

INTERNATIONAL SCHOOL PEACE GARDENS

PROMOTING SAFETY IN SCHOOLS

AND GLOBAL PEACE THROUGH SUSTAINABILITY EDUCATION

INTERNATIONAL SCHOOL PEACE GARDENS

A COLLECTION OF LESSON PLANS

WEST HUMBER COLLEGIATE INSTITUTE

International Holistic Tourism Education Centre - IHTEC
Le centre international d'éducation holistique du tourisme (CIEHT)

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INTERNATIONAL SCHOOL PEACE GARDENS

The concept of a peace garden is derived from the ancient traditions of the Greek, Viking and Gaelic peoples. People were encouraged to settle their conflict in a peace grove. Each peace grove had twelve trees grown in an oval.

In 1992 the International Institute for Peace through Tourism (IIPT) launched “Peace Parks Across Canada” which resulted in the dedication of more than 400 peace parks in cities, towns and villages across Canada. Early in 1994, West Humber Collegiate Institute in Etobicoke, Ontario, Canada, initiated their peace garden. They chose a site on the school property between the bus stop and the front door of the school. Their peace garden was a grove of twelve trees representing the Provinces and Territories of Canada. This was grove was also the birth of the International School Peace Gardens program in Ontario, which had been developed with the school during the summer of 1993, founded and created by Julia Morton-Marr, co-founded by Eric Foster, Principal of West Humber Collegiate Institute and staff members and Mr Louis J. D’Amore, President of the IIPT.

Further Information:

The idea of the International School Peace Gardens has been spearheaded by Julia Morton-Marr. There are many other joint efforts that she has funded and achieved. For more information regarding the ISPG program please contact:

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THE ROLE OF THE PEACE GARDEN IN THE SCHOOL

Peace Parks and Peace Gardens are symbolic landmarks, invoking conscious thoughts of peace. 'International School Peace Gardens - ISPG' invites young people to "Dedicate, maintain and nurture the peace garden as a symbol of hope for the future and as a symbol of the school's commitment to peace - peace within ourselves and our school community, peace within the global family and peace with nature."

PEACE GARDEN FUNCTIONS

As a stage	Performance by students, musicians and storytellers.
As a meeting place	For friends, group work, breaks, and classes.
As a natural place	Each tree is important as food and habitat for wildlife.

CURRICULUM FOCUS

In each school the peace garden can be the focus for the following issues:

CONFLICT RESOLUTION;
INTERNATIONAL UNDERSTANDING;
ENVIRONMENTAL PROTECTION;
CELEBRATION OF THE ARTS;
AMBASSADORS FOR PEACE;
UNITED NATIONS DAY FOR SCHOOLS

CONFLICT RESOLUTION

Conflict Resolution through peer mediation and other programs exists in most schools. A peace garden can be the site of training peer mediators and the peer mediation process. This can act as a link to existing conflict resolution strategies.

INTERNATIONAL UNDERSTANDING

A Peace Garden can also encourage cross-cultural curriculum. The rich cultural heritage of the students, faculty and the community can be celebrated and appreciated through various academic as well as social activities.

ENVIRONMENTAL PROTECTION

The existence of a peace garden can encourage environmental studies through a study and planting of the garden area as an eco-system. The scope of the study can be broadened to include the whole school community. Ontario's Environmental Bill of Rights was signed on February 15th, 1994 at West Humber Collegiate Institute in Etobicoke. The EBR was the first of its kind in Canada and was linked to the International School Peace Gardens project by students at the EBR launch. An examination of this Bill and a discussion of its implication would further the study of environmental protection.

AMBASSADORS FOR PEACE

A celebration of peace can be accomplished through music, dance, language arts, sculpture, symbols, design and other art forms. The garden can function as a stage or a focus for these activities. The schools peace garden encourages students to become 'ambassadors for peace' within the global family, by spreading the knowledge to others schools in your district. It also encourages peace within the global family and with nature.

UNITED NATIONS DAY FOR SCHOOLS

There are many days on the United Nations calendar that can be celebrated in the school peace garden. The Canadian Committee for the United Nations 50th Anniversary and the School Peace Gardens program have set Tuesday October 24, 1995 at 10:30 am, as the date for the dedication of new peace parks and peace gardens in schools. This is part of the UN 50th Anniversary Day in Schools and provides an opportunity for international understanding through a link to existing cultural awareness programs in each school.

PEACE GARDEN LESSON PLANS

Thank to the efforts of many teachers at West Humber Collegiate, the following lesson plans have been developed in different subject areas using the Peace Garden as a focus for the school's commitment to peace, international understanding, environmental protection, and conflict resolution. These lessons can be extended or simplified for various grade levels.

Appreciation is extended to the following individuals:

Ms Dorothy Whitehead, Guidance Department;

Ms Sharon Karn, Business Department;

Mr. Doug Ritchie, Business Department;

Ms Jenet Bogles, Family Studies Department;

Mr. Ed Sidon, Science Department;

Ms June McKnight, History Department;

Ms Shirley Bolingbroke, English Department;

Ms Nancy Lou Farrell, Adult Re-Entry Department;

Ms Kathryn Hirons, E.S.L. Department.

1.0 PEER MEDIATION LESSON PLAN

Time needed:	12 sessions (40 minutes each)
Materials:	Schmidt, Fran, <u>Mediation for Kids</u> , Miami, Florida; Grace Cotrino Abrams Education Foundation Inc., 1990
Focus:	Conflict resolution
Objective:	<ol style="list-style-type: none"> 1. Students learn to become more responsible for their own behaviour. 2. Students develop problem solving, listening and communication skills.
Background:	Students are selected carefully to participate in a mediator training program. Through a series of lessons involving discussion, videotapes, presentations and roleplay, volunteers learn the techniques of mediation.
Lesson #1:	The objective is to introduce the concept of peer mediation.
Lesson #2:	The objective is to introduce the concept of conflict, their kinds and causes.
Lesson #3:	The objective is to identify conflict resolution behaviours and to examine the consequences of each style of behaviour.
Lesson #4 - #8:	The objective is to develop communication skills for mediation.
Lesson #9:	The objective is to discuss the Board of Education's policy for race and ethnic relations.
Lesson # 10:	The objective is to prepare students for mediation by role playing conflicts.
Lesson #11 - 12:	The objective is to practice the steps of mediation.
Summary:	Once trained, the mediators are on call one day per week. They may be asked to mediate a dispute whenever the necessity arises.

Author: Ms. Dorothy Whitehead
W.H.C.I. Guidance Department

2:0 BUSINESS LESSON PLAN

- Time needed: 2 sessions (77 minutes each)
- Materials: Copy of the Ontario Environmental Bill of Rights. (EBR)
Computer with desk top publishing.
- Focus: Environmental Protection.
- Objective: To apply the principles of the EBR to the West Humber Collegiate Environment.
- Background: On February 15 th, 1993 the EBR was signed at West Humber Collegiate Institute..
- Lesson Plan:
1. In groups have students brainstorm the question: How would you define your environment at W.H.C.I.? What are the features of your environment. Encourage students to consider not just a physical but a holistic view.
 2. Hand out a copy of the Ontario Environmental Bill of Rights. (Substitute your own Provincial or State Environmental Laws). http://192.75.156.68/DBLaws/Statutes/English/93e28_e.htm
 3. Background is given on the EBR - when, where and why it was presented to the citizens of Ontario.
 4. Examine four purposes of the EBR.
 5. In four groups, relate each purpose to the W.H.C.I. school environment with comments and suggestions. Have each group re-write their four purpose for the school.
 6. Using a computer with a colour printer to create a new West Humber Environmental Bill of Rights. Final Copy. This could be in a poster or brochure format.
 7. Present the West Humber Environmental Bill of Rights to the Principal and students in the Peace Garden.
- Further Study: Participate in the EBR public participation process.
http://www.ene.gov.on.ca/envision/env_reg/ebr/english/
- Authors: Ms Sharon Karn, and Mr. Doug Ritchie; W.H.C.I. Business Department

3:0 FAMILY STUDIES LESSON PLAN

Time needed: 1 session (77 minutes each)

Materials: Four scenarios of family conflicts.

Focus: Conflict resolution.

- Objective:
1. Students will identify areas of conflict in a marriage:
 - a. in-laws / family
 - b. household chores
 - c. parenthood
 - d. financial expenditures
 - e. setting up a home
 - f. social activities
 - g. autonomy

 2. Students will outline behaviours in and assess the effectiveness of different methods of conflict resolution:
 - a. Withdrawal
 - b. Enforcement
 - c. Acquiescence
 - d. Compromise
 - e. Collaboration

Background: The following lesson plan is part of a unit on the newly married couple. Students have explored some ways in which a couple negotiates factors such as in-laws, division of labour, decision making, financial arrangements, lifestyles, friends, sexuality, intimacy, autonomy, children and communication expectations.

Lesson Plan:

1. Students brainstorm and outline images that reflect the concept of conflict.

2. After viewing a cartoon which depicts a newly married couple expressing concern over marital expectations, students will compile a list of potential areas of conflict in the newly married couple's relationship.

3. Using media images from magazines students will determine what behaviours are indicative of Withdrawal, Enforcement, Acquiescence, Compromise, and Collaboration methods of conflict resolution.
4. Students are randomly assigned to four groups of 4-6 students. In each group, two students will role-play a resolution to a particular conflict using the Withdrawal, Enforcement, Acquiescence or Compromise methods. The two other students will also role-play the same scenario using the Collaboration method. Remaining students will explain to the class the specific weaknesses of the former method and the specific strengths of the latter method as a way to resolve the initial conflict.
5. Students will be required to conclude which type of conflict resolution each group role-played. Groups will also be evaluated by their peers, teacher and self.

Summary: Finally, as a homework assignment students will be asked to submit in writing a description of a recent conflict they were involved in; an analysis of this conflict and a conclusion of which type of conflict resolution was used. They should also create a positive alternate solution to resolve such conflicts in the future.

Author: Ms Jenet Bogles; W.H.C.I. Family Studies Department

Family Conflict Scenarios

Conflict One

Withdrawal

Sue and John have just been home from their honeymoon for one month. Lately, Sue doesn't seem to be helping much with the necessary chores around the house. She claims that she is so tired from working all day and needs to rest. She has apologized for not helping but has broken her promise to help more. John is fed up.

1. Role-play a scenario that would depict Withdrawal conflict resolution. (Two students)
2. Role-play a scenario that would depict Collaboration conflict resolution. (Two different students)
3. Remaining students should comment on the pros and cons of Sue and John's various resolutions.

Conflict Two

Enforcement

Chris and John have been married for six months. Chris has been trying to get along with Joe's family despite the fact that they never approved of their marriage. Chris feels that she is constantly being criticized because of her career aspirations. Joe is really frustrated by the whole mess and wishes that Chris would just "chill out". Joe's parents have invited them for dinner next Sunday. Chris doesn't want to wind down her weekend being criticized by her in-laws.

1. Role-play a scenario that would depict Enforcement conflict resolution. (Two students)
2. Role-play a scenario that would depict Collaboration conflict resolution. (Two different students)
3. Remaining students should comment on the pros and cons of Chris and John's various resolutions.

Conflict Three

Acquiescence

Stefanie and Bill have been married for three months Their wedding was quite extravagant and cost them about ten thousand dollars. Both make decent wages. Stefanie wants only the best for their new home. She is definitely not a K-Mart shopper. Bill just paid off their VISA bill of seven hundred dollars. When he arrived home from work today he found six new cushions at \$29.99 each and two new lamps which totalled to a cost of \$160.00.

1. Role-play a scenario that would depict Enforcement conflict resolution. (Two students)
2. Role-play a scenario that would depict Collaboration conflict resolution. (Two different students)
3. Remaining students should comment on the pros and cons of Bill and Stefanie's various resolutions.

Conflict Four

Compromise

Leslie and Phil have been married for just over ten months. Every weekend their schedules are completely booked up with going out with friends. Phil is a very social person and loves to see his friends as much as possible. Even though Leslie also enjoys Phil's friends, she wishes that they didn't have to be them on Friday and Saturday evenings.

1. Role-play a scenario that would depict Enforcement conflict resolution. (Two students)
2. Role-play a scenario that would depict Collaboration conflict resolution. (Two different students)
3. Remaining students should comment on the pros and cons of Leslie and Phil's various resolutions.

4.0 SCIENCE LESSON PLAN

- Time needed: 75 minutes
- Materials: Manuals for identification of plant and animal species, clipboards, answer sheets.
- Focus: Environmental Protection.
- Objective:
1. To identify biotic and abiotic factors in the garden's ecosystem..
 2. To analyse and evaluate the state of balance that exists between populations of organisms within the garden ecosystem.
 3. To explain the importance and implications of environmental protection for maintaining balance in the garden as well as other ecosystems.
 4. To describe appropriate methods for environmental protection.
- Background:
1. Introduction to the terminology used in environmental science.
 2. Introduction to the fundamental concepts of environmental science. (Ecology)
- Lesson Plan : (Students work in groups of two.)
1. Students identify biotic and abiotic factors in the garden (handouts)
 2. Students identify types of plant and animal species (handout)
 3. Class discussion of the role of each organism in maintaining balance in the ecosystem.
 4. Students describe methods for environmental protection in the garden and implications for the global environment. (Written ideas)
- Summary:
- At the conclusion of the class the students are assigned homework:
1. Describe the significance of the Peace Garden as a teaching model representing the global environment, biologically, ecologically, sociologically and economically.
- Suggestions for Further Study:
1. Independent study concerning individual methods for environmental protection.
 2. Field trips to regions exemplifying different kinds of ecosystems.

Author: Mr. Ed Sidon
W.H.C.I. Science Department

5.0 HISTORY LESSON PLAN

Time needed: 60 - 75 minutes

Materials: Cruxton, J. Bradley and Wilson, Spotlight Canada New Edition
Toronto: Oxford University Press, 1988.

Focus: International Understanding

Objective:

1. The student will be able to explain the formation of the United Nations.
2. The student will be able to identify the goals of the U.N.
3. The student will be able to explain the structure and function of the six major bodies of the U.N..

Background: Students have studied World War II. One of the results of the war was the formation of the U.N.

Lesson Plan

1. The teacher discusses the historical background to the formation of the U.N., and its goals, stressing the promotion of world peace.
2. Students read pages 290 -292 in the textbook explaining six major bodies in the U.N.
3. Students are divided into six groups of 4-6 students. Each group's task is to explain the structure and function of one body of the U.N. to the class.
4. Students break up into groups, work on the task and present their findings.
5. Students brainstorm world areas of current U.N. involvement and explain why U.N. involvement is needed in that specific country.

Summary: Advise students to cut out newspaper articles or listen to TV news accounts of U.N. peacekeeping involvement. Students are to bring those clippings or news summaries to class as a follow-up discussion activity.

Suggestions for Further Study: The teacher can raise the question of the effectiveness of the UN, the role of the superpowers, and explain the nature of Canada's peacekeeping efforts at home and abroad.

Author: Ms. June McKnight
W.H.C.I. History Department

6.0 ENGLISH LESSON PLAN

- Time needed: 140 - 210 minutes
- Materials:
1. Norton, Sarah and Nell Woldman, ed., Canadian Content Toronto: Holt Reinhart and Winston, 1992.
 2. Ostes, John E., Margaret L. Iveson and J.K. McClay, ed., Literary Experiences Scarborough, Ontario: Prentice Hall Inc., 1989.
 3. King, Dr. Marin Luther, "I Have a Dream: Agincourt, Ontario: The Book Society of Canada Ltd., 1968.
- Focus: International understanding through the study of an essay.
- Objective:
1. The student will be able to identify expository strategies in two pieces of writing.
 2. The student will be able to employ at least two expository strategies in composing an essay.
- Background: Students will have studied four rhetorical patterns in essay writing:
- a. Description
 - b. Process Analysis
 - c. Division and Classification
 - d. Comparison and Contrast
- Lesson Plan
1. Review the four rhetorical patterns studied thus far.
 2. Introduce the pattern of "Argument and Persuasion".
 3. Students read Dr. Marin Luther King's "I Have a Dream" speech.
 4. Answers are discussed in class.
 5. Groups of students discuss issues which are important to them or their community. Each student selects an issue and composes an essay using at least two expository strategies.
- Summary: Class goes to the peace garden where essays are read aloud. Chairs and a podium may be made available. W.H.C.I. "Nobel" prizes are presented for literature using Nobel criteria for peace prizes.

Author: Shirley Bolingbroke
W.H.C.I. English Department

The Essay - "I Have a Dream"

Dr. Martin Luther King's famous speech for Civil Rights was delivered on August 28, 1963. It is extremely rich in descriptive language, making the message powerful and moving.

1. Describe the tone of the speech. What words, phrases or ideas contribute to this tone?
2. In paragraph four, the use of the "promissory note" metaphor may not be as innocent a choice as it first seems. Why do you think that Dr. King might have selected this image? Explain how this image follows nearly the ideas expressed in paragraph three.
3. On the first page of the speech, Dr. King, speaking metaphorically, uses phrases to express the injustices done to blacks as a group, yet the reader cannot help but mentally assign these phrases to individuals. Select these phrases.
4. In many respects, Dr. King's speech is similar to Chief Dan George's speech, "My Very Good Friends" in Literary Experiences page 359. Explain how each of the following is common to both speeches:
 - a. History
 - b. Metaphors
 - c. Repetition
5. Select the metaphor which you feel is the best example of imagery. Justify your choice.

7.0 HEALTH EDUCATION LESSON PLAN

Time needed:	Five (77 minutes lessons)
Materials:	<ol style="list-style-type: none"> 1. Articles and pictures of youth in the media. 2. Flash cards of personality traits. 3. Media coverage of school events.
Focus:	Conflict Resolution
Objective:	<ol style="list-style-type: none"> 1. To change negative images of youth into positive images. 2. To examine who you are and how one's personality characteristics can be united with others to "make a difference".
Background:	The students have collected magazine and newspaper articles concerning young people who are involved in both positive and negative activities. Discussion has focussed on the negative image that the media often stresses.
Lesson Plan	<ol style="list-style-type: none"> 1. List five important qualities that you look for in a friend. 2. List five of your good qualities and five weaknesses. 3. Choose five additional qualities from the personality cards which you would like to develop in yourself and five that you feel need correcting. . 4. Research the available materials on youth in the library and divide into positive and negative activities. Create a collage. 5. Separate the activities into categories. <ol style="list-style-type: none"> a. done alone. b. with a friend c. in groups d. community service 6. Analyse the reasons for negative behaviour.

Summary: Analyse in small groups how one's personality affects positive and negative behaviour. Make a list of community support services in your neighbourhood that might be canvassed for a needs assessment and assign students to investigate.

Suggestions for Further Study:

1. Investigate agencies and create a speakers list to help plan ways in which youth can become more involved in the community. Eg: Etobicoke Volunteer Coordinator, Volunteer Coordinator at Kipling Acres, E.G.H. and community centres.
2. Gather data and discuss community involvement within your schools and neighbourhood.
3. Encourage people to make commitments for 4-6 months.
4. Involve the media in planning sessions and follow-up activities. School A. V. Technicians can be very useful.
5. Keep a file of pictures as the class becomes more and more involved in the community.
6. Make a presentation to the school, illustrated with slides and commentary entitled "How One Group of Students Made a Difference" or "Positive Peer Pressure Works" or Erasing Negative Images of Youth".

Author: Ms. Nancy-Lou Farrell
W.H.C.I. Adult Re-Entry Department

8.0 ENGLISH AS A SECOND LANGUAGE (ESL) LESSON PLAN

Time needed:	1 - 2 week project
Materials:	Encyclopaedias Reference books form the library. Cultural items from home. eg: Photos.
Focus:	Inter-cultural Understanding, Geographical Differences.
Objective:	1. ESL students will develop their research, organization and oral presentation skills.
Background:	Students have completed several written independent studies in their previous courses. They have recently focussed on skimming and scanning for information, writing effective notes and preparing written presentations.
Lesson Plan	<ol style="list-style-type: none"> 1. Students are told that they will take on the role of ambassador for their country of origin.. 2. Their task is to research topics such as climate, customs, people and places of historical importance. 3. After they have researched and taken notes, the teacher meets with each student to discuss an effective oral presentation. Visual aids are encouraged. 4. Each student prepares a 3-5 minute oral presentation. Their objective is to highlight the positive aspects of their country of origin.
Summary:	This project provides each student with an opportunity to showcase his or her country of origin, as a goodwill ambassador.
Suggestions for Further Study:	Each student is asked to phone a cultural centre and report back to the class about the information received. A personal visit is also encouraged. Author: Ms. Kathryn Hirons W.H.C.I. ESL Department
Editors Note:	West Humber Collegiate Institute is one of the Ontario schools that experiences an influx of new Canadian immigrants from approximately 50 countries who may arrive fearful of each others cultural differences. This lesson plan has helped in the transition from countries with non-peaceful zones towards the assimilation into the Canadian Culture, where ALL work towards being peaceful Canadian's who respect each other.