

10th International Conference on Conflict Resolution Education (CRE)

Waging Peace in Our Schools, Homes, Communities and the World

June 9, 2016

Columbus, Ohio, USA



Presenter: Linda Lantieri – Cofounder and Senior Program Advisor for the Collaborative for Academic, Social and Emotional Learning (CASEL)

Who is in the House?

- Are working directly in k-12 education as a teacher, school leader, mental health practitioner or are a high school student
- Are at the university level as a student, professor, researcher or in another capacity.
- Are part of a non-governmental or governmental organization.
- Are familiar with the work of CASEL – *the Collaborative for Academic, Social and Emotional Learning.*
- Feel that the current approach to k-12 education in your country is preparing children well for the complex and uncertain future they will inherit.
- Care deeply about how we are educating the next generation of young people and are willing to do something to improve it.

Where we are going in the time together...

- Share my own journey of widening the vision of k-12 education to include educating for peace.
- Identify the unique value the field of Social and Emotional Learning has to offer in the transformation shift needed in pre-k-12 education worldwide so that peace education is a part of that vision.
- Inspire us to be committed to help manifest this transformational educational shift by connecting schools, communities and families

Opening Reflection

As we talk about how to bring the work of Peace, Security and Justice into various educational and community settings all over the world, what is *your particular calling* in relation to this work in the world?

What is *the work* that is for *you* and only *you* to do - or it may not happen?



Remember to do your own “work before the work” as Parker Palmer talks about:



Have I done the inner work necessary to do the outer work I am being asked to do?

What do I need to do or explore before I am ready for this task with this particular group of people in this community?

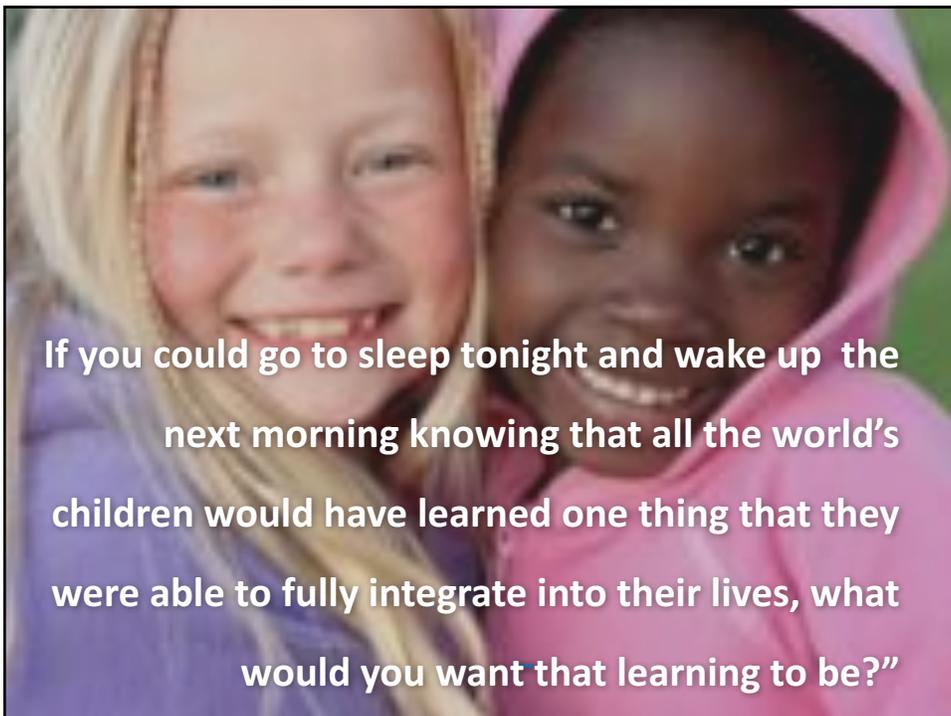


TAKE A STAND
by
Geoffrey
Canada









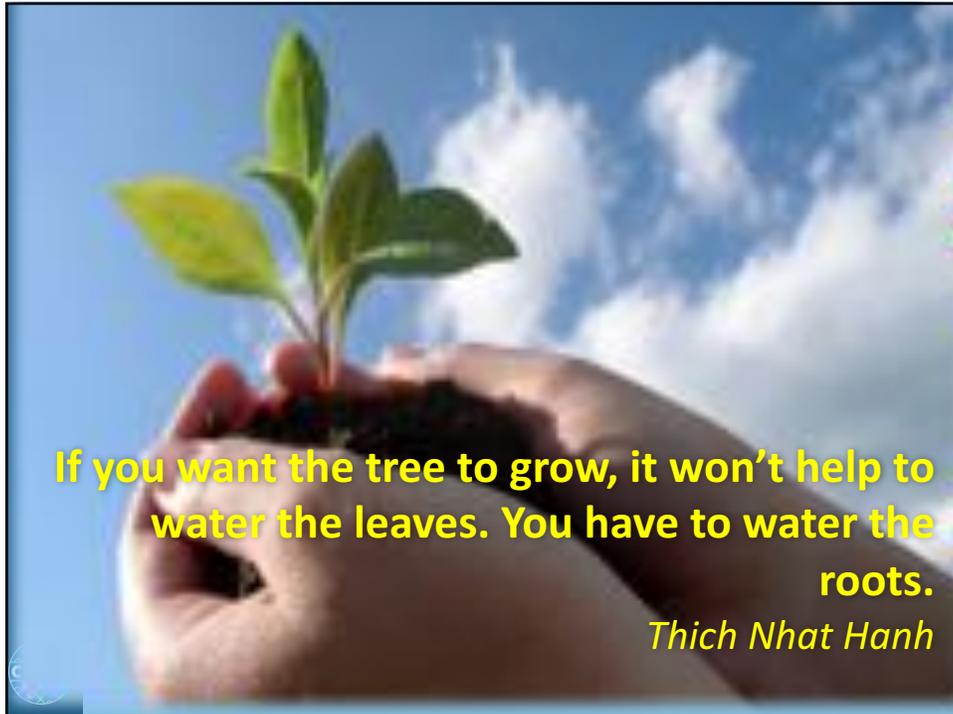
If you could go to sleep tonight and wake up the next morning knowing that all the world's children would have learned one thing that they were able to fully integrate into their lives, what would you want that learning to be?"



The paradigm still exists in education that improving our schools is about **“fixing the children, the adults, the institutions we serve in**

And we do this by:

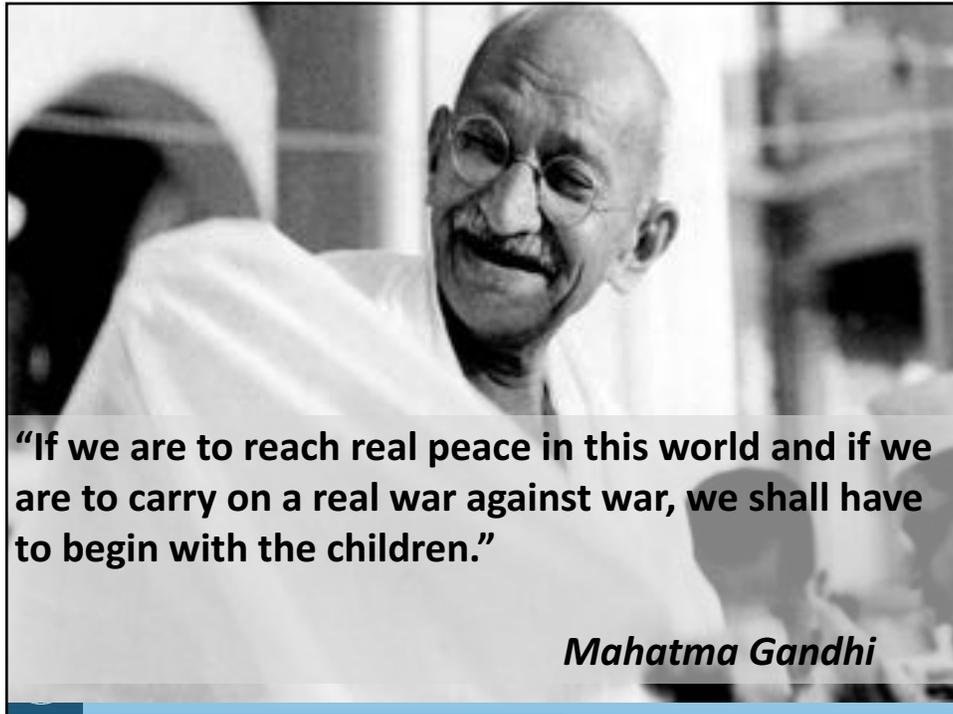
re-forming or re-structuring our institutions.



If you want the tree to grow, it won't help to water the leaves. You have to water the roots.

Thich Nhat Hanh





“If we are to reach real peace in this world and if we are to carry on a real war against war, we shall have to begin with the children.”

Mahatma Gandhi

The image shows the cover of a book titled "RESOLVING CONFLICT CREATIVELY". The title is in large, bold, dark blue letters. Below the title is a circular logo featuring a globe with several stylized human figures holding hands around it. Underneath the logo, it says "A TEACHING GUIDE FOR GRADES KINDERGARTEN THROUGH SIX". At the bottom of the cover, it reads "RESOLVING CONFLICT CREATIVELY PROGRAM", "Board of Education of the City of New York", and "Educators for Social Responsibility, Metropolitan Area". There is also a small logo for CASEL (Collaborative for Academic, Social, and Emotional Learning) in the bottom left corner.

In 1985, The RCCP Curriculum was developed in NYC and aimed to develop several core social and emotional skills in conflict resolution.

By the early 1990's, we were losing a classroom full of children to violence every 3 days in the United States.
A child was killed by a gun every 98 minutes!

Children's Defense Fund



“Well Intentioned” Youth Development and Prevention Programming that presents a “disaster model” which highlights the various risks

- AIDS Education
- Career Education
- Character Education
- Civic Education
- Delinquency Prevention
- Dropout Prevention
- Drug Education
- Family-life Education
- Health Education
- Mental Health Promotion
- Multicultural Education
- Nutrition Education
- Physical Injury Prevention
- Sex Education
- Suicide Prevention
- Truancy Prevention
- Violence Prevention





Science Times

Pioneering Schools Teach Lessons of Emotional Life

This is my pledge for peace



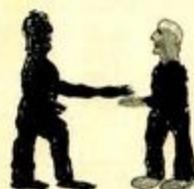
Please, no guns.
PEACE TO ALL

Early Steps Toward Peace
Students in a conflict resolution program of the New York City Public Schools drew their own pledges of non-violence. Pupils were asked to illustrate one realistic step they might take in a situation of conflict to create peace. Scientific data on effects of such programs are lacking, but users report positive results.

This is my pledge for peace: I promise to stop fights and help people



My message of peace: is that all men, women, and children, can associate together, understand each other freely, and never be scared of uncontrollable things.



Students learn to handle emotion, settle disputes and avoid violence.

By DANIEL GOLEMAN

WHILE the lagging test scores of American schoolchildren in mathematics and reading have troubled educators, a new kind of deficit, in many ways equally alarming, is becoming all too apparent: emotional illiteracy.

America's children seem desperately in need of lessons in how to handle their emotions, how to settle disagreements, in caring and just plain getting along. The signs of this deficiency are perhaps most obvious in incidents like the shooting deaths of two students at Thomas Jefferson High School in Brooklyn last week. But they can also be read in statistics showing sharp rises in the numbers of teen-age suicides, homicides and pregnancies in the last decade.

Partly in response, a handful of pioneering educators have begun to design and teach courses in what some call "emotional literacy," a basic curriculum that teaches lessons in life that ideally are taught at home. The educators see these courses as an antidote, the kind of instruction that might have led to a different outcome in the Brooklyn school, had those involved had its benefits.

"To commit that kind of violence you have to have reached a kind of emotional deadness or desperation," said Shelby Keeler, a leader of the new movement who directs a program in emotional education at the Crossroads School in Santa Monica, Calif. "This kind of education is the preventive measure."

Children have always needed this kind of emotional education, and the assumption has long been that they got it from their families. But, just as with sex education, it is becoming clear that few families do a complete job.

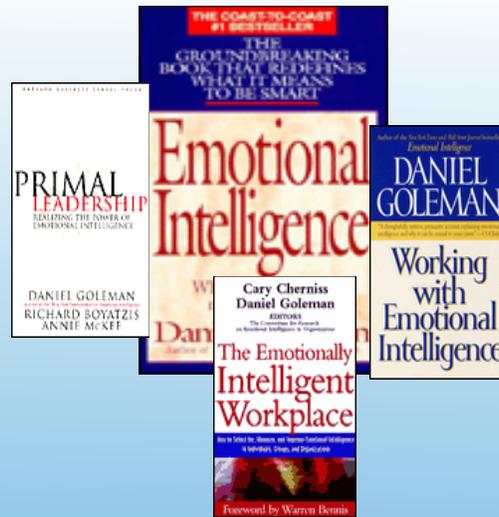
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Source: Resolving Conflict Creatively Program

Eric Kaplan ("Stop Fights"), Michael Tassin ("Pledge to peace"), Shelby Keeler ("My message of peace")

Daniel Goleman

Daniel Goleman's best seller in 1995 gave us permission to talk about the power of emotions.



Emotional Intelligence Defined

“The capacity for recognizing our own feelings and those of others, for motivating ourselves, for managing emotions well in ourselves and in our relationships.”

Daniel Goleman



What is Social and Emotional Learning?

Social and emotional learning (SEL) involves the process through which children and adults acquire and effectively apply the knowledge, qualities, and skills to:

- understand and manage emotions
- set and achieve positive goals
- feel and show empathy for others
- establish and maintain positive relationships
- make responsible decisions



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Collaborative for
Academic,
Social, and
Emotional
Learning



casel.org



CASEL's Vision for SEL: Classrooms, Schools, Districts, States, Countries, the World

Educators, students, families, and community members work together to support the healthy development of all students.



All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.



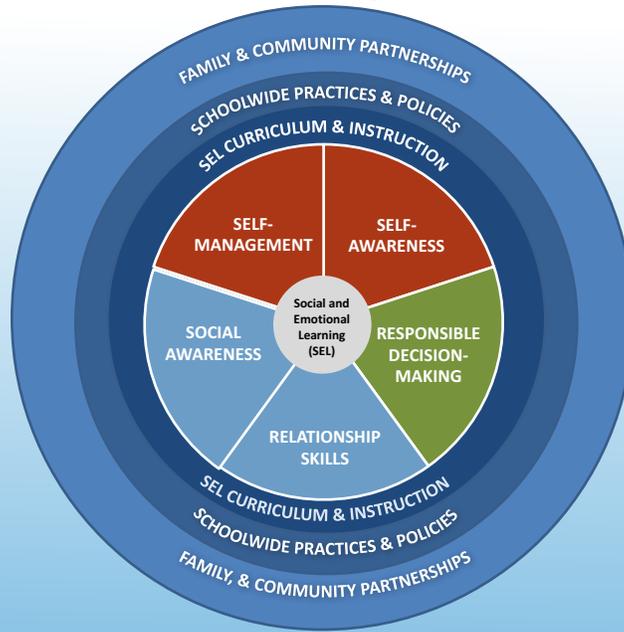
All students are engaged and active learners who are self-aware, caring, respectful, connected to others, responsible decision makers, and academic achievers.



Students are contributing in positive way to their school and community.



CASEL'S Theory of Action



The Five Competencies of SEL

CASEL has identified five core areas of social and emotional competence.

Self-Awareness

Responsible
Decision
Making



Self-
Management

Relationship
Skills

Social
Awareness



SEL Improves Student Outcomes

Science Links SEL to Student Gains:

- 
- Social-emotional skills
 - Improved attitudes about self, others, and school
 - Positive classroom behavior
 - 11 percentile-point gain on standardized achievement tests

And Reduced Risks for Failure:

- 
- Conduct problems
 - Emotional distress



Source: Durlak, J.A., Weissberg, R.P., Dymnicki, A.B., Taylor, R.D., & Schellinger, K. .The Impact of Enhancing Students' Social and Emotional Learning: A Meta-Analysis of School-Based Universal Interventions. *Child Development*.

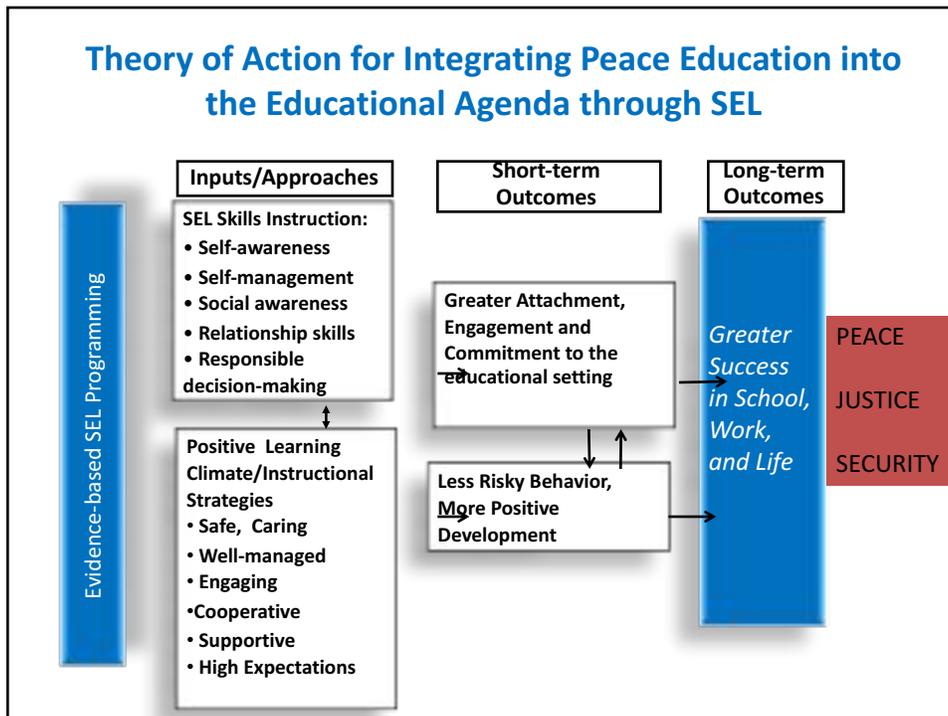
Long-Term Impact

- 
- ↑ High school graduation
 - ↑ College attendance
 - ↑ Employment
 - ↑ Emotional and mental health
 - ↓ Criminal activity
 - ↓ Drug involvement

Hawkins et al., 2005

\$2.11 return for every \$1.00 spent

Theory of Action for Integrating Peace Education into the Educational Agenda through SEL



What's Needed

SEL can help schools, families and communities move from...

- Fragmented efforts
- Piecemeal implementation of a whole-child approach
- No common language

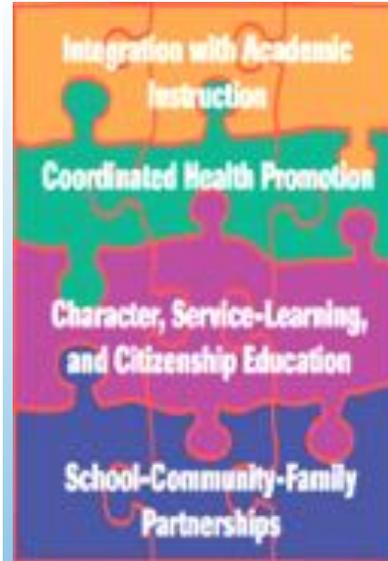


SEL as a Coordinating Framework

An integrated approach that includes:

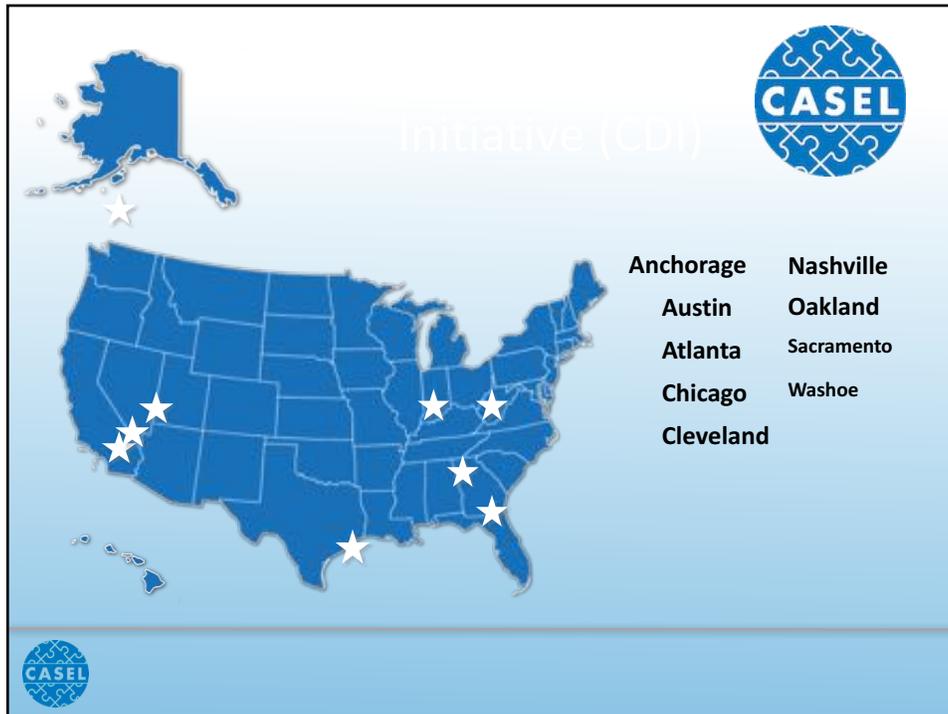
Academic *and* life success

- Coordinated efforts
- Child centered instructional practices
- Systemic implementation of peace education



CASEL's National Initiative for Social and Emotional Learning





Effectiveness of School-based Social and Emotional Education Programs Worldwide

Diekstra, 2008 (p. 261)

Failure or refusal to adopt and appropriately support the implementation of SEL/SFL programmes is equal to depriving children and youngsters of crucial and scientifically substantiated opportunities for their personal, social and academic development.

This would be a flagrant violation of the United Nations Convention of Children's Rights.



Parker Palmer's final words:

We must remember that all great movements start simply:
A few people feel the pain of a divided life and resolve to
live it no more. In that resolve is the power to live our
moment to its full potential.



Stage I of a Movement



In Parker Palmer's words, the Rosa Parks decision means.....

The decision to live divided-no-more – learning to be true to ourselves and getting beyond our fears. It means finding the courage to bring our inner convictions into harmony with our outer acts, knowing the risks involved.

When we realize that we can no longer collaborate in something that violates our own integrity, our understanding of punishment is suddenly transformed.



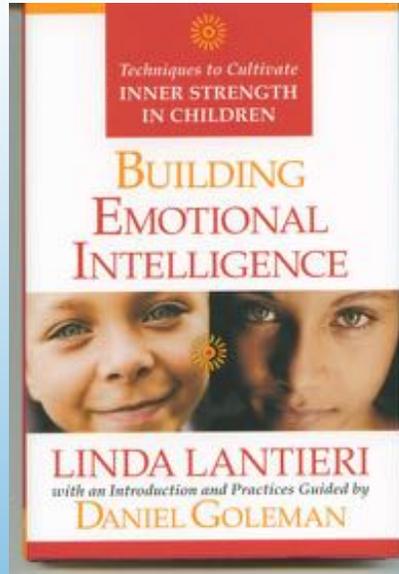
Stage II of a Movement



“Communities of Congruence”



Stage III of a Movement



Stage IV of a Movement





