



# ***Peacekeeper Program***

*Teri Ashley*

*2828 Silverplume Drive, Unit E-2*

*Fort Collins, Colorado, USA*

*970/223-8173*

[tashley@psdschools.org](mailto:tashley@psdschools.org)

*Peacekeeper Program Forms*  
*and*  
*Peacekeeper Game Guide*

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Peacekeeper Program  
Community Compliments to YOU!  
From an admiring classmate



\_\_\_\_\_ you have earned a compliment.  
Please take this with pride and accept it! Here's what we  
like about you!

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Date \_\_\_\_\_

Peacekeeper Program  
Community Compliments to YOU!  
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\_\_\_\_\_ you have earned a compliment.  
Please take this with pride and accept it! Here's what we  
like about you!

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Date \_\_\_\_\_



Peacekeeper Program  
**Weather Report Tracking Sheet**



	Initiation Date	Name	Weather Record										Notes
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## *PEACEKEEPER GAME*

Once each week for 30 minutes students form a circle on the floor to play the Peacekeeper Game. As the kids settle into place, a box of wrapped candy is passed around the circle. In our class Jolly Ranchers® are the candy of choice. Each child takes three pieces, placing them within reach just inside the circle. There's a clear understanding that the candy must be still and quiet ... no fussing or fiddling with the candy! This circle is a sacred place for our community, and student-created distractions are considered signs of disrespect for this process.

The purpose of this game is to practice public acknowledgment of appreciation for others' kindnesses, and *in a safe environment* respectfully air small grievances and hurts before they grow to become grudges and catalyze full-blown conflicts. It allows everyone in class to hear how "popular" kids attract and keep friends. It also gives hurting students the chance to educate others about what feels bad to them, and opens the door for offenders to make things right and change hurtful behaviors.

Over the course of a semester, with student input, the game evolved to address complex and sophisticated social dynamics and moral issues. Through the repeated practice of this game, students demonstrated moral development far more advanced than what current theory in social psychology would deem them capable. They modified the basic game, guided by empathy and insights far beyond what one typically expects from 9- and 10-year-old children. This simple game empowers students, and over time allows them to develop their own set of norms, creating a unique social contract for their own small community based on common experiences and shared understandings.

The game is taught and practiced in stages.

## Rules to the Basic Game

1. Everyone sitting in circle agrees to be honest.
2. Everyone understands that the speaker is voicing his or her truth, which is a point of view or perspective that others may or may not share.
3. You may always voice your truth, even if it is different from someone else's perspective, so long as you don't argue with someone who spoke before you. Arguing with another's point of view is not allowed.
4. In this game our focus is on current actions, those that have happened in the past week, or since we've last played this game. In this forum it is not allowed to bring up issues from weeks, months, or years ago.
5. When giving a compliment or airing a grievance, do so using language that describes actions. Avoid words that generalize or are judgmental.
6. When giving a compliment or airing a grievance, do your best to look the other person in the eyes. If this is too difficult, practice getting closer to this goal by looking at the other person's forehead.
7. You may choose to pass when it's your turn, though you may not re-claim your turn later.

## Playing the Basic Game: Stage I

Students only give positive feedback to each other when this game is initiated, and during the first month of play. Beginning in a randomly chosen spot in the circle each student has the opportunity to give away two Jolly Ranchers<sup>®</sup>, each to a classmate who has done something kind or helpful; someone who has done something that helped the giver feel happier, or more welcome in class. It's important to practice telling details, and making eye contact. In the beginning this can be challenging for students.

**Example:** Rather than saying "I'm giving this Jolly Rancher<sup>®</sup> to Kate because she's been my best friend since kindergarten," offer this: "I'm giving this to Kate because yesterday when I forgot my social studies book at home she offered to share hers with me in class." Other

students can't change the history friendships, but they can learn that offering to share a textbook is a way to be a good friend.

The third Jolly Rancher<sup>®</sup> is for the giver to keep. It can be difficult for students to give away candy at first. Initially some kids will pass and keep all three pieces for themselves.

## **Playing the Basic Game: Stage II**

When students have practiced stage I of the game enough to understand the concepts of giving details and making eye contact, the added component of airing grievances is incorporated. Now, in addition to giving candy away, students may take one Jolly Rancher<sup>®</sup> from one person who has hurt them.

Before beginning this phase it is important to explain that we're doing this to learn about other and how to get along better as a community. The emphasis here is on the person harmed and his or her feelings not on wrongdoing. Voicing hurt by describing actions rather than using words that label or judge needs to be modeled thoroughly and frequently, and it's very important to remind students that what is being said is the speaker's point of view. Arguing is not permitted.

### **Example:**

An appropriate way to voice hurt: "I'd like to take a Jolly Rancher<sup>®</sup> from Jeff. At recess today when I missed a football pass he said I sucked, and that really hurt my feelings." If this hurt were voiced in a vague or judgmental way, "I want to take a Jolly Rancher<sup>®</sup> from Jeff because he's mean," the speaker is asked to try a "do over," and may need support in rephrasing what happened or how it felt.

Without practice, and a safe environment in which to speak, students often have a very difficult time telling each other that they've been hurt. Initially it's difficult information for the offender to receive as well. Over time though, these types of conversations become more comfortable and students are able to have them in the context of everyday dealings, not just during game time.



If a student has offended more than one classmate and is called to give a candy away when s/he has none remaining, and additional piece is given from the class supply for the offender to share with the speaker.

When this game is in it's initial stages, and students have limited information about each other, it is not uncommon for a few students to receive most of the complimentary candy, and a few students to loose all their candy regularly. As time goes on and students hear and see the impact of their actions compliments are more evenly distributed and few pieces of candy are taken for offenses.

### **Student Feedback**

The Peacekeeper Game continued for many weeks. Students became more adept at voicing both what pleased them about each other, and what hurt or annoyed them. At the end of every game I always asked the same questions. "What are you noticing about our community? How have things changed since January?"

Students commented on the more even distribution of compliments and appreciations. They were also strong in their feedback to a few students that were often at the heart of conflict in the past. They told each other things like this:

"Johnny, you have really turned a new leaf. I used to think I'd never want to be around you. You *were* a really rude kid. Now I'm really glad we're friends."

"Brett, you used to have a really hot temper, so I just stayed away from you. Now I know that you'll talk to me if you're angry and we can work things out. I really like playing basketball with you."

"Leah, I used to get really annoyed with you because you goofed off during math class and it was hard for me to focus. I really appreciate that you've stopped trying to be a class clown."

"Tom, I know it's hard for you to learn when you're sitting still, but it really bugged me when you'd rock in your chair. It was a good idea

for you to move to the back row. I'm glad you followed Paula's suggestion."

### **A Benchmark of Success**

I was doing a quick weather check with a boy at the end of the school day a few months after starting focused application of restorative practices. This student had frequent and serious altercations prior to this process, and was struggling with several difficult emotional issues, so to help him bridge this growth process I check his weather status morning, noon, and after class. In the morning, and at lunch this day he'd reported #2 weather. He was having a hard time managing his emotions. He was having a tough day. At 3:05 he brought his weather report to me and I was surprised to see that he was reporting #5 weather. He was feeling on top of the world!

I always want to help students recognize what works for them, so with much enthusiasm I said, "Unbelievable! Tom, what happened? You started your day at 2. You were a 2 at noon, and now you're at 5! Tell me what this is about!"

"It was the Peacekeeper Game!" he said.

I was stunned. Today, with tears in his eyes, Jim, a boy who was revered literally by all for his intelligence, kindness, and even temper asked to take a candy from a classmate for the first time ever: "I want to take a Jolly Rancher<sup>®</sup> from Tom," he said. "When we were playing volleyball in PE today every time the ball came to me Tom stepped in front of me and hit it. I didn't even get to touch the ball. I'm feeling really angry about that!" Jim had earned the respect of all of his classmates, and his words carried great weight. I anticipated that Tom might feel angry and embarrassed about what had transpired in circle today. To my amazement Tom was thrilled. I asked him to explain.

"Well," he said, "you know Jim is so quiet and kind and level, I didn't know he even got angry. He's a good person, and I'm really sorry I hurt his feelings. The thing that makes me happy is that now that I know *how* I hurt him I don't have to do that again."

“Ms. Ashley,” he said in a most earnest voice, “I can change that!”

### **An Evolving Process ... Stage III**

After many weeks of playing, an unexpected development in the game caused an uproar that required a separate class meeting to resolve. During lunch one student publicly accused another student of stealing. Before the missing item was found later in the accusing student’s backpack, much of the class had taken sides, some supporting the accuser, others supporting the accused. The two students who were directly involved were aided in resolving their conflict and made amends, but when we next played the Peacekeeper game, three students wanted to take candy from the accuser to voice anger and hurt over how the innocent student had been treated. Again, the class was divided.

“Unfair,” cried the original offender. She had made amends with the person accused of stealing. No one else had been implicated. She only owed apology to the accused, and she’d taken care of that obligation! It felt outrageous to be asked to give candy to even one other bystander, let alone three of them.

“Not so,” said friends of the accuser. They were indignant that their friend, whom they’d known to be a very honest person since kindergarten, had been embarrassed and under suspicion. Friends were very hurt and angry about the way an honorable classmate had been treated.

Strong emotions were apparent on both sides of this issue and after a heated class conversation came to an impasse, students turned to me wanting decisive resolution. On the spot, I was unable to give them an immediate answer. I told them that I could clearly see both sides of the argument, and would have to give this some serious thought before making a decision that would delineate a new rule for our game.

Even in the moment, I knew my challenge was to find a way to explain to these children that as hard as it is to hear, actions, intentional or otherwise, often have impact far beyond what's obvious. Real world examples readily came to mind. Witnesses to domestic violence are often severely traumatized. World War I began as a conflict between two small countries and grew to enormous proportions when allies joined to support friends. Children needed the opportunity to hear how hurting one person might hurt many others, might damage their community as a whole.

The next day when we reconvened our class meeting I asked my students a series of questions:

- Have you ever been bothered by another person's smoking?  
Everyone responded affirmatively.
- Who is the person most harmed by smoking?  
The smoker, everyone agreed.
- Does the smoker intend to hurt children when s/he smokes?  
The kids conceded that s/he doesn't.
- Does knowing that the smoker doesn't mean to choke you it take away your discomfort when you're in a car or a room full of smoke?  
Nope.

We were all heading in the same direction. Then we talked about how we felt when someone we loved was physically hurt or ill. We all agreed that those bad feelings were real, too, even though we weren't hurt or sick ourselves.

### **Amended Game Rules:**

#### **"Second-hand Hurt / Second-hand Helping"**

Through this conversation students came to honor the concept of second-hand hurt. Like breathing second-hand smoke, being present when someone else is being hurt can hurt the bystander, too. The rules to our Peacekeeper Game were amended to include a new rule:

8. If someone you care about is hurt *or* helped by another, and you are a direct eyewitness to this event, as a representative of our community you

may take or give a Jolly Rancher<sup>®</sup> to acknowledge your own feelings about what has happened.

As a group we agreed that students might benefit from hearing community responses to his or her actions. We also concurred that it was sufficient to hear two messages about a single event: one from the person harmed, the other from someone who represents our community. This proved to be a significant development that broadened children's perspectives and gave power to community to sanction anti-social behavior and affirm pro-social behavior.

### **Making Unsolicited Amends ... Stage IV**

One last development precipitated the addition of a final rule to our game, and added a new word to our lexicon. Everyone in class knew our "no sandbagging" rule ... no saving up hurt feelings and then bringing them into our dialogue weeks later. We stuck tightly to our rule that harm must be voiced in a week or forgotten.

At the end of a game circle one afternoon minutes before the last bell was to ring, Dee Dee raised her hand and waved it with imploring urgency. Reciting the one week rule, she then asked "What if you've hurt someone badly and you never had a contract, and they've never asked for a Jolly Rancher<sup>®</sup>? Can you just give them one to let them know you're really sorry? It's been more than 4 weeks, but I don't think I've made things right, and it's really eating at me."

This response was easy for me. The last rule to date:

9. "It's NEVER too late to say you're sorry!"

And so we had to wait an entire week to hear that Dee Dee accidentally knocked James' lunch from his hands a month ago. She'd helped him clean up the mess, but had been too embarrassed to apologize. James cried, and Dee Dee hadn't been able to forgive her self, until she apologized publicly.

Dee Dee's admission, her compassion and empathy had a strong impact on her peers. From that day forward, whenever the class

played this game, at least a couple of students gave away candy without being asked to do so. They gave it away to say they were sorry. Sometimes they gave it away because they knew they'd be called on the carpet when a person they'd hurt got a turn. Motives were not nearly as important as the fact that kids began self-monitoring their behaviors, and taking action to make things right without prompting from others.

### **One Student's Last Words**

Johnny was a kid who often complained about having no friends during first semester. He was frequently in trouble for initiating fights and behaving disrespectfully to peers and staff. He already had a "reputation" by 4<sup>th</sup> grade. During second semester he participated in 3 separate contracts, and became a bit of a classroom expert in negotiating agreements, before the formal process became unnecessary and he worked things out on his own.

Early on Johnny often lost Jolly Ranchers<sup>®</sup> in circle, and was reluctant to give any away. At the end of the school year he received repeated compliments from new friends who sang praise for his new social skills and generosity toward others. Johnny's feedback was revealing: "When we first started this game I didn't want to give any candy away. I wanted to keep it for myself. Now I'd give 10 pieces away to hear that kids really like me."

Peacekeeper Program  
**Conflict Report**



1.	Who was your conflict with? _____
2.	What did you want? _____ a. How did the other person's actions stop you from getting what you wanted? _____ _____ b. How did you feel? _____ _____
3.	What did the other person want? _____ a. How did your actions stop the other person from getting what was wanted? _____ _____ b. How did the other person feel? _____ _____
4.	What are three possible agreements that might resolve the conflict? ▪ _____ ▪ _____ ▪ _____
5.	What are three things you might try if this conflict happens again? ▪ _____ ▪ _____ ▪ _____
6.	What are three possible actions to heal this relationship? ▪ _____ ▪ _____ ▪ _____
7.	What are three possible actions to give back to your community? ▪ _____ ▪ _____ ▪ _____
8.	Do you have anything you would like to say to the person you had the conflict with? _____ _____

*Peacekeeper Program*  
**Peace Contract**



Date: \_\_\_\_\_ Time: \_\_\_\_\_  
 Participants: \_\_\_\_\_  
 Facilitator(s): \_\_\_\_\_

Referred by: Student(s) Homeroom Teacher Staff

Description of Conflict:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Conflict Agreement:**

I, _____ agree to: _____ _____ _____	I, _____ agree to: _____ _____ _____
If this happens again, I will: _____ _____ _____	If this happens again, I will: _____ _____ _____

**Amends:**

To heal this relationship I will: _____ _____ _____ _____	To heal this relationship I will: _____ _____ _____ _____
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**Community Service:**

To give back to my community I will: _____ _____ _____ _____	To give back to my community I will: _____ _____ _____ _____
Signature: _____	Signature: _____



*Peacekeeper Program*  
**Contract Log**



#	Date	Participants	Issue	Resolution
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### **Recommended Readings and Resources**

Brenton, Denise and Stephen Lehamn. *The Mystic Heart of Justice: Restoring Wholeness in a Broken World*. Chrysalis Books, 2001.

Coloroso, Barbara. *The Bully, the Bullied, and the Bystander: from Preschool to High School: How parents and Teachers Can Help Break the Cycle of Violence*. Quill, 2004.

Gootman, Marilyn. *The Caring Teacher's Guide to Discipline: Helping Young Students Learn Self-Control, Responsibility, and Respect*. Corwin Press, Inc., 2001.

Guinan, Kelly. *Peace Quest*. Kind Regards LLC, 2002.

Hart, Sura and Victoria Kindle Hodson. *The Compassionate Classroom: Relationship Based Teaching and Learning*. The Center for Nonviolent Communication, 2003.

Johnson, David W. And Roger T. *Reducing School Violence Through Conflict Resolution*. Association for Supervision and Curriculum Development, 1995.

Rosenberg, Marshall B. *Life-Enriching Education: Nonviolent Communication Helps Schools Improve Performance, Reduce Conflict, and Enhance Relationships*. Puddle Dancer Press, 2003.

Rosenberg, Marshall B. *Speaking Peace: Connecting with Others through Nonviolent Communication*. (Sound Recording) Boulder, CO : Sounds True, 2003.

Timpson, William M. *Teaching and Learning Peace*. Atwood Publishing, 2002.

Zehr, Howard. *Changing Lenses: A New Focus for Crime and Justice*. Herald Press, 1995.

Zehr, Howard. *The Little Book of Restorative Justice*. Good Books, 2002.

### **Recommended Websites**

Center for Nonviolent Communication  
<http://www.cnvc.org/>

International Institute for Restorative Practices  
<http://iirp.org/>

Peace Learning Center  
<http://www.peacelearningcenter.org/default.asp>