

Strategies for Peaceful Living

Many of the more common conflicts school age youth experience can be solved with little or no adult intervention. ***THIS IS A VERY POWERFUL TOOL FOR ALL SCHOOL AGE YOUTH!*** It is also important that staff are consistent in their expectations of, and support to, school age youth learning Peaceful Living Strategies.

Two general ‘rule of thumb’ questions to ask when encouraging school age youth to solve problems instead of tattling are:

1. Is anyone bleeding, hurt, sick, physically fighting, or going to do something that is dangerous to themselves or others? and
2. Has the school age youth tried to solve the problem themselves but the other school age youth is not responding appropriately?

Easy strategies for Peaceful Living are:

- Share and Take Turns
- CHANCE game – also known as ‘Rock, Paper, Scissors’
- Ignore and Walk Away
- Positive Communication Steps

Positive Communication Steps

1. Say the person’s name
2. Tell them how you feel about their action
3. Tell them why you feel that way
4. Tell them what you want them to do

For harder challenges....

First of all

School age youth need direct teaching and guided practice to identify what exactly is ‘peace’. They need to identify it and experience it in a variety of settings, activities, and experiences. Through this learning, school age youth begin to understand why peace is so important to our ‘community’ and in our lives. ***This also becomes a shared common value for the program.***

And...

Sometimes conflicts are on going, and not solved with the simple, easy-to-use strategies already presented. When conflict escalates to this point, different strategies and skills need to be used. School age youth are encouraged to work out solutions together by sitting down in a ‘neutral’ area – **Peace Table concept**. This is a technique used in many situations as exemplified by the United Nations.

Strategies for on going conflict

1. Positive Communication Steps
2. The Peace Table
3. Conflict Resolution - a more formal plan for solving issues and conflicts. Handout from Module 2: Positive Behavior Guidance.

The Strand Theory – Weaving the Destiny of School Age Youth

- ❖ ***The School age youth are Strand A.*** They are reasons school age youth programs exist. Everything that programs develop and provide should be based on what is best for school age youth.
 - School age youth are the ‘warp’ in the weaving, the strands that run lengthwise and through which the other strands are woven. The warp threads are the fundamental yarns in a weaving, just as school age youth are the fundamental strands in school age youth programs.

- ❖ ***The Program and Families, are Strand B.*** Everything having to do with the actual delivery of services, from staff to policies to programming activities, should be focused on the positive impact they will have on school age youth. The care we give to school age youth should intentionally support their positive, developmental success.
 - The program and family members are the weft strands in the weaving; they are woven horizontally through the warp strands. They add the first, and main, layer of detail to the story that is being depicted in the tapestry.

- ❖ ***The School, Community and Society at Large are Strand C.*** Outside elements can influence the success of school age youth programs. It is important that these groups support and work with the programs in developing a safe and nurturing environment so that school age youth can experience the wonder of growing up while learning the skills necessary for success.
 - Teachers and the community are also weft strands that are woven horizontally through the tapestry. These strands add distinction and color to the story that is being told.

❖ ***Work of Art***

Each hand-woven tapestry is a work of art that may take years to complete. So is the journey school age youth embark upon as they move towards becoming a successful adult. Society reaps the rewards from the time, effort, and resources school age youth programs commit to the development of healthy school age youth.

Module 6: Respective Relationships Personal Power Handout & Personal Reflection Worksheet

We could define *positive personal power* as the ability to identify and use values, knowledge, thoughts, feelings and actions to positively meet needs and achieve goals.

Once we understand what *positive personal power* is, it is easier to figure out how to access it by defining our values and goals. We enhance our *personal power* when we choose to do the things that positively impact our lives. In order to do this we must:

- Know we are safe and secure
- Know our values and life purpose
- Know that what we do today impacts what happens tomorrow
- Know what we need and can take steps to meet our needs
- Focus on the present and not the past or future
- Trust ourselves

Dr. Verna Cornelia Price talks about how our actions either add to or subtract from our own *positive personal power*.

"Personal power is an internal spiritual force within all of us that is simply waiting to be realized and used."

- Dr. Verna, p.19 of her book The Power of People.

To find out if you are an 'add-er' or 'subtract-or' to your own *personal power*, take Dr. Verna's Personal Power Quiz

<http://www.drvernaprice.com/quiz.html>

Another source, **The Personal Power Institute** encourages people to access their *positive personal power* by looking at 'Your Steps to Life's Success'. Available at:

<http://www.personalpower.com.au/index.asp>

YOUR STEPS TO LIFE'S SUCCESS . . .

- 0 Establish a Clear Purpose and Direction for your Life
- 0 Be clear of your Intention
- 0 Think with your Heart

- 0 Know and Honor Yourself . . . First
- 0 Live your Passion
- 0 Lead by Example only
- 0 Stand for what you Believe in, even if you Stand Alone
- 0 Acknowledge Qualities in Others and Learn from Them
- 0 Take Responsibility for your Own Life then you have Choice

Reflection

1. What did you discover about yourself?
2. How will you use this information?
3. Create a ***Personal Power*** plan for yourself.

Module 6: Respectful Relationships

Part 1: Developing Positive Personal Power

Worksheet

Promoting and building upon specific components help school age youth develop ***positive personal power***, becoming life-long attributes in personally successful adults. (Adapted for ***Power Camp***, Dougherty, N., 2006)

1. S
pend a week observing the following ***positive personal power*** components in your program.
2. W
rite down your observations.
3. P
ick one component and write an ‘action plan’ for how you will implement some new strategies to try.

Positive Self Esteem

What does this ‘look like’ in your program?

Membership in a group

What does this ‘look like’ in your program?

Communication Skills

What does this ‘look like’ in your program?

Strategies for Solving Conflicts-Peaceful Living

What does this 'look like' in your program?

Sharing Common Values

What does this 'look like' in your program?

Practicing Respect and Responsibility for Self, Others, Environment

What does this 'look like' in your program?

Positive Decision Making Strategies

What does this 'look like' in your program?

Respecting and Celebrating Diversity

What does this 'look like' in your program?

Service and Community Learning

What does this 'look like' in your program?

Action Plan

Personal Power component: _____

Program Strengths (from observations): _____

What can the program do to better promote this?

New Strategies to Try:

Strategy	Age Range	How Accomplish This	Time/Space/Materials Needed

Part 2: Developing Positive Personal Power Strategy Evaluation Worksheet

Describe the strategy chosen to promote the development of ***positive personal power***. _____

Answer these processing questions:

1. What worked with your strategy?

2. What was a struggle, what needs to change to ensure success?

3. What was the impact of this strategy on the school age youth and program?

4. How can you integrate this strategy into your everyday program?

Process results with peer or supervisor. Try another strategy!