

PeaceBuilders Program Implementation



case study – child

Bancroft Community School Replaces “Me First” Culture with a Peaceful Way of Life

Problem:

In 2001, the staff at Bancroft Community School in Spring Valley, Calif., was spending every day dealing with one discipline problem after another. The school and its surrounding community were plagued by acts of violence and disrespectful behavior among its youth. According to the school's principal, Dr. Lois DeKock, “There was a pervasive ‘me first’ attitude and test scores were low.”

Solution:

Teachers and staff were trained by PeaceBuilders professionals to change the culture at Bancroft and shift the focus from discipline back to learning. Armed with new communication techniques and classroom activities, teachers set clear expectations for student conduct and followed up with consistent praise for academic achievement and good behavior.

Results:

Dr. DeKock says the changes were immediate. Very soon after teachers began giving praise, the children began giving it back to teachers and to each other. A significant reduction in disciplinary referrals followed along with a marked increase in respectful behavior. Incidents of violence and aggressive behavior have decreased drastically, allowing teachers to focus on teaching—instead of policing—students. As a result, attendance has improved, test scores are higher and overall academic achievement is better. Teachers say communicating expectations for behavior is much easier using the PeaceBuilders common language. And Parents say the children practice PeaceBuilders principles outside the classroom resulting in positive changes at home and in the community, as well.

“I’ve been a school educator for a long time. I’ve been a principal for 17 years at three schools. I’ve used various programs and have never known any that have been as positive or effective as PeaceBuilders.”

results:

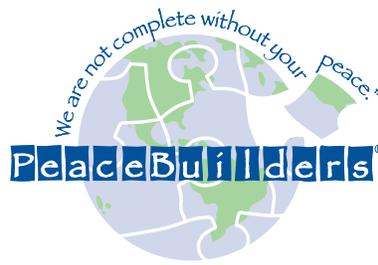
- Aggressive and violent behavior drastically reduced.
- Improved test scores and overall academic achievement.
- Disciplinary referrals significantly decreased.
- Marked increase in respectful behavior.
- Attendance up.

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.

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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

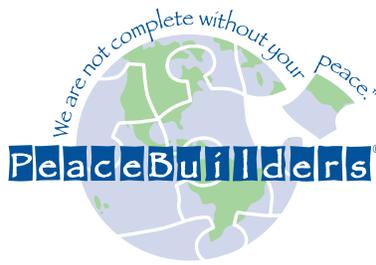
PeaceBuilders® Principles™

- Praise People™
- Give Up Put-Downs™
- Seek Wise People™
- Notice Hurts™
- Right Wrongs™
- 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® PeacePack™

A Curriculum Sampler



PeaceBuilders® PeacePack™ Introduction

What Is It?

PeaceBuilders® is a committed team of educators, site staff, and children who use principles to create a climate change designed to reduce aggression. The PeaceBuilders Program has the practical effect of decreasing negative behaviors and creating peaceful environments conducive to learning. PeaceBuilders improves relationships by teaching and encouraging peaceful ways of solving conflicts. PeaceBuilders is not just a program—it's a way of life.

Why Do We Care?

Through teaching a PeaceBuilder™ way of life to children, we set the tone for a more peaceful society. Violence is a growing concern across the world, and young people are our future. We can help decrease incidents of violence by setting examples of how we want children to behave, and by teaching them the skills for how to build peace at home and in the community each day.

WIFM – What's In It For Me?

Working with children is extremely rewarding, but can also be exhausting. Just think of how much easier it would be to do your job if there were fewer behavior problems. PeaceBuilders provides an environment where you will have more time to do what you do best, teach!

Why Practice PeaceBuilding™ With Children?

Because in a simple, how-to fashion, PeaceBuilders establishes a foundation for children to learn responsibility and respect. There are six essential peace-building behaviors that are practiced:

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

These core PeaceBuilding behaviors and actions are modeled daily through the PeacePledge and have proven wisdom and science behind them.

Children are visual, verbal, hands-on learners. The PeaceBuilders Program is full of strategies and activities where children interact with each other and their environment in fun, creative ways as they actively learn the key principles above.

Beginning the PeaceBuilders Program

PeaceBuilders is not like any other intervention you've tried in the past. It's not merely violence prevention and it's not a one-shot deal. PeaceBuilders is not a curriculum or a "program" in the classic sense. It is an experience designed to mesh with daily life – to evoke a core sense of safety, belonging, support and competence to deal with life's inevitable complications and challenges. PeaceBuilders turns knowledge into action. When PeaceBuilders becomes a way of life for both adults and children, it creates a positive climate of steady peer pressure for children to behave in pro-social, nonviolent ways. Children will learn to view adults as potential mentors and friends. Over time, all the significant members in a child's life

(peers, teachers, caregivers, parents, family members, people in the neighborhood, etc.) will become exposed to, and learn to practice the principles of PeaceBuilding.

Children recite the PeaceBuilders Pledge each morning to reinforce each of the principles. In this curriculum, you will find many activities which were created based on PeaceBuilders philosophy: "We believe that children can become responsible, resilient, and respectful citizens if they are taught how to praise people, give up put-downs, seek wise people, notice and speak up about hurts, and help others."

Children soon take pride in being PeaceBuilders! And they will take each of the principles with them as they grow and develop.



PeaceBuilders[®] Pledge



I am a PeaceBuilder.[™]
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.

PeacePuzzle™

Peace Begins at Our Site

Indoor Activity

Purpose: This activity helps to build unity, and introduces the idea that peace begins in the group because it is **ONE TEAM** that sticks together.

Materials:

- Poster board or butcher paper
- Markers or crayons

Instructions:

1. Cut the poster board or butcher paper into the puzzle pieces. Cut as many pieces as you have children in your class.
2. Each child gets a piece of the puzzle. Each child writes his or her name on the puzzle piece.
3. Children use markers or crayons to decorate their puzzle pieces with pictures, symbols, or words that represent peace.
4. After decorating the pieces, gather the class in the middle of the room. As a team, children put the puzzle together.



Praise People™



Praise makes people feel good and acknowledges their positive behaviors and attributes. By teaching praise, we are teaching children how to look for the good in themselves and also in each other. Praising people for the kind things they do is a key PeaceBuilders® skill. When a

child is praised for a positive behavior, they are more likely to repeat that behavior.

The lessons in this section are intended to teach children how to give and receive compliments. Children who learn early to praise others for positive actions are far less likely to have social difficulties later in life. Children who praise their peers are more socially accepted.

PraiseBall™

Players can either be in a sitting or standing position. Players must be able to turn to see, and possibly catch, a ball from others in the room. A player starts with a soft, sponge ball and throws it to someone else in the room. As it is thrown, the player must say the name of and a specific praise about the person he or she is throwing it to. The ball is continually tossed until someone is out. A child can be out by dropping the PraiseBall, not praising someone accurately (not specific enough or using a put-down), or not following the rules. When a child is out, he/she sits quietly until all others are out and there is a winner.

Rules:

1. Talk only when you hold the praise ball.
2. If necessary/desired there can be a judge who presides over the game. The judge determines who is out and makes all other official calls.
3. A child can only hold the praise ball for 7 seconds.

PraiseWeb™

This is a variation on the PeaceCircle. Children sit in a large circle. One child holds a ball of yarn and wraps the end around his/her hand. He or she then rolls or tosses the yarn across to someone he or she wants to praise, still holding onto the end of the yarn while the praise is said. The child who is praised then wraps the yarn around his/her hand and repeats the process. Children continue until everyone has been praised at least once. If all of the children hold onto the yarn, it will form a large web.

Give Up Put-Downs™



No one likes to feel insulted, embarrassed or threatened, and we don't like or trust people who make

us feel this way. Children also have these feelings. Teaching children to give up put-downs helps to build trust. Giving up insults of all kinds, including put-downs, helps to create a peaceful site and community.

It takes commitment and daily practice from children and adults alike. Adults are powerful role models.

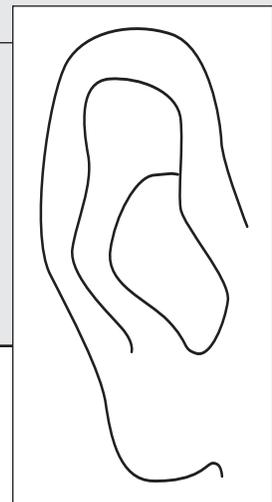
As they communicate respectfully with each other and with children, children learn positive ways of interacting. Begin using the phrase "That's a put-down" whenever you hear a child say or repeat an insult. This helps them to identify inappropriate words or phrases.

Burst the Put-Down

Record put-downs on small, rectangular pieces of paper (approximately 2X5) and put them inside a balloon. Blow up the balloon and then pop (burst) the balloon. After the balloon has been burst, lead a discussion focused on why it is important to burst put-downs.

"I Have an Ear for Put-Downs"

Make a copy of an ear and hang it on the wall. Tell children that this ear listens to put-downs and gets rid of them. When you hear a put-down say, "That was a put-down. Go tell the ear what you said and get rid of it." Children then whisper their put-downs to the ear. (This is also useful with younger children and tattling.)



Seek Wise People™



When children learn to seek wise people, they do better in life. Children who are born into difficult life circumstances do better in school and in relationships if they actively seek out wise people. They are also much less likely to engage in destructive behavior toward

themselves or others. Wise people touch the hearts and minds of children. They are able to see beyond a child's negative behavior, family circumstances or other difficulties. During large-group time, explain to children what a wise person is. Give examples of wise people and explain why they are wise. Have children name a wise person in their life and explain what makes them wise.

Wise People in History

Have a "Wise People in History" week during which the focus is on a different famous wise person each day. Remember to discuss the qualities or characteristics that make the person wise. Older children could be asked to read the newspaper for articles about wise people. Each child can clip out one article and prepare a report for the other children about why this person is wise. Remind the children that the wise person they choose doesn't have to be famous. The "Wise People" can even be a group of people rather than an individual.

Hall of Fame Scrapbook

Create a PeaceBuilders Hall of Fame scrapbook that contains information about wise people from many walks of life. The focus might be on historical or contemporary people, as well as local people at your site or in the community. Include PeaceBuilder children from previous years.

Notice Hurts™



You can learn how a person is feeling by watching the way they look and act. Being able to understand how people are feeling is a

part of being a PeaceBuilder. PeaceBuilders have to understand their own feelings and how their actions can affect other people. Understanding feelings helps them recognize when their friends are hurt or when they have caused a friend to hurt.

PeaceBuilders Lesson: Helping and Hurting Behaviors

Use this lesson to help children better understand how their behaviors help and hurt building peace in particular situations: during outside play, indoor play, with a substitute leader, and so on. The lesson is organized so that a leader, counselor, or volunteer can lead the discussion with children.

| ACTION | ADULT LEADER | POSSIBLE RESPONSES | | | | |
|--------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|-------------------|--|--|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p>Draw</p> | <p>Make a T-chart on the board or on a big sheet of paper:</p> <table border="1" data-bbox="418 1224 902 1581"> <thead> <tr> <th data-bbox="418 1224 659 1308">Hurting Behaviors</th> <th data-bbox="659 1224 902 1308">Helping Behaviors</th> </tr> </thead> <tbody> <tr> <td data-bbox="418 1308 659 1581"></td> <td data-bbox="659 1308 902 1581"></td> </tr> </tbody> </table> | Hurting Behaviors | Helping Behaviors | | | <p><i>(Be prepared to coach by asking questions about the behaviors children contributed.)</i></p> <p><i>For example: "Was hitting Juan an example of helping or hurting?" "How about throwing the rocks?" "What about passing out the balls?"</i></p> |
| Hurting Behaviors | Helping Behaviors | | | | | |
| | | | | | | |

| ACTION | ADULT LEADER | POSSIBLE RESPONSES |
|-------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------|
| Lead | Let's name some hurting behaviors we have seen in this room, during outdoor play or wherever. (Keep your time positive and helpful.) | <i>Taking things, name-calling, and vandalism.</i> |
| | Now, let's name some helping behaviors that are the opposite of those hurting behaviors. | <i>Respecting others' property, praising people, cleaning up the site.</i> |
| Ask | How do these behaviors increase or decrease the peace? | <i>(Depending on responses, lead the discussion and coach responses appropriately.)</i> |
| Lead | Which of these behaviors are things you do as a PeaceBuilder? (For each PeaceBuilding behavior, ask the following: How does that helping behavior build peace? Is it part of Praising People? Giving up Put-Downs? Seeking Wise People? Noticing Hurts? Righting Wrongs? Helping Others?) | <i>(Depending on responses, coach and lead accordingly).</i> |
| Ask | Which of the helping and hurting behaviors do we need to remember for our room and site rules? | <i>(Depending on responses, coach and lead accordingly)</i> |
| Review and Close | How is having this list of helping and hurting behaviors going to help us build peace here at our site? | <i>(Coach and lead).</i> |

For Young PeaceBuilders:

This activity is a classification activity. The idea of the T-chart could be modified into the creation of a collage using magazine pictures. Sorting toys into "helping" and "hurting" toys can also make the point.

Right Wrongs™



When children use inappropriate behavior or make someone feel bad, they should learn to accept the consequences.

Children of all ages need to learn this skill and the perfect time to begin is when they are

young. It is important to show children how to apologize for their behavior or do something to right the hurt they have caused. This can be done by modeling and practicing the activities in this section. Let them know that by righting their wrongs, they can prevent the situation from becoming worse.

PeaceBuilders® PeaceWalk

A PeaceWalk is an excellent tool for conflict resolution and righting wrongs that can be used both during indoor activities as well as during outdoor play time. Resolving conflicts and righting wrongs is an essential PeaceBuilders Principle. Children need positive role models as well as practice in order to fully implement it. The PeaceWalk allows participants an opportunity to speak

and be heard in a non-threatening manner that will facilitate a positive outcome. When children are first introduced to this activity, it would be helpful to have a Wise Person present to assist with the various steps. Once they have become familiar with the steps, older children may be able to use this technique independently or with minimal assistance.

| ACTION | ADULT LEADER | POSSIBLE RESPONSES |
|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Prior to Activity | Create a PeaceWalk mat to place on the floor for the activity. It may be helpful to laminate the mat for future use. (*see sample mat) | |
| Lead | Have children sit or stand so that they can see the PeaceWalk that is laid out on the floor. Explain that all statements made during the activity should be "I" statements. | <i>(Have the children review and discuss the principles to check for understanding.)</i> |
| Lead | Discuss the different ways that children can resolve problems and right wrongs that they might have caused. This discussion may include talking about how important it is to be heard when trying to solve a problem. | <i>(It may be necessary to lead, rather than facilitate, this discussion so that the children can talk about how it feels to be heard when trying to solve a problem.)</i> |

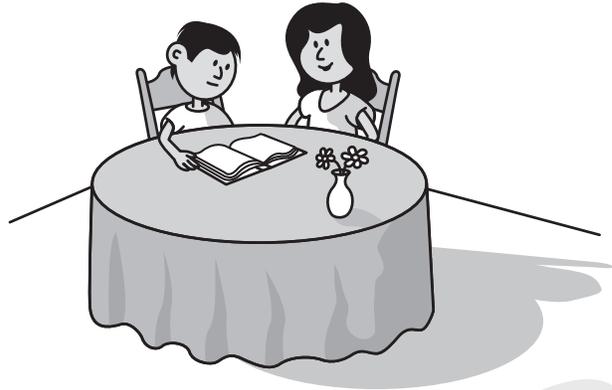
| ACTION | ADULT LEADER | POSSIBLE RESPONSES |
|---------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Model | Choose two children to demonstrate the activity. Have them start at either end of the mat standing in the first space labeled "Be Heard". The children each take turns telling their side of the story so that they can be heard without any interruptions. | <i>(Children may need to be reminded that they are not allowed to interrupt the other person as they are telling their side of the story. Each person will have their own time to speak.)</i> |
| Model | After each child has had an opportunity to be heard they each move to the next space labeled "Your Feelings." This is when they tell each other how they are feeling and how the other person made them feel. | <i>I am feeling sad because... I got my feelings hurt when you... I felt left out of the activity when...</i> |
| Model | Once they have shared their feelings they will move to the next space labeled "Your Judgment." This is when each person explains how they judged the other person or assumed something without having all of the information. This is an excellent time for righting wrongs. | <i>"I thought that you did not like me when..." "I was angry because I thought that you had..."</i> |
| Model | The last step in the PeaceWalk is the section labeled "Our Plan". You might point out that all of the previous words are written facing out for each person to see as he or she progresses down the walk. The last step has the words facing in. This illustrates how each person can finally see the situation from the other person's point of view and they can right the wrong together with a new plan. | <i>"Let's take turns playing the game and share." "Would you like to play with me, we can take turns."</i> |
| Close | Once the activity is completed, discuss how this PeaceWalk gave children an opportunity to right a wrong in a peaceful way. Ask children about how this activity made them feel. Do they think that it will be useful both indoors and outdoors? | <i>Looking at a problem from the other person's point of view was interesting and gave us a chance to understand how they are feeling. We could definitely use this activity both indoors and outdoors while playing.</i> |

Help Others™



PeaceBuilders look for ways to help others. Children will experience the satisfaction of helping others in need,

as well as asking for help when they need it themselves. Start off by talking about what it means to help others.



PeaceCards™ Activity Help Others

The PeaceCards on the following pages can be used as an activity for children to practice Helping Others as well as reinforcing PeaceBuilding behaviors. Have children pick a card and read the sentence. When working with younger PeaceBuilders the sentence may be read to them. They are then responsible for following the directions on the card or sharing with the group a response to the card.

It is an important PeaceBuilding Principle to Help Others. The value of this principle is very apparent as it is demonstrated throughout

this section. By helping others children gain a sense of accomplishment as they assist others to reach their goals.

As the children pick PeaceCards from the Help Others section discuss how the action is a way to help others? A T-chart may be created to categorize different ways that helping can occur The PeaceCards are an excellent way in which to reinforce PeaceBuilding Principles with a quick and easy activity.

PeaceCard™

HELP OTHERS™ 1

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Help another PeaceBuilder™ with a difficult homework assignment.

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PeaceCard™

HELP OTHERS™ 2

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Volunteer as a tutor to help other PeaceBuilders® who might need assistance with their homework and assignments.

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PeaceCards™

PeaceCard™

HELP OTHERS™ 3

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Help another PeaceBuilder™ with a project that he/she might be feeling challenged by.

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PeaceCard™

HELP OTHERS™ 4

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Help another PeaceBuilder™ with an outdoor activity or game.

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PeaceCard™

HELP OTHERS™ 5

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Offer to help out a leader at the site with a project or job that needs attention.

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PeaceCard™

HELP OTHERS™ 6

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Offer help to the site leader with a project that may need extra attention.

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PeaceCard™

HELP OTHERS™ 7

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Help out a new PeaceBuilder™ at the site by volunteering to be his/her PeaceBuddy™.

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PeaceCard™

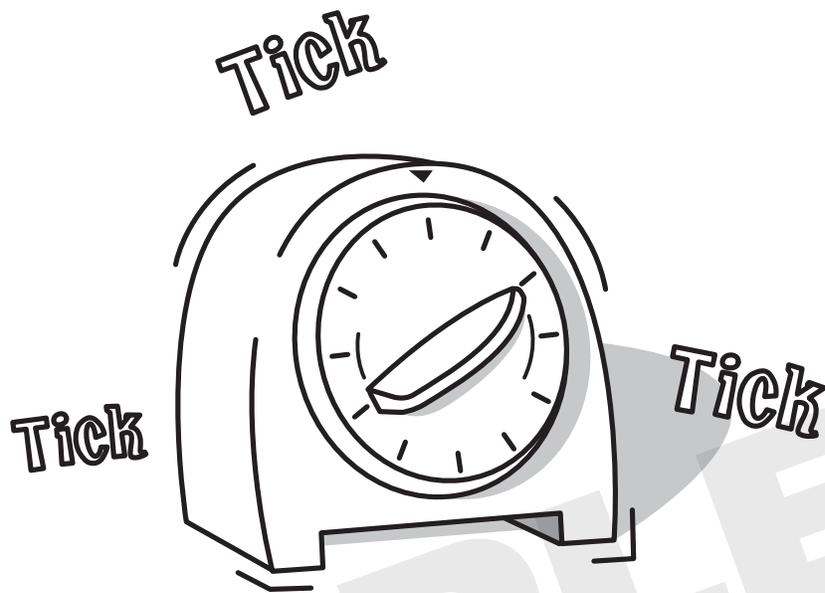
HELP OTHERS™ 8

Instructions: Pick a card during the day and complete the PeaceBuilding™ action.

Help out the PeacePatrol™ while playing outdoors by keeping the peace during a game or activity.

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Minute Recipes for Building Peace



Teachers, counselors, and administrators who are already using PeaceBuilders have developed this list of recipes and ideas. It is an excellent resource. Some examples are listed below.

1-Minute Recipes

- Smile; use eye contact.
- Give a compliment.
- Ask how school and home are going.

5-Minute Recipes

- Share positive thoughts.
- Listen for five minutes with no judgment or response.
- Call a child's home and praise the child.

10-Minute Recipes

- Write personal notes to several people.
- Role-play solutions to some problems.
- Discuss good news.

30-Minute Recipes

- Find newspaper articles that show peace skills.
- Share experiences of how you have increased the peace.
- Interact with children through games

60-Minute Recipes

- Create lunchtime activities that include everyone.
- Rewrite historical events with peaceful solutions.
- Practice relaxation and visualization.