



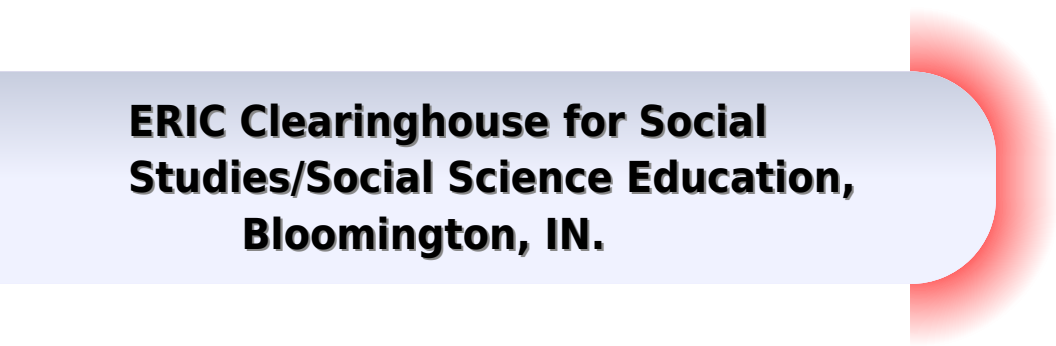
# ELEMENTARY 1 PERSPECTIVES

## Teaching Concepts of Peace and Conflict

William J. Kreidler

# Elementary Perspectives 1 Teaching Concepts Of Peace And Conflict

**ERIC Clearinghouse for Social  
Studies/Social Science Education,  
Bloomington, IN.**



## **Elementary Perspectives 1 Teaching Concepts Of Peace And Conflict:**

**Elementary Perspectives 1** William J. Kreidler,1991      **Elementary Perspectives 1** ,1990      *Resources in Education* ,2001-10      Peace Education in a Postmodern World Ian M. Harris,2013-12-16 This special issue of the Peabody Journal of Education provides a comprehensive overview of the latest developments in peace education reform School reforms based upon principles of peace education have in common a belief in the power of peace to create a positive learning climate in schools and to address the problems of violence in the broader culture A peace education strategy for improving school productivity rests upon three main assumptions 1 Violence contributes to the poor performance of many students 2 Adults in school settings need to address problems created by violence in order for schools to improve 3 Anxieties that make it hard for students to master traditional subject matter can best be addressed by a comprehensive peace education strategy that makes school a safe place to learn and provides students with knowledge about alternative nonviolent ways to resolve conflicts Peace building reforms go beyond responding to immediate forms of violence that may be overwhelming students and teachers to promoting positive images of peace through the study of nonviolence Written by established experts in the field of peace education from six different countries this collection of articles not only represents a wide variety of peace education practices from different corners of the globe but it also represents varying academic perspectives Educators can play a key role in helping human societies progress toward more sustainable ways of living by implementing peacemaking peacekeeping and peace building strategies in school programs Peace education reforms point to a new way of thinking about schools as vehicles for promoting a peace culture through insights offered by nonviolent theory      **Peace Education from the Grassroots** Ian Harris,2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education      Socially Constructed School Violence Kimberly M. Williams,2005 Socially Constructed School Violence Lessons from the Field argues that the way we understand what constitutes violence is socially constructed and that people from different social locations that is gender race social class geographic location and so on will have varied perspectives on what is violent Based on ethnographic work

at an urban alternative school for students expelled for bringing weapons to school and an affluent suburban school eighteen miles away this book describes various ways violence can be constructed Specifically this book discusses personal and structural forms of violence that students teachers administrators and other school staff encounter Using powerful examples from the ethnographic analysis this book describes some of the valuable lessons learned about how we can work to prevent school violence

**John A Collected Essays 2** John Scales Avery,2016-02-06 This book contains a collection of essays and articles by John Scales Avery discussing the severe problems and challenges which the world faces during the 21st century Human civilization and the biosphere are threatened by catastrophic climate change Unless rapid steps are taken to replace fossil fuels by 100% renewable energy we risk passing a tipping point beyond which uncontrollable feedback loops could produce a 6th extinction event comparable to those observed in the geological record Another serious threat to human civilization and the biosphere is the danger of a catastrophic thermonuclear war Over a long period of time there is an ever increasing risk that such a war will occur by accident or miscalculation Thirdly there is threat of an extremely serious and widespread famine produced by the climate change rapidly growing populations and the end of the fossil fuel era We must urgently address all three challenges

**Peace Education** B. Jeannie Lum,2018-04-19 In 1999 the UN instituted the Program of Action on a Culture of Peace leading to the Declaration of the International Decade for the Promotion of a Culture of Peace and Non Violence for the Children of the World 2001 2010 This represented a paradigm shift away from the prevailing conceptualization of peace as the absence of war to one of creating cultures of peace and indicated a significant opening for peace educators and the expansion of their mission and field in peace research and scholarship This book seeks to address several questions about the emergence present state and future of the field of peace education and to ground the definition of the discipline in its origins origins deeply set in informal grassroots movements of concerned citizens faith based communities and professional organizations who work for peace as well as those working in formal institutions These origins are vital in imparting identity and in nurturing the current growing collective consciousness that combines the academic discipline and the worldwide peace movement a collective that can unify fuel and inspire dialogue among scholars researchers activists educators government leaders and the myriad of individuals committed to creating cultures of peace throughout the world This book was originally published as a special issue of the Journal of Peace Education

**Peace Education, 3d ed.** Ian M. Harris,Mary Lee Morrison,2014-01-10 Now in its third edition Peace Education provides a comprehensive approach to educating for a just and sustainable future It begins with religious and historical trends that have molded our understanding of peace and then presents a variety of ways to practice peace education in schools and communities and explains how it can motivate students The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force Instructors considering this book for use in a course may request an examination copy here

[Partnerships Against Violence: Information sources,](#)

funding, and technical assistance ,1995      The Handbook of Dispute Resolution Michael L. Moffitt,Robert C. Bordone,2005-08-16 This volume is an essential cutting edge reference for all practitioners students and teachers in the field of dispute resolution Each chapter was written specifically for this collection and has never before been published The contributors drawn from a wide range of academic disciplines contains many of the most prominent names in dispute resolution today including Frank E A Sander Carrie Menkel Meadow Bruce Patton Lawrence Susskind Ethan Katsh Deborah Kolb and Max Bazerman The Handbook of Dispute Resolution contains the most current thinking about dispute resolution It synthesizes more than thirty years of research into cogent practitioner focused chapters that assume no previous background in the field At the same time the book offers path breaking research and theory that will interest those who have been immersed in the study or practice of dispute resolution for years The Handbook also offers insights on how to understand disputants It explores how personality factors emotions concerns about identity relationship dynamics and perceptions contribute to the escalation of disputes The volume also explains some of the lessons available from viewing disputes through the lens of gender and cultural differences      **Concepts and Trends in Global Education** ERIC Clearinghouse for Social Studies/Social Science Education, Bloomington, IN.,2001 This publication addresses trends and issues in global education providing information about what global education is and how to teach it The publication emphasizes ERIC resources It offers ERIC Digests about global education and selected items from the ERIC database that exemplify different viewpoints and approaches to global education It contains a directory of key organizations and World Wide Web sites that provide teacher resources Designed as a guide for educators who want to include global education across the various subjects of the curriculum the volume is divided into four parts 1 Overview of Global and International Education 2 Institutionalizing Global Education 3 Curriculum Methods and Approaches and 4 Appendices Information about documents in the ERIC database and how to submit documents for the database is appended BT      Journal of Peacebuilding & Development ,2002      Promising Practices in Teaching Social Responsibility Sheldon Berman,Phyllis LaFarge,1993-07-01 This book is by for and about teachers It is a showcase for the innovative practices that teachers have found most effective in teaching social responsibility The authors offer a rare discussion of actual classroom practices and the insights teachers have had in experimenting with new ways to help students develop conflict resolution skills and social responsibility      In Our Hands Barry Maxwell Andrews,1990      Peer Mediation Judith M. Ferrara,1996 For more than ten years peer mediation programs have been springing up in schools Although they are begun with the highest hopes and best intentions many programs falter in their second or third year then disappear What makes a program effective enough to endure year after year and become part of a school s culture Peer Mediation is the story of how one successful program started in an urban elementary school how it was designed implemented and maintained Teacher and mediator Judith Ferrara explains mediation what it means to start up a program watch it grow change and endure At the heart of this book are the voices of the students who volunteered to

become peer mediators learned to understand the mediation process and worked to help shape the program Their thoughts and reactions to the peer mediation program their tenacity and above all their ethic of caring will leave a strong impression Peer Mediation demonstrates the need to listen to students observe their responses to the program and work with them to revise it in order to maintain it Peer Mediation includes strategies that may be used to implement and maintain a peer mediation program vignettes in each chapter selected and interpreted to demonstrate what it can mean to adults and students who are part of a peer mediation program suggestions for handling the problems that arise and changes that occur when peer mediation programs start up forms checklists and standards for preparing and assessing peer mediation programs an annotated bibliography of mediation theory and practice conflict resolution curriculum and program materials Because Peer Mediation follows one program from implementation through its third year it will be a useful resource for guidance counselors teachers and administrators who wish to start up a program or gain insight into how to maintain an existing one

**Partnerships Against Violence**, 1994      **The Practice of Facilitation** Harry M. Webne-Behrman, 1998-07-28 A practical guide for those who facilitate group interactions within any public or private organization this book gives specific strategies for conducting effective meetings resolving conflicts within a group and building consensus among group members and managing the work of groups over time Webne Behrman unique combination of practical advice and conceptual analysis With examples from his extensive consulting experience and case studies from other sources this book will be of value not only to experienced facilitators mediators and consultants but also to executives and managers who need to become familiar with group facilitation Webne Behrman points out that a facilitator is actually a manager of a group within an organization an important and diversified role Not only do facilitators lead work teams in solving complex business problems but in the public sector they help resolve problems that may have rendered communities inoperative They also manage interpersonal disputes to improve working relationships and help build consensus on contentious social and political issues so as to help legislators create sound public policy Webne Behrman explains The book will serve as a companion to the practitioner at times of greatest urgency Included are outlines of the stages of effective meetings strategies for managing conflict ways to build consensus and other specific advice on how to approach and solve problems      Handbook of Conflict Management William J. Pammer, Jerri Killian, 2019-02-21 The Handbook of Conflict Management cuts across theoretical perspectives strategic models and situational contexts as the first all encompassing conflict management reference A young field in both research and practice this foundational text sets precedents for furthering academic study and real world progress in managing diverse instances of conflict It draws on more than 600 references to probe sources of conflict and to prescribe means of reducing tension in organizational institutional and community settings Introducing core themes and issues into the dialogue the handbook provides techniques to promote peaceful negotiation cooperation and consensus      **Breaktime and the School** Peter Blatchford, Sonia Sharp, 2005-06-27 Offers a highly accessible account of the latest research into children s play and

behaviour Staff in primary and secondary schools governors and advisers will all find the book essential reading

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