen school communities. In many schools, peer mediation has become an integral part of the overall school approach to problem solving. When young people are given the freedom to solve their own problems, they are more inclined to make a commitment to the solutions they have created. Shifting the responsibility for solving non-violent conflicts to students frees adults to concentrate more on teaching and less on dealing with conflict.

#### **5. Community service projects**

As we spend more time encouraging our youth to become caring and compassionate citizens, it makes sense that we offer them opportunities to put these principles into action in a variety of ways. Many schools organize school-wide or class-based community service projects that address student-identified needs at school or in the community. Often the goals and activities of these projects are woven into or drawn from curricular objectives.

In one school, for example, students send holiday cards to the seniors who live in a nearby residence. In another, as part of a social and environmental studies project, students spend an afternoon picking up litter in the neighborhood adjacent to the school. Such community outreach projects strengthen relationships between students and the community.

In its broad interpretation, community service can take place anywhere. In many schools older students read with younger students. The collection of food, clothing, school supplies, and first-aid items for



those in need occurs in schools everywhere.

Whatever the initiative or project, be it big or small, students learn vital lessons in empathy, understanding and goodwill when encouraged to help others.

## **6. Opportunities for professional development for all staff focused on creating a positive school climate**

As the staff of a school grows and/or changes, it is crucial that the vision of the school and the means by which it is being achieved be clearly articulated to new staff members. In addition, all staff members benefit from ongoing opportunities for professional development related to enhancing school climate. There are many advantages to including all staff members in professional development sessions. From bus drivers to playground duty supervisors, everyone in the school community who interacts with the students should be included.

Some areas to explore are:

- training in a range of skills from de-escalating potentially violent classroom situations to responding to a serious crisis
- dealing with disruptive students
- preventing and responding to bullying
- peer mediation
- becoming familiar with programs that promote positive social skills
- anti-racism, anti-sexism policies and programs
- cooperative learning strategies
- conflict resolution skills
- peer helping programs
- helping students deal with peer pressure/gangs
- legal rights and responsibilities of school staff

Before planning staff development sessions, it is wise to survey staff about their interests and needs. Needless to say, this should be done annually as the school culture evolves.

In many schools, parents and community members are given opportunities to attend similar workshops with a focus on family relationships and interactions. These sessions are usually organized by school staff and may be presented by staff or by guests who have a level of expertise in a particular area.