

Unless we teach children peace, someone else will teach them violence. – Coleman McCarthy

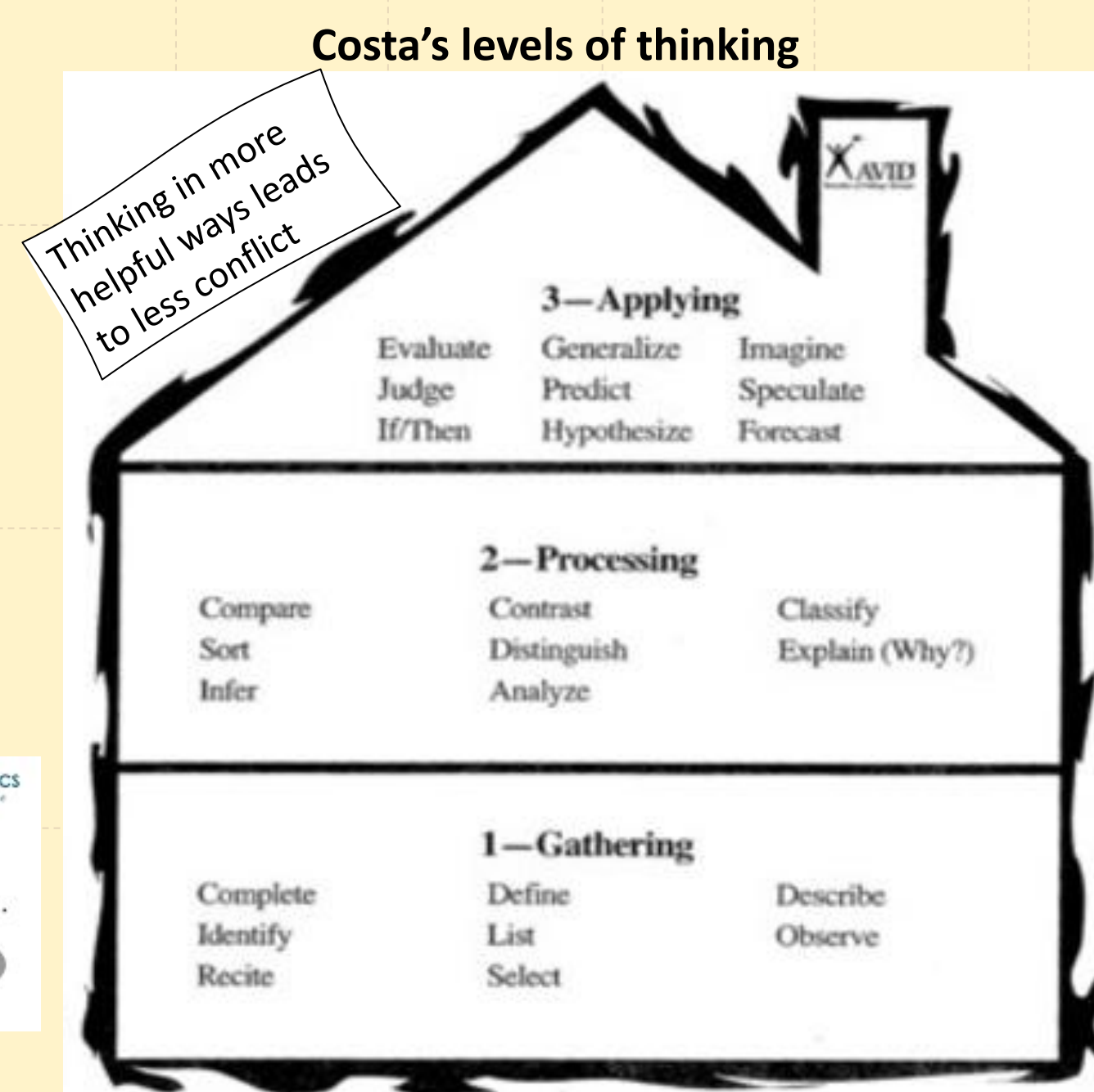
In order to work peacefully with others, students need to become aware of their personal strengths and build on them.

Through the NewGen Peacebuilders Foundation, students develop skills on how to respond thoughtfully to diverse perspectives

Stop and think:

1. How do you transform a past harm to prevent future violence?
2. What are differences between: compassion, empathy, pity and altruism?
3. What are differences and similarities between human rights and civil rights?

At the secondary level, students enroll in the AVID elective and receive support to be successful in their school's most rigorous classes, such as honors and Advanced Placement. In this class, students learn organizational and study skills, work on critical thinking and how to ask probing questions, get academic help from peers and tutors, and participate in enrichment and motivational activities to make college attainable. This pairs perfectly with Peace Education whose goal is to control, reduce and eliminate violence.



Understanding and managing conflict through high school



Tamara Babulski, Independence High School
Deb Semmler and Patricia Shafer, NewGen Peacebuilders

“Peace education is holistic. It embraces the physical, emotional, intellectual, and social growth of children within a framework deeply rooted in traditional human values.” (Schmidt and Friedman, 1988, as cited in Abebe et. al., 2006, p. 14)

- All ninth-graders are required to take AVID to give them the tools they need to not only be successful in high school, but to also develop skills that they will take with them as they enter the world beyond high school.
- AVID and the My Peacebuilders Foundation pair perfectly to help students explore peace through personal, social, and institutional spheres.
- NewGen Peacebuilders is a program to help teenagers develop their own voice and present opportunities for them to become peace building leaders in their communities.
- Students that undertake this journey will develop their own personal development plan centered around the 7Hs of peacebuilding: Hello, Hope, Harm, Healing, Heart, Head, and Hands

The Eight Pillars of Peace



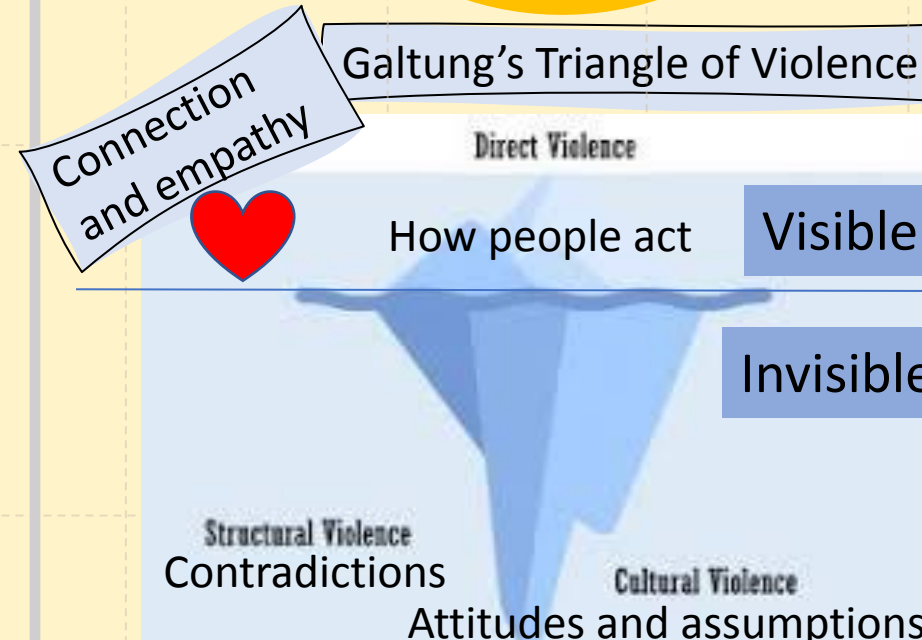
The eight pillars of peace can be translated into rights that all students should have in order to be able to avoid conflict

Free flow of information



Stop and think:

1. What is the difference between Positive Peace and Negative Peace?
2. How do you define violence?
3. What is an example of visible violence? Of invisible violence?



October
Hello and Hope

Equitable distribution of resources

Stop and think:

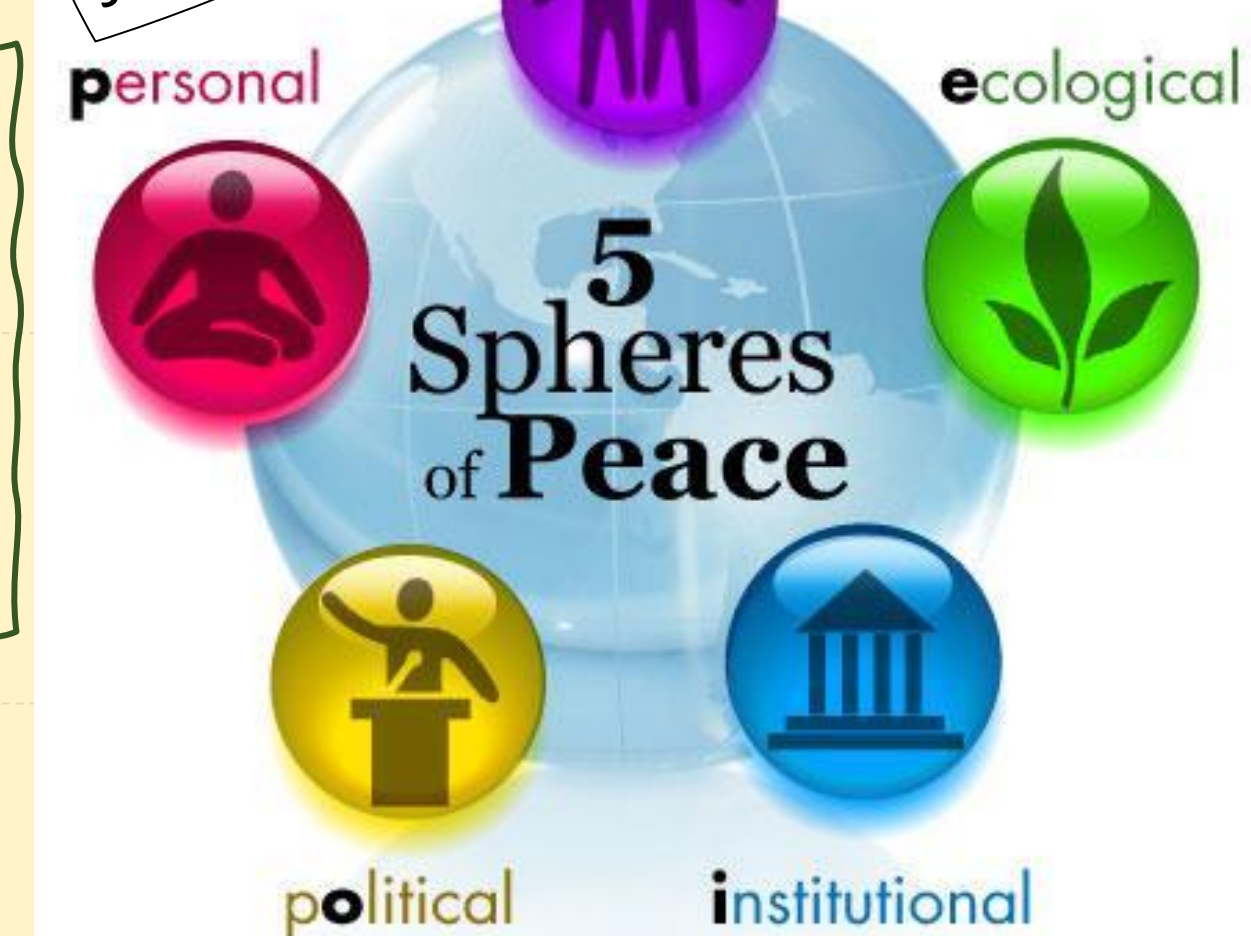
1. What is the connection between peacebuilding and equity?
2. Do you believe peace is possible in your school?
3. Do you believe peace is possible in the world?



Understand yourself and each other

Stop and think:

1. How can building relationships within the classroom lead to peacebuilding?
2. How can being an empathetic listener lead to inclusion?
3. How can teamwork and cooperation lead to unity?



High levels of human capital

Active listening is a key component of peacebuilding

Stop and think:

1. What is “Agape”?
2. Why are compassion and empathy important in peacebuilding?
3. How can restorative circles help people heal from past hurts?

Acceptance of the rights of others

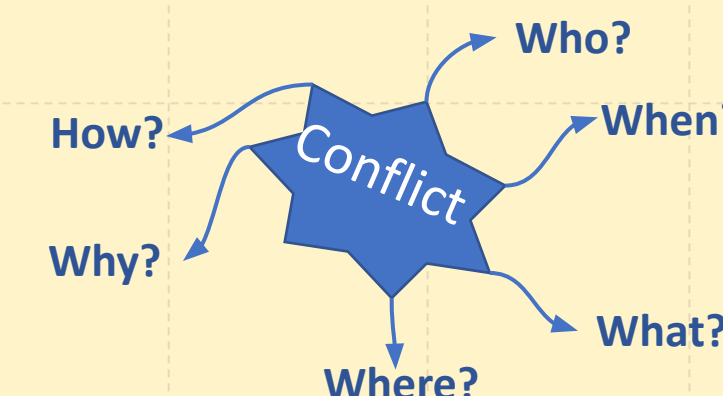
Students should be able to work with peers to set rules for collegial discussions. This ensures that every voice is heard and respected

“The conceptual core of peace education is violence, its control, reduction, and elimination.” – Betty Reardon

Stop and think:

1. What does that phrase mean – “No man is an island”?
2. How can a conflict chart help you be a peacebuilder?
3. What is a peace project that you can be a part of?

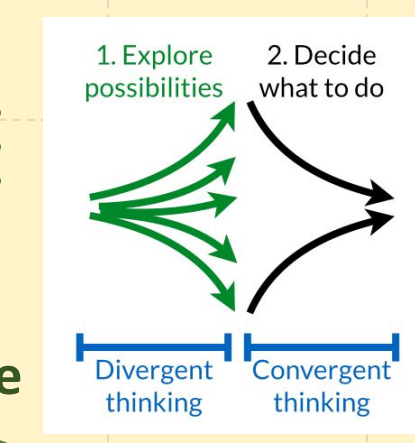
It is important to connect the principles of human rights and public safety into discussions.



Low levels of corruption

Stop and think:

1. What is the difference between divergent and convergent thinking?
2. What is an action you can take to address a school challenge?
3. How can you be the change?



Have patience. All things are difficult before they become easy. - Saadi

One of the best ways to be a peacebuilder is to observe what others have done

“School leaders can support this [Peace Education] integration work by providing space, time, and resources for educators to effectively implement HRE into their curricula or practice”.

<https://www.socialstudies.org/position-statements/human-rights-education>

By peace we mean the capacity to transform conflicts with empathy, without violence, and creativity – a never ending process. – Johan Galtung

“When utilized, human rights education should focus on developing skills such as critical thinking, collaboration, creativity, problem solving, civic discourse, and informed action, all of which are clearly articulated in the C3 Framework as crucial for youth development.” National Council for the Social Studies

References:

NewGenPeacebuilder. 2021. *My Peacebuilder Foundations Online Course*. Accessed June 2022. <https://youthpeaceaction.thinkific.com>.
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Human Rights as Peace Education. Reardon, Betty. *Continued in Human Rights Education for the Twenty-First Century*, edited by George J. Andreopoulos and Richard Pierre Claude (Philadelphia: University of Pennsylvania Press, 1997).
<https://www.socialstudies.org/position-statements/human-rights-education>
National Council for the Social Studies

Well functioning government

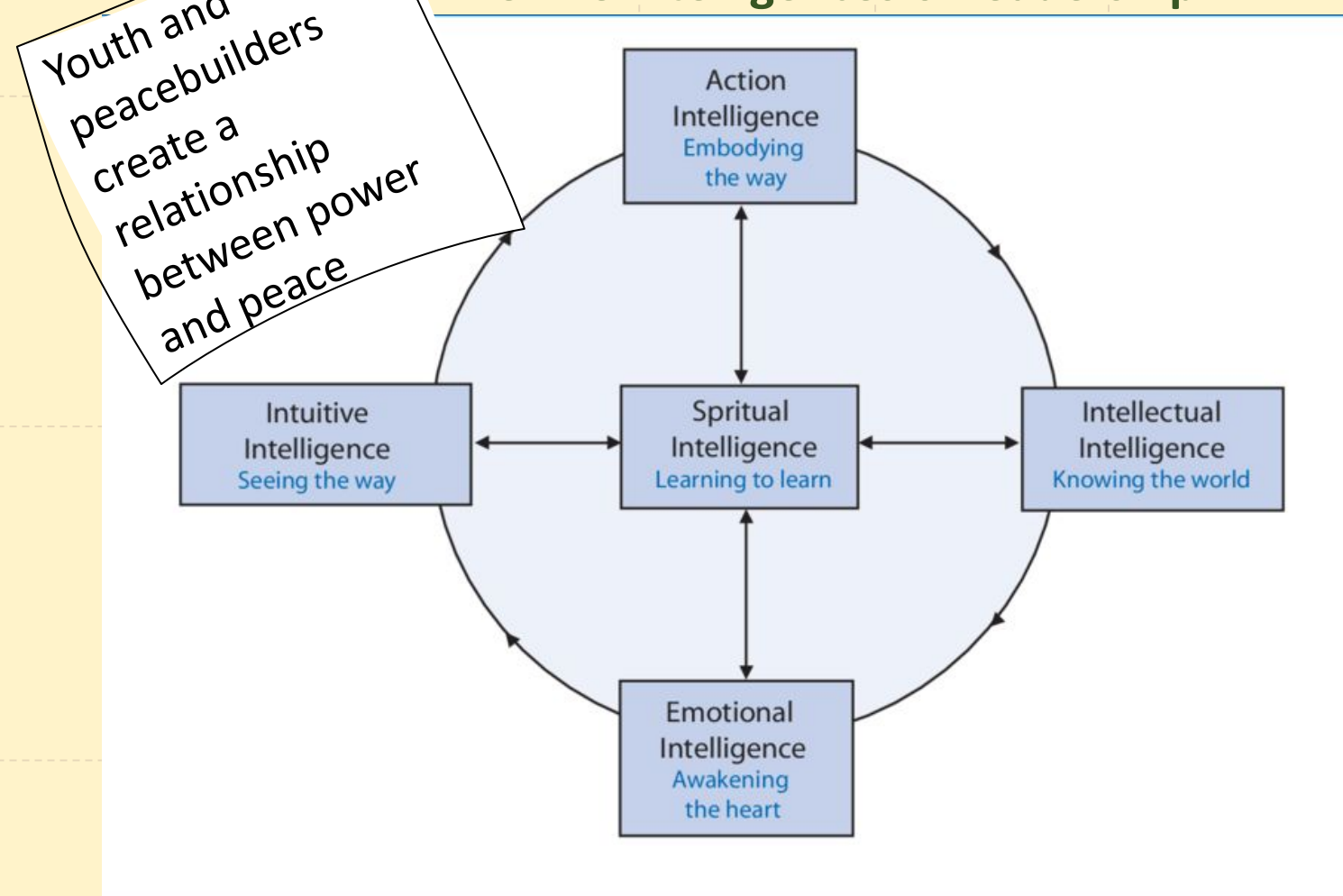
A supportive administration will empower students to be peacebuilders

AVID encourages students to develop intrinsic motivation and develop leadership skills.

Instances of leadership within the classroom include:

- Leading classroom discussions
- Understanding self-worth
- Willingness to compromise
- Self-motivation

The five intelligences of leadership



Leadership qualities are important for students so they can improve themselves. Through self-improvement, they will be able to do better in the world