

Classroom Implementation

I. Fostering a strong sense of community is vital to this process.

Students must feel safe to participate honestly.

II. Visit to the Peace Learning Center

III. Whole Group Instruction of the STEP method for conflict resolution

Class is divided among the steps and 2 actors play the people in conflict. This allows all students to actively participate in the process. This should be done several times allowing students to change positions and get a feel for each step.

IV. Fishbowl and "2 Pluses and a Wish"

Students begin volunteering to have their conflicts solved in a fishbowl with one mediator. Other students watch the process without commenting. Once the mediation is complete, those who watched the process give feedback. Students offer one another 2 good things and 1 thing that could be improved.

V. Independent Practice with Teacher Monitoring

The teacher should begin allowing students to go to a Peace Table on their own. This can be done at scheduled times or as needed. The mediator reports out to the teacher and those that were involved in the conflict fill out a post mediation sheet.

VI. Independent Use of the STEP method

Students begin facilitating the Peace Table sessions on their own. The mediator reports out to the teacher and those that were involved in the conflict fill out a post mediation sheet. The teacher has students place these sheets in a binder/folder. These sheets can be used for a teacher to monitor peace table activity.

VII. Using the Peace Table vocabulary is critical.

VIII. Evidence of Success

The moment I knew my time was well invested... during recess one day I witnessed 3 different students use the STEP method to help other kids solve their problems on the playground. I couldn't help but smile.

IX. Addressing State standards

For 4th grade:

English/Language Arts-

4.5.6 Write for different purposes (information, persuasion) and to a specific audience or person.
(REFLECTION SHEET)

4.7.1 Ask thoughtful questions and respond orally to relevant questions with appropriate elaboration.

4.7.2 Summarize major ideas and supporting evidence presented in spoken presentations.

4.7.5 Present effective introductions and conclusions that guide and inform the listener's understanding of important ideas and details.

4.7.8 Use details, examples, anecdotes (stories of a specific event), or experiences to explain or clarify information.

Social Studies -

4.2.7 Define and provide examples of civic virtues* in a democracy.

Example: Individual responsibility, self-discipline/self-governance, civility, respect for the rights and dignity of all individuals, honesty, respect for the law, courage, compassion, reasoned patriotism, fairness, and commitment to the common good.

4.5.1 Identify ways that social groups* influence individual behavior and responsibilities.

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