



5th International Conference on Conflict Resolution Education (CRE)

Developing Global Citizens in Schools, Higher Education, and the Community

Friday, March 16th – Saturday, March 17th, 2012

Cleveland, Ohio, USA

Workshop Summaries

Friday, March 16th, 2012, 10:15 AM– 11:45 AM

(K-12, H.E., Community)

Empowering Youth as Democratic Citizens in the Community and the Classroom

This workshop is a continuation of the keynote and provides more detailed information about the two projects that the Inter-American Program on Education for Democratic Values and Practices (Office of Education and Culture, Organization of American States) – www.educadem.oas.org - is currently carrying out.

Presenter: Romina Kasman, Organization of American States

(K-12, H.E.)

“What Would You Do?” A social justice activity

Do you ever wonder why people see questionable things going on around them and don't speak up or they act like it did not happen? In this workshop, The WAVE Conflict Resolution Program will demonstrate the use of video clips from the ABC series, “What Would You Do?” to engage students in learning about social justice. This workshop is designed to help empower students and teach them a way to become more active in the face of injustice in their school and community. This workshop will also discuss the reasons why people keep quiet and what conflict resolution skills can be used to create a culture where that is not acceptable.

Presenter: Winning Against Violent Environments Programs, Cleveland Metropolitan School District: Antonio Sanford, Marvin Foster, Brianne Otey, Carole Close

(K-12, H.E.)

PBS Film *Against Mexico: the Making of Heroes and Enemies*

Against Mexico explores the intersection of myth and history, its influence on perceptions of ‘heroes’ and ‘enemies’ and its implications in current debates about who is entitled to claim the mantle of ‘American.’ Through camp-side conversations we explore why U.S. born Latino men suit up to play the Mexican ‘bad guy.’ What inspires white men to fight them, now, nearly two centuries later? The men explain their personal quests behind recreating history, recreating war, and the experience of standing in the shoes of the ‘enemy.’ Their reflections reveal the powerful effect of myth and historical narrative in forming a man’s ideals, prejudices and dreams and the function of an ‘enemy’ in recapturing glory.

Presenter: Michelle Garcia, Director /Producer of Film for PBS

(K-12, H.E.)

Panel: Best Practices in Conflict Resolution Education

A. Evaluating Long-term Impact in Peace Education: The Case of Seeds of Peace

Since 1993, more than 2,500 Israeli and Palestinian youth have participated in 12 summer peace education programs in the U.S. and Canada. The programs espouse a common theory of change: exposing Israeli and Palestinian youth to an experience of dialogue and cooperative living in an idyllic North American setting will inspire them to return to the Middle East as committed peacemakers. This presentation will provide an overview of peacebuilding activity of more than 800 Israeli and Palestinian graduates of the Seeds of Peace (SOP) program. The Middle East peacebuilding activity of all graduates during the program's first decade of operation (1993-2003) will be examined along with research on the activism, educational, military and professional paths of more than 200 adult graduates. This research tells the stories of a pivotal generation: Israelis and Palestinians who entered adolescence at the dawn of the Oslo process, to emerge as adults amidst the second *intifada*.

B. Recommendations for Establishing Conflict Resolution Education programs in K-12 Settings

Three existing conflict resolution education programs in separate K-12 settings are reviewed including how they were designed, implemented, evaluated, and sustained. The workshop will be tailored to provide policymakers, educators, and practitioners working in the field of CRE with a set of best practices and recommendations for designing, implementing, evaluating, and sustaining CRE and Peer Mediation programs.

C. (Trinidad and Tobago) Conflict Resolution: Is Research the Missing Link?

This presentation will draw on the findings of research conducted by graduate students of the Department of Behavioural Sciences, The University of the West Indies, St Augustine Campus, and Trinidad as it relates to managing conflict within the wider environment. The major aim of all the studies under review was to find mechanisms to resolve conflict whether it was at the home, the school, the church or within organizations. The studies all debated what definitions could be extended to understand the concept of violence, the causal factors associated with conflict and finally the mechanisms which could be utilized to resolve conflicts. A summary of all these studies provided insights into various mechanisms that may be applied to resolve conflicts at all levels.

Presenters: George Mason University: Ned Lazarus, Timothy G. Kennedy, George Mason University, Anne-Marie Bissessar, Indira Rampersad, University of the West Indies, Trinidad and Tobago

(K-12, H.E.)

Strategies for Creating a Safe School Environment

This workshop will focus on the essential elements of a safe school environment. Research has shown that a safe school environment enhances academic and social-emotional learning for all students. Most schools have focused on making schools physically safe but have neglected the fact that the psychological atmosphere is also important. Students and teachers must feel it is safe for optimum learning to occur. Recently, strategies for dealing with bullying and cyberbullying have also been a focus of a safe school. Resilient classrooms and playgrounds also contribute to a safe school environment. This workshop will illustrate "best practices" in safe schools research and outline the necessary steps for creating this environment.

Presenter: William Pfohl, Western Kentucky University; Bonnie Nastasi, Tulane University

(K-12, H.E., Community)

Resilient Families: University-Community Partnership for Social Justice

The Resilient Families Project provides educational experiences for children and families living at Wayside Christian Mission's Hotel Louisville and Homeless Shelter. This project involves a three-part weekly program serving approximately 100 family members. First, is a one-hour parent-child learning session that provides a structured learning forum for families to strengthen reading, and engage in shared learning activities. Second, is a two-hour child and adolescent learning/enrichment session involving art, reading, homework/tutoring, and music and dance, all aimed at promoting school-readiness and social/emotional development. Third, is a two-

hour parenting session, an evidence-based program developed for high-risk families, which involves an educational component to strengthen parenting, improve stress and anger management, promote healthy discipline strategies, and support goal-setting and self-esteem. A final component of the project involves work at WCM's Homeless Shelter Childcare Center. Undergraduate students are working in collaboration with faculty, childcare faculty and staff in providing enrichment and learning activities for the very young children in attendance.

Presenter: University of Louisville: Barbara M. Burns, Lora Haynes

(K-12)

The Peace Table and the United Nations International School

The United Nations International School is an independent school which services the diplomatic and international community of children in New York City. It has a unique student population from more than 120 different countries with over 90 languages spoken. The school is committed to the spirit of the United Nations Charter and has a strong emphasis on the understanding and respect of different cultures. The Peace Table is a process taught to every Junior School student to help develop proactive skills on conflict resolution.

Presenter: Melaine Descamps, United Nations International School

Friday, March 16th, 2012, 2:00 PM– 3:30 PM

(K-12, H.E.)

Conflict Resolution Through the Lens of International Journalism and Education: The Pulitzer Center Model (This workshop is a continuation of the keynote)

Presenter: Pulitzer Center for Crisis Reporting: Nathalie Applewhite, Mark Schulte

(K-12, H.E.)

Safer Campuses: Prevention and Response to Sexual and Intimate Partner Violence and Stalking

In April 2011, the US Department of Education issued its "Dear Colleague Letter: Sexual Violence," and simultaneously Vice President Biden called a new generation to take action in preventing dating violence and sexual assault at school and on college campuses. In this workshop, presenters will provide an assessment tool that many Ohio colleges and universities are using to ensure compliance with Ohio's *A Safer Campus: A Guidebook for Prevention and Response to Sexual and Intimate Partner Violence and Stalking for Ohio Campuses*, the Dear Colleague letter and the Clery Act. The assessment has been organized into an emergency management framework: preparedness, prevention, response and recovery. Presenters will share practical strategies for putting prevention theory into practice beyond traditional programs centered on awareness and preventing legal liabilities. Best practices, challenges and solutions for appropriate school and campus response will be explored. These include engaging bystanders to challenge traditional campus assumptions about sexual assault, dating violence and stalking and a program that engages young men to become leaders in violence prevention. Participants will leave the workshop with resources related to prevention and response in order to ensure school and campus safety.

Presenter: Diane Docis, University of Toledo; Katie Hanna, Ohio Alliance to End Sexual Violence; Alex Leslie, Cleveland Rape Crisis Center; Beth Malchus, Ohio Department of Health

(K-12, H.E.)

Tools and Techniques for Bringing Peacebuilding into the Classroom

This session will prepare participants to teach about international conflict management. Learn strategies of how to engage students in conversations around challenging issues related to conflict and peacebuilding around the world. Participants will listen to first-hand video testimonials from peacebuilders, participate in activities from the United State Institute for Peace's materials for educators, and consider how technology can be used to teach peacebuilding by exploring interactive exercises online. Participants will explore three core themes in

international conflict management using videos and educational activities. These themes include—conflict is an inherent part of the human condition; violent conflict can be prevented, managed and resolved; and there are many ways to be a peacebuilder. After viewing the videos, the facilitator will introduce lesson ideas and methods for teaching about conflict and peacebuilding, intended to enhance participants' ability to effectively introduce key themes and skills in conflict management into the classroom. To close the session, participants will spend time online exploring ways in which technology can be used in teaching about peacebuilding

Presenter: United States Institute of Peace: Alison Milofsky, David Smith

(K-12, H.E., Community)

The Actively Caring for People Movement: From Psychological Science to Educational Practice

This workshop will cover student and faculty initiatives at Virginia Tech from the underlying psychological science to practical applications in elementary and middle schools, and colleges to effectively prevent interpersonal bullying and increase the occurrence of actively caring. In the aftermath of the April 16, 2007 tragedy at Virginia Tech, student leaders and Dr. E. Scott Geller initiated the *Actively Caring for People* (AC4P) movement designed to create a shared legacy of compassion, inclusion, and action for a better world. Since its inception, thousands of AC4P stories have emerged from student leaders, resident advisors, family members, school-age children, faculty, friends, and even strangers spreading the movement far beyond the Virginia Tech community (www.ac4p.org). Three AC4P programs will be discussed, including an overview of a systematic approach to reducing interpersonal bullying among elementary school students, an initiative in Blacksburg Middle School, and an approach to facilitate positive interpersonal connections among college students.

Presenter: Virginia Tech: Shane McCarty, Sophia Teie, Andrea Langston

(K-12)

Panel: Special Education and Conflict Resolution - Applications in Trinidad and Tobago

A. Policy in Action: Special Education Needs and Violence in Schools in Trinidad and Tobago

This presentation will discuss how school violence contributes to the data on special educational needs and exclusion of students and suggests that an integrated approach to the management of conflict followed by several research-based strategies for a number of individual problems will bring about a solution to the intense growing crime situation in the schools and the country in the long term. It will cover the effects of policy and legislation that have been developed to guide decisions on these issues.

B. A Study of “Hidden” Conflicts within Families of Developmentally Disabled Children

There are many Conventions and Policies that seek to redress the profound social disadvantages of persons/children with disabilities; however, many still occupy an inferior status in society and continue to be disadvantaged socially, economically and educationally. This presentation explores a world where conflict can be constructively confronted and engaged to assist and empower persons who are locked in “invisible” conflict situations, resulting from discrimination, marginalization and exclusion.

Presenters: Ministry of Education, Trinidad and Tobago: Tim Gopeesingh, Honourable Minister, Esther Inniss, Marva Ribeiro

(K-12, H.E., Community)

Reducing Conflict through Global Education in After School Programs and the Arts

Conflict resolution education involves teacher education, active involvement within the classroom and after-school, and community engagement. This presentation demonstrates how education for active, global citizenship can reduce conflict. Infusing global education in teacher education provides space for learning about complex issues and how to work with students to resolve inter-personal and cross-cultural conflicts. Dimensions of global education, including open-mindedness, multiple perspectives, and empathy are connected to conflict resolution to demonstrate how teachers can help create active, globally minded citizens. Two models, after-school and arts based community engagement will be shared. The work done through the after-school programs cultivated a sense of local and global responsibility among the students. The arts-based community engagement

project brought together college and high school students in order to contemplate the role of the justice-oriented citizen through collaborative art-making.

Presenter: The Ohio State University: Tami Augustine, Kate Collins, Brooke Harris Garad, Jason R. Harshman

(K-12, H.E., Community)

Global Citizenship: Developing Internationally Minded and Globally Engaged Students and Educators

This presentation will define the compelling need for nurturing global citizens K- Higher Education. Presenters will provide an update on Global Education in Northeast Ohio and the State of Ohio, present model programs implemented in Northeast Ohio, and present resources available to educators to assist in their efforts to develop internationally minded and globally engaged students.

Presenters: Linda Robertson, Kent State University; Richard Crepage, Cleveland Council on World Affairs; Michelle Wilson, Akron International Friendship

(Community)

NeighborCircles as a Tool for Building Community

NeighborCircles is a process based on the concept that building community begins with one-on-one relationships. The NeighborCircles model, pioneered by Lawrence CommunityWorks in Massachusetts, sets out to hold good conversations over dinner with neighbors. Based on the belief that good conversations lead to relationship building and good ideas, the process creates safe physical and emotional spaces for neighbors to be open with one another. At the last of three sessions together, neighbors identify their local assets and what they want to create in terms of future action. Come learn how Neighborhood Connections is using NeighborCircles to build relationships in and across University Circle and its surrounding neighborhoods in Cleveland. This is the first phase of a community building effort to narrow the social distance between low-income neighborhoods and the thriving University Circle, comprised of educational, medical, and cultural institutions that has added 5,000 jobs in recent years.

Presenter: Mark Chupp, Case Western Reserve University

Friday, March 16th, 2012, 3:45 PM– 5:15 PM

(H.E., Community)

The CommonVisions Project: Photography as conflict transformation

"CommonVisions: Photographic Explorations of Unity in Diversity" focused on the wordless power of the photographic image as a means to transform conflict and build community. This workshop will unpack this arts based anti-racism curriculum. Participants engage individually and collectively in a creative photographic process to explore new understandings of reality for themselves, the group, and the community. Photographs are used as tangible artifacts of meaning and help clarify perceptions with a common goal that fosters authentic relationships through dialogue, information sharing, journaling, and a group show. CommonVisions has demonstrated that utilizing a visual/creative modality can be a powerful catalyst for positive social change. Participants in this workshop will learn the logic model and structure of this curriculum, see examples of participants work, and be challenged to consider ways to introduce the arts into their own work of transforming conflict and promoting human oneness.

Presenter: Chuck Egerton, Randolph Community College

(K-12, H.E.)

The Role of Media in Framing Violence: Covering a War to Win in Mexico or a Wounded Country?

In 2007, President Felipe Calderon took office after a narrow (less than one percent) election victory, with thousands of people marching in the streets claiming an election 'fraud.' Calderon, with the enthusiastic support of the United States government, soon launched a 'war against the drug cartels.' In the years since,

violence has gripped Mexico with some 50,000 people dead in just four years. In this workshop we will examine the role of journalists in framing violence, and through the work of Mexican journalists, particularly female writers, analyze the role of journalism in preserving the fabric of civil society. Participants will examine the ‘sexualization of violence’ in framing violence by examining gender stereotypes—men and women—used in visual media and explore the often overlooked role of women in protesting the systemic impunity that feeds the violence and government accountability.

Presenter: Michelle Garcia, International Freelance Journalist

(K-12, Community)

Impact of Peace and Conflict Resolution Education on Students in Armenia

In February-April 2009 a survey was conducted among more than 180 in-service and 37 pre-service teachers, 10 school principals and approximately 120 parents with the goal of evaluating the “Peace and Conflict Resolution Education in Schools” project implemented by Women for Development from 2002-2007 as well as increasing the efficiency of education and formation of peaceful and safe environments in schools. Results of the survey showed that the vast majority of the respondents gave high importance to peace and conflict resolution education among teachers with regard to creation of peaceful and safe environments in schools. Almost all schoolchildren who participated in the survey responded similarly. They mentioned that the lack of such skills triggers conflict situations between pupils and teachers. Suggestions made by teachers, parents and schoolchildren were that everyone should have an opportunity to learn these important life skills.

Presenter: Gohar Markosyan, Women for Development, Armenia

(K-12, H.E.)

Bullying, Cyberbullying and Homophobia

This experiential workshop will explore the interrelationship of bullying, cyberbullying and homophobia. After reviewing definitions, the group will participate in “read arounds” of examples of homophobic bullying and cyberbullying incidents. Participants will experience a Cyberbullying Jeopardy game, role-playing responses to homophobic bullying behavior and explore ways of creating safer and more welcoming schools.

Presenter: Priscilla Prutzman, Creative Response To Conflict, Bill Warters, Wayne State University

(Community)

The Role of Civil Society in Addressing Gang Violence and Conflict in Mexico

This presentation will share reflections from SERAPAZ, an organization that works on Peace and Conflict Resolution Education in Mexico. It aims to explore the challenges encountered by those living within the context of violence and what civil society organizations can do to work within a state structure struggling under the weight of drug trafficking and gang violence to construct a culture of peace.

Presenter: Mauricio Salazar, SERAPAZ, Mexico

(K-12, H.E.)

Reducing Cultural Conflict in the Classroom: Understanding Privilege

Teacher education focuses on content and skills necessary for teaching, and the importance of understanding and meeting the needs of students, but rarely includes examination of the impact of teacher’s own values and beliefs on students. Self-reflection and self-understanding can enhance the ability to understand the perspectives of others. Awareness and understanding is a foundation for avoiding or resolving conflict, by allowing the complexities of issues to emerge rather than simply dichotomizing positions. Dominant privilege, a widely used concept in cultural studies that explores the impact of unearned advantages in race, gender, socioeconomic status, and other areas, can be used for self-reflection in a variety of ways. This workshop will discuss curricular strategies for pre-service teachers that use dominant privilege as an organizing concept, including (a) increasing awareness of one’s own privilege and its relationship to conflict, (b) exploring the impact of teacher privilege on students, and (c) application and analysis of privilege in classroom and community examples.

Presenter: Barbara Rose, Miami University

(K-12, H.E.)

Children's International Summer Villages (CISV): Preparing Global Leaders

CISV is a non-profit peace education organization. It provides local, national and international programs aimed at developing intercultural competence through camp-based, community-based and family-based experiences. This workshop will use an experiential approach to demonstrate the programs and processes inherent in CISV. These processes are vital components in the broader scope of conflict resolution education. In addition, the most recent research regarding the impact of the creative training approaches implemented by CISV will be explored.

Presenter: Dr. Chuck Catania, Miami University/Children's International Summer Villages

Sustained Dialogue Campus Network (SDCN) Pilot at Tri-C: Experiences and Lessons Learned

Cuyahoga Community College (Tri-C) students will share their experience with SD over the past semester. SD is a process of weekly meetings that provide students a forum for engaging with critical issues of intercultural communication, diversity, and other issues of social division. Through the process, relationships among students are transformed and strategies are developed to improve campus climate. Tri-C is the first community college to pilot SDCN. Students will highlight the training they received, personal insights experienced during the process, topics they addressed, and sample proposals submitted to the college to address these issues. Students will offer personal insights into lessons learned for community college application of SDCN.

Presenters: Kathleen Dickason, Sustained Dialogue Campus Network, Cuyahoga Community College; Amy Lazarus, Sustained Dialogue Campus Network

Saturday, March 17th, 2012, 10:15 AM– 11:45AM

(H.E.)

Empowering Students to Be Active Global Citizens (This workshop is a continuation of the keynote)

Presenter: Bernie Ronan, Democracy Commitment

(K-12, Community)

Building Intercultural Competence, Social Cohesion and Global Perspectives in Australia

This workshop will review *Global and Multicultural Citizenship Education* initiatives used throughout the state of Victoria, Australia for the inclusion of multicultural and global perspectives in primary and secondary schools. Victoria is a diverse multicultural and multi-faith society where significant investment has been made in promoting social cohesion, particularly in education. The provision of safe and stimulating learning environments in the context of enhancing intercultural literacy and global perspectives is a state and national government priority, particularly relevant to the new national curriculum. The presentation will include reference to current research and how this is applied to civics and citizenship education, multicultural education, human rights education, including indigenous perspectives, peace education and conflict resolution education. A key focus of the presentation will be current national and state research efforts for school communities to monitor and evaluate the implementation and effectiveness of global and multicultural citizenship.

Presenter: Gary Shaw, Department of Education and Early Childhood Development, Australia

(K-12)

Teaching Vulnerable Children Conflict Resolution Skills through Music Therapy

The creative arts, and specifically music therapy, offer innovative and potentially effective avenues for addressing child developmental trauma, and related social and behavioral deficits, that are unresponsive to traditional conflict resolution education and treatment strategies. A children's mental health treatment agency developed, integrated, and tested group music therapy protocols in a child residential and partial hospitalization program. Analysis of data indicated that children were uniformly more on target in displaying and practicing important social and self-regulation skills in the music therapy condition. Evidence suggests that group music therapy may be an effective therapy modality to teach extremely vulnerable youth important social and self-regulation skills, essential for effective conflict resolution.

Presenters: Beech Brook: Anne M. Reed, David L. Hussey

(K-12, H.E.)

Panel: *Conflict Resolution Education Models in Schools and Universities*

A. Successful Maryland School Conflict Resolution Education Programs: Highlights of a Statewide Grants Program

In a successful partnership with the Maryland Judiciary's Mediation and Conflict Resolution Office and the Maryland State Department of Education, the Center for Dispute Resolution at the University of Maryland King Carey School of Law provides conflict resolution education grants to public schools k-12. The grants support a wide range of conflict resolution initiatives, including restorative practices circle tools, peer mediation, positive discipline training, bullying prevention programs and conflict resolution curriculum. The workshop will provide a look at some of the exciting successes over the last 9 years and share methods for sustainability.

B. Changing College Culture: Bullying Prevention and Intervention at the Post-Secondary Level

Bullying, whether relational, verbal, physical, or cyber is typically not addressed at the college level. Research suggests that bullying, in all of its forms, has the potential to cause its victims serious internalizing or externalizing problems. Severe internalizing results in suicide, while severe externalizing results in acts of targeted violence (e.g., school shootings). While there are numerous programs geared toward bullying prevention and intervention at the K-12 level, very little is done to address this issue in college. The University of Toledo is working toward addressing bullying for those individuals pursuing higher education. To that end, a partnership has been developed between the college of education, counseling center, police department, and the Dean of Students in effort to address all forms of bullying through outreach, anonymous reporting, and counseling services for both victims and perpetrators of bullying.

Presenters: Barbara Sugarman Grochal, University of Maryland King Carey School of Law; The University of Toledo: Lisa Pescara-Kovach, Chief Jeff Newton

(K-12, H.E.)

Promoting Global Co-existence and Preserving Human Dignity: Eleanor Roosevelt and the Universal Declaration of Human Rights

Who was Eleanor Roosevelt and how did she become a leading advocate of rights for ordinary people (women, the poor, immigrants, homosexuals, war victims, African Americans)? This interactive workshop explores Eleanor Roosevelt's role in the creation of the Declaration of Human Rights. Eleanor Roosevelt had not planned to work for the United Nations or to devote her days to the challenges of writing legal documents and international treaties. By the time she left the White House she was a powerful political actor in her own right, and leading advocate of the rights and wellbeing of ordinary people. Exploring Eleanor Roosevelt's journey as an advocate of individual freedoms and rights provides the opportunity to examine some of the key challenges and opportunities of the 20th and 21st centuries and helps to make essential connections between history and the moral choices and responsibilities we confront in our own lives. Examining this journey offers a framework and a vocabulary for analyzing the meaning and responsibility of citizenship, and the tools to recognize bigotry in all its forms. Participants receive free resources materials.

Presenter: Lisa Lefstein-Berusch, Facing History and Ourselves

(K-12, H.E.)

Panel: *Media, Technology and Conflict*

A. Media Literacy in the University Curriculum

There is a lack of media literacy education in higher education. At the K-12 level, media literacy is used as a tool for teaching manners, etiquette, and self esteem. Media consumption is a part of everyday life in our local, national, regional, and global communities. As scholars and productive members of society, we need to critically evaluate the information we receive as well as the information we produce and disseminate. The goal of this round-table is to develop a conceptual model of how media literacy education can be taught at each stage of a student's academic career to build a more well-rounded student and global citizen. This workshop will share how a conceptual model which combines conflict resolution education and peace education can enhance understanding of the media and postmodern consumption of ideas and media.

B. Arab Spring from Students' Perspective

This panel session will examine the progression of the Arab Spring through the eyes of students studying in the U.S. during the events. Students from various Middle Eastern countries will discuss the technology they employed to follow the events in their own countries, their emotional reactions and concerns about their families and communities, and their current perspectives of the upheavals in Arab world. A question and answer period will follow the panel discussion.

Presenter: Jessica Roberts, University of North Carolina at Greensboro; Cuyahoga Community College: Students, Susan Lohwater

(H.E.)

How to Transform Relations and Develop Everyday Leaders through Sustained Dialogue Campus Network

The workshop will describe in detail the 5-stage process of Sustained Dialogue Campus Network (SDCN), while discussing the goals and objectives and “do’s and don’ts” of each and every stage. The workshop will be accompanied by practical examples from moderator Mirit Balkan and her experience in a pilot program at Tri-C’s East campus. Some hands-on activities will also be included. The session will be concluded with a comparative summary of SDCN vs. other ADR facilitation methods.

Presenter: Mirit Balkan, Cuyahoga Community College

Saturday, March 17th, 2012, 2:00 PM – 3:30PM

(H.E., Community)

The Two Faces of Social Media in Conflict (This workshop is a continuation of the keynote)

Presenter: Nada Alwadi, co-founder of Bahrain Press Association BPA, Ahmed Salah, co-founder of *Kifaya*, Youth For Change (Egypt)

(H.E., Community)

Experiential and Service-Learning Models for Undergraduate Conflict Resolution Education

The School for Conflict Analysis and Resolution at George Mason University (S-CAR) fosters curricular innovation in Conflict Resolution Education through the design, evaluation and dissemination of experiential and service-learning models for teaching Conflict Resolution at the undergraduate level. *Linking Theory to Practice: Conflict Analysis and Resolution Pedagogy* is a multi-year, FIPSE-funded project, aimed at developing original pedagogical approaches, identifying best practices, and sharing models and materials with two- and four-year undergraduate institutions across the country. This workshop will present assessments and lessons learned from the project’s pilot initiatives: A series of experiential learning activities implemented in undergraduate courses, and a five-week service-learning intensive that partnered US students with local peacebuilding initiatives in Liberia. Administrators, faculty and students are encouraged to attend the workshop, share ideas and reflect on areas of partnership and potential integration of experiential and service-learning approaches into Conflict Resolution curricula at their institutions.

Presenter: George Mason University: Ned Lazarus, Molly Tepper, Linda Keuntje

(K-12, H.E.)

The Bystander’s Dilemma: How to Turn Our Students into Upstanders

The introductory activities of the Red Cross Exploring Humanitarian Law program (EHL) involve an interactive exploration of the universal concept of human dignity through bystander stories and dilemmas. Classroom teachers have used these historical scenarios and found that students immediately relate them to tough situations in their own lives in a personally empowering way. This workshop will engage participants in an interactive dramatization of two stories from America’s Civil Rights’ movement and South Africa’s Anti-Apartheid movement and work with concepts of social pressure, multiple perspectives, dilemmas, and chains of consequence. Participants will be provided with additional materials from the EHL program along with a copy

of the October 2010 Social Education article by Lauren Woglom and Kim Pennington. Participants will be invited to share ideas on how to integrate these and other activities into their own work with youth.

Presenters: American Red Cross: Paul Frankmann, Jim Lane, Laurie Fisher

(K-12, H.E.)

Gender-based Violence in Middle Schools: Alternative Processes for Addressing the Problem

On a daily basis countless numbers of middle school students are confronted with incidents of gender-based violence, including homophobia and sexual harassment. A root cause of gendered violence is the production and reproduction of heterosexism. Male dominated, heterosexist ideology reinforces how students understand what it means to be a female or male. Boys in particular exercise their masculinity in ways that indicate homophobic and anti-female beliefs—girls are viewed as sexual objects and less masculine boys as being homosexual. This presentation provides a framework for examining heterosexism as a contributing factor to gender-based violence, and investigates how students make meaning of this. Much of how we connect with the world is through bodily interaction, which defines who we are and informs our lives. This workshop describes a process of inquiry for engaging students in self-discovery and meaning making through various movement activities that challenge heterosexism, deconstruct gender-based violence, while building a safe and respectful school community.

Presenter: Traci L Scheepstra, OISE/ University of Toronto

(K-12, H.E., Community)

Exploring Arts Based ways to Counter Radicalization Among Youth

A team of three Muslim women co-organized BreakWord (<http://breakword.com/>) a spoken word gathering during the fall 2010 term – this event was executed as an assignment for a Trauma and Healing class. The underlying need the event aimed to address was the traumatization of Muslim youth as a group due to the current geo-political trends. The assumption behind BreakWord was that communication about identity issues and encouraging civic engagement can help to decrease the tendency towards violent radicalization. The performance component of the event was followed by a large-group discussion session. The workshop aims to (a) briefly share results from the event, with special attention paid to the discussion session, (b) analyze these results and (c) suggest relevant lessons for the field of Conflict Resolution Education.

Presenter: Fatima Ahmed, University of Waterloo

(K-12, H.E.)

Teaching Peace from the Sports Pages: Using Sports to Open a Dialogue about Global Conflict and Conflict Resolution

Everyday newspapers and websites are full of stories that inform unsuspecting readers about political corruption, gender discrimination, economic inequality, and peaceful means of conflict resolution...or didn't you read the sports section this morning too? This presentation will provide resources and demonstrate examples of using the compelling narratives of sports culture, history, politics, and economics as a mechanism to actively engage students, educators, practitioners, and policy makers in difficult conversations about sensitive topics related to conflict and peace. This workshop seeks to: raise awareness of social, political, and economic issues underlying global sports for the participants; provide a mechanism of engaging (typically males) in discussions about traditionally difficult or sensitive topics; provide sports-based examples of difficult social issues and the power of peaceful conflict resolution; and provide participants a range of print and electronic resources related to sports stories with social and political implications.

Presenter: Sherrill W. Hayes, University of North Carolina at Greensboro

(H.E)

Costa Rica Faculty Development Experience: Teaching about Peace and Conflict through Learning Modules

In December 2011, faculty from Sinclair Community College and Cuyahoga Community College traveled to San Jose, Costa Rica as part of a week-long faculty development experience held at ULACIT University. Faculty participants represented a broad range of disciplines including Criminal Justice, English, Geography,

Philosophy, Political Science, and Sociology. As part of the experience, each participant developed a teaching and learning module that could be adapted and used by anyone teaching about these topics. In this session, faculty will share their modules and participants will receive an electronic copy of the modules to be used in the classroom. Topics shared will include: "Eulalia Bernard & Images of Social Justice," Restorative Justice: Promoting Peace and Nonviolence, Peace, Conflict and Borders: The Nicaraguan and Costa Rica Dispute, Global Peace through Conflict Resolution Approaches Based on Professional Ethics & Critical Thinking, Racism as a form of Structural Violence: The Costa Rican Experience

Presenter: Adrienne Cassel, Pamela Chambers, Mohsen Khani, Sandor Marai, Katherine Rowell, Sinclair Community College

Saturday, March 17th, 2012, 3:45 PM– 5:15 PM

(K-12, H.E.)

Judgment at Guantanamo: Your Role as a Judge Advocate General (JAG) and the Role of International Humanitarian Law (IHL)

The task of developing global citizens needs to focus upon the fostering of an informed public and the ordered, democratic sharing of opinions and positions. This workshop will utilize the film *The Response* as a catalyst for questions and discussion about what is still going on at Guantanamo Naval Base in Cuba with regard to "terrorists" incarcerated there. Based upon the actual court transcripts of the trials held at Guantanamo, *The Response* presents the case of one detainee standing before three JAG officers who will decide his immediate fate. The workshop audience will role play the JAG officer's decision-making, actually discussing, debating, and deciding what action should be taken. The guidelines and expectations of International Humanitarian Law as defined by treaties and as promoted by the International Committee of the Red Cross will be interjected at strategic points to better inform the problem-solving process. Free American Red Cross IHL materials will be shared.

Presenter: American Red Cross: James Lane, Paul Frankmann, Laurie Fisher

(K-12, H.E.)

Creating Inclusive Classrooms

Participants will be provided with tools to create an inclusive classroom learning experience for all learners. The presentation will incorporate the following methodology: interactive learning and teaching; integrating new theories of diversity awareness and social justice education; and historical and social perspectives of diversity issues. Participants will be provided with an opportunity to increase their personal and professional sensitivity about aspects of diversity, specifically racial, religious, and cultural awareness; gain information and skills to more effectively serve and meet the differing needs of a diverse student population; explore diversity topics both from a personal and professional standpoint; discover ways in which increased diversity contributes to a rich learning environment; and how to prepare all students with skills to effectively function in today's rapidly changing global society.

Presenter: Shemariah Arki, The Diversity Center of Northeast Ohio

(K-12, H.E.)

Not in my Town Anymore! Bullying: A Multi-Systemic Approach

Bullying is a pervasive and insidious problem that has taken a huge toll not only in school systems across the country but also in families and communities. This workshop will examine the definitions of bullying, the many different forms it takes and how this affects families. Additionally, this workshop will address how families address bullying in the home and communities. There will be a series of brief interviews with local victims of bullying and how this issue has impacted not only how they perceive their respective world, but how this issue has impacted their family and community members.

Presenter: David G. Nardecchia, Cuyahoga Community College

(K-12, H.E.)

Innovation in the Classroom: Teaching Ethical and Moral Decision-Making in the 21st Century

Imagine a place where people from different time periods, religions, and statuses gather together to engage in civil discourse. Contemplate what Suleiman the Magnificent would say to Leon Trotsky if they crossed paths in the Great Hall. Would Joseph McCarthy attempt to appeal to Betsy Ross' patriotic side while sipping coffee at the Masada Café? This presentation invites you to immerse yourself in the virtual halls of Masada for this in-depth look at how the Jewish Court of All Time (JCAT), a web-mediated character-playing simulation, can be used to teach ethics to middle-school students. Guests of the Court are asked to position themselves from various perspectives. Simulation scenarios include deciding the fate of a family of Darfurian refugees seeking asylum in Israel and whether to award reparations to the descendants of Jewish refugees aboard the MS St. Louis. Come prepared to role-play!

Presenter: Jennifer E. Killham, University of Cincinnati

(K-12, H.E., Community)

Panel: Mediation and Organizational Conflict Transformation in Trinidad and Tobago

A: A Teacher Organization in Conflict: a Model for Transformation

Five years ago the Teaching Service had 50% of administrative positions vacant; it had a high level of indiscipline among teachers; it had a poor relationship with its stakeholders and it had inefficient administrative processes. This case study will present a model of organizational transformation built on the application of conflict analysis and resolution techniques to address these challenges, specifically group facilitation and some mediation, as a strategic approach to the management of people in the organization. The study finds that while Strategic Human Resource Management (SHRM), which integrates the wider organization strategy with the Human Resource Management goals, is an essential ingredient in organizational transformation, it will not be effective if it is not applied within the context of a conflict analysis and resolution framework which uses group facilitation as the change vehicle.

B. The Role of Culture in Mediation

This workshop explores the apparent disconnect between the institutional practice of mediation and the cultural practices of the island of Trinidad. The central issues examined are whether the assumptions, values and goals of classical mediation practice, popular in Western societies and being taught with increasing frequency on the island, are forcing local disputants into behaviors and communication styles that are incongruent with the traditional social practices of the country. The findings revealed that mediators were often making adjustments in the conduct of the mediation sessions to accommodate local cultural practices and ideals so as to ensure that the disputes were effectively addressed. This workshop will share how mediators, through more culturally sensitive training and practice can become attuned to particular cultural nuances of disputants, which may lead to more lasting agreements and further reinforce the uniqueness of the local culture.

Presenter: Hyacinth Guy, NOVA Southeastern University, Sharon Raphael, University of the West Indies

(K-12, H.E., Community)

International Service Learning: Cultivating Global Citizens, Cultural Understanding, and Peaceful Approaches

This presentation shares how higher education, schools, and communities work collaboratively to build social emotional and communication skills, how to cultivate skills in intercultural understanding, peace and conflict transformation, and global citizenship through international service learning programs. How these endeavors influence participating students will be explored as well as how partnerships have been developed at sister higher education institutions in countries. Additionally, examples of school-based programs will be shared. Each program is interdisciplinary, designed based on needs identified by teachers and administrators, parents, and community leaders, and integrated within existing school curricula. Ongoing needs assessments, incorporation of feedback, and coordination with existing curricula ensure that programs are relevant to the local culture(s). Lessons learned about how to partner with local organizations will be reviewed.

Presenter: University of Louisville: Barbara M. Burns, Kandi Walker, Joy L. Hart, Thomas R. Jackson, Jr.

(K-12, H.E.)

Taking the ‘others’ perspective – a constructive approach to Historical and Political Controversies

The teaching of History has been widely used as a tool of nation building. Societies are worried about how youth will understand the past. This is especially true in relation to groups with whom they share a history of conflict and particularly when there have been events of collective violence between them. How does mass collective violence such as between India and Pakistan, the Partition of 1947, effect narratives? People on both sides suffered due to the brutality of the event: however, the narratives on each side have presented the other as the perpetrator and themselves as victims; a phenomenon that plays out in the telling of histories around the world. This presentation explores interactions between Indian and Pakistani high school youth who are exposed to histories of both sides and the impact. The analysis illuminates possibilities of shift in perceptions about the ‘other.’ The presenter will share how a pedagogy of contrastive histories in countries engaged in conflict may encourage complexity in thinking among youth about the conflict and introduce a new understanding about the other.

Presenter: Meenakshi Chhabra, Lesley University

(H.E.)

Global Peace through Conflict Resolution Approaches Based on Professional Ethics and Critical Thinking

This module explores the practical contributions of professional ethics and critical thinking to the process of conflict resolution in the human endeavor for peace. The roles of ethical theory, professional ethics and critical thinking are considered central components to any peace building program. Practical ethics is presented as a tool for virtuous, dutiful, fair, equitable and just problem-solving and decision-making. Finally, the Costa Rican model for professional development as practiced by the Latin American University of Science and Technology (ULACIT) and the University of Costa Rica are showcased.

Presenter: Sándor Isg Márai, Sinclair Community College

(K-12, Community)

Peace, Human Rights, and Civic Education for Children and Young People in Nepal

This workshop will share how a culture of peace, tolerance, and respect for different opinions, values and ethnic groups as well as a culture of civic responsibility among young people is being developed in Nepal. The school is one of the key places where young people develop their opinions and values, where they learn behaviors and attitudes and from where society at large can be transformed, with the correct approach. In this workshop, the presenter will share a project designed to bring together UNICEF and Save the Children, to support the government as it works to transform the education system to one which actively and deliberately promotes the key concepts of Peace, Human Rights and Civic Education with additional support from non-profit organizations. The project helped the government accelerate the Peace Human Rights and Civic Education integration process in formal and non-formal curricula and also ensure quality of materials through the involvement of national experts and external consultative groups, including members from Madeshi groups, Dalit organizations, Indigenous organizations, women’s organizations, youth representatives and human rights activists.

Presenter: Goma Kumari Chhetri, Peace Education Network Nepal