



PeaceBuilders Program Implementation



case study – beyond school

City of Burbank A PeaceBuilders City

Problem:

In 2000, the City of Burbank, Calif., Mayor's Youth Task Force was formed after the murder of a local high school student. The Task Force's goal was to identify and address youth violence issues and gaps and to select a program to help children not just at school, but beyond school and into their daily activities.

Solution:

The Mayor's Youth Task Force selected PeaceBuilders because it could be easily incorporated into the existing curriculum and routine of schools and beyond school organizations in the city. Proudly declared a PeaceBuilders City, adults and children were trained by PeaceBuilders professionals at schools, after-school programs run by the city, the Boys and Girls Club, the YMCA, and the library. Burbank Police Student Resource Officers were also trained. By utilizing the common language PeaceBuilders provides through its principles, children, staff and parents experience more effective communication.

Results:

Teri Stein, deputy director of parks and recreation at the City of Burbank, says that the PeaceBuilders training has had a significant impact on their young leaders. Being close in age to the children they serve, the leaders greatly influence them through modeling the principles. Quantitatively, Burbank now has more peaceful schools and programs. By investing in school sites and beyond school organizations, the compound impact is felt community wide and touches the children, staff, administrators, parents and civic leaders.

results:

- Peer modeling guides positive behavior.
- City-wide commitment yields common language for all.
- Marked increase in peaceful campuses and after-school programs.

"PeaceBuilders easily integrates into each organization's existing program. It provides guidelines and materials to incorporate common sense principles into children's lives."

About PeaceBuilders:

PeaceBuilders is the renowned violence prevention youth program approved for the federally funded Safe and Drug-Free Schools Act. It is a comprehensive research-validated program that shifts the entire climate to a peaceful, productive and safe place for children, parents and the community. Our experienced corporate team manages the PeaceBuilders program to work seamlessly with any organization seeking peaceful solutions.

Contact:

Toll-free 1-877-4-peacenow
E-mail info@peacebuilders.com
www.peacebuilders.com



PeaceBuilders® Program for Safe, Positive Learning Environments

PeaceBuilders is the research-validated violence prevention youth program approved for the federally funded Safe and Drug-Free Schools Act. It is a comprehensive program launched in organizations that shifts the entire climate to a peaceful, productive and safe place for children, parents, staff and faculty.

Dedicated to reaching and teaching adults the art of creating safe, positive environments for all children across North America and U.S. Territories, we are building peace one partner at a time by providing exceptional products, interactive training and unwavering support. PeaceBuilders straightforward, yet effective science-based program is designed to integrate into your daily routine by identifying specific risk factors and managing them with simple techniques.

Created for the young child, child, pre-teen and teen, PeaceBuilders addresses risk factors, which predict violence, bullying and drug and tobacco use. Participation in PeaceBuilders reduces aggression, promotes language development, teaches pro-social skills, increases parenting skills, creates inclusion for special needs children and fosters safer communities.

In the school setting, PeaceBuilders increases academic achievement by allowing teachers to spend more time teaching and less time disciplining. In all settings, the program creates a peaceful environment by increasing positive, respectful, thoughtful behavior, while decreasing violence and disruptive behavior.

Participation in PeaceBuilders yields Proven Results

- Suspension rates decreased from 51 to 9 in the first year at Burroughs Elementary in Southern California
- 80 point API increase in three years at Christopher Elementary in Northern California¹
- 94% of teachers surveyed perceived PeaceBuilders to decrease the level of school violence and 94% of teachers reported an increase in pro-social interactions among the children²
- Name-calling down 59%, assault down 58%, theft down 67% in Hemet School District in California
- City of Burbank, California declared a PeaceBuilders City by committing schools, after-school programs and the community for greater compound impact on children, parents, staff and civic leaders

PeaceBuilders® Principles™

- Praise People™
- Seek Wise People™
- Right Wrongs™
- Give Up Put-Downs™
- Notice Hurts™
- Help Others™

PeaceBuilders is owned and operated by PeacePartners™, Inc., the single-source provider in North America and U.S. Territories.

¹Academic Performance Index, California Public Schools Accountability Act of 1999, federal No Child Left Behind Adequate Yearly Progress

²Fisher, C.M. and Pulver, E.R. "School Counseling Research Brief 3.1", 2/7/2005, eight diverse urban and rural K-5 schools in Pima County, Arizona



PeaceBuilders® Receives Multiple Accolades as Violence Prevention Program

- The White House – *Helping Americas Youth Community Guide* identifies PeaceBuilders as a Level 1 Program which recognizes effective programs with the highest quality research design. 2005
- U.S. Department of Education Office of Safe, Disciplined and Drug-Free Schools names PeaceBuilders as a "Promising Program." 2001
- U.S. Office of Juvenile Justice and Delinquency Prevention, Model Programs Guide. 2003
- California Department of Education names PeaceBuilders to its "Science-Based Programs" list. 2005
- California Healthy Kids Resource Center recognizes PeaceBuilders as "Research-Validated." 2003
- U.S. CDC names PeaceBuilders as a *Best Practice in Best Practices of Youth Violence Prevention: A Sourcebook for Community Action*. Part of the Safe USA Coalition. 2000
- Drug Strategies publishes *Safe Schools, Safe Students: A Guide to Violence Prevention Strategies*. PeaceBuilders receives a grade "A." 1996
- State of Virginia names PeaceBuilders as Best Practices in School-based Violence Prevention, Top 10 Violence Prevention Programs. 2002
- Substance Abuse and Mental Health Services Administration Center for Substance Abuse Prevention recognizes PeaceBuilders as a "Promising Program" on the National Registry of Effective Programs and Practices (NREPP). 2002 - 2006
- Education Development Center publishes *Applying Effective Strategies to Prevent or Reduce Substance Abuse, Violence, and Disruptive Behavior Among Youth*. PeaceBuilders rated "Promising." 1998
- PeaceBuilders awarded Australia National Violence Prevention Award. 1999
- SECAC (Southeast Comprehensive Assistance Center serving AL, AR, GA, LA, MS from 1995-2005) names PeaceBuilders on Exemplary Program List as it has been identified in three or more expert panel reviews as "Effective" or "Promising." 2001
- State of New Jersey includes PeaceBuilders in *Resource Guide of Model Research Based Programs*. 2001
- U.S. CDC renews PeaceBuilders for longitudinal study for effectiveness; 1 of 4 programs renewed of the original 16 studied. PeaceBuilders is the only program in grades K-5 that is renewed. 1996
- U.S. Department of Education funds "El Hogar de la Paz Grant." Studies efficacy of community rollout of PeaceBuilders Program in 52 schools. 1995
- U.S. CDC awards three-year grant to University of Arizona and Pima County Health Department to study PeaceBuilders Program in schools. 1993

PeaceBuilders® Beyond School

A Curriculum Sampler



PeaceBuilding™ Beyond School Introduction

PeaceBuilders® Mission Statement

PeacePartners™, Inc., the proud facilitator of the PeaceBuilders program, is dedicated to reaching and teaching adults the art of creating safe, positive environments for all children across North America and U.S. Territories. With our research-based programs, we are building peace one partner at a time by providing exceptional products, interactive training and unwavering support.

PeaceBuilders Philosophy

PeaceBuilders is the renowned violence prevention youth program approved for the federally funded Safe and Drug Free Schools Act. It is a comprehensive community-based program launched in organizations that shifts the entire climate to a peaceful, productive and safe place for children, parents, staff and community members.

Utilizing a precise set of proven tools, PeaceBuilders creates a secure environment in which staff and children work together to build a positive setting for learning. This straightforward, yet effective program is designed to complement your existing program by identifying specific risk factors and managing them with simple techniques.

In a school setting, PeaceBuilders simple timesaving techniques integrate easily into the daily curriculum. PeaceBuilders increases academic achievement by allowing adults

to spend more time teaching and less time disciplining. The program creates a peaceful learning environment by increasing positive, respectful, thoughtful behavior, while decreasing violence and disruptive behavior. Through long-term practice, peaceful behavior becomes an integral part of the site's culture.

Consistency and continuity is key. PeaceBuilders is a comprehensive inclusive program designed to be a "one stop shop." We are committed to meeting all your requirements and eliminating the need for you to source multiple programs to support your community.

Our goal is to implement the PeaceBuilders program in site's throughout North America and the U.S. Territories and to become a strategic partner with other local community organizations who are interested in adopting a peaceful way of living.

PeaceBuilders incorporates a comprehensive, multifaceted approach uniting youth at school, home, with peers, and in the community through a common language inspiring a sense of belonging, connection and safety. It builds intrinsic motivation through praise, acknowledgement, and validation for academic achievement and positive behavior.

PEACEPACK™ PEACEBUILDING BEYOND SCHOOL

PeaceBuilders incomparable program addresses risk factors, which predict violence, bullying, drugs and tobacco. By recognizing these factors, our program will help improve academic achievement, teach positive social skills, and help build character through easily implemented research-based tools.

Participation in PeaceBuilders creates a daily commitment to a higher standard of behavior among children and adults. It reduces aggression, promotes language skills, creates inclusion for special needs children, increases parenting skills and fosters safer communities.

PeaceBuilders is made up of a committed team of educators, site staff and young people who work to create a climate change designed to reduce aggression and violence. The PeaceBuilders program has the effect of decreasing negative behaviors and creating peaceful environments conducive to learning. PeaceBuilders improves relationships and encourages peaceful ways of solving conflicts.

PeaceBuilders has worked in every type of site regardless of neighborhood, family, socio-economic status, or levels crime and violence. This is because the intention of the PeaceBuilders program is for it to be applied in the way that best fits the local environment. It is not an "add on" curriculum. PeaceBuilders works because it is not a program, it is a way of life.

The sections of the PeaceBuilding Beyond School guide can be implemented in a variety of different ways.

Some possibilities include:

- Spotlighting one principle per week, repeating the cycle every six weeks
- Spotlighting one principle each month
- Using activities as needed
- Make use of one particular type of activity (e.g. Outdoor Activities)

Our program can be implemented in any organization seeking peaceful solutions.

PeaceBuilders Objectives

- Increase academic achievement
- Reduce episodes of serious violence and fighting injuries
- Reduce behavioral issues in a structured setting
- Increase teaching time and reducing discipline time

These objectives are accomplished through our six (6) principles of PeaceBuilders:

- Praise People
- Give Up Put-downs
- Seek Wise People
- Notice Hurts
- Right Wrongs
- Help Others

Praise People

To praise is to express approval, appreciation or admiration for someone's accomplishments, talents, actions or behaviors. Everyone has the ability to praise other people. As one of the six principles, praising others is essential to becoming a PeaceBuilders site. However, the skill of praise has to be taught and learned. To teach the art of praising others, it is best for leaders to model the skill, since children are more likely to learn skills that are modeled by the adults in their lives. Once the leaders have modeled the behavior children can then take an active role in praising each other. Giving and receiving praise promotes positive actions and positive behaviors, which in turn will build self-esteem and healthy relationships. Creating and maintaining healthy and positive relationships with peers, children and adults helps build a peaceful environment where children become eager learners and reach their potential. Praise helps people of all ages see the positive effects of their actions in their school, home, and community.

Give Up Put-downs

To put-down is to dismiss or reject someone or something in the form of a critical or slighting remark. Most often, a put-down makes a person feel embarrassed, threatened, insulted and/or insecure. Therefore, giving up put-downs is the second principle that is essential to becoming a PeaceBuilders site. A put-down brings negative feelings that lead people to not like and not trust those who make them feel that way. When leaders and children are committed to giving up put-downs, everyone involved communicates with more respect

and children learn positive ways of interacting both verbally and non-verbally. This in turn will help build trust between people and help create a peaceful environment.

Seek Wise People

Wise people are those who have the ability to discern or judge what is true, right and/or lasting. Wise people are positive role models. Therefore, to seek wise people is an important aspect of the PeaceBuilders program. Within recent years, more and more children are taught to be careful of adults and are therefore growing up in a world where all adults are perceived as dangerous. With this perception, children don't learn how to seek wise people outside their own families. Children need positive role models to help them create a positive self-identity, feel safe, and to help them make good decisions. Both adults and children are wise people.

Notice Hurts

To notice hurts is to perceive or observe that one has caused mental, emotional or physical damage to another person. People hurt each other from time-to-time, sometimes on purpose and sometimes accidentally. The fourth PeaceBuilders Principle: Notice Hurts, helps young people take personal responsibility for their actions and to see their own part in things that happen to them. When someone notices a hurt they caused and makes an amend, that person has changed their behavior so the hurt is less likely to be repeated. Making amends also shows that the person acknowledges that the needs of others are important and sometimes must come before their own. This helps people become more effective in their personal relationships.

Right Wrongs

To right wrongs is to do the right thing when an unacceptable, undesirable or unjustly behavior was committed to another person. To right wrongs may mean to apologize, write a letter, explain the misunderstanding, etc., which will reduce the chances that past wrongs will be repeated in the future. To right wrongs is an important principle to the PeaceBuilders program. Righting our wrongs helps both children and adults communicate openly and honestly about issues that they care about. Righting wrongs is a belief we must live by, in order for young people to make a better world for themselves. Encourage children to share their thoughts and guide them toward positive behaviors that will make a difference and help young people have the courage to right the wrongs in their lives.

Why Do We Care?

By teaching the PeaceBuilders way of life to children we set the tone for a more peaceful society. Young people have the greatest impact on our future. Violence is a growing concern around the world. We can help decrease the incidents of violence by setting examples of how we want children to behave and build peace at home, at school and in the community each day.

WIFM - What's In It For Me?

Working with children can be extremely busy, tiring and rewarding. Take a minute to think about how much easier it would be to do your job if you had fewer incidents of bullying and name-calling. PeaceBuilders provides an environment where you will have more time to do what you do best, TEACH!

Help Others

To help others means to give assistance, relief or improve another person's situation. Helping others is the sixth PeaceBuilders Principle that is essential to becoming a PeaceBuilders site. Helping others is often as rewarding for the giver as it is for the receiver. Young people enjoy the opportunity to help their families, friends, and teachers because they feel needed. At PeaceBuilders sites, it is important to provide children with ways to be helpful to others. This will enable young people to make their site and community more positive and caring and allows them to feel empowered.

PeaceBuilders® Pledge



I am a PeaceBuilder.TM
I Pledge...

- To praise people
- To give up put-downs
- To seek wise people
- To notice and speak up about hurts I have caused
- To right wrongs
- To help others

I will build peace at home, at school, and in my community each day.

Promesa de los PeaceBuilders®



Yo soy un PeaceBuilder™
Yo Prometo...

- Elogiar a las personas
- No burlarme de otra gente
- Buscar a personas sabias
- Reconocer y hablar sobre el daño que he causado y rectificarlo
- Corregir mis errores
- Ayudar a los demás

Yo crearé paz en mi hogar,
en mi escuela, y en mi
comunidad todos los días.

Why Teach PeaceBuilders® Beyond School?

More than seven million children in the United States go home to an empty house after school each week (American Foundation of Labor-Congress of Industrial Organizations website www.aflcio.org). During this time of no adult supervision, statistics indicate that these hours (between 3:00pm and 6:00pm) are prime hours for youth delinquency.

At a time when more children are unsupervised, the need for quality after-school programming is great. A quality before school, after-school, or summer program can provide a safe place for children and additional learning opportunities. After school programs keep our children safe while providing supervision and activities. A University of Southern California study reports that children who participate in after school programs are less likely to commit violent crimes, be a victim of a violent crime, skip school and use alcohol, drugs and/or tobacco.

Other nationwide studies have proven that children in after school programs (California Department of Education website www.cde.ca.gov):

- Are two times less likely to use drugs
- Are one-third less likely to become teen parents
- Have improved school attendance and do their homework more often and better
- Show better achievement in math, reading, and other subjects
- Learn to respect people who are different from themselves and develop better conflict resolution and social skills

Given what after school programs can do for children and how the PeaceBuilders program improves relationships and encourages ways of solving conflicts - violence will decrease, young people's confidence will increase and our young people will build peace at school, at home, and in the community each day.





Praising people means noticing and seeking the good in others. All humans have this important ability. Praise allows us to engage in a common purpose with grace, harmony, and efficiency. Praise increases our openness to accept the good things we want and need.

Healthy, positive relationships are built using the skills of praising, acknowledging, validating, and showing appreciation of others, their talents, positive actions, and behaviors. Healthy, positive relationships are the foundation of productivity and achievement, well-being, good citizenship, and successful lives.

The effects of praise build throughout a young person's life. Young people who are praised and acknowledged, and who learn how to praise others for positive actions, are far less likely to become juvenile delinquents or adult criminals. Young people (and adults) who praise their peers are better liked. Productive work relationships are enhanced when people notice, acknowledge, and support the good in others. Good marriages and good parenting are based on positive interactions.

Healthy relationships build peace. This creates a positive community: a community where each individual adult and young person can reach his or her potential.

Many people assume that by the time children leave elementary school; they have outgrown the need for praise. NOT SO! Because of changes in brain chemistry at puberty, young teens need two to three times more praise (acknowledgements, validations, and positive social feedback) in middle school than they did in the elementary grades. Young people who have witnessed violence or experienced trauma need even more.

Specific, meaningful praise helps people feel positive and self-confident and encourages them to learn new things. Praise and acknowledgement help people of all ages see the positive effects of their actions in the world. It motivates people to repeat positive actions and expand efforts.

The skill of praise has to be directly taught. It is the core of becoming a PeaceBuilders® site. With praise, staff can intentionally create an environment that reverses the trends of defensiveness, aggression, and withdrawal, and that builds resiliency and success.

PeaceBuilding™ Beyond School offers many opportunities for praising and teaching young people to look for and recognize good in others.



Indoor Activities

Indoor Activity #1: What Praise Can You Remember?

Developmental Area(s): Cognitive

Objective(s): To practice memorization skills

Materials: Praise word cards (two per participant), paper, pencils

Instructions:

1. Have 10 young people line up in front of the room.
2. The 10 young people should be given 2 praise words each to hold in front of them.
3. The other players observe the praise words for 30 seconds to one minute (depending on age), trying to commit them to memory.
4. Then, the young people with praise words file out of the room in order.
5. The players left in the room try to write down the order in which the 10 players were standing and name the two praise words each of them were holding. Praise and reward correct answers (stickers, happy faces, small incentives).
6. Choose 10 new players to hold praise words for the next game and begin again.

Indoor Activity #2 PeaceCircle

Developmental Area(s): Cognitive, Social, Emotional

Objective(s): To recognize individuals for acts of PeaceBuilding

Materials: none

Instructions:

1. Use this activity as frequently as appropriate
2. Young people and/or adults stand in a circle.
3. One person is chosen to stand in the middle of the circle.
4. The person in the center of the circle shakes the hands of three people he or she wants to praise.
5. Those individuals that received a handshake raise their hands if they would like to hear why they received the handshake.
6. The person in the center chooses one person whose hand is raised and says why he or she would like to praise him or her.
7. The two then trade places and continue in the same way.



To put-down is to dismiss or reject someone or something in the form of a critical or slighting remark or action.

Some adults and youth have developed habits of sarcasm and put-downs, and may give put-downs without being aware of them. No one likes to feel embarrassed, threatened, insulted and/or insecure and people don't like or trust others who make them feel that way. Put-downs trigger angry feelings leading to thoughts of revenge. Most verbal and physical fights begin when someone feels insulted/put-down, even if the "insult" was unintentional.

Young people (and adults) who have experienced trauma may interpret even neutral cues, like someone looking at them, as hostile. In areas where the culture of "dissing" is practiced, it is not unlikely that the loser of a verbal exchange will return with reinforcements or with a weapon in order to physically win a confrontation that he or she could not win verbally.

Environments that provide praise, acknowledgement, encouragement, recognition, and that eliminate intentional and unintentional threats, put-downs, and insults make it easier for young people to learn new skills. In environments where

put-downs have been substantially decreased, young people can give more attention to striving for a successful future.

Giving up put-downs is harder than praising people because there are so many ways to give put-downs, both intentionally and unintentionally. Giving up put-downs takes practice and self-discipline. It takes goal setting. It takes someone willing to act as a model for others, rather than waiting for others to change. Giving up put-downs helps build trust between people.

Adults at a PeaceBuilders® site are powerful role models. As they communicate respectfully with each other and with young people, those young people learn positive ways of interacting.

If adults model the actions of giving up put-downs, young people are more likely to copy them. However, modeling alone isn't enough. Young minds are more likely to "get it" if they have chances to notice, count, and praise people for these behaviors.

Giving up all forms of insult brings peace to sites and communities: but it takes commitment and daily practice from young people and adults alike.



Indoor Activities

Indoor Activity #1: PeaceBuilders Charades

Developmental Area(s): Social

Objective(s): To have participants act out PeaceBuilders activities

Materials: 30 – 50 index cards or small pieces of paper

Instructions:

1. Create 30-50 PeaceBuilder™ charade cards.
2. Examples: Use all of the PeaceBuilders Principles; put-downs that the group has given up; positive words like: thank you, respect, help, awesome etc.
3. Create equal teams.
4. One member from each team is given the same charade card to act out for his or her team.
5. The team that guesses the correct card gets a point.
6. Once all the cards are finished, the points are added up and the team with the most points wins.

Indoor Activity #2: Mirror

Developmental Area(s): Social, Physical

Objective(s): To promote teamwork; To promote creativity with movement

Materials: None

Instructions:

1. Participants pair up. One participant is designated as the mirror.
2. The mirror must follow the movements of his or her partner.
3. When the leader calls, "Switch," everyone must find a new partner.
4. After switching partners several times, the followers become the mirrors.



As wise people, PeaceBuilding™ adults help children pay attention to positive actions at the site, in families, in history and literature, at school, in the community, and around the world.

Recent decades may be the first time in human history when almost all adults have been labeled as potentially dangerous to young people. Because of this, children and adults tend to be cynical about heroes. The nightly tabloid news can easily lead us to believe that malicious people live right next-door just waiting to harm our young people.

For the most part, the media and popular culture show negative role models, which affect what young people learn. When children grow up in a world where all adults are perceived as dangerous, they don't learn how to seek wise people outside their own families. Yet heroes (positive role models) are essential for children and young teens.

Finding positive role models is a difficult but critical task for young people who have witnessed or experienced acts of violence, because they have built-in wariness and self-protection needs, and they lack the skills to judge which adults are safe and trustworthy.

Despite family hardships, young people are able to learn from wise people they find in the world. Most young people that "make it in the world" despite adversity (this is called

resiliency) find many wise people and draw resources from them.

Instead of learning to distrust adults, children need to learn how to distinguish adults who are safe and trustworthy from those who are not. Young people should emulate the characteristics of wise people and learn how to gain their assistance. Both adults and children can be wise people.

Positive role models are especially essential for young teens. The major task of teenagers is to establish a self-identity beyond the home. Structured programs and school can be safe places for them to try different roles. All youth need positive "heroes" and role models they can copy to help them create a positive self-identity. If we don't provide heroes, the negative role models portrayed in the media and popular culture are what they will emulate.

PeaceBuilders® seek wise people for help. Sometimes this takes courage. One predictor of which young people are likely to be successful in life, regardless of background, is whether they are willing and able to ask for help from the right people. Young people must learn both the skill of asking for help and recognizing the characteristics of wise people to determine whom to ask.

Wise people abound in young people's lives but they may go unnoticed without special coaching.



Indoor Activities

Indoor Activity #1: Three Things in Common

Developmental Area(s): Social, Language

Objective(s): To identify commonalities between participants; To provide participants the opportunity to get to know each other

Materials: None

Instructions:

1. Ask participants to pair up with someone they don't know very well.
2. Give them five minutes to figure out three things they have in common with each other. (Rather than physical traits, they should be things such as "We both have two sisters," "We both love playing the same sport," etc).
3. Each pair shares what they have in common with the group.
4. Whole Group Discussion: What did you notice? Any surprises?
5. If time permits pair up different partners and repeat the activity.

Indoor Activity #2: Dream Job

Developmental Area(s): Social, Cognitive

Objective(s): To provide participants the opportunity to get to know each other; To encourage participants to contemplate the future

Materials: None (optional: writing and drawing materials)

Instructions:

1. Individual Reflection: What is your dream job? Think about it silently – don't share your thoughts.
2. Class Challenge: Without saying your dream job aloud, only the letter that it starts with, you and your fellow participants must form a line alphabetically by the first letter of your dream job. (e.g. the Astronauts are first and the Zoologists are last).
3. Call out: When everyone is in line, participants tell what their dream job is and why they want that job.
4. If additional time: Illustrate and/or write about your dream job.



Popular culture makes heroes out of crooks, and villains out of authority figures. The crooks in many stories go beyond ignoring the hurts they cause – they are actually proud of them. Committing hurts is now shown as a norm of teen culture, especially in the media. Those charged with “keeping the peace” are laughed at, or worse. No wonder young people grow up saying that all adults are hypocrites and that “peace is for babies.” Yet, many experiences have shown that young people do want a peaceful environment.

In any group, people hurt each other from time to time- sometimes on purpose, and sometimes accidentally. What would you want if you were hurt? You would probably want the person who caused the hurt to show empathy, to speak up about the hurt, to do something to rebuild or restore your trust, and to make sure to not do the act again.

Both young people and adults want good relationships built on trust. People build trust and cooperation with others when they recognize the effects of their actions and “own” their mistakes. Others are more likely to help and support you when trust is present.

Many young people never see this kind of relationship modeled . . . not at home, not on TV, not at school. So, they copy being

hurtful. Then they blame others for their actions. “He made me hurt him.” For some, it even feels “normal” to hurt others.

This fourth principle of PeaceBuilders® helps young people to take personal responsibility for their actions and to see their own part in things that happen to them. By teaching and modeling “noticing hurts” we cause, we help young people learn how to take personal responsibility for their actions whether intentional or not. By teaching and modeling “making amends,” we help young people develop empathy and compassion; learn to restore cooperation, and to earn back the trust that was lost by the hurt.

Young people who hurt others have to do more than say, “I’m sorry,” at a PeaceBuilding™ site. They make amends using a PeaceTreaty™ and/or PeacePlan™ with those who were hurt by their words and/or actions, even at the cost of a negative sanction.

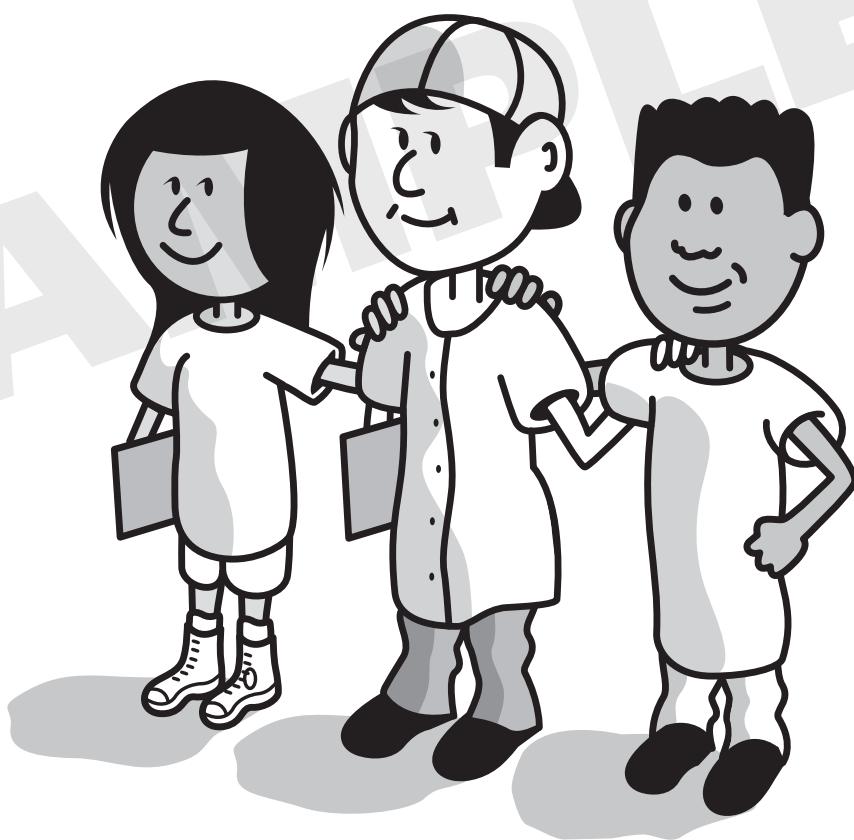
The process of noticing hurts and making amends, however, is not punishment. Scientists and wise people throughout history have taught that a focus on penalizing children for negative behavior, especially with harsh punishment, backfires. Punishment tends to create resentful young people who get better at not getting caught and better at

getting even. Harsh punishment makes them angry with the people who caught them, the people who caused them to get caught, and those who applied the penalty. What they want is revenge.

In contrast, making amends helps young people to focus on the effects of their actions in human terms, to face the person they hurt and restore that relationship, and to change their behavior in the future so that the "hurting" is less likely to be repeated. Rather

than penalizing young people, noticing hurts and making amends teaches them to become more effective in their personal relationships.

To some extent, youths have had to "live up" to the public image that they should be tough and bad. It is not really what they want though. With clear, structured, consistent adult support for showing compassion, empathy, and honesty, young people enthusiastically jump at the chance to be their best selves.





Indoor Activities

Indoor Activity #1: Tissue Race

Developmental Area(s): Social, Physical, Cognitive

Objective(s): To teach participants patience and perseverance;

To promote social skills

Materials: For each team – one 5x8 index card, one piece of colored tissue paper (3" square)

Instructions:

1. Divide the group into equal size teams.
2. Each team stands in a single file line.
3. Tell the participants to 'go!'
4. The first participant on each team uses the index card as a fan to push the colored piece of tissue paper to the goal.
5. Once he/she reaches the goal, the tissue paper is returned to the start line and the next participant starts.
6. The game continues until all participants have had their turn.
7. The first team to finish wins.

Indoor Activity #2: My Favorite Song

Developmental Area(s): Social, Emotional

Objective(s): To explore the PeaceBuilders Principles through music

Materials: Songs that exemplify one or more of the PeaceBuilders principles for young people that may not have access to music.

Instructions:

1. Assign participants to pick a favorite song that they think embodies one or more of the PeaceBuilders principles.
2. Have each participant play his/her song for the group and then explain how the words of the song exemplify the PeaceBuilders Principles as well as stating how the song affects him or her.
3. Ask participants what can be learned from other people's expression of emotion.



To Right Wrongs is to do the right thing when an unacceptable, undesirable or unjust behavior was committed to another person.

This fifth principle of the PeaceBuilders® program is a very important one. Righting Wrongs helps both young people and adults communicate openly and honestly about important issues. It is another essential building block of the foundations in creating peace.

Righting wrongs is also about applying the lessons of life and history so that past wrongs won't be repeated.

PeaceBuilding™ youth become involved in solving problems in their world, starting with their school and their immediate community. Young people care about social injustice, homelessness, racism, poverty, crime, and the environment among many other important issues. They know the world is not the way it "should" be, but they often feel helpless to do anything about it.

However, young people are far from helpless. We know them to be fierce in defense of respect and other values and in protecting their friends and "turf." Ask any parent who has ever criticized a child's friend.

Young people live, learn, and mature in the larger context of their neighborhood, their community, and the country. Larger problems

of society affect their development. Young people can directly contribute to creating a better world for themselves.

Youth can directly change their neighborhoods and communities helping everybody in a number of ways. Young people get fame and recognition for doing good, rather than being shunned and feared. When they make a difference, young people get direct feedback that the world is not hopeless. They see with their own eyes how their efforts make a difference. They also experience the value of persistence. They learn the old adage, "Rome was not built in a day."

PeaceBuilders may apologize, write a letter, explain the misunderstanding, etc. These actions reduce the chances that past wrongs will be repeated in the future.

Children, adolescents, and adults often have difficulty righting their wrongs. It is important that we learn to right our wrongs through open communication and honesty. Encourage children to share their thoughts and guide them toward positive behaviors that will make a difference and help young people have the courage to right the wrongs in their lives.

Righting Wrongs is a belief we must live by in order for young people to make a better world for themselves. Righting Wrongs is 'Making a Difference.'



Indoor Activities

Indoor Activity #1: Over and Under Relay

Developmental Area(s): Physical, Social

Objective(s): To practice cooperation; To encourage social development; To promote physical coordination

Materials: One bean bag or ball per team

Instructions:

1. Divide participants into even teams.
2. Participants stand in single file lines.
3. The participant in front of the line starts with the beanbag.
4. On "Go," the first participant passes the beanbag over his/her head to the next participant.
5. Then the next participant passes the beanbag through his/her legs, to the participant behind him or her.
6. When the last participant in line gets the beanbag, he/she holds it over his or her head.
7. Teams sit down when they have completed the relay.
8. The team that sits in the nicest line wins.

Indoor Activity #2: Letter of Apology

Developmental Area(s): Social, Emotional, Language

Objective(s): To right wrongs

Materials: Paper, pencil

Instructions:

1. Participants fill out an apology contract for someone they have put-down (See the Plan for the Future to Restore Peace and Respect and the PeaceTreaty™ in the Behavior Management section).
2. Instructors teach the group how to write an apology letter based on the format of the PeacePlan™ and/or PeaceTreaty.
3. Deliver letters to recipients.



Often people become so involved in their everyday lives, they forget about the importance of helping others. This sixth principle of PeaceBuilders® is essential in making the world a better place. Helping others is a skill that young people will continually benefit from as they progress through life.

Helping others is about practical altruism. It moves the big picture of social justice down to the practical level of caring for the environment and helping with daily tasks, which are essential for having a peaceful community.

PeaceBuilders sites provide children with roles and responsibilities to help others. These responsibilities enable young people to make their site and community more positive and caring. Children love to feel important. Providing them with responsibilities allows them to feel empowered.

If young people are taught early that helping others is a worthwhile and rewarding behavior, they will be more likely to adopt helping behaviors into their everyday lives.

Early on, children are encouraged to help their families, friends, and acquaintances. This can include helping another child with an assignment or project. As they become older, young people are encouraged to build upon this principle and help others more globally.

Helping others provides children with the satisfaction of a job well done. They experience help both as givers and receivers

and of help. Experiencing both sides of this situation provides young people with a greater appreciation for how powerful helping others is in building peace.

Teaching children responsibility through the practice of helping others is a life-long lesson that will prepare young people for a successful adulthood.

Young people are encouraged to help others in many ways:

- **Offering to help others.** Helping a friend with a homework assignment or helping a new kid become familiar with the site and make new friends builds peace and positive relationships.
- **Including others** in games and activities makes youth feel welcome and accepted.
- **Helping out the neighborhood.** Picking up litter and cleaning up public places for everyone to enjoy provides a cleaner, more peaceful feeling environment.
- **Helping out those in need.** Helping elderly people with jobs or participating in a canned food drive to help less fortunate people builds peace through service.

Encourage children to help others in their daily lives. This includes thoughtful acts of kindness both large and small. Every small action contributes to the foundation of building peace.



Indoor Activities

Indoor Activity #1: Up PeaceBuilders!

Developmental Area(s): Physical, Social, Cognitive

Objective(s): To practice observational skills; To develop social skills

Materials: two coins

Instructions:

1. Divide participants into two teams.
2. One team is the Guessers and the other team is the PeaceBuilders.
3. The leader of the PeaceBuilders team holds a coin between the palms of his or her hands.
4. He/she passes his/her hands between the joined palms of each of the teammates, slipping the coin between the palms of one of them.
5. The Guesser team watches closely to see which participant has the coin.
6. After the leader of the PeaceBuilders team finishes, the leader of the Guessers says, "Up PeaceBuilders," and all of the PeaceBuilders team members close their fists and raise them above their heads.
7. The leader of the Guessers says, "Down PeaceBuilders," and the PeaceBuilders put their palms down flat on the floor/desk.
8. If a Guesser thinks he/she knows who has the coin, he/she raises his/her hand and the leader of the Guessers calls on that person.
9. The number of guesses needed to find the coin is the score of the Guessers.
10. Then the Guessers become PeaceBuilders and PeaceBuilders become Guessers.
11. The team with the lower score at the end of the playing period is the winner.