



Peace  Works



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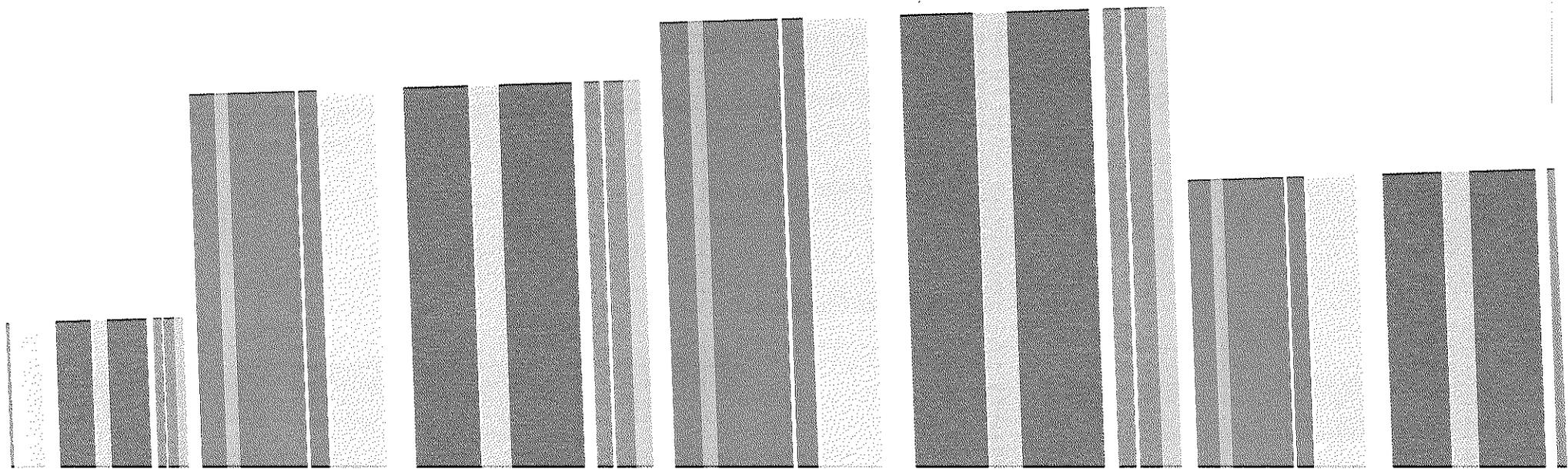
Middle School Programs

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LETTER TO EDUCATORS

Dear Educators:

While it is likely that violence will never be completely eradicated from our world, we believe that the key to a less violent society lies in working with young people by teaching peaceful solutions to conflicts and empowering them to think critically and make safer choices.

PeaceWorks, a prevention education project of the Domestic Violence Crisis Center, believes the prevention of violence in our society begins with the education of children. PeaceWorks provides tools for our pre-kindergarten to twelfth grade youth to help them learn how to solve conflicts peacefully and maintain healthy interpersonal relationships. PeaceWorks also teaches empathy, tolerance, self-awareness and respect towards all.

Our professional staff has been providing prevention education in classrooms throughout the community for over 25 years. PeaceWorks materials are developed in collaboration with several highly-regarded educational organizations, including The Wellesley College Center for Research on Women, The University of Connecticut's NEAG School of Education, The Family Violence Prevention Fund, Educators for Social Responsibility and The Southern Poverty Law Center's Teaching Tolerance Curriculum. We are constantly updating and fine-tuning our programs to assure that they are current, timely and reflect the best thinking of experts in education.

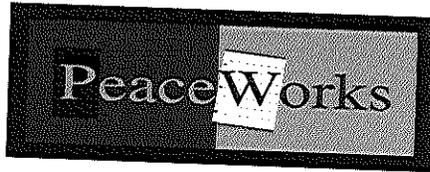
We provide classroom presentations, teacher and parent education programs and PeaceWork SHOPS, our afterschool programs. PeaceWorks understands how demanding your classroom schedules are and we have taken on the challenge of creating a program to complement what the students are learning in class, at all grade levels. Our message is clear, straightforward and, most importantly, memorable.

Please review these materials to learn more about the extensive programs that we offer. We welcome the opportunity to help teach your students about peace, with the ultimate goal of ending violence in our society.

Thank you for your consideration.

Respectfully,

PeaceWorks Educators



*Serving the communities of
Stamford, Norwalk, Westport,
New Canaan, Darien, Wilton
and Weston.*

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© Domestic Violence Crisis Center

ELEMENTARY SCHOOL PROGRAMS

Pre-School to Kindergarten
Kindergarten to First Grade

Cool Learns It's Okay to Get Angry
Take a Walk in My Shoes

First Grade
First to Second Grade
First to Third Grade

Hip Learns to Take 5
Petals for Peace
Constructing Peace

Second Grade
Second to Third Grade

PeaceTalks
The Anger Channel

Third Grade
Third to Fifth Grade

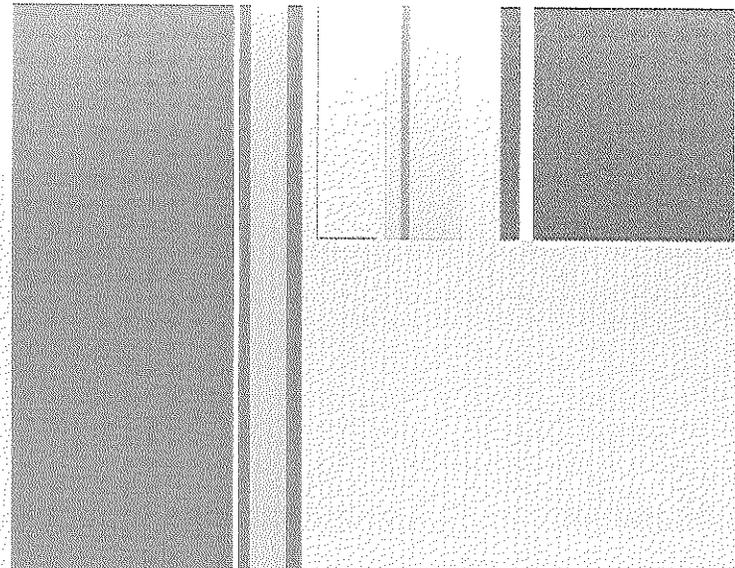
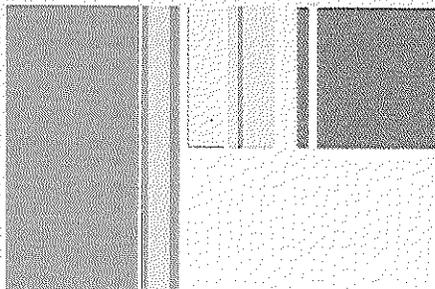
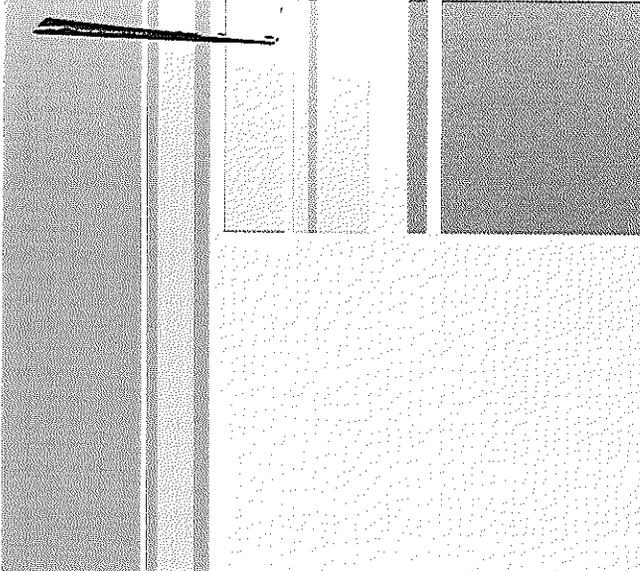
Superheroes for Peace
Seeing Things Clearly

Fourth Grade
Fourth to Fifth Grade
Fourth to Fifth Grade

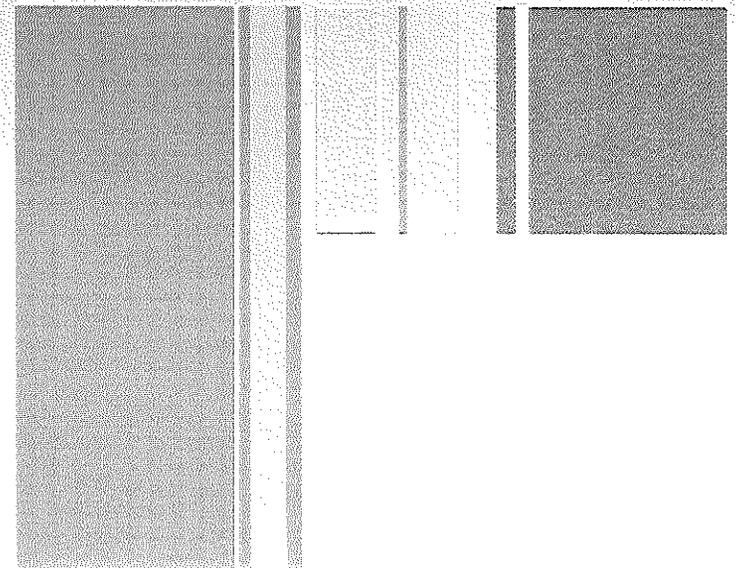
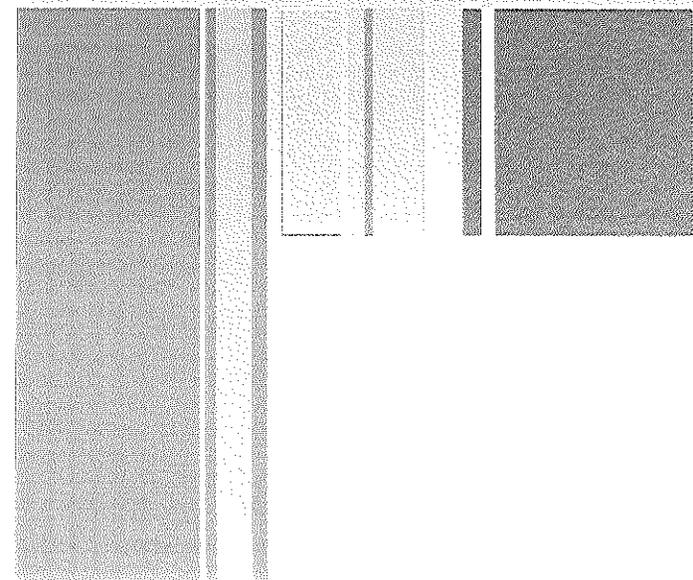
Conflict Detectives
Bully Erasers
PeaceMakers

Fifth Grade

Cyber Bullying



**Nothing is more precious than
peace. Peace is the most basic
starting point for the advancement
of humankind.** — *Daisaku Ikeda*



COOL LEARNS IT'S OKAY TO GET ANGRY

GRADE LEVEL PRE-SCHOOL TO KINDERGARTEN

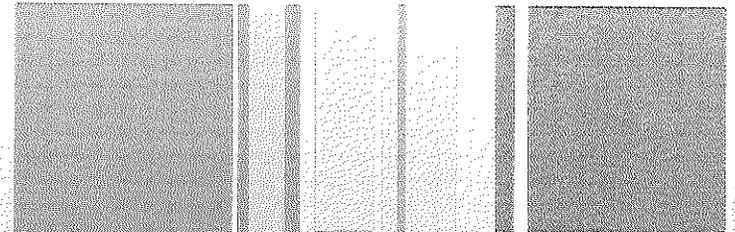
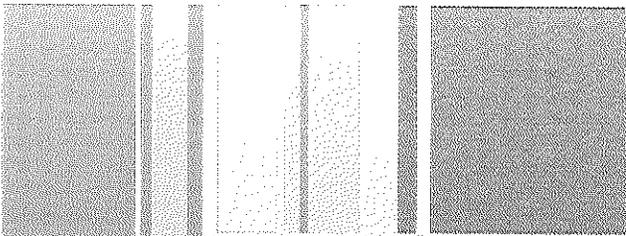
OBJECTIVE TO TEACH STUDENTS TO USE THE STOP, TAKE 5 & THINK METHOD

CONCEPT AND SKILLS SELF-AWARENESS, INTERPERSONAL SKILLS, SAFE PROBLEM SOLVING, SOCIAL SKILLS

The PeaceWorks educator will tell a story with the help of the PeaceWorks puppet, Cool, teaching the Stop, Take 5 & Think method.

Students will learn why it is natural to feel angry, how to manage angry feelings, and how to solve problems without hurting anyone physically or emotionally. The Stop, Take 5 & Think method is designed to teach peaceful behavior.

TIME NEEDED 20-30 MINUTES



TAKE A WALK IN MY SHOES

GRADE LEVEL

KINDERGARTEN TO FIRST GRADE

OBJECTIVE

FOR STUDENTS TO UNDERSTAND HOW OTHERS FEEL

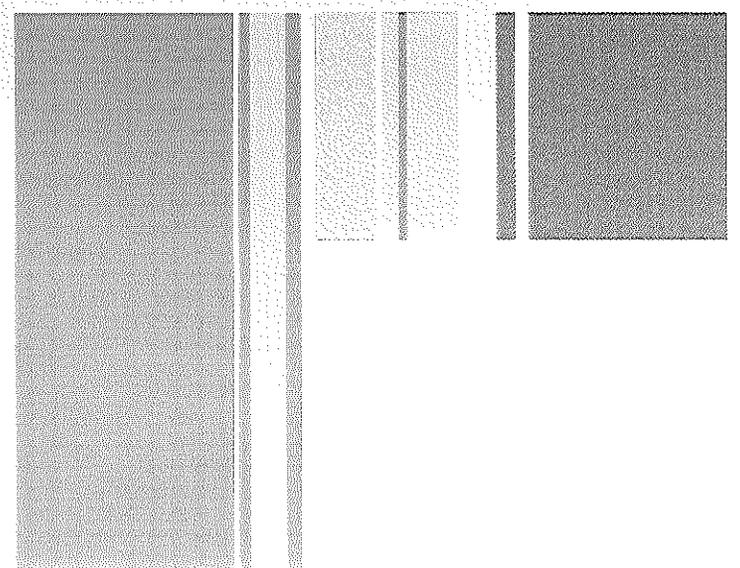
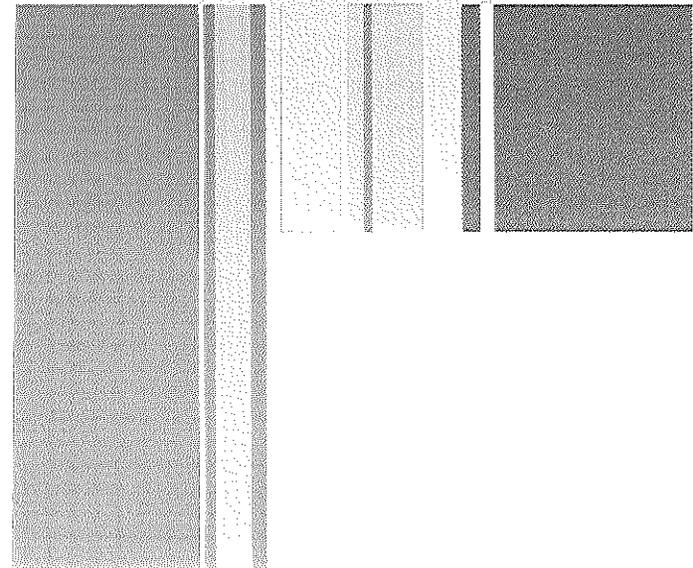
CONCEPT AND SKILLS

EMPATHY, COMPASSION, EXPRESSING BASIC FEELINGS

Empathy is the ability to understand the thoughts and feelings of another person. Interactive exercises allow young children to feel what others experience and help them to begin to develop empathy and compassion.

TIME NEEDED

30-45 MINUTES



HIP LEARNS TO TAKE 5

GRADE LEVEL

FIRST GRADE

OBJECTIVE

STUDENTS REVIEW AND PRACTICE USING THE STOP, TAKE 5 & THINK METHOD

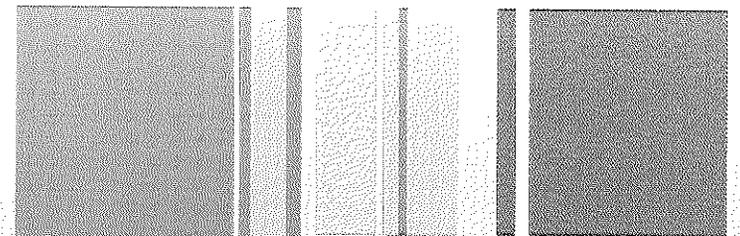
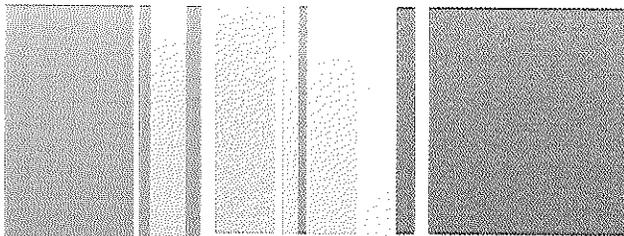
CONCEPT AND SKILLS

ANGER MANAGEMENT, CONFLICT RESOLUTION, COMPROMISE, SAFE PROBLEM SOLVING

PeaceWorks educators will tell a story with the help of the PeaceWorks puppet, Hip, reviewing and teaching the Stop, Take 5 & Think method. Students will review or learn how their bodies send anger signals, practice ways to calm themselves down and learn how to brainstorm ideas to solve problems safely and fairly.

TIME NEEDED

25-30 MINUTES



PETALS FOR PEACE

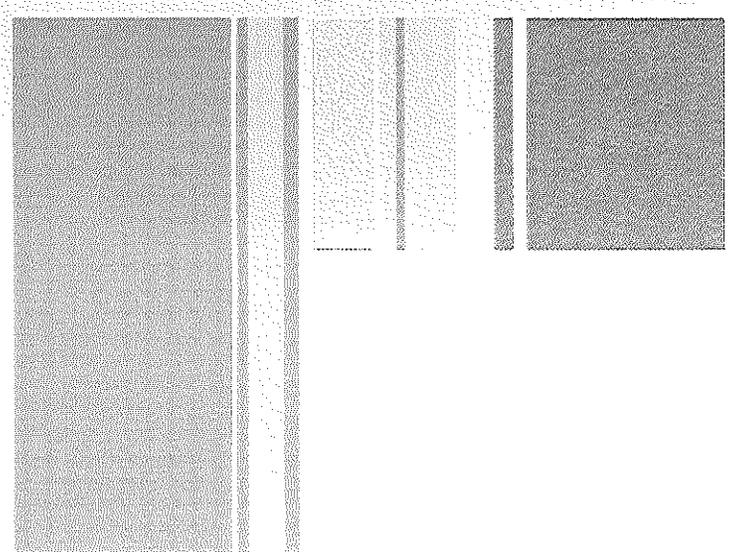
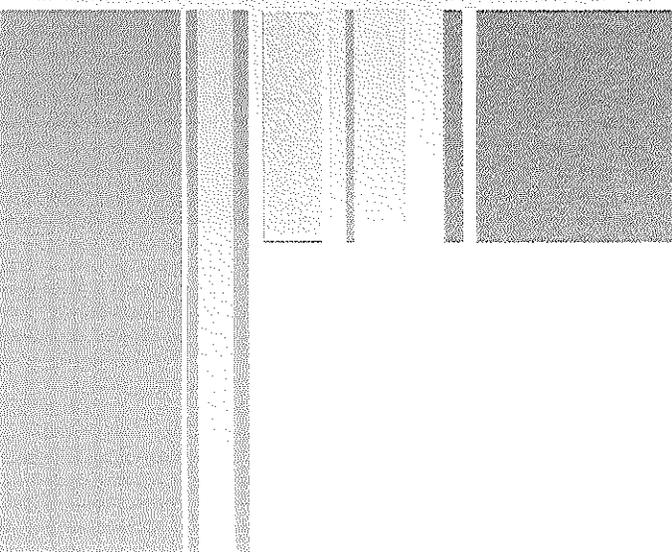
GRADE LEVEL FIRST TO SECOND GRADE

OBJECTIVE STUDENTS WILL BRAINSTORM DIFFERENT WAYS TO BE PEACEFUL

CONCEPT AND SKILLS COOPERATION, PROBLEM SOLVING, CREATIVITY

While integrating the Stop, Take 5 & Think method, students will use a "peace flower" to brainstorm different methods of peacefully solving problems. Each petal will represent a positive solution to a problem.

TIME NEEDED 30-45 MINUTES



CONSTRUCTING PEACE

GRADE LEVEL

FIRST TO THIRD GRADE

OBJECTIVE

STUDENTS WILL DEVELOP TOOLS TO DEAL WITH ANGER

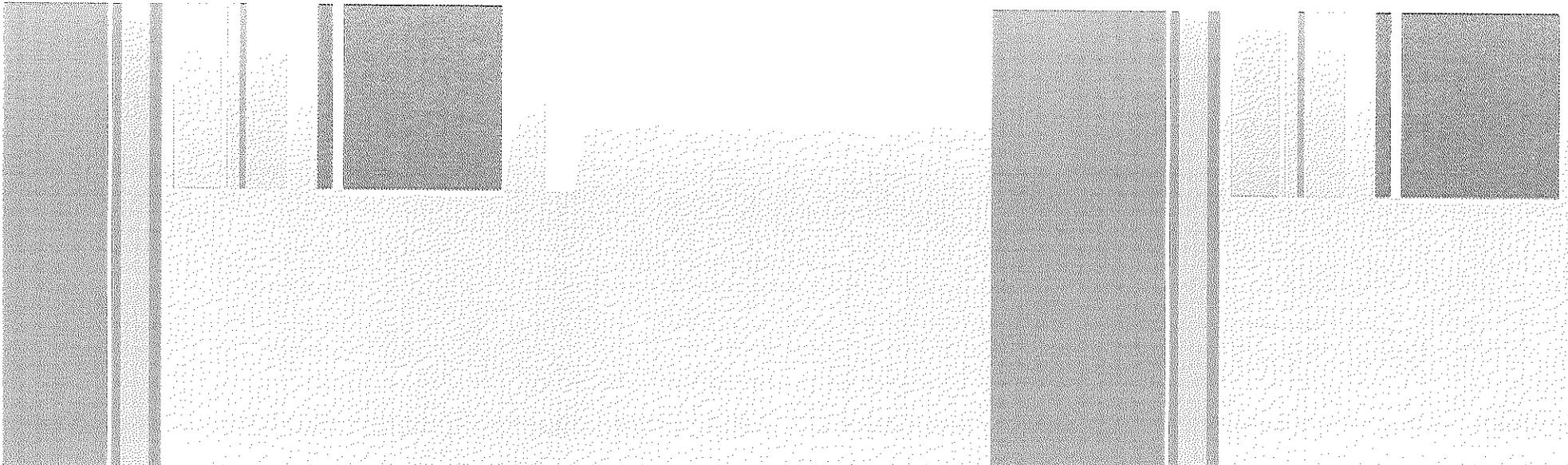
CONCEPT AND SKILLS

ANGER MANAGEMENT, SELF-CONTROL, SELF-AWARENESS

The Stop, Take 5 & Think method will be reinforced focusing on calming techniques. Students will discuss how, when they get angry, they can access their own "anger tool box." The tool box will include their own individual self-calming and problem solving "tools."

TIME NEEDED

45-60 MINUTES



PEACETALKS

GRADE LEVEL

SECOND GRADE

OBJECTIVE

STUDENTS WILL LEARN TO COMMUNICATE WITH KINDNESS AND RESPECT

CONCEPT AND SKILLS

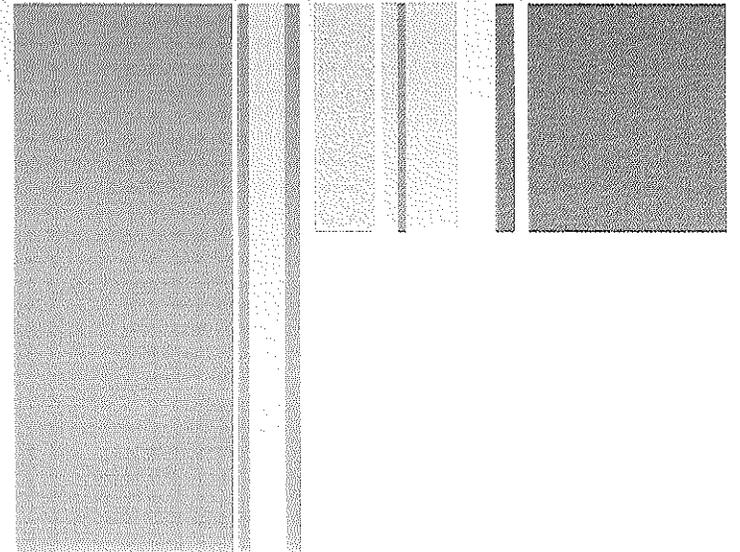
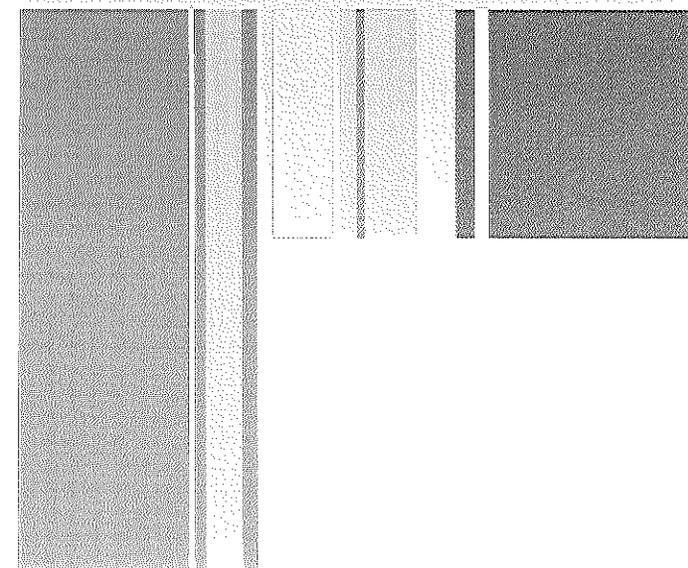
SPEAKING KINDLY, LISTENING SKILLS, POSITIVE PROBLEM SOLVING SKILLS

Building on the Hip & Cool programs, students will learn that using unkind speech (name-calling, gossiping, bragging and using put-downs) can hurt someone on the inside.

This workshop will expand on the idea of "outside" and "inside" hurts as discussed in the Hip & Cool programs. Through interactive stories and activities, students will learn what qualities make a kind speaker, as well as an effective listener.

TIME NEEDED

45-60 MINUTES



THE ANGER CHANNEL

GRADE LEVEL

SECOND TO THIRD GRADE

OBJECTIVE

TO HAVE STUDENTS IDENTIFY WHAT THEIR ANGER TRIGGERS ARE AND HOW TO SAFELY MANAGE THEM

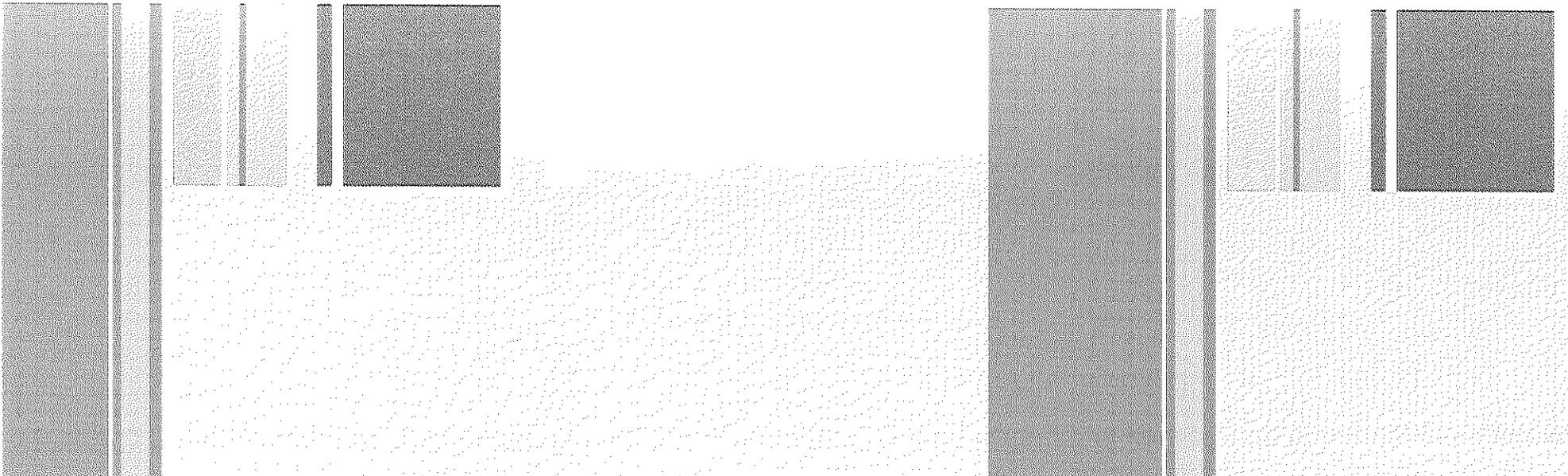
CONCEPT AND SKILLS

ANGER MANAGEMENT, SELF-CONTROL, SELF-AWARENESS

Students will talk about how everyone gets angry, but not everyone gets angry about the same things. Students will identify individual anger triggers and create an artistic project using weather metaphors to re-enforce the Stop, Take 5 & Think method.

TIME NEEDED

45-60 MINUTES



SUPERHEROES FOR PEACE

GRADE LEVEL

THIRD GRADE

OBJECTIVE

STUDENTS WILL IDENTIFY PEACEFUL CHARACTERISTICS IN THEMSELVES AND WAYS TO USE THEM IN THEIR COMMUNITY

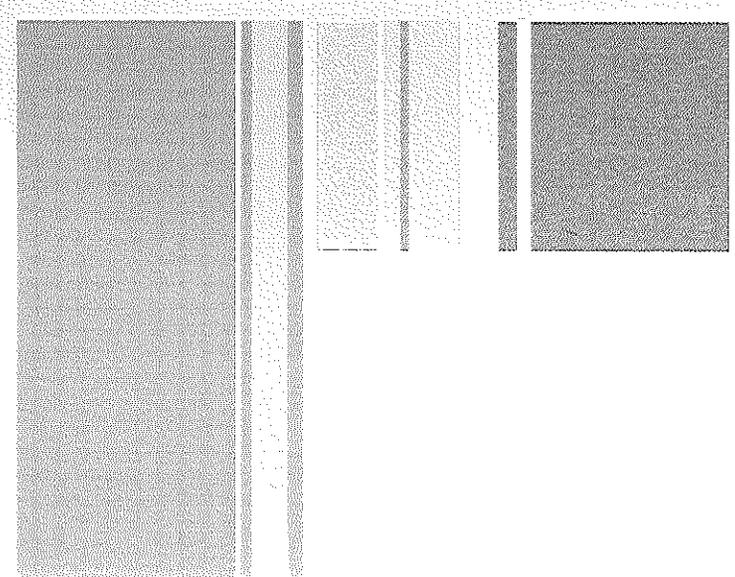
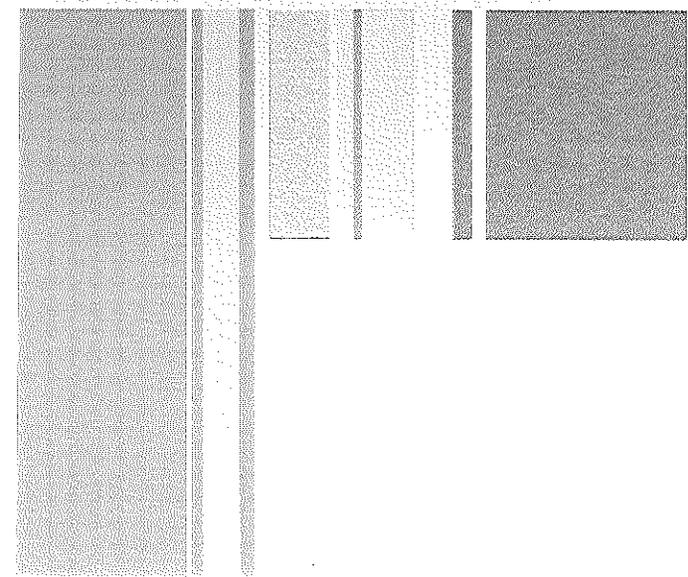
CONCEPT AND SKILLS

CRITICAL THINKING, SOCIAL RESPONSIBILITY, TOLERANCE

Students will brainstorm about the qualities of a superhero, including helping people get along, keeping people safe and striving for justice and peace. Students will learn about factual superheroes who have worked for peace and fairness and discover those qualities in themselves.

TIME NEEDED

45-60 MINUTES



SEEING THINGS CLEARLY

GRADE LEVEL

THIRD TO FIFTH GRADE

OBJECTIVE

CHILDREN WILL LEARN TO CONNECT THEIR EMOTIONS TO THEIR PHYSICAL REACTIONS

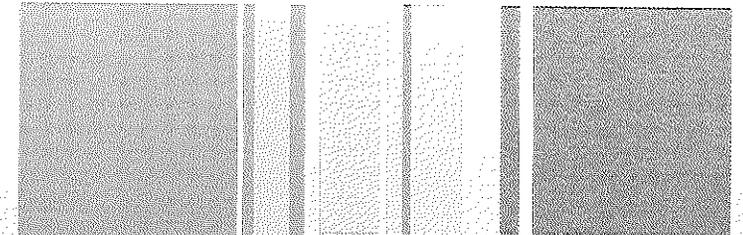
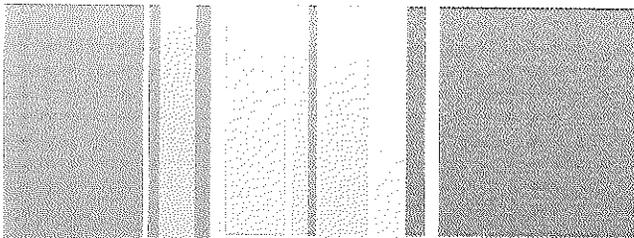
CONCEPT AND SKILLS

SELF-AWARENESS, IDENTIFYING DIFFERENT FEELINGS, VOCABULARY OF EMOTIONS

Children will become aware of what their bodies look and feel like when they experience different emotions, such as sadness, excitement or anger. They will learn how to recognize these physical signs, express themselves appropriately and communicate effectively with others.

TIME NEEDED

45-60 MINUTES



CONFLICT DETECTIVES

GRADE LEVEL

FOURTH GRADE

OBJECTIVE

STUDENTS WILL LEARN TO SOLVE CONFLICTS IN A PEACEFUL MANNER.

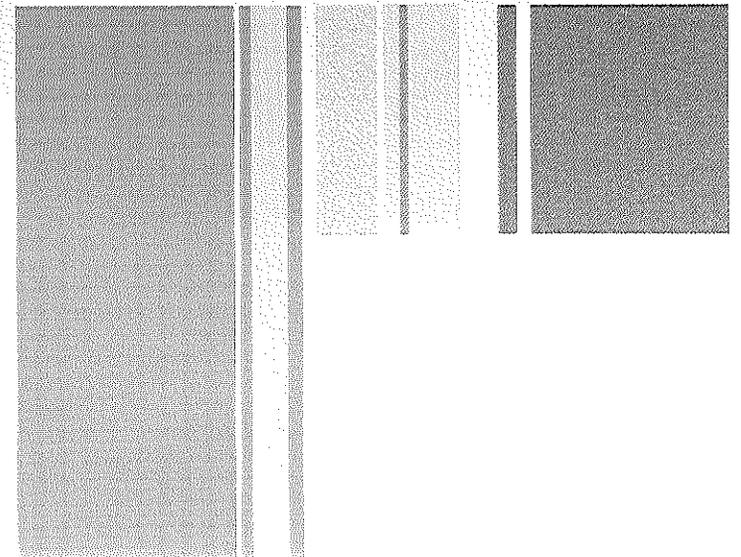
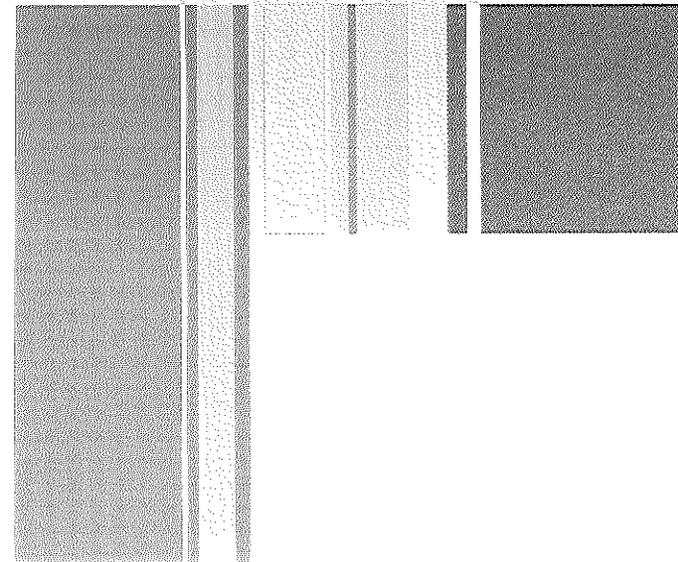
CONCEPT AND SKILLS

EXPLORING DIMENSIONS OF CONFLICT, COOPERATION, COMMUNICATION, SOCIAL SKILLS

Integrating the Stop, Take 5 & Think method, students will learn the dimensions of conflict, how to appropriately express feelings, practice active listening techniques and understand the importance of compromise.

TIME NEEDED

45-60 MINUTES



BULLY ERASERS

GRADE LEVEL

FOURTH TO FIFTH GRADE

OBJECTIVE

TO DEFINE THE TERMS AND DYNAMICS OF BULLYING BEHAVIORS, TO TEACH PERSONAL SECURITY AND SOCIAL RESPONSIBILITY

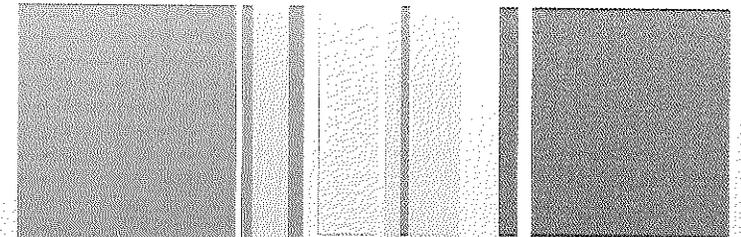
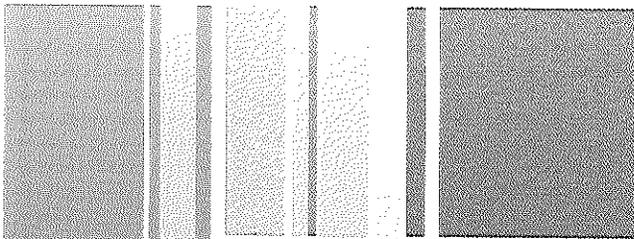
CONCEPT AND SKILLS

CHARACTER BUILDING, SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL AND SOCIAL SKILLS

According to Operation Respect, "Everyday in the United States 160,000 middle school students do not come to school because they fear being bullied." Bullying and teasing can no longer be accepted as a part of growing up in our society. Students will discuss the importance of tolerance and empathy and their impact in creating a peaceful society. The PeaceWorks educators will assist students in practicing realistic options for addressing bullying behaviors and safety planning skills.

TIME NEEDED

ONE or TWO CLASS PERIODS



PEACEMAKERS

GRADE LEVEL

FOURTH TO FIFTH GRADE

OBJECTIVE

TO DEFINE PEACE AND SOCIAL CHANGE

CONCEPT AND SKILLS

KNOWLEDGE AND UNDERSTANDING OF PEACEFUL SOCIAL CHANGE, SOCIAL RESPONSIBILITY

The PeaceWorks educators will lead a discussion on the students' ideas of peace. Examples of historical figures who used peaceful methods to create world change will be addressed. Discussion will include ways of creating social change in the students' communities.

TIME NEEDED

ONE CLASS PERIOD

CYBER BULLYING

GRADE LEVEL

FIFTH GRADE

OBJECTIVE

TO DEFINE THE TERMS AND DYNAMICS OF CYBER BULLYING BEHAVIORS. TO TEACH PERSONAL ONLINE SECURITY AND SOCIAL RESPONSIBILITY

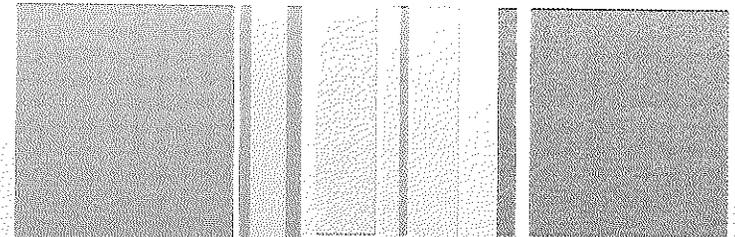
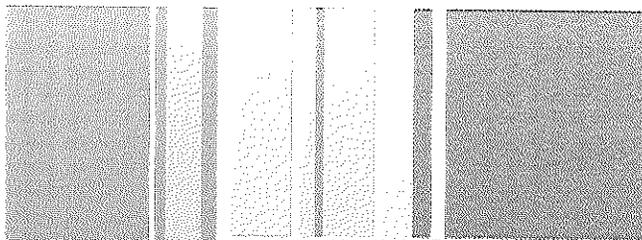
CONCEPT AND SKILLS

CHARACTER BUILDING, SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL AND SOCIAL SKILLS

According to iSafe.org, cyber bullying is a quickly growing epidemic that has affected nearly half of all school-aged children. Bullying is no longer restricted to face-to-face encounters. Students are using Instant Messaging, chat rooms, e-mails, cell phones and social networking sites to target classmates. Students will discuss the importance of safety and empathy and their impact on creating peaceful online and school communities. PeaceWorks educators assist students in practicing realistic options for addressing cyber bullying behaviors and safety planning.

TIME NEEDED

ONE CLASS PERIOD



MIDDLE SCHOOL

Sixth Grade
Sixth Grade
Sixth to Eighth Grade
Sixth to Eighth Grade
Sixth to Eighth Grade
Sixth to Eighth Grade

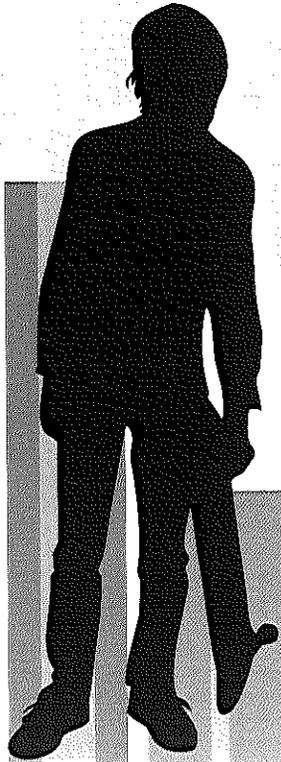
Justices of Peace
Anger Scientists
Positive Directions
Five of a Kind
kNOw Bullying
Cyber Bullying

Seventh to Eighth Grade

Recognizing, Responding, Resolving

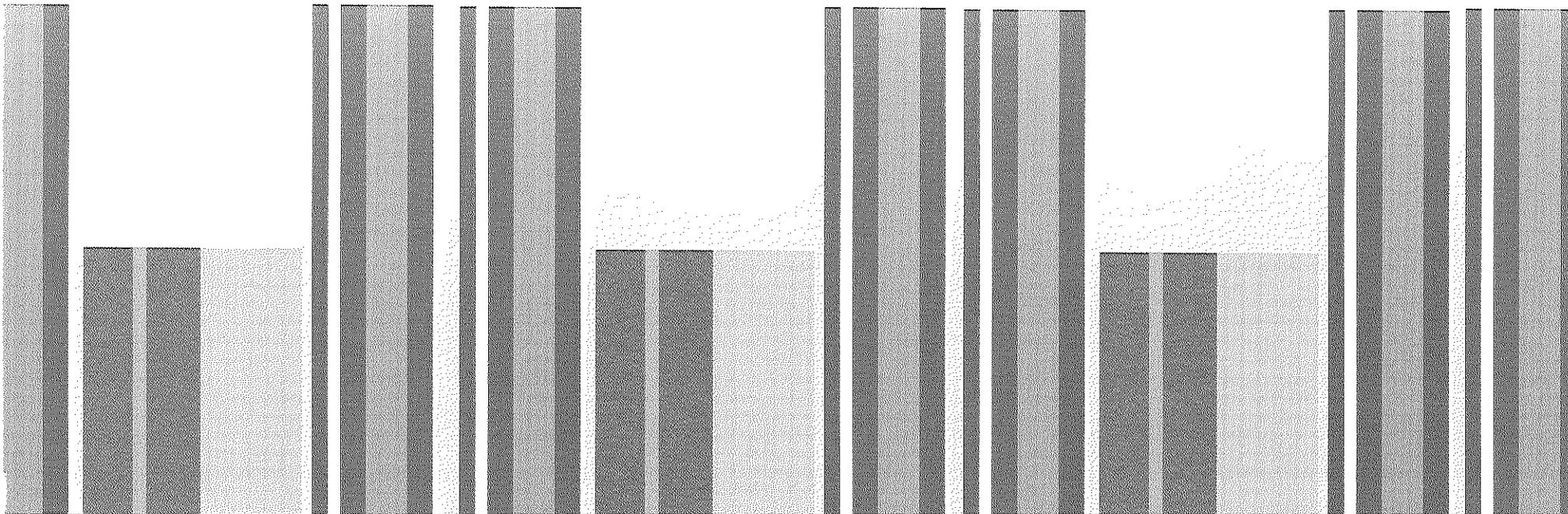
Eighth Grade
Eighth Grade

iRelationships
It's How You Say It!



Peace cannot be achieved through violence, it can only be attained through understanding.

— *Ralph Waldo Emerson*



JUSTICES OF PEACE

GRADE LEVEL

SIXTH GRADE

OBJECTIVE

TO DEFINE PEACE AND SOCIAL CHANGE

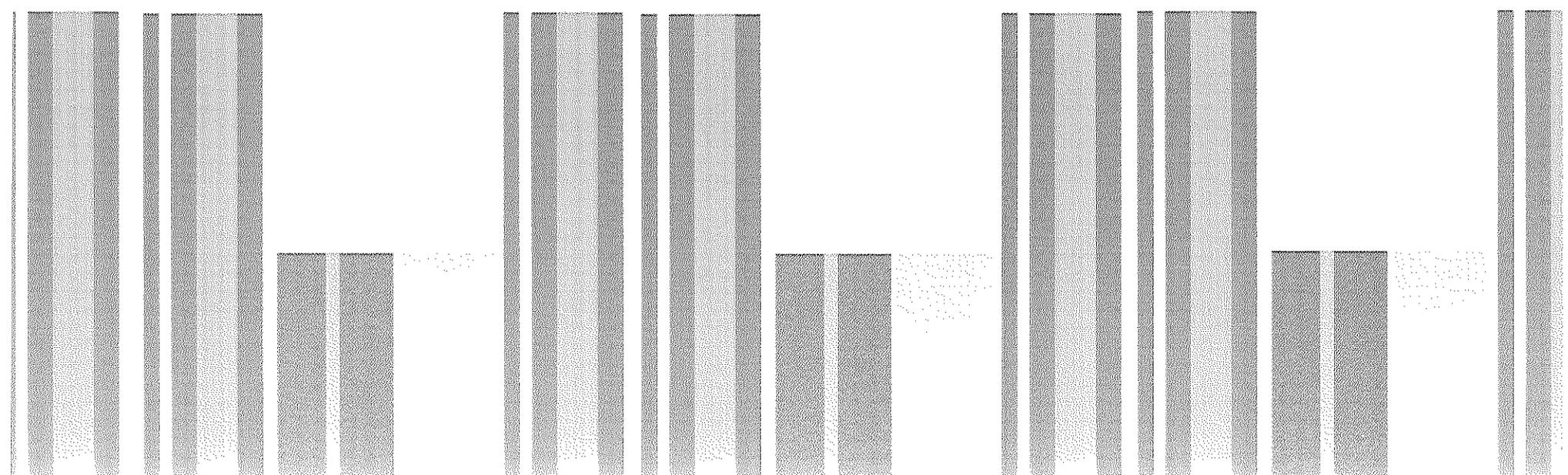
CONCEPT AND SKILLS

KNOWLEDGE AND UNDERSTANDING OF PEACEFUL SOCIAL CHANGE, SOCIAL RESPONSIBILITY

The PeaceWorks educators will lead a discussion on the students' ideas of peace. Examples of historical figures who used peaceful methods to create world change will be addressed. Discussion will include ways of creating social change in the students' communities.

TIME NEEDED

ONE CLASS PERIOD



ANGER SCIENTISTS

GRADE LEVEL

SIXTH GRADE

OBJECTIVE

STUDENTS WILL LEARN THE CHEMISTRY OF ANGER AND HOW TO SAFELY MANAGE THIS EMOTION

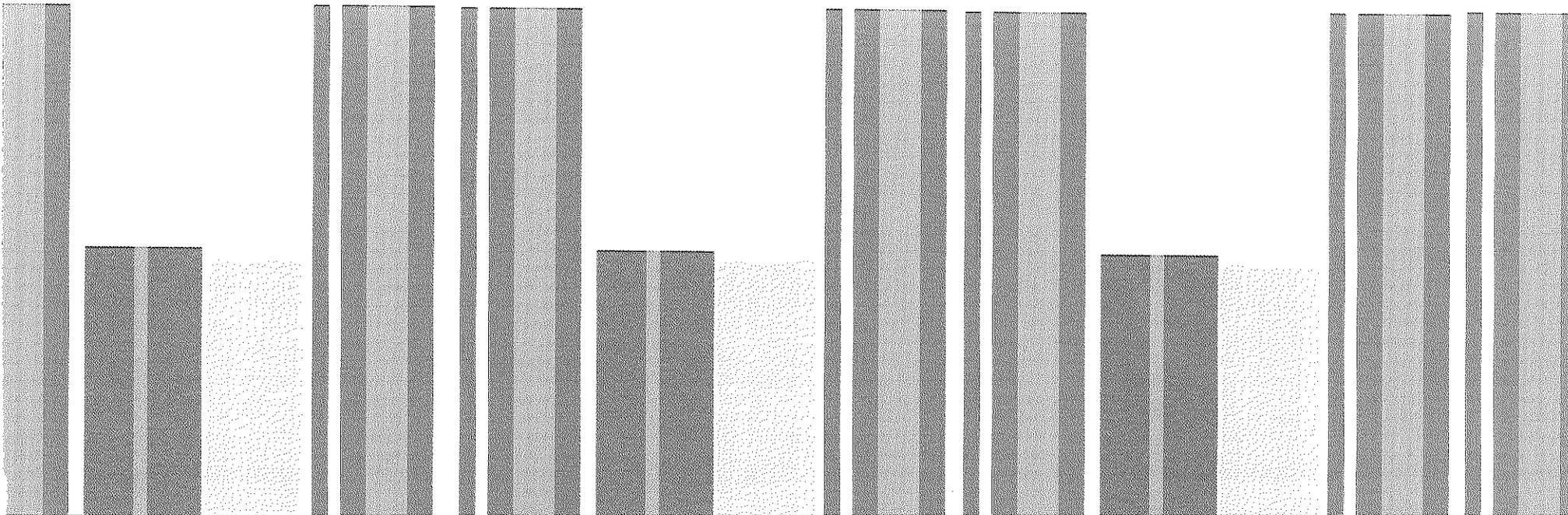
CONCEPT AND SKILLS

ANGER MANAGEMENT, SOCIAL SKILLS, SELF-AWARENESS

Students will learn about the chemistry of anger. They will investigate ways their bodies physically react when they are angry. The students will be taught calming techniques and how to manage their own anger "chemistry."

TIME NEEDED

ONE CLASS PERIOD



POSITIVE DIRECTIONS

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

TO TEACH CHILDREN HOW TO BE SAFE IN THEIR HOMES AND CREATE SAFE FAMILIES OF THE FUTURE

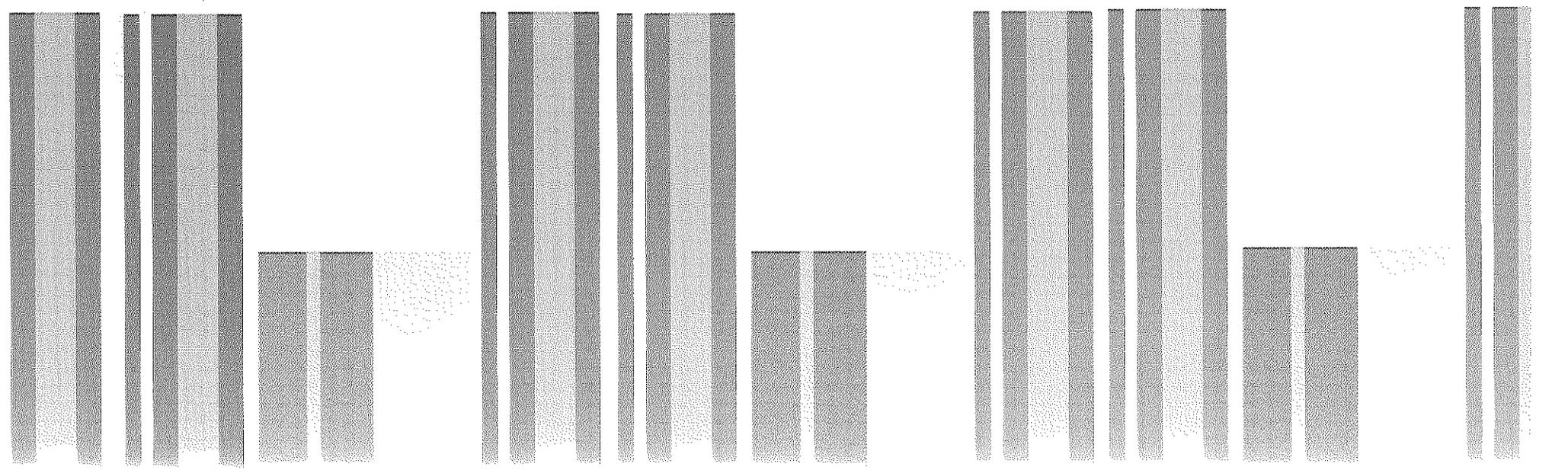
CONCEPT AND SKILLS

CONFLICT RESOLUTION SKILLS, PERSONAL SECURITY, SELF-AWARENESS

Students will learn how individuals and families react to conflict. PeaceWorks educators will define what hurtful behaviors are, between whom they can occur and the effects these behaviors have on the family and community. Options for personal safety today and in the future are explored as well.

TIME NEEDED

ONE or TWO CLASS PERIODS



FIVE OF A KIND

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL LEARN TO RECOGNIZE HEALTHY AND UNHEALTHY CHARACTERISTICS IN AN INTERPERSONAL RELATIONSHIP

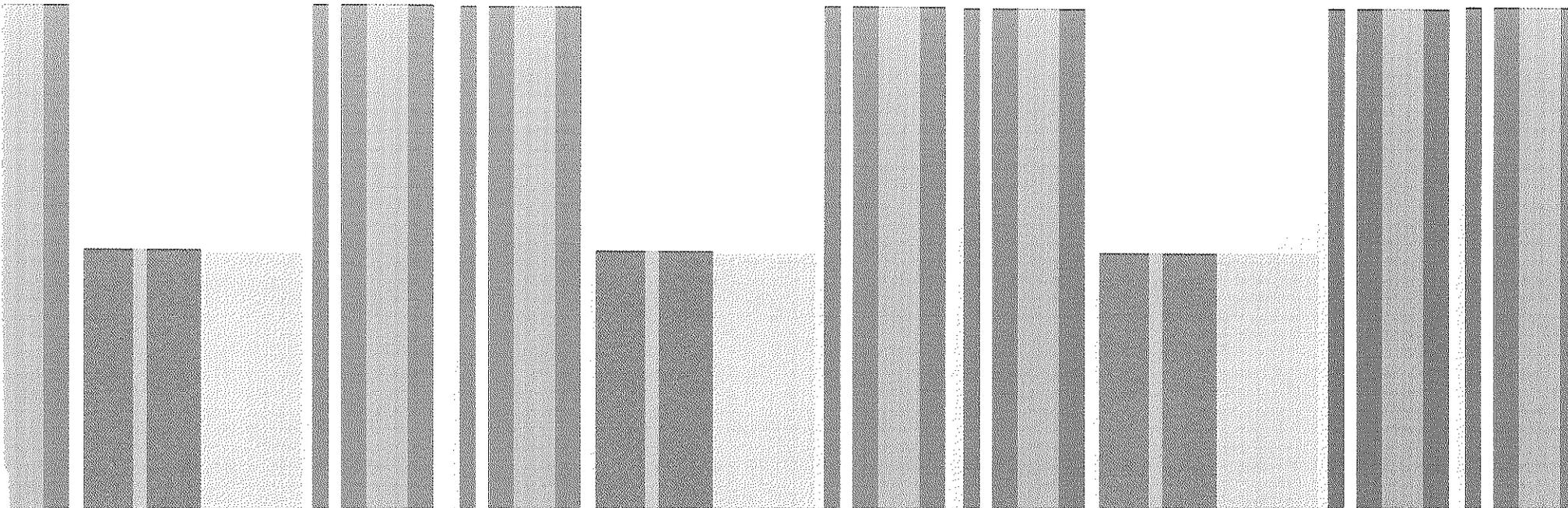
CONCEPT AND SKILLS

CRITICAL THINKING, DECISION MAKING, PERSONAL BOUNDARIES

Using an interactive game and critical thinking, students will discuss the characteristics of healthy and unhealthy interpersonal relationships.

TIME NEEDED

ONE CLASS PERIOD



kNOw BULLYING

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL DEFINE THE TERMS AND DYNAMICS OF BULLYING BEHAVIORS AND DISCUSS PERSONAL SECURITY AND SOCIAL RESPONSIBILITY

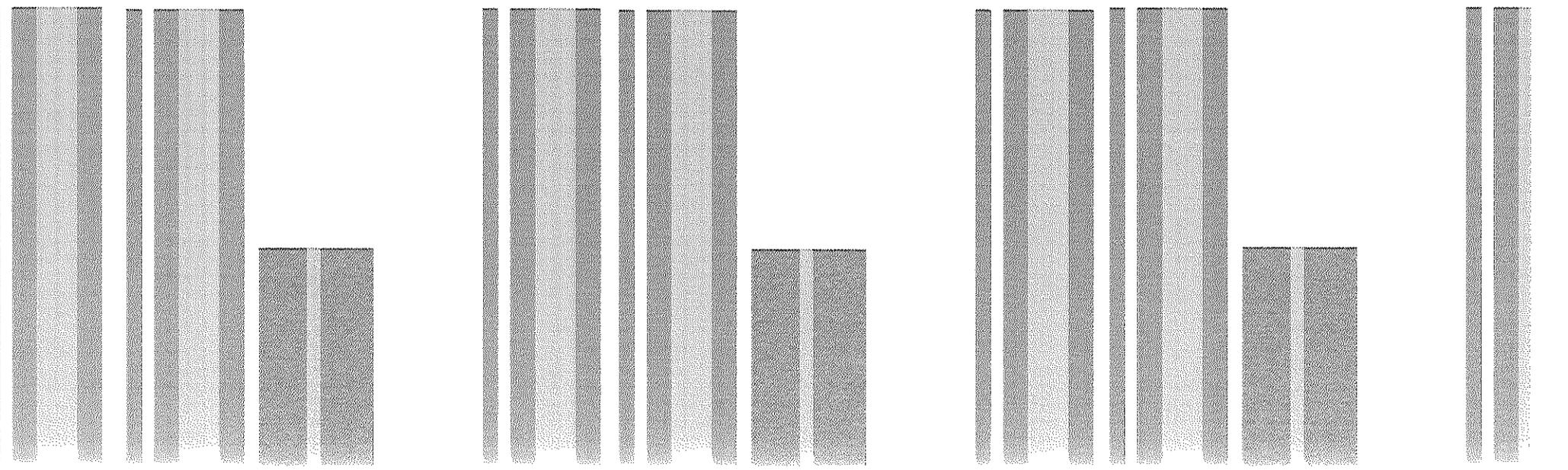
CONCEPT AND SKILLS

CHARACTER BUILDING, SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL AND SOCIAL SKILLS

According to Operation Respect, "Everyday in the United States 160,000 middle school students do not come to school because they fear being bullied." Bullying and teasing can no longer be accepted as a part of growing up in our society. Students will discuss the importance of tolerance and empathy and their impact in creating a peaceful society. PeaceWorks educators assist students in practicing realistic options for addressing bullying behaviors and safety planning skills.

TIME NEEDED

ONE or TWO CLASS PERIODS



CYBER BULLYING

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

TO DEFINE THE TERMS AND DYNAMICS OF CYBER BULLYING BEHAVIORS AND TO TEACH PERSONAL ONLINE SECURITY

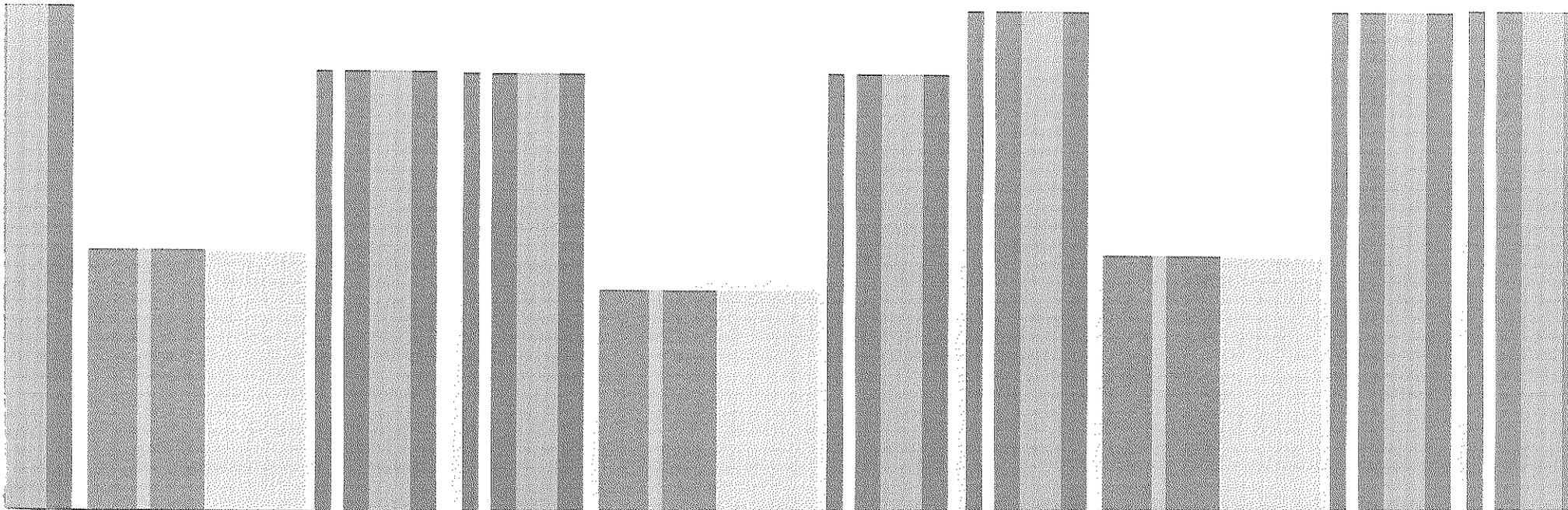
CONCEPT AND SKILLS

CHARACTER BUILDING, SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL AND SOCIAL SKILLS

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TIME NEEDED

ONE CLASS PERIOD



RECOGNIZING, RESPONDING, RESOLVING

GRADE LEVEL

SEVENTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL LEARN TO RECOGNIZE AND SAFELY RESPOND TO ANGER USING CONFLICT RESOLUTION SKILLS

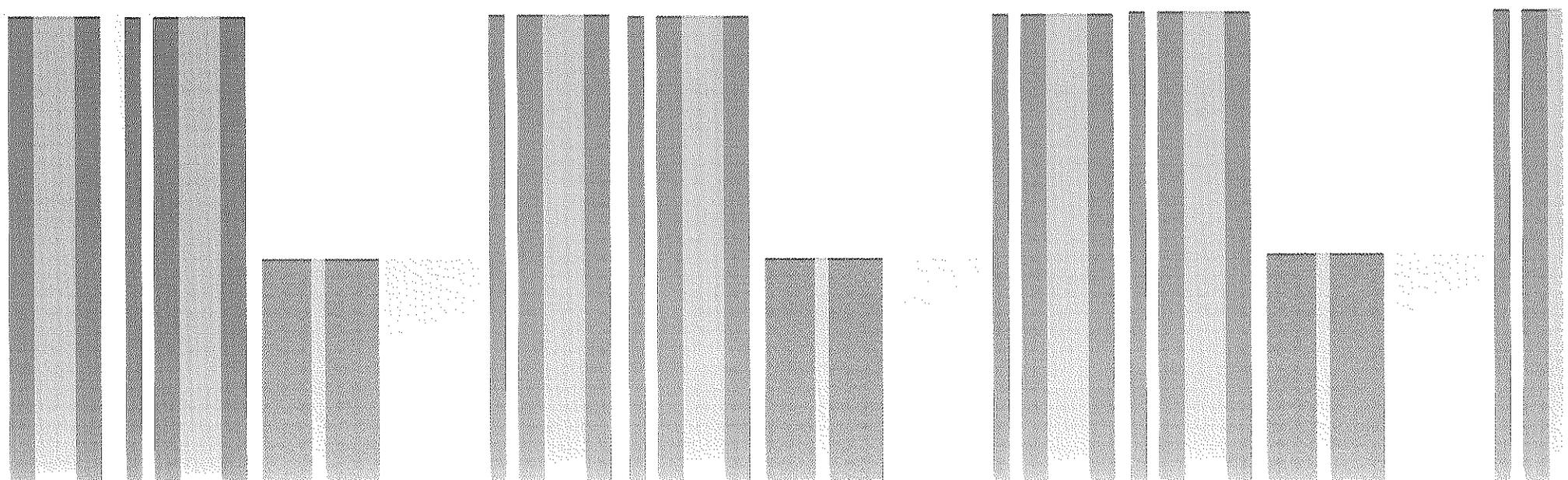
CONCEPT AND SKILLS

ANGER MANAGEMENT, CONFLICT RESOLUTION, PERSONAL SECURITY, SELF-AWARENESS, EMPATHY

Using interactive exercises the students learn to develop constructive and effective ways of expressing and handling their conflicts safely. Students will learn the difference between angry feelings and angry behaviors. They will examine the consequences of angry behavior and learn safe conflict resolution skills.

TIME NEEDED

ONE or TWO CLASS PERIODS



iRELATIONSHIPS

GRADE LEVEL

EIGHTH GRADE

OBJECTIVE

TO PROVIDE STUDENTS WITH TOOLS TO DEVELOP POSITIVE AND RESPECTFUL INTERPERSONAL RELATIONSHIPS

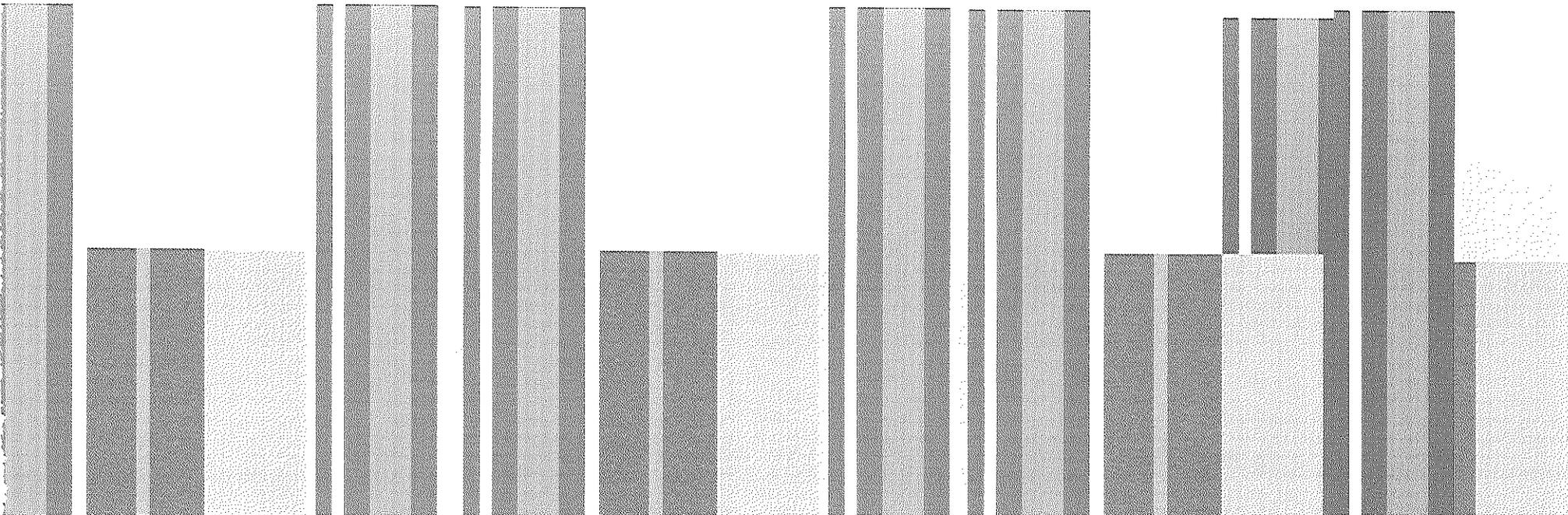
CONCEPT AND SKILLS

ELEMENTS OF HEALTHY AND UNHEALTHY RELATIONSHIPS, BOUNDARIES, PERSONAL SECURITY, SELF-AWARENESS, SOCIAL AND INTERPERSONAL SKILLS

Adolescents need to develop their own self-awareness and boundaries in order to articulate their individual values. Students will learn how to incorporate the components of safe and healthy interpersonal relationships in their daily lives.

TIME NEEDED

ONE or TWO CLASS PERIODS



IT'S HOW YOU SAY IT!

GRADE LEVEL

EIGHTH GRADE

OBJECTIVE

STUDENTS WILL DEFINE THE COMPONENTS OF EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS

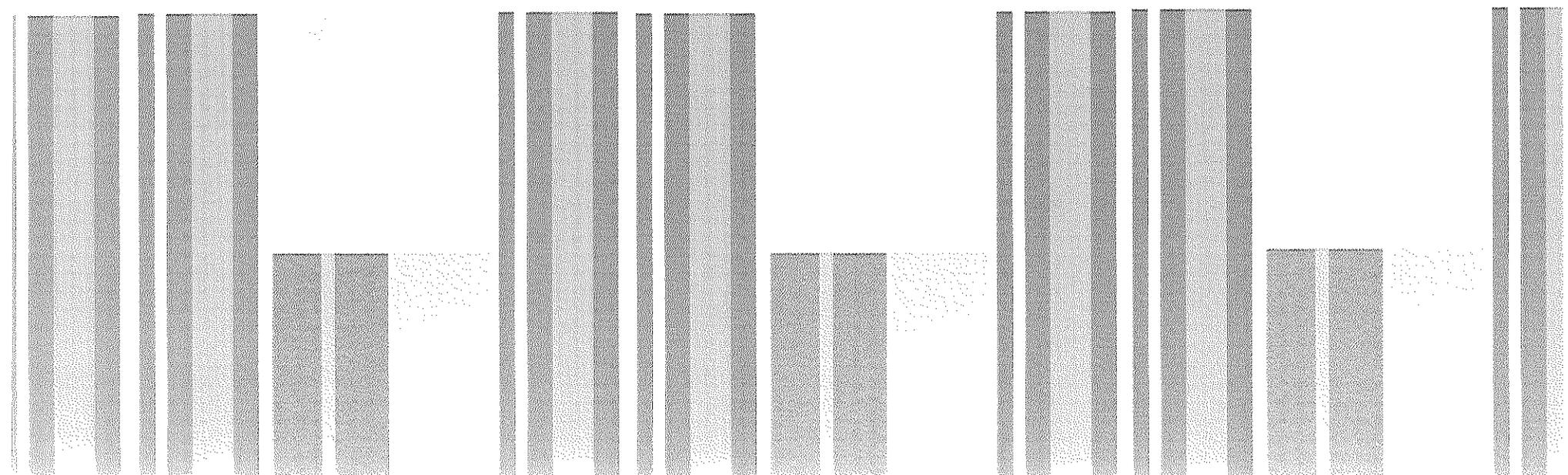
CONCEPT AND SKILLS

EFFECTIVE COMMUNICATION

Students will be engaged in a discussion of how people communicate differently. The PeaceWorks educators will examine how active listening, disagreeing respectfully and sharing opinions are important parts of the communication process.

TIME NEEDED

ONE CLASS PERIOD



HIGH SCHOOL

Ninth Grade
Ninth to Tenth Grade
Ninth to Eleventh Grade
Ninth to Twelfth Grade
Ninth to Twelfth Grade
Ninth to Twelfth Grade
Ninth to Twelfth Grade

It's Not Okay
It's How You Say It!
Behind the Smile
Under The Mask
Cyber Bullying
It's All About You
Gender and the Media

Tenth Grade

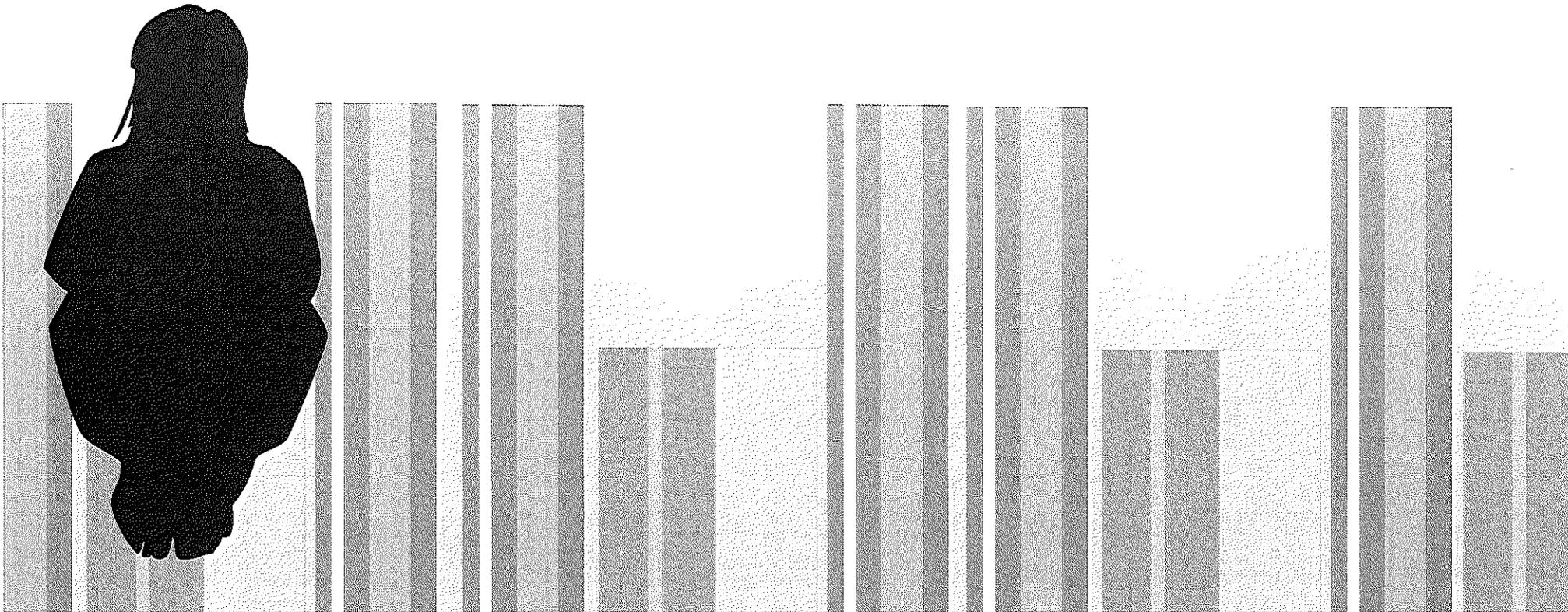
Why Stay?

Eleventh to Twelfth Grade

Interpersonal Violence in Literature

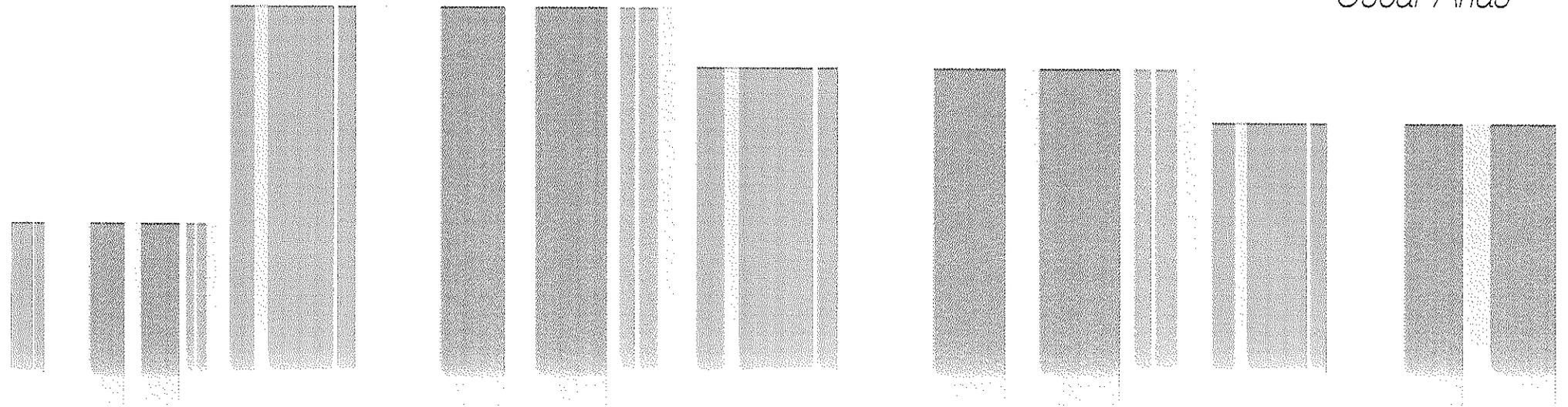
Twelfth Grade

After Graduation:
New Dynamics of Interpersonal Relationships



Peace is not the product of a victory or a command. It has no finishing line, no final deadline, no fixed destination of achievement. Peace is a never-ending process, the work of many decisions.

— *Oscar Arias*



IT'S NOT OKAY

GRADE LEVEL

NINTH GRADE

OBJECTIVE

STUDENTS WILL IDENTIFY POSITIVE COMMUNICATION STYLES, CONCEPTS OF RESPONSIBILITY, ELEMENTS OF HEALTHY DECISION MAKING, SAFETY PLANNING

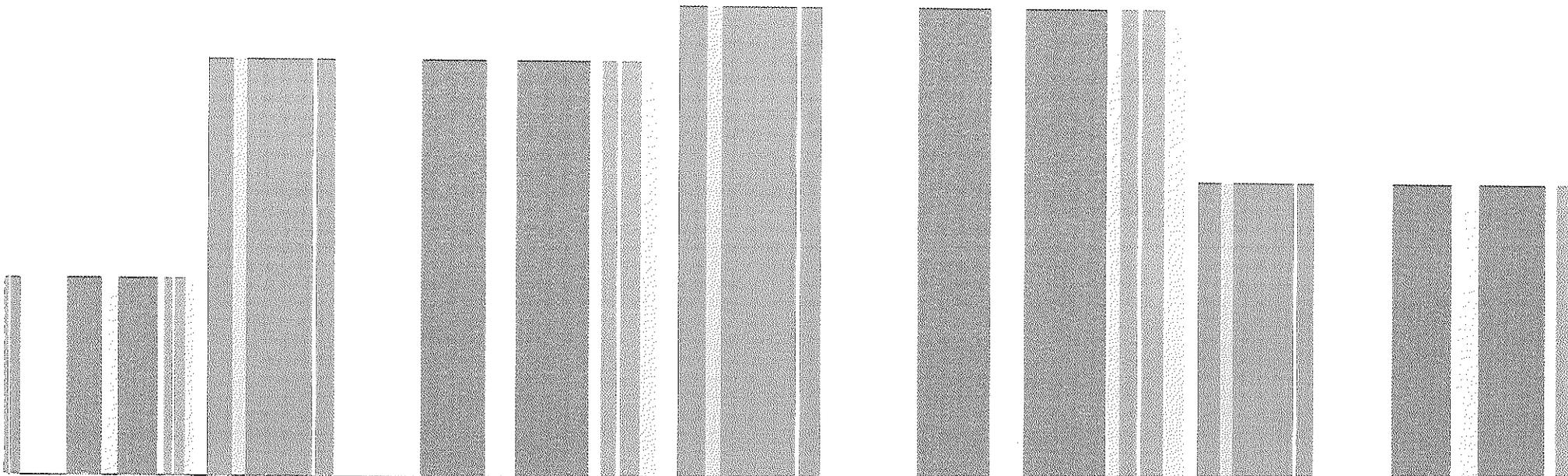
CONCEPT AND SKILLS

COMMUNICATION, PERSONAL BOUNDARIES, CRITICAL THINKING, PERSONAL RESPONSIBILITY, HEALTHY CHOICES, PERSONAL SECURITY

The statistics on physical violence are alarming: one out of three teenagers report knowing a friend or peer who has been hit, punched, kicked, slapped, choked, or physically hurt by their partner. What is less understood is that emotional and verbal abuse are much more difficult to recognize, can be far more harmful, and have a longer lasting impact.

TIME NEEDED

ONE or TWO CLASS PERIODS



IT'S HOW YOU SAY IT!

GRADE LEVEL

NINTH TO TENTH GRADE

OBJECTIVE

STUDENTS DEFINE THE COMPONENTS OF EFFECTIVE COMMUNICATION IN INTERPERSONAL RELATIONSHIPS

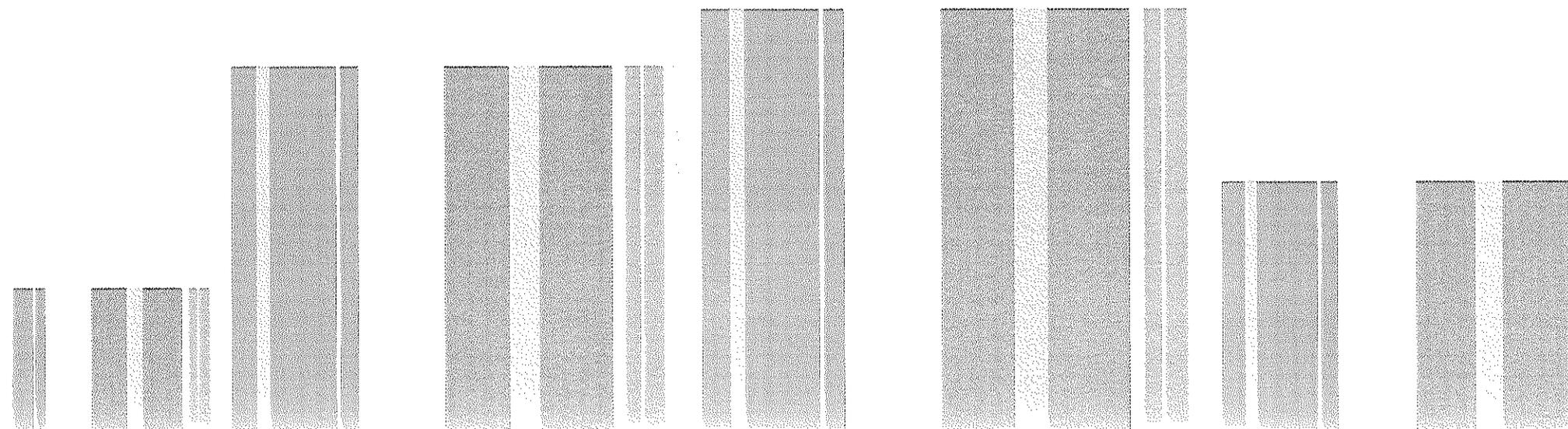
CONCEPT AND SKILLS

EFFECTIVE COMMUNICATION SKILLS, CRITICAL THINKING

Students will discuss how people communicate differently. The PeaceWorks educators will examine how critical thinking, active listening, disagreeing respectfully and sharing opinions are important parts of the communication process.

TIME NEEDED

ONE CLASS PERIOD



BEHIND THE SMILE

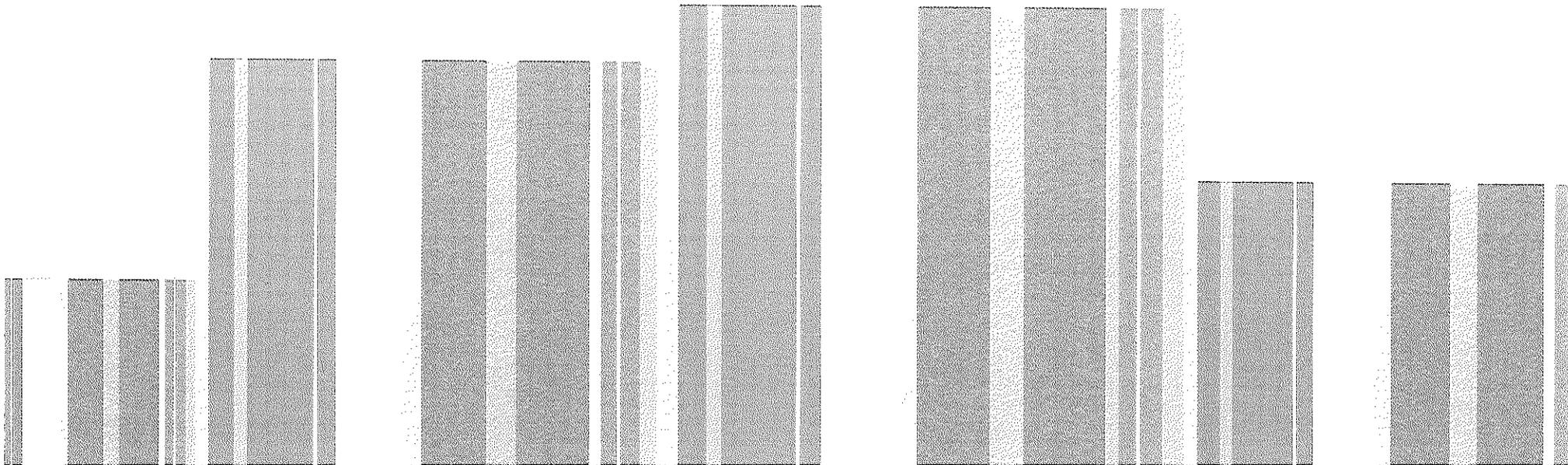
GRADE LEVEL NINTH TO ELEVENTH GRADE

OBJECTIVE STUDENTS WILL LEARN THE CONCEPTS OF RESPONSIBILITY IN AN INTERPERSONAL RELATIONSHIP, ELEMENTS OF HEALTHY DECISION MAKING, SAFETY PLANNING

CONCEPT AND SKILLS PERSONAL BOUNDARIES, CRITICAL THINKING, PERSONAL RESPONSIBILITY, HEALTHY CHOICES, PERSONAL SECURITY

Interpersonal relationships that may "look good" on the outside may not necessarily develop into what each partner expects. PeaceWorks educators will discuss the differences between healthy disagreements and the warning signs of abusive relationships.

TIME NEEDED ONE CLASS PERIOD



UNDER THE MASK

GRADE LEVEL

NINTH TO TWELFTH GRADE

OBJECTIVE

STUDENTS WILL IDENTIFY THE EMOTIONS OFTEN MASKED BY ANGER AND LEARN TO SAFELY RESOLVE CONFLICTS

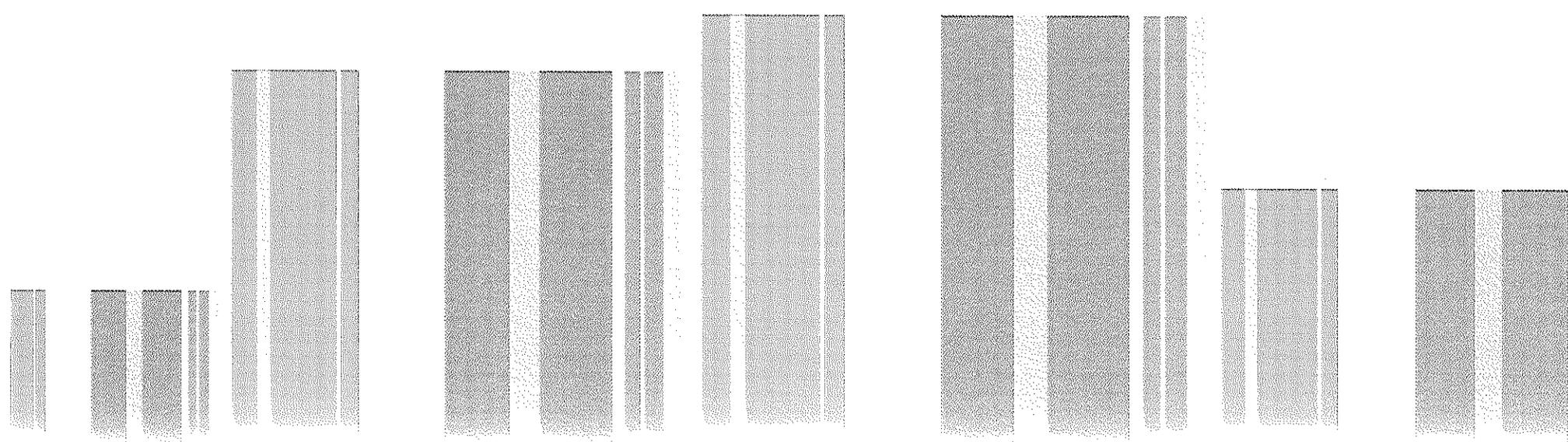
CONCEPT AND SKILLS

ANGER MANAGEMENT, CONFLICT RESOLUTION, PERSONAL SECURITY, SELF-AWARENESS

Students will learn how anger may mask frustration, disappointment and sadness. Discussion revolves around understanding these dynamics and appropriate responses to conflicts in interpersonal relationships.

TIME NEEDED

ONE CLASS PERIOD



CYBER BULLYING

GRADE LEVEL

NINTH TO TWELFTH GRADE

OBJECTIVE

TO DEFINE THE TERMS AND DYNAMICS OF CYBER BULLYING BEHAVIORS. TO TEACH PERSONAL ONLINE SECURITY AND SOCIAL RESPONSIBILITY

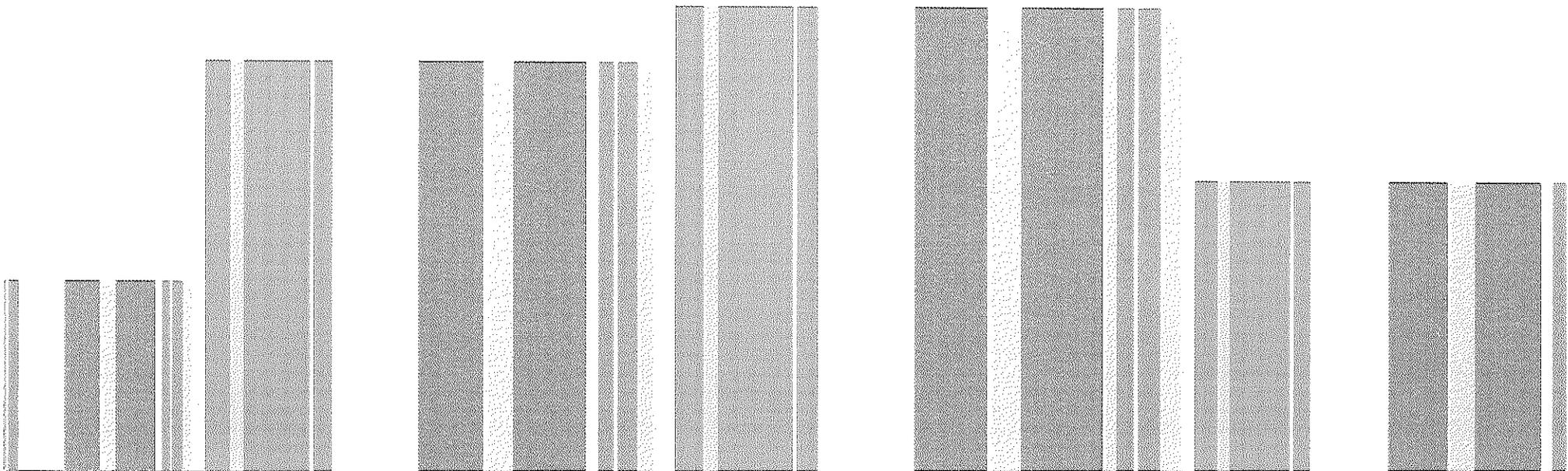
CONCEPT AND SKILLS

CHARACTER BUILDING, SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL AND SOCIAL SKILLS

According to iSafe.org, cyber bullying is a quickly growing epidemic that has affected nearly half of all school-aged children. Bullying is no longer restricted to face-to-face encounters. Students are using Instant Messaging, chat rooms, e-mails and social networking sites to target classmates. Students will discuss the importance of safety and empathy and their impact in creating peaceful online and school communities. PeaceWorks educators assist students in practicing realistic options for addressing cyber bullying behaviors and safety planning skills.

TIME NEEDED

ONE CLASS PERIOD



IT'S ALL ABOUT YOU

GRADE LEVEL

NINTH TO TWELFTH GRADES

OBJECTIVE

TO PROVIDE STUDENTS WITH TOOLS TO DEVELOP POSITIVE AND RESPECTFUL INTERPERSONAL RELATIONSHIPS

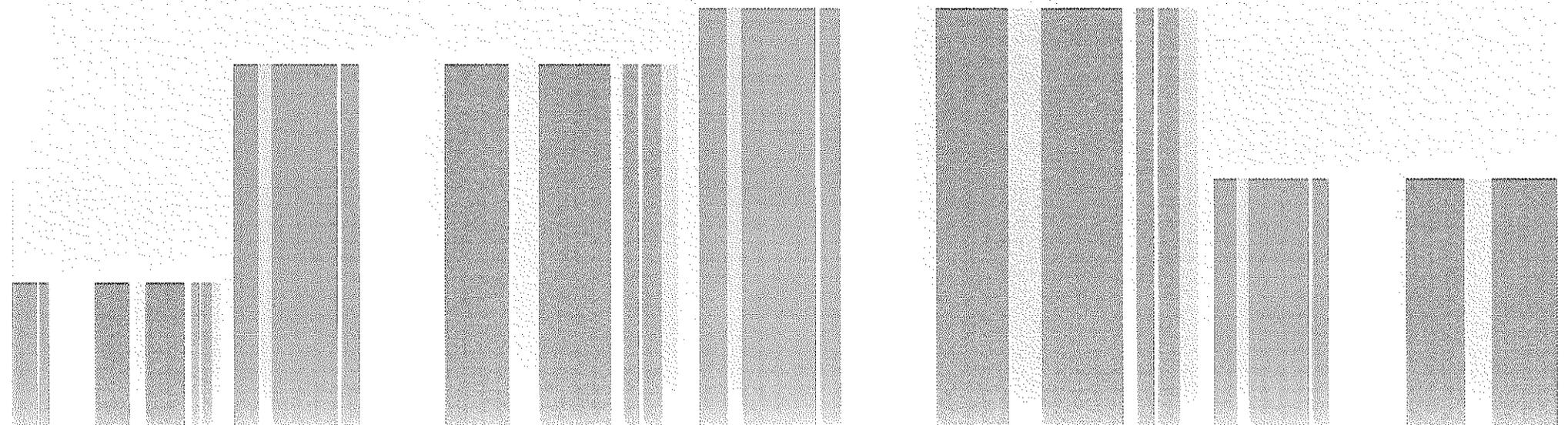
CONCEPT AND SKILLS

BOUNDARIES, PERSONAL SECURITY, SELF-AWARENESS, SOCIAL AND INTERPERSONAL SKILLS

Adolescents need to develop their own self-awareness and boundaries in order to articulate their individual values. Students will learn how to incorporate the components of safe and healthy interpersonal relationships in their daily lives.

TIME NEEDED

ONE or TWO CLASS PERIODS



GENDER AND THE MEDIA

GRADE LEVEL

NINTH TO TWELFH GRADE

OBJECTIVE

EDUCATE STUDENTS TO BE CRITICAL VIEWERS OF THE MEDIA

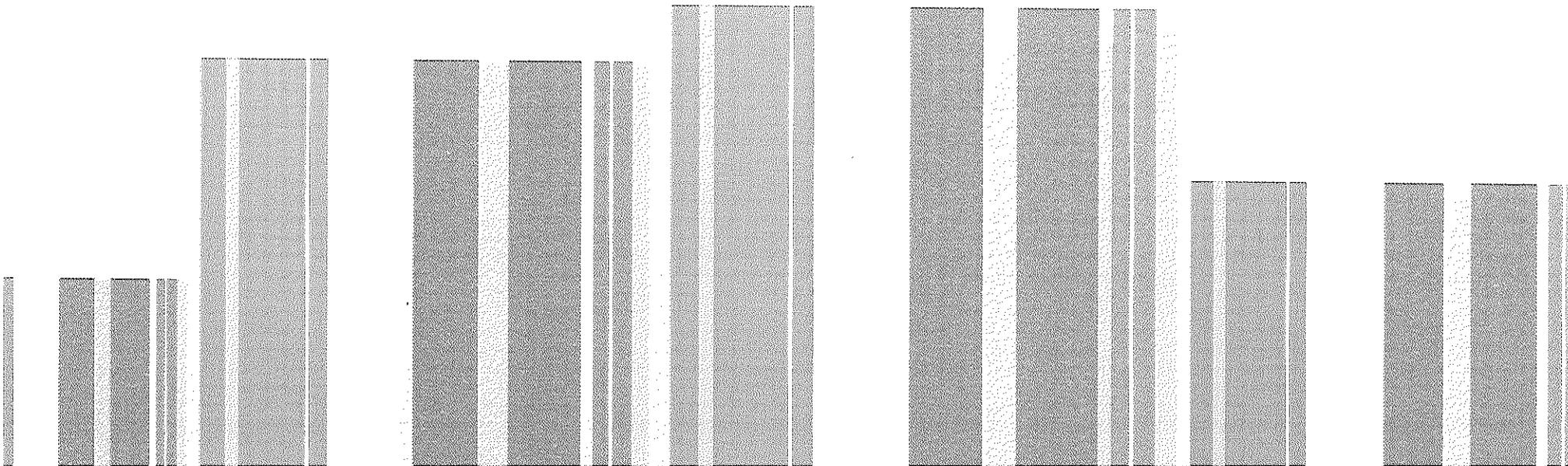
CONCEPT AND SKILLS

UNDERSTANDING MESSAGES ABOUT GENDER-BASED VIOLENCE N THE MEDIA

Everyday, students are bombarded by hundreds of media images. By critically examining these images the students will learn how media messages create an atmosphere of gender-based violence in our society.

TIME NEEDED

ONE or TWO CLASS PERIODS



WHY STAY?

GRADE LEVEL

TENTH GRADE

OBJECTIVE

STUDENTS WILL LEARN THE POWER AND DYNAMICS OF THE CYCLE OF VIOLENCE IN INTERPERSONAL RELATIONSHIPS

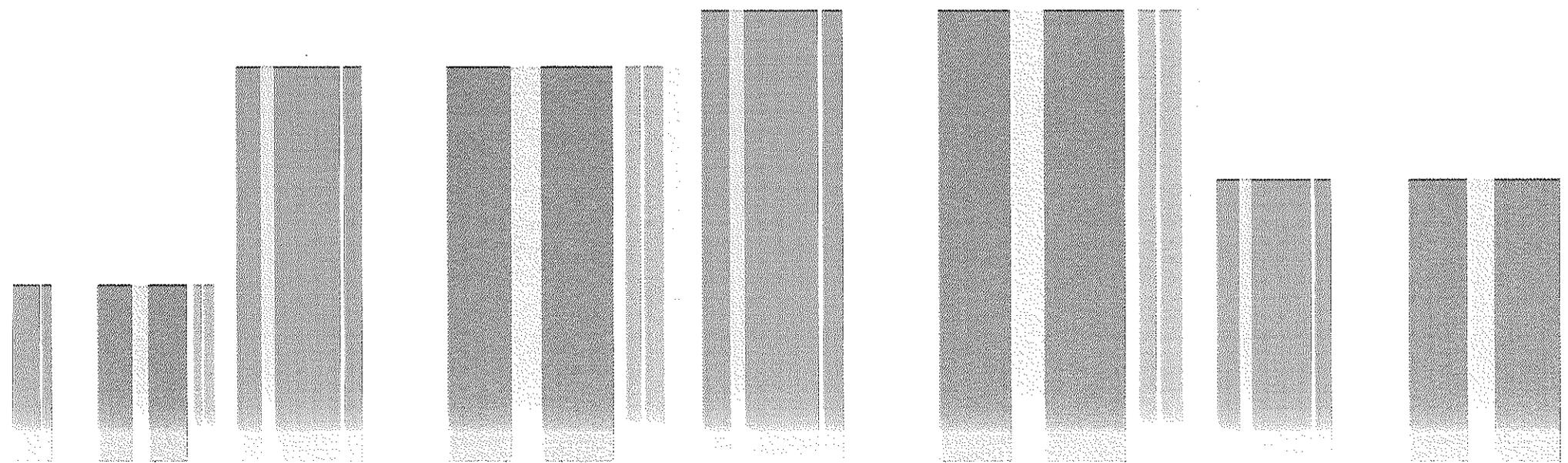
CONCEPT AND SKILLS

BOUNDARIES, PERSONAL RESPONSIBILITY, HEALTHY CHOICES, PERSONAL SECURITY

The cycle of violence is a pattern of behavior which keeps victims and abusers locked in their abusive interpersonal relationships. It is essential for teens to understand how this cycle may impact an interpersonal relationship. Safety planning will also be examined.

TIME NEEDED

ONE or TWO CLASS PERIODS



INTERPERSONAL VIOLENCE IN LITERATURE

GRADE LEVEL

ELEVENTH TO TWELFTH GRADE

OBJECTIVE

USING LITERATURE STUDENTS WILL EXAMINE THE DYNAMICS OF INTERPERSONAL VIOLENCE

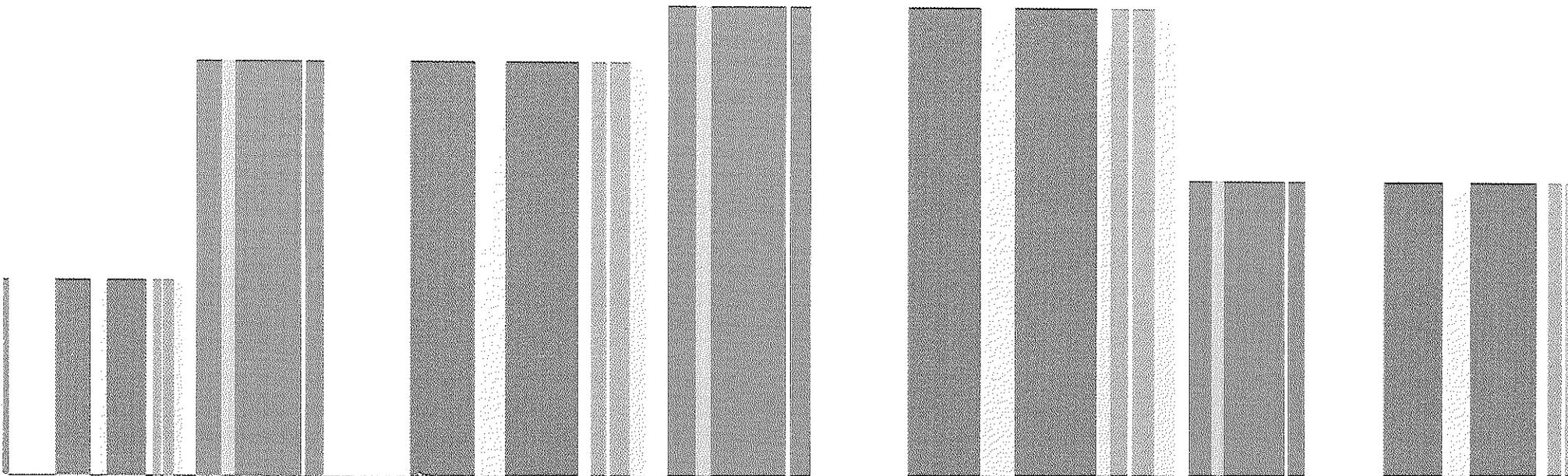
CONCEPT AND SKILLS

CRITICAL THINKING, SOCIAL RESPONSIBILITY

Students will critically analyze the theme, tone, character construction, ideas and attitudes in a piece of literature while examining the dynamics of interpersonal violence.

TIME NEEDED

ONE CLASS PERIOD



AFTER GRADUATION: NEW DYNAMICS OF INTERPERSONAL RELATIONSHIPS

GRADE LEVEL

TWELFTH GRADE

OBJECTIVE

STUDENTS WILL UNDERSTAND THE CHANGING DYNAMICS OF INTERPERSONAL RELATIONSHIPS

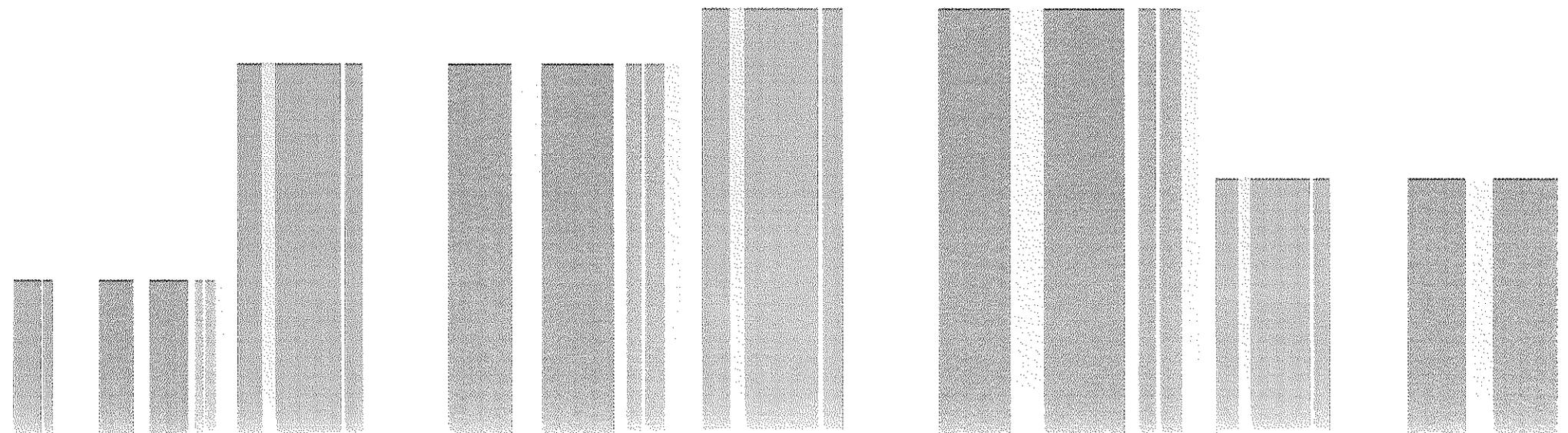
CONCEPT AND SKILLS

PERSONAL RESPONSIBILITY, HEALTHY CHOICES, PERSONAL SECURITY

The students discuss how interpersonal relationships after high school will be different. How will college, jobs, new places, new faces or other changes impact an existing interpersonal relationship or a new one.

TIME NEEDED

ONE CLASS PERIOD



PEACEWORK SHOPS

Pre-School to Third Grade

Puppets for Peace
Take a Walk in My Shoes
It's Okay to Feel Angry
Constructing Peace

Third to Fifth Grade

Superheroes for Peace

Fifth to Eighth Grade

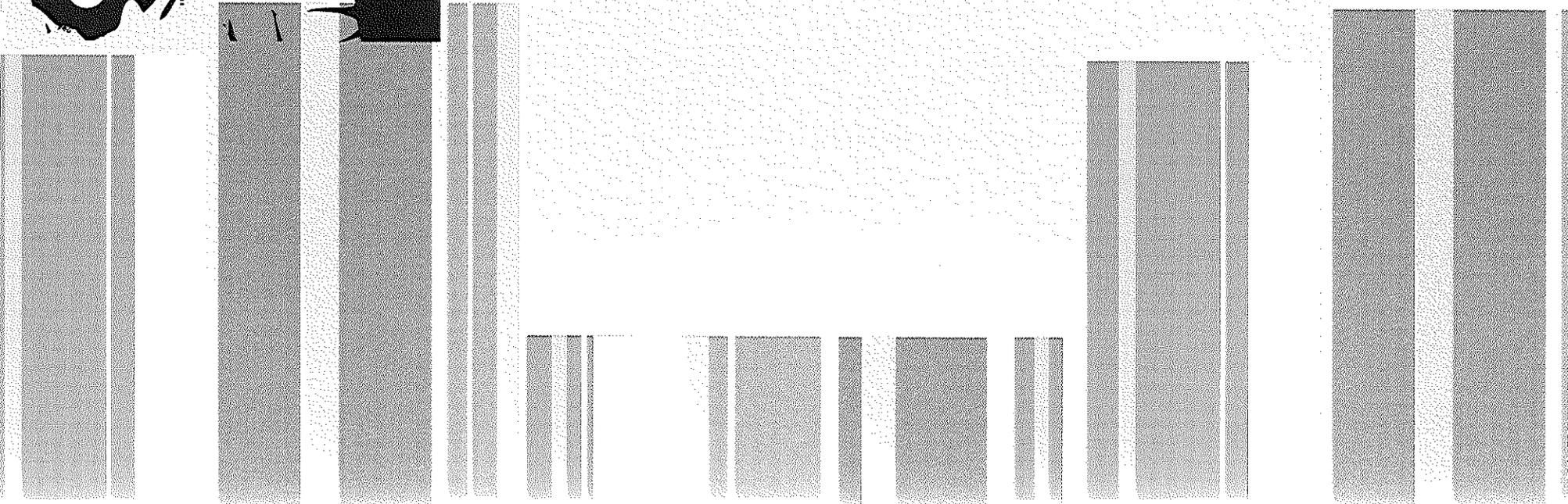
Beyond Words
Character Matters

Sixth to Eighth Grade

Blocking Bullies

Sixth to Eighth Grade

Superheroes for Peace



PEACEWORK SHOPS PUPPETS FOR PEACE

GRADE LEVEL

PRE-SCHOOL TO THIRD GRADE

OBJECTIVE

STUDENTS LEARN TO CONNECT THEIR EMOTIONS TO THEIR PHYSICAL REACTIONS

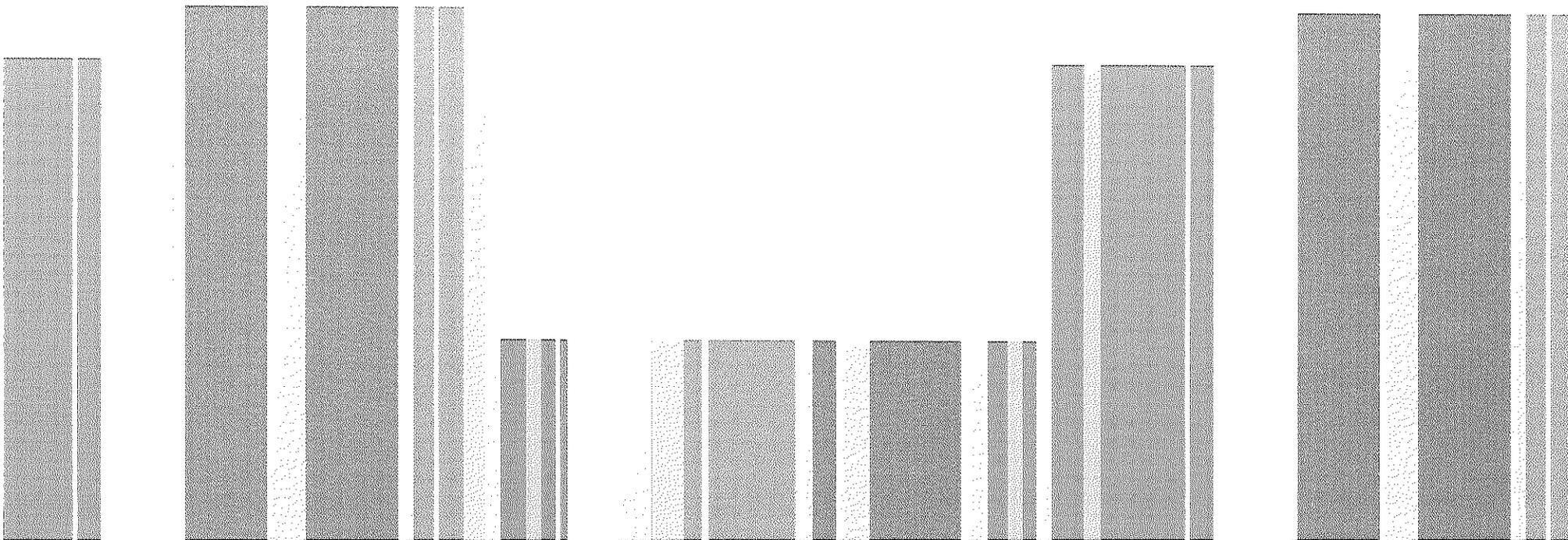
CONCEPT AND SKILLS

ANGER MANAGEMENT, CONFLICT RESOLUTION, CREATIVITY

Children will become aware of what their bodies look and feel like when they experience different emotions, such as sadness, excitement or anger. They will make different puppets representative of each emotion that will help them to express themselves appropriately and communicate effectively with others.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS TAKE A WALK IN MY SHOES

GRADE LEVEL PRE-SCHOOL TO THIRD GRADE

OBJECTIVE STUDENTS WILL UNDERSTAND HOW OTHERS FEEL

CONCEPT AND SKILLS EMPATHY, COMPASSION, EXPRESSING BASIC FEELINGS

Empathy is the ability to understand the thoughts and feelings of another person. Interactive and creative exercises allow young children to feel what others experience and help them begin to develop empathy and compassion.

TIME NEEDED GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK

PEACEWORK SHOPS

IT'S OK TO FEEL ANGRY

GRADE LEVEL

PRE-SCHOOL TO THIRD GRADE

OBJECTIVE

STUDENTS WILL LEARN AND PRACTICE THE STOP, TAKE 5 & THINK METHOD

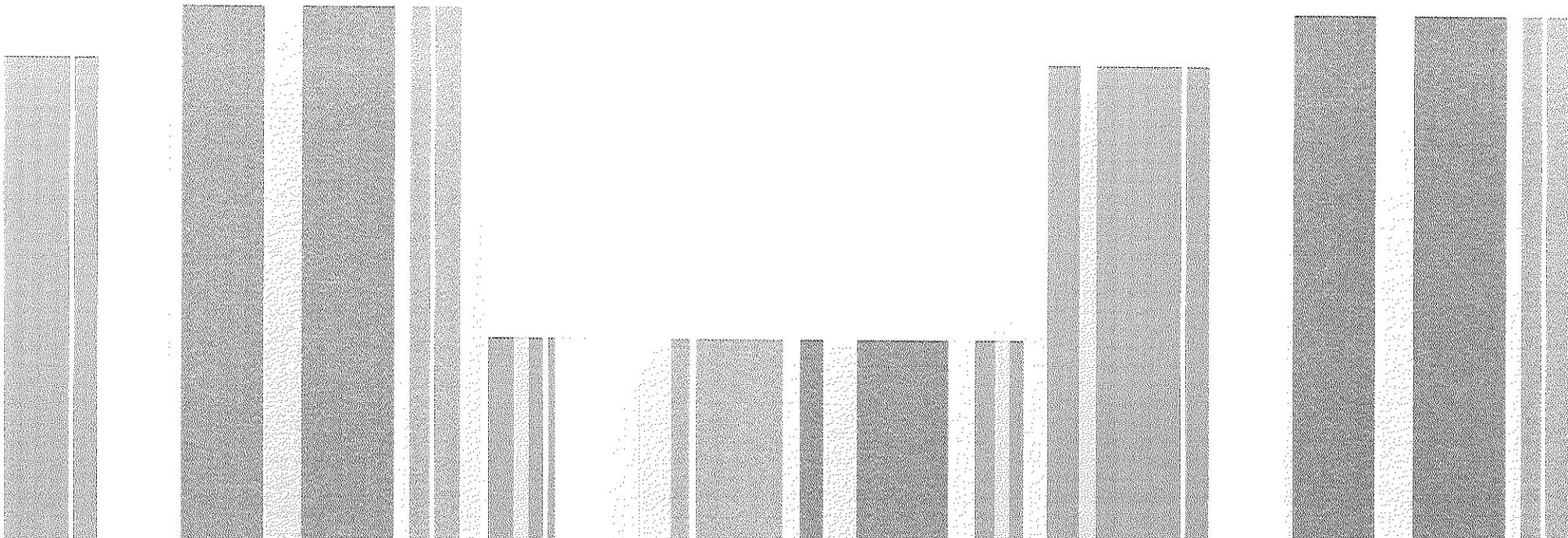
CONCEPT AND SKILLS

ANGER MANAGEMENT, CONFLICT RESOLUTION, COMPROMISE, SAFE PROBLEM SOLVING

PeaceWorks educators will tell a story with the help of the PeaceWorks puppets, Hip, Cool, and Dandy, to educate students on the Stop, Take 5 & Think method. Students will review and learn how their bodies send them anger signals, ways to calm themselves and to brainstorm ideas to solve a problem safely and fairly.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS CONSTRUCTING PEACE

GRADE LEVEL

PRE-SCHOOL TO THIRD GRADE

OBJECTIVE

STUDENTS WILL DEVELOP TOOLS TO DEAL WITH ANGER

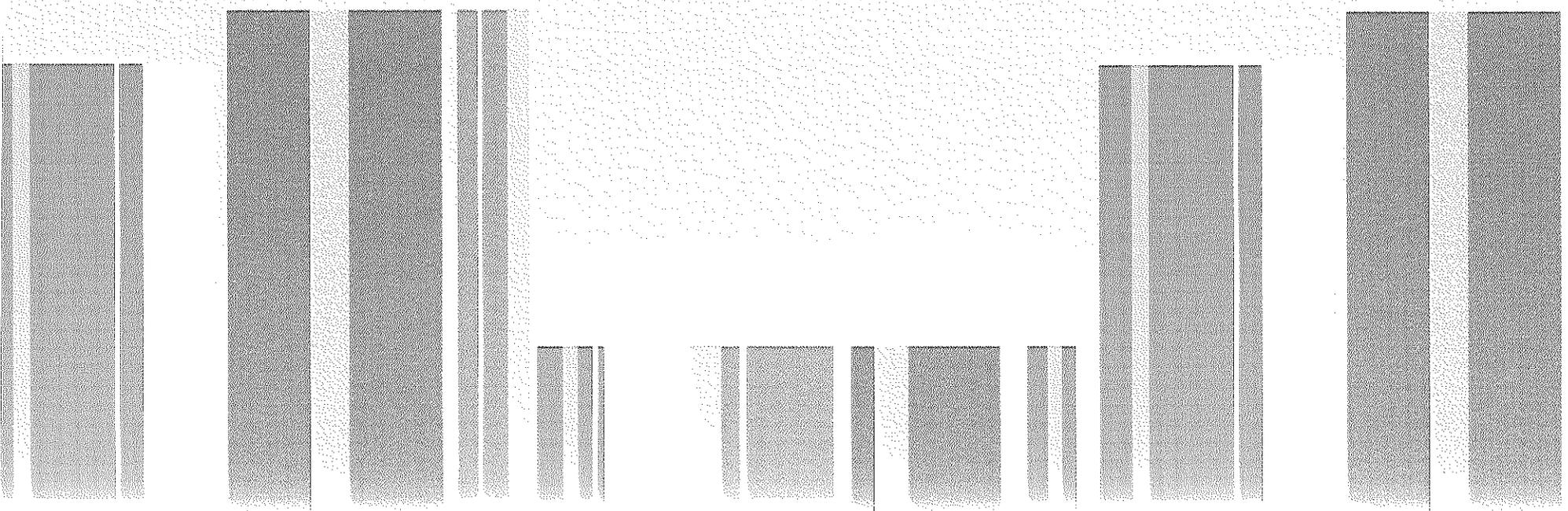
CONCEPT AND SKILLS

COOPERATION, ANGER MANAGEMENT, CONFLICT RESOLUTION, SELF-AWARENESS

Students will discuss how, when they get angry, they can access their own "anger tool box." The tool box will include their own individual self calming and problem solving "tools."

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS BEYOND WORDS

GRADE LEVEL

FIFTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL LEARN TO DEFINE THE COMPONENTS OF EFFECTIVE COMMUNICATION

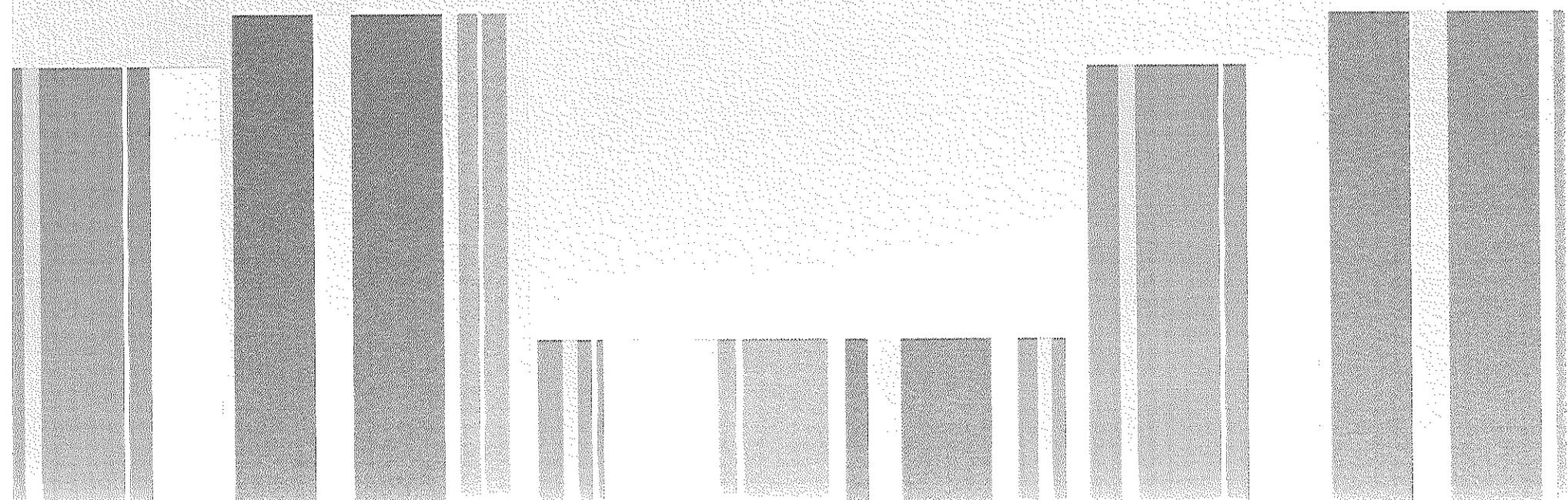
CONCEPT AND SKILLS

EFFECTIVE COMMUNICATION, ANGER MANAGEMENT, LISTENING SKILLS

Students will learn that using unkind speech (name-calling, gossiping, bragging and using put-downs) does not help them communicate how they feel or resolve a conflict. PeaceWorks educators will facilitate exercises about non-verbal communication and listening skills.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS CHARACTER MATTERS

GRADE LEVEL

FIFTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL LEARN TO MAKE HEALTHY AND SAFE CHOICES

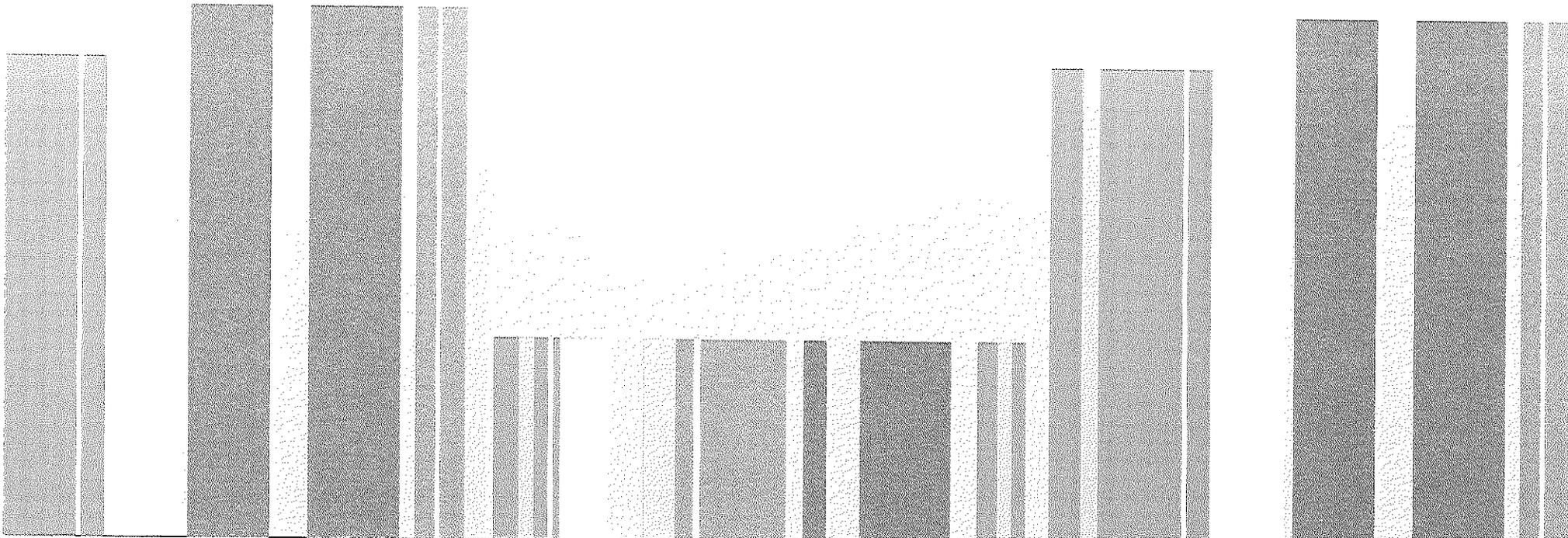
CONCEPT AND SKILLS

SELF-CONTROL, SELF-AWARENESS, PERSONAL RESPONSIBILITY

The focus of this workshop is to help students understand choices available to solve conflicts safely. Through literature, students will learn the negative and positive consequences of their choices. Every week, PeaceWorks educators will provide the students with a short story that deals with different characters overcoming diversity, conflict and other problems young people face today.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS BLOCKING BULLIES

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

TO DEFINE CYBER BULLYING AND SAFETY PLANNING

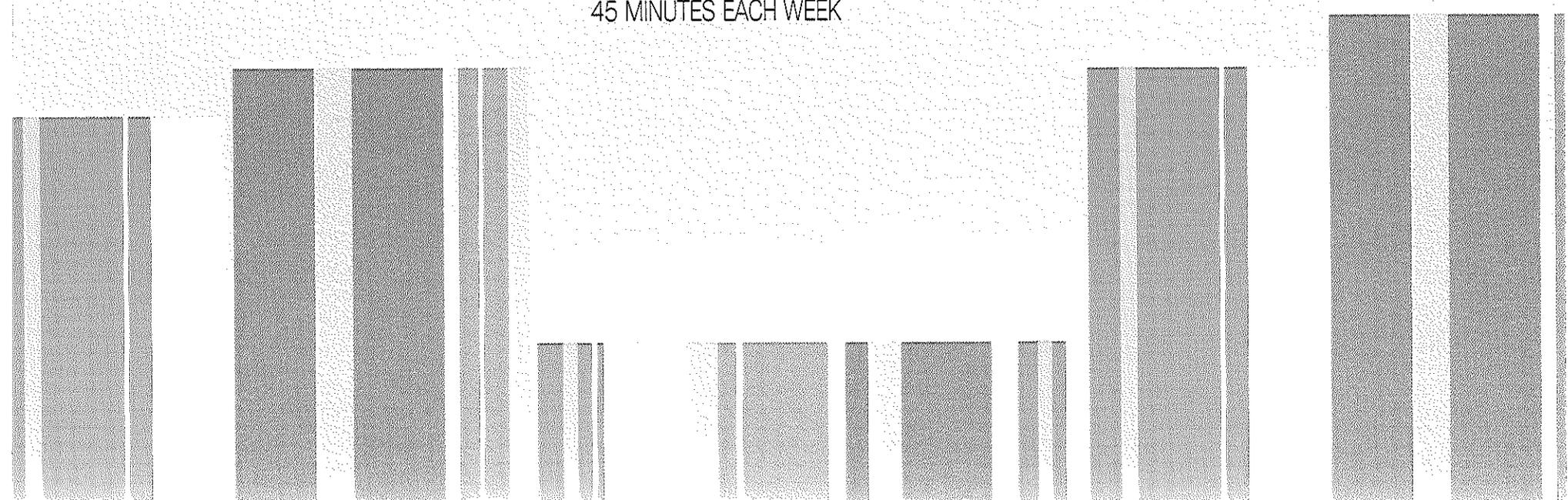
CONCEPT AND SKILLS

SOCIAL RESPONSIBILITY, TOLERANCE, EMPATHY, INTERPERSONAL SKILLS

According to iSafe.org, cyber bullying is a quickly growing epidemic that has affected nearly half of all school-aged children. Bullying is no longer restricted to face-to-face encounters. Students are using Instant Messaging, chat rooms, e-mails, cell phones and social networking sites to target classmates. Students will discuss the importance of safety and empathy and their impact in creating peaceful online and school communities. PeaceWorks educators assist students in practicing realistic options for addressing bullying behaviors and safety planning skills.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



PEACEWORK SHOPS SUPERHEROES FOR PEACE

GRADE LEVEL

SIXTH TO EIGHTH GRADE

OBJECTIVE

STUDENTS WILL IDENTIFY PEACEFUL CHARACTERISTICS IN THEMSELVES AND WAYS TO USE THEM IN THEIR COMMUNITY

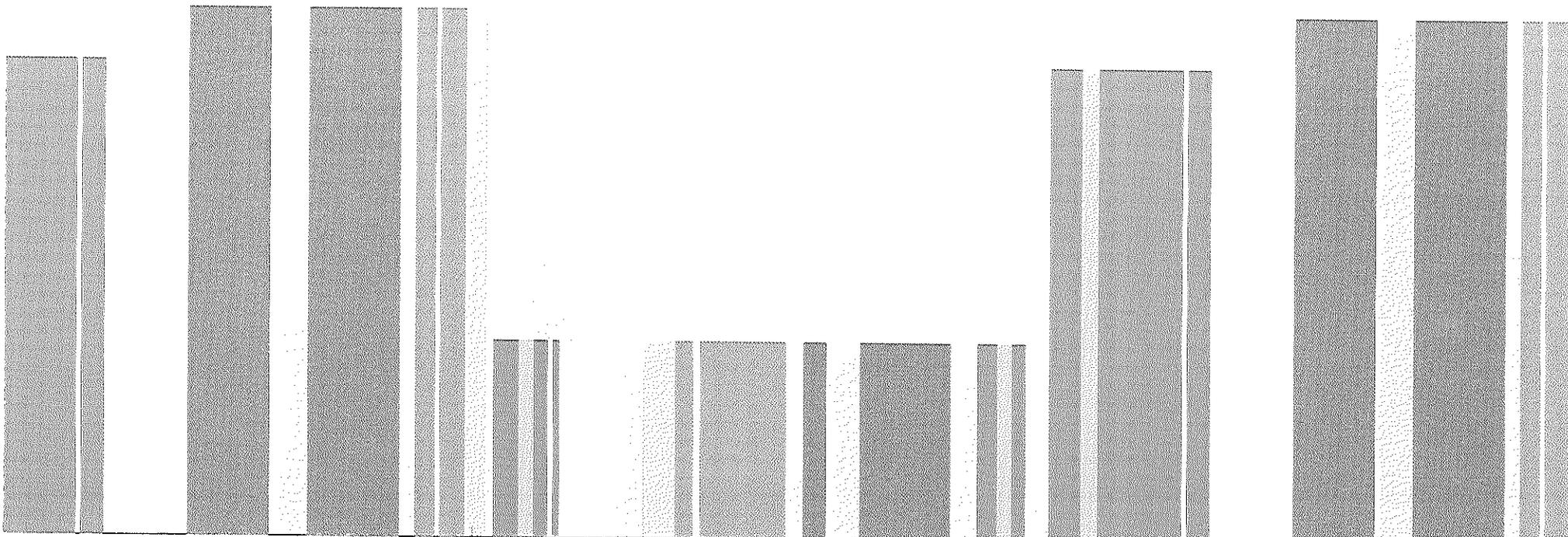
CONCEPT AND SKILLS

CRITICAL THINKING, SOCIAL RESPONSIBILITY, TOLERANCE

Students will brainstorm about the qualities of a stereotypical superhero, including helping people get along, keeping people safe and striving for justice and peace. Each week, students will learn about factual superheroes who have worked for peace and fairness and discover the same qualities in themselves.

TIME NEEDED

GROUP MEETS ONCE A WEEK FROM FOUR TO TEN WEEKS
45 MINUTES EACH WEEK



LETTERS OF RECOMMENDATION



Stamford, CT 06902
Phone (203) 977-4477



WESTHILL AND PROUD

Principal

Assistant Principals

Annette Arase
Joseph Palumbo
Reginald Roberts
Frank Rodriguez

September 2008

To Whom it May Concern...

I would like to take this time to explain the tremendous positive impact that PeaceWorks has had on our students. Presentations take place typically in 9th and 10th grade Health classes, but upperclassmen have also benefited from having these presentations in their Human Behavior classes. This program has provided our students with access to information and community resources to enhance their overall well-being.

We have included the PeaceWorks program in our curriculum and emphasize the importance of healthy relationships for all. Our students respond well to PeaceWorks staff and ask many questions. They clearly have an interest in developing and maintaining healthy interpersonal relationships and PeaceWorks provides them the framework to do so.

In some cases, students learn from the presentations that they are in an unhealthy relationship at home or with peers. PeaceWorks is there to assist and refer students in the right direction to get them the support they need.

Overall I feel these programs are important because they inform students on such important life skills and allow them to recognize signs of healthy vs unhealthy relationships. On behalf of my staff I commend them on their dedication to our entire school community.

Sincerely,

A handwritten signature in cursive script that reads "Camille Quattrocchi".

Camille Quattrocchi
Department Chairperson of Health and Physical Education
Westhill High School
Stamford, CT
(203) 977-4238
cquattrocchi@ci.stamford.ct.us

ROTON MIDDLE SCHOOL

HIGHLAND AVENUE
NORWALK, CONNECTICUT 06853
TELEPHONE (203) 899-2930 FAX (203) 899-2934
www.norwalk.k12.ct.us/roton

JOSEPH M. VELLUCCI, *Principal*
JAMES MARTINEZ, *Assistant Principal*

As the Health Educator at Roton Middle School, the Domestic Violence Crisis Center (DVCC) program has always been a significant part of the Health Education curriculum. I was first introduced to DVCC in 2002-2003 when I started as a teacher with the Norwalk Public School system.

The connection to DVCC is that all students learn how to deal with issues surrounding anger management, conflict resolution, bullying, family violence and dating violence. Students are taught how to define and understand how abuse behavior can happen. In 6th grade students are taught what are the components of abuse and what behaviors to look for, such as; the physical, emotional, verbal and sexual. In addition, they are taught what to do if any of these occur in their home. In the 8th grade a two session program discusses dating violence. This incorporates what should occur in a healthy dating relationship versus an unhealthy dating relationship. The 8th grade students are taught what patterns to look for and to look at other alternative safety resources if abuse occurs with family or friends. This is very important since it can also lead to inappropriate sexual behavior.

Health in Roton Middle School is a vital component in all of our students. The staff at DVCC understands our objectives and goals. In addition, DVCC goals and objectives align with the National Health Standard objectives and goals that the state expects of the school health educator. It is my goal, for all Roton students to graduate in 8th grade with a positive self-worth and the ability to make healthy decisions as they move onto high school. I believe with DVCC as part of my team it only reinforces my curriculum. I am very happy with their instruction and staff and will continuously incorporate them into my health curriculum.

Sincerely,



Lois M. Snelson
Health Educator
Roton Middle School
201 Highland Avenue
Norwalk, CT 06850

Weston Public Schools



Kimberly A. Kus
Health/Physical Education
K-12 Curriculum Instructional Leader

24 School Road
Weston, Connecticut 06883-1699
(203) 291-1444

September 20, 2008

To Whom It May Concern,

The Weston Public School district has been utilizing the resources of **Peace Works** (formally the DVCC) for the past eight years. We have incorporated its programs at all levels within our health curriculum. In kindergarten through second grade we use its program on anger management; third through sixth grade, the bullying program; and in our high school a program on healthy relationships.

The Peace Works programs have been specifically designed by grade and are very in tune with the needs of our students. These programs facilitate thought-development and conversation with students on problem-solving and conflict-resolution. These interactive programs engage students not only to think and consider their own feelings but the feelings of those around them.

Peace Works goals align with our developmental counseling and health curriculums. As we review and revise our health curriculum K-12 we are looking to Peace Works for continue support for our students, teachers and learning community. We will continue to utilize these programs throughout our school district.

Sincerely,

A handwritten signature in cursive script that reads "Kimberly A. Kus".

Kimberly A. Kus

WILTON PUBLIC SCHOOLS

INA E. DRISCOLL SCHOOL
336 BELDEN HILL ROAD
TILFORD W. MILLER SCHOOL
217 WOLFPIT ROAD

WILTON, CONNECTICUT 06897

September, 2008

For the past several years the "Stop, Take Five and Think" program has been brought into our school for our kindergarten and first grade. Children and teachers always enjoy this interactive puppet show. The simple language of "Stop, Take Five and Think" stays with the children and is reinforced within classrooms.

The teachers look forward to the program and the information that the children gain through the performance. The basic idea of calming your body down when you get angry is taught and modeled within all of our classrooms and this program helps add to our curriculum. The puppets, Hip and Cool, help reinforce these ideas and give a common language to all our students that teachers are able to support.

As our school counselor, I am also able to reiterate this language when doing developmental guidance lessons and working with small groups of children. This program has become a welcome part of our school year and I look forward to continuing to have a relationship with PeaceWorks to better help our school community.

Sincerely,

Elena White

Elena White
School Counselor
Miller and Driscoll Schools