

PEACE PROCESS

CASEL Competency	Self-Management, Responsible Decision-Making
SEL*F Component	Creative Expression
Purpose	Releases tension, fosters effective communication, resolves conflicts.
Materials	Journals, pencils or pens, feelings wordlist, needs wordlist, paper copies of 4 steps of Peace Process, a fill-in-the-blank copy of the 4 step process.



DESCRIPTION

This strategy is based on Marshall Rosenberg's *NonViolent Communication* strategy.

We are going to learn the Peace Process to help us be great communicators and solve conflicts we are having with our friends, classmates, teachers, and family. This 4-step process will help us speak truth-fully without judgment, express our emotions, better understand our needs, and ask for what we want in a way that is respectful to everyone involved.

Reflection: Take a moment to settle in and reflect on a challenge you are currently having with some-one in your life (perhaps it is with a family member or classmate, a teacher or a friend). Focus your attention on a specific moment you recently had with this person that did not make you feel good inside. We are going to use the following four steps of the Peace Process to help you work through this challenge and feel better!

You can reflect on these four steps in your mind, or write them in your journal.

STEP 1: Describe the facts about what happened. No generalizations or assumptions (e.g., “you always” or “everything you...”). What actually happened?(e.g., “Yesterday, you said you would play with me at recess, but you didn’t talk to me.”)

STEP 2: Express how this made you feel, using 1-3 feeling words. What did this experience make you feel? (e.g., “This made me feel sad, frustrated, and lonely.”)

STEP 3: State your needs that were not met in that moment in 1-3 words. What did you need that you were not getting? (e.g., “because of my need for fun, trust and connection.”)

STEP 4: Make a request. What do you need to make you/the relationship feel better? (e.g., “Would you be willing to play handball with me at recess tomorrow?”)

- When we feel upset, angry, or frustrated with another person, we can use the four steps of the Peace Process to help us better understand ourselves and more effectively communicate to others.
- (Optional) Let’s practice! Find a partner (either who you want to clear something with, or who can pretend to be the person you are having a conflict with), and practice going through each stage of the Peace Process. After you go through the four steps, the listener will repeat back what they heard you say, and then respond to your request. The point is not to get the other person to say yes, or agree to your request; it is simply to speak your truth, and create space for deeper understanding and communication.

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REFLECTION QUESTIONS

What did it feel like to communicate about what actually happened?

What was it like to express how this situation made you feel?

What did it feel like to realize what you really needed in this situation?

What did it feel like to ask for what you want?

What would it be like to use the Peace Process with this person?
In our classroom when conflicts arise? With your friends? Family?

SENTENCE FRAMES

It felt _____ to communicate about what actually happened.

It was _____ to express how this made me feel.

It felt _____ to realize what I really needed in that situation.

It felt _____ to ask for what I want.

It would be to use the Peace Process with (in our classroom, with my friends or family, etc.)

PEDAGOGICAL POINTERS

PRE-K – 1ST DIFFERENTIATION

Young children are in the process of developing a basic understanding of feeling words. To enhance students' emotional vocabulary, and prepare them to learn the Peace Process, facilitate a brainstorming session with them in the beginning of the year, and generate a list of all the emotion words they know (e.g., mad, sad, happy, frustrated, excited, etc.). When this is complete, you can take pictures of individual students' expressing each emotion. Label and post all of them up in your Peace Corner so students can reference these feelings when they are using the Peace Process to solve their problems. Revisit and add new emotions as the year goes on to increase vocabulary. You will need to model the Peace Process over and over and over again for this age group and walk students through the 4 steps together when problems arise - especially in the beginning. Over time, it will become habit!

2ND – 5TH DIFFERENTIATION

Encourage students to notice the sensations in their bodies as they connect to their emotions to cultivate their mind-body connection. This age group also needs a lot of modeling and practice with this process before it becomes instinctual. Have students brainstorm a list of feelings and needs in the beginning of the year to build a foundation for the Peace Process; to enhance their vocabulary overtime, intro-duce more feelings and needs words from Marshall Rosenberg's Nonviolent Communication feelings and needs inventories, or simply post both sheets with all the words in the Peace Corner if you feel they are developmentally prepared for it!

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This lesson plan is taken from the Social-Emotional Learning and Facilitation (SEL*F) Manual distributed in Breathe For Change's 200-hour Wellness, SEL and Yoga Teacher Training for Educators. We ask that you do not use these materials as part of any paid-for training or consultation. If you wish to use any of these materials for a presentation outside of your school community or organization, please credit Breathe For Change and contact us in advance.

PEDAGOGICAL POINTERS (CONTINUED)

PEACE CORNER

We recommend that you create a special space in your classroom starting Day 1 where students can engage in this process (e.g., a “Peace Corner”). Post pictures of students’ faces representing different feelings and needs, and add some pillows, problem solving books, nice chairs or a small couch, peaceful posters, puppets (for the young children), etc. This will increase the Peace Process’ effectiveness and add an additional calming, sweet touch.

AUTHENTIC MODELING

When breaking down each of the 4 steps, first use a simple example (like the one in the description above). After you get through all 4 steps, then model the Peace Process authentically with another adult or student so students can witness and feel the true impact. In the beginning of the year, model the 4 steps in the Peace Corner (or other designated safe space) to help students familiarize themselves with where they can safely engage in this conversation. Consistently support students in going through all the steps to problem solve (even in response to small irritations); eventually students will engage in the process on their own.

NVC RESOURCE

This process draws directly on Marshall Rosenberg’s Non-Violent Communication (NVC) process. You can access the Non-Violent Communication Feelings Inventory and Needs Inventory online or in his book, *Non-Violent Communication*, to help students become more aware of their emotions and needs (and to expand their emotional vocabulary).

EMBODIMENT

You, as the teacher, must also use and embody the practice in order to show students that, like them, you are part of the learning community. They should feel comfortable and inspired to communicate with you in this way.

JOURNAL REFLECTION

Encourage emerging writers to reflect on the 4 steps by filling out 4 boxes. In the first square, draw a picture of what happened. In the second square, draw how you felt when the conflict happened. In the third square, draw a picture of what you needed. In the fourth square, draw what you would like to see happen in the future.

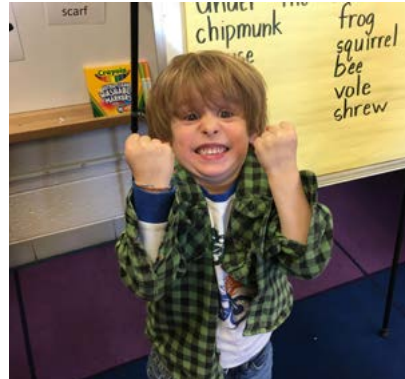


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STEP 1:**What Happened?**

“Yesterday, you said you would play with me at recess, but you didn’t talk to me.”

STEP 2:**How did this make you feel?**

“It made me feel sad, frustrated, and angry.”

» — Lead with Love — »

STEP 3:**What did you need?**

“Because of my need for fun, trust, and friendship.”

STEP 4:**What can you ask for to feel better?**

“Would you play handball with me at recess tomorrow?”

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PEACE PROCESS

CASEL Competency

Self-Management, Responsible Decision-Making

SEL*f Component

Creative Expression

Purpose

Releases tension, fosters effective communication, resolves conflicts.

Materials

Journals, pencils or pens, feelings wordlist, needs wordlist, paper copies of 4 steps of Peace Process, a fill-in-the-blank copy of the 4 step process.

DESCRIPTION

This strategy is based on Marshall Rosenberg's *NonViolent Communication* strategy.

We are going to learn the Peace Process to help us effectively communicate and address any conflicts we are experiencing in our relationships. This 4 step process aims to empower us to speak our truth without judgment, authentically express our emotions, better understand our needs, and respectfully ask for what we want in our relationships.

Reflection: Take a moment to settle in and reflect on a challenge you are currently having with someone in your life.

Focus your attention on a specific disempowering moment you recently had with this person.

We are going to use the following 4 steps of the Peace Process to help you work through this challenge.

You can reflect on these 4 steps in your mind, or write them in your journal.

STEP 1: State only the specific facts about what happened. No generalizations or assumptions (e.g., “you always” or “everything you...”). What actually happened? (e.g., “Today, you said you would hang out at lunch with me, but didn’t meet me at 12:00 where you told me to be”).

STEP 2: Express how this made you feel, using 1-3 feeling words. What did this experience make you feel? (e.g., “This made me feel angry, frustrated, and sad.”)

STEP 3: State your needs that were not met in that moment in 1-3 words. What did you need that you were not getting? (e.g., “because of my need for respect, communication, and consistency.”)

STEP 4: Make a request. What do you need to make you/the relationship feel better? (e.g., “Would you be willing to text me in the future when you are late or need to change plans?”)



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REFLECTION QUESTIONS

- What was it like to identify the facts of the situation without judgment?
- What was it like to consider the specific emotions you experienced in this conflict?
- What was it like to consider your unfulfilled needs?
- What was it like to create a specific, tangible request for the other person?
- Do you plan to have a conversation with the person you had a conflict with?

» — Lead with Love — «

PEDAGOGICAL POINTERS

NON-VIOLENT COMMUNICATION

To enhance student's vocabulary, introduce Marshall Rosenberg's Nonviolent Communication feelings and needs inventories. Have students brainstorm a list of feelings and needs in the beginning of the year to build a foundation for the Peace Process.

EMBODIMENT

You, as the teacher, must also use and embody the practice in order to show students that, like them, you are part of the learning community. They should feel comfortable communicating with you in this way, if they have any issues they want to communicate.

AUTHENTIC MODELING

When teaching the 4 steps, first use a simple example (like the one in the description above), and then model the Peace Process authentically with another adult or student so students can feel the true impact. Once you do this, then give students the space to reflect on how they would use this process to address a challenging relationship and/or situation in their own lives.



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