



Pre-Conference Workshops

3rd International Conference on Conflict Resolution Education (CRE)

Building Infrastructures for Change: Innovations in Conflict Resolution Education (CRE) and Justice Initiatives

March 26 – 27, 2010

(Pre-Conference March 24 – 25, 2010)

Cleveland, Ohio, USA

- A. Exploring Humanitarian Law, (The American Red Cross), Wednesday, March 24, 2010 (9AM – 5PM)**
- B. Sustained Dialogue – Transforming Relationships...Designing Change, (International Institute for Sustained Dialogue), Wednesday - Thursday, March 24-25, 2010 (9AM – 5PM) Must attend two-full days**
- C. Empowering Youth to Make Positive Change: Project Citizen & Youth for Justice Programs Train-the-Trainer, (Ohio Center for Law Related Education), Thursday, March 25, 2010 (9AM – 5PM)**
- D. Restorative Measures for School Connectedness and Alternatives to Suspension, (Minnesota Department of Education), Thursday, March 25, 2010 (9AM – 5PM)**
- E. Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures: Lessons from the Philippines and Australia, (Melbourne Department of Education and Miriam College, Philippines), Thursday, March 25, 2010 (9AM – 5PM)**

Pre-Conference Training Descriptions (See Next Page)

A. Exploring Humanitarian Law (EHL):

“War, Justice, and Human Dignity” Educator Training

Date: Wednesday, March 24, 2010 **Time:** 9:00 – 5:00 pm

Location: Cuyahoga Community College (West Campus)

The Exploring Humanitarian Law program teaches students about respect for human life and dignity, ethical judgment, global citizenship, the protections of the Geneva Conventions and the role of the Red Cross. The content covered is divided into lessons which are readily adaptable to individual classroom needs across a wide variety of disciplines – English, history, government, political science, international relations, conflict management, peace studies, morals and ethics. Anyone looking to develop critical thinking and communication skills – both written and oral – is encouraged to attend. Participants are encouraged to integrate the lessons within their existing courses; the curriculum does not have to be taught in its entirety.

The EHL program contributes to the formation of responsible young people and specifically focuses on positive changes in: awareness of humanitarian norms, limits and protections applicable to situations of armed conflict; understanding of the multiple perspectives of those involved in situations of armed conflict and the potential complexity in the application of humanitarian law; interest in humanitarian issues at the local, national and international level; the capacity to view conflict situations at home and abroad for a humanitarian perspective that places respect for, and protection of, life and human dignity at the center of the analysis; and active involvement in community service to protect and promote humanitarian attitudes.

EHL provides educators with learning materials and strategies that will reinforce and enrich existing educational programs. The materials are built on historical and contemporary situations. EHL meets national education standards for social studies. Worldwide implementation began in 2002 with nearly 70 countries currently involved with the American Red Cross leading implementation efforts in the United States. The course employs a variety of tools and strategies to help students view war through the eyes of victims, witnesses, and combatants. Photographs, video clips, and first-person accounts show students both the horrors of war and the possibilities for relieving suffering. Through brainstorming, large- and small-group discussions, reflective writing, class debates, and role plays, students explore the plight of war refugees, landmine victims, and soldiers and officers caught in often agonizing dilemmas. Like international humanitarian law itself, EHL doesn't rely on particular theologies or ideologies, but is based on behaving decently and with kindness toward the helpless. The curriculum is designed to work with the head and the heart. Students come away from the course having exercised both. They grapple with the same issues and questions that perplex world leaders, and learn how to listen respectfully and take another's point of view; they are better able to see the humanity in others, even in their enemies.



Speaker: The trainers will include a member of the **American Red Cross** office in Washington, DC and one of their local trainers, **James Lane**. Mr. Lane retired from 35 years of service as a social studies teacher at Orange High School in Pepper Pike, Ohio, spear-headed the creation of a Chinese language and culture course at OHS and traveled/studied extensively in Asia, twice on Fulbright scholarships. He has taught in Lithuania and Cambodia and presented in Kenya on issues dealing with international relations and education. Lane used the EHL course in his classes and instructed teachers in its use throughout the United States and other countries in his position as Teacher Trainer for the American Red Cross. Recently, he served as consultant and presenter for the International Red Cross in a training institute in Trinidad. Lane has been President of the Greater Cleveland and the Ohio Social Studies organizations and has served on many committees for the National Council for the Social Studies (NCSS). Elected to a three year term on the NCSS Board of Directors, he also served long stints on the Teacher's Advisory Boards for both the Global Issues Resource Center and the Rock and Roll Hall of Fame and Museum. Lane is a published author having written articles for the Ohio Council of Social Studies Review and served as author/editor for two volumes of world history lessons published by the Center for Learning. Additionally, he has written and edited classroom lessons for the website of the Rock and Roll Hall of Fame and Museum. A former adjunct professor at John Carroll University, Lane received many honors including State Social Studies Teacher of the Year and Runner Up as Ohio Teacher of the Year. A former adjunct professor at John Carroll University, Lane received many honors including State Social Studies Teacher of the Year and Runner Up as Ohio Teacher of the Year.

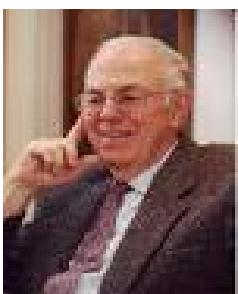
B. Sustained Dialogue – Transforming Relationships. . . Designing Change

Date: Wednesday and Thursday, March 24 - 25, 2010 (Must attend both days)

Time: 9:00 - 5:00 pm Location: Crowne Plaza Hotel

This training will introduce the change process called Sustained Dialogue – its purpose, how it works, the thinking behind it. Dialogue is a way of communicating in which parties listen to each other carefully enough to be changed by what they hear. When sustained, dialogue can become a change process. Dialogue is the essence of relationship; relating productively and effectively is the key to democratic political and economic development and to healthy organizations.

Sustained Dialogue differs from many other processes in two ways: (1) it focuses on the relationships that cause conflict, not just on the issues over which people fight; (2) because relationships don't change quickly, Sustained Dialogue works through a thoroughly tested five-stage process and within a carefully defined concept of relationship. The workshop will expose you to this thinking and process, help you think about how you might use it, and open the door to further steps you can take to master its practice.



Speaker: Hal Saunders, Former Assistant Secretary of State, a principal drafter of the Camp David accords (1978) and a mediator of the Egyptian-Israeli Peace Treaty (1979), President of the International Institute for Sustained Dialogue,

Director of International Affairs at the Kettering Foundation, author of *The Other Walls: The Arab-Israeli Peace Process in a Global Perspective*; *A Public Peace Process: Sustained Dialogue to Transform Racial and Ethnic Conflicts*; and *Politics Is about Relationship: A Blueprint for the Citizens' Century*

C. Empowering Youth to Make Positive Change:

Project Citizen & Youth for Justice Programs (Train-the-Trainer)

Date: Thursday, March 25, 2010

Time: 9:00 – 5:00 pm

Location: Crowne Plaza Hotel

This *activity based* workshop will provide participants with the knowledge, skills, and abilities to integrate Project Citizen and the Youth for Justice programs into their classroom or youth service organization. Each of these programs are aligned with state and national academic content standards for social studies and English/language arts. Project Citizen – is a portfolio based, hands-on civic education program for fifth grade through college-aged students designed to promote competent and responsible participation in state and local government. Project Citizen engages students from all over the world in learning how to monitor and influence public policy. Students are given the task of identifying a problem in their community, researching, and writing a public policy to solve the problem. Culminating activities include a state and national showcase and classes may hold a “legislative hearing” in their community to educate people on the problem they have chosen to tackle. The program has won critical acclaim and has been used by more than 500,000 students worldwide. Excerpts from the documentary film “*The World We Want*” will showcase the positive impact Project Citizen has had around the world. The film was produced and directed by Patrick Davidson, a former Senior Vice President of the Disney Channel and veteran television producer and network programmer for ABC, Paramount, Universal, Discover networks, History Channel, and National Geographic. *Youth For Justice* empowers teams of middle school students throughout Ohio to research problems of injustice in their schools and communities and work with elected officials, school boards, or school administrators to implement their solutions. A one-day Youth Summit brings these young people to Columbus, Ohio to share their research and progress with their peers. To support implementation and sustainability, all participants will receive copies of the Project Citizen text book, Youth for Justice training manual, and other supplemental curriculum.



Speaker(s): This high energy workshop will be facilitated by expert staff from **the Ohio Center for Law-Related Education**. The Center is a private, non-profit, nonpartisan organization whose mission is to improve society by developing citizens empowered with an understanding of our democratic system. The Center is sponsored by the Ohio State Bar Association, the Supreme Court of Ohio, the Attorney General of Ohio, and the American Civil Liberties Union of Ohio Foundation. In addition to Center staff, the workshop will include presentations and facilitated dialogue from teachers currently implementing Project Citizen and Youth-for-Justice in their classrooms or youth service organizations.

D. Restorative Measures for School Connectedness and Alternatives to Suspension

Date: Thursday, March 25, 2010

Time: 9:00 – 5:00 pm

Location: Cuyahoga Community College (West Campus)

This day long training will provide participants with an experiential overview of the principles and practices of restorative measures in schools: as a disciplinary response to harm and rule violations, as a framework for community building and youth development and as a positive school climate approach. Illustrations of restorative practices will be presented, and participants will discuss the continuum of problem solving responses, from classroom community building circles to one-on-one conversations, to face to face processes to repair harm.



Speaker: Nancy Riestenberg, Prevention Specialist, Minnesota Department of Education has twenty-five years of experience in the fields of violence prevention education, child sexual abuse prevention and restorative measures in schools. She has worked with school districts in Minnesota and 20 other states, from Cass Lake-Bena to the Chicago Public Schools, and speaks nationally on restorative measures at conferences and trainings. She provides technical assistance on violence and bullying prevention, school connectedness, dropout prevention, cultural relevance of prevention education, crisis prevention and recovery and restorative measures. She provided technical assistance to the Minnesota school districts that experienced school shooting incidents. Nancy was a member of the design team for *Restorative Measures: Respecting Everyone's Ability to Resolve Problems* and the National Institute of Corrections' restorative conferencing curriculum for law enforcement and school personnel, *Facilitating Restorative Group Conferences*. She coordinated the adaptation of *Touch*, the child sexual abuse prevention play for the Red Lake People, and trained high school students in 20 different districts to present social issue prevention plays to their peers. She participated in the "Restorative Justice and Teen Court Focus Group" for the American Probation and Parole Association and has written several articles on restorative measures in schools; the most recent one in the Summer 07 edition of *Reclaiming Children and Youth, the Journal of Strength-based Interventions*.

E. Challenging Prejudice, Values-based Approaches, Quality Teaching and Positive School Cultures: Lessons from the Philippines and Australia

Date: Thursday, March 25, 2010

Time: 9:00 – 5:00 pm

Location: Cuyahoga Community College (West Campus)

This interactive workshop will draw on research and evidence-based examples of effective school practice in Australia to demonstrate how values education has been used to promote quality teaching and positive school cultures. During this session, the use of the "valuing process" in education will also be explored. This is a teaching-learning model that engages the cognitive, affective and active dimensions of the learners around issues of prejudice. This process will be demonstrated through an interactive learning activity on "Challenging Prejudice". The applicability of these various approaches in the US context will be discussed. A range of classroom activities and school improvement strategies, with a particular emphasis on conflict resolution education, will be modeled

and shared. Participants should also feel free to bring and share any resources or approaches that have made a positive contribution in their schools or districts. The workshop will be suited to teachers, school administrators and district personnel working with schools. All participants will receive a CD of resource materials for use in the K-12 classrooms, teacher professional learning and student wellbeing.

Speakers: Loreta Castro, Executive Director, Center for Peace Education and Professor, Miriam College, Quezon City, Philippines. Loreta coordinates a local Peace Education Network and is a member of both the Global Campaign for Peace Education and the Global Partnership for the Prevention of Armed Conflict (GPPAC) Peace and Conflict Resolution Education Working Group. Her work includes training educators and youth in peace education and the promotion of interfaith understanding. She cooperates with other advocates in supporting local peace processes and the mainstreaming of peace education.

Mr. Gary Shaw, Manager, National Values Education and Civics and Citizenship Education Initiatives, Victorian Department of Education, Melbourne, Australia. Gary has more than 30 years experience in primary, secondary and tertiary education settings. He began his career as a secondary teacher and has been involved in regional, state, national and international initiatives and projects particularly related to school and community improvement for many years. Gary currently manages national values education and civics and citizenship initiatives on behalf of the Victorian Department of Education. In this role he is responsible for the delivery of teacher professional development and a range of events and activities designed to improve the quality of teaching and learning that contribute to more peaceful and inclusive school cultures and promote global citizenship. He has a Masters in Education (thesis on Restorative Practices in Victorian schools) and has presented to a wide range of audiences particularly in relation to values-based approaches to community safety and safe and peaceful schools (USA, Kenya, Israel, Australia, Korea and Cyprus).