



PeaceKeepers II

PEIMS Code: N1290025

Abbreviation: PEACE2

Grade Level(s): 10-12

Award of Credit: 1.0

Approved Innovative Course

- Districts must have local board approval to implement innovative courses.
- In accordance with Texas Administrative Code (TAC) §74.27, school districts must provide instruction in all essential knowledge and skills identified in this innovative course.
- Innovative courses may only satisfy elective credit toward graduation requirements.
- Please refer to [TAC §74.13](#) for guidance on endorsements.

Course Description:

PeaceKeepers® is a peer mediation program which trains high school students in all aspects of the mediation process. These students then mediate peer conflicts resolving them in a peaceful manner. PeaceKeepers® is designed to provide skill development and knowledge acquisition in mediation plus substantial field experience to young people who are interested in careers in education and/or related helping professions. Participants will receive intensive classroom training in skill-building mediation activities and implement a campus-wide mediation program as their field practicum. Positive peer influence through nonviolence will be a central strategy for addressing such issues as conflict resolution, anger management, low academic achievement, dropout prevention, behavior problems, and negative attitudes toward school, in addition to other issues of concern in the school/district.

Essential Knowledge and Skills:

- (a) General requirements. The course is recommended for students in grades 10-12. Prerequisite: PeaceKeepers® I. Students shall be awarded one credit for successful completion of this course.
- (b) Introduction.
 - (1) Many of the difficulties students and teachers encounter during the school day center around interpersonal conflict. Conflicts can begin with minor issues and, if unresolved, may spiral into more serious issues, such as violence. By providing a safe, neutral, respectful place for students to work toward resolutions in an educational setting, PeaceKeepers® students improve the school experience for everyone.
 - (2) Much of the PeaceKeepers® II course is about strengthening the skills acquired in PeaceKeepers® I. Students gain knowledge and skills which may be used to improve the quality of their academic and personal lives. The standards of the course require a commitment to use positive communication, cooperation, and problem-solving skills to resolve conflicts nonviolently. The PeaceKeepers® course is an application of these well-established principles in an educational setting.

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(c) Knowledge and skills.

- (1) Advanced communication skill development. Building on the skills learned in Level I, the student is presented with and demonstrates advanced active listening skills and methods for validating others. The student is expected to:
 - (A) model good listening skills such as positive and open body language;
 - (B) identify the effects that good and poor listening techniques have on the speaker;
 - (C) discuss the role good listening skills play in the mediation process;
 - (D) demonstrate effective use of restating, reframing, encouraging, summarizing, and questioning techniques; and
 - (E) practice effective use of clarifying questions such as “Who was involved in this event? Or where did this take place?” that assist disputants reach a resolution.
- (2) Advanced communication skill development. Building on the skills learned in Level I, the student uses effective listening techniques to identify feelings and other non-verbal communications. The student is expected to:
 - (A) discuss how an individual’s perspective can influence opinions and decisions;
 - (B) analyze disputants’ body language to determine if the body mirrors what the disputants are saying;
 - (C) identify feelings that may arise during a conflict;
 - (D) differentiate between thoughts and feelings; and
 - (E) apply techniques to elicit feelings from disputants who have difficulty expressing how they feel.
- (3) Advanced mediation strategies. Building on the skills learned in Level I, the student learns and uses advanced strategies to resolve conflicts. The student is expected to:
 - (A) conduct the seven stages of the mediation process;
 - (B) identify and compare the advantages and disadvantages of various methods of dealing with conflict; and
 - (C) mitigate complex disputes.
- (4) Advanced mediation strategies. Building on the skills learned in Level I, the student applies knowledge of human behavior and communication strategies in the mediation setting. The student is expected to:
 - (A) analyze how human emotions affect behavior and the ability to handle conflict;
 - (B) demonstrate an advancement of active listening skills learned in PeaceKeepers® I such as restating, encouraging, summarizing, and questioning; and
 - (C) evaluate the importance of exhibiting neutrality, empathy, and non-judgment throughout the mediation process.

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- (5) Advanced mediation strategies. Building on the skills learned in Level I, the student demonstrates mediation strategies that decrease liability issues. The student is expected to:
 - (A) maintain confidentiality in a mediation setting; and
 - (B) identify appropriate consequences of a breach in confidentiality in mediation and other group settings.
- (6) Advanced mediation strategies. Building on the skills learned in Level I concerning the dynamics of and individual responses to conflict, the student is expected to:
 - (A) express the student's own ideas about conflicts common on the specific campus and personal reactions to conflict in the student's own life;
 - (B) analyze and justify strategies for dealing with conflict in the mediation setting;
 - (C) explain the different outcomes to conflict resolution such as win/win, win/lose, and lose/lose to parties in the mediation setting; and
 - (D) analyze conflicts as opportunities for growth and change.
- (7) Advanced mediation strategies. Building on the skills learned in Level I, the student demonstrates the ability to identify the limits and boundaries of mediation. The student is expected to:
 - (A) list issues which are not suitable for mediation such as substance abuse;
 - (B) identify resources available on campus that can be offered for issues not suitable for mediation; and
 - (C) recognize issues that must be reported to the teacher such as threats of violence.
- (8) Advanced mediation strategies. Building on the skills learned in Level I, the student is able to better manage the displays of anger that might arise during mediation. The student is expected to:
 - (A) explain the emotion of anger and techniques used to deal with anger in the mediation process;
 - (B) analyze and employ common methods of coping with anger; and
 - (C) roleplay strategies for dealing with a peer who is angry.
- (9) Advanced mediation skill development. Building on the skills learned in Level I, the student uses techniques to elicit needs from others. The student is expected to:
 - (A) analyze the difference between needs, wants, and solutions in mediation;
 - (B) apply techniques that help disputants see their conflict in terms of needs rather than wants; and
 - (C) model effective communication strategies to help each disputant understand what the other person in the mediation session needs to resolve the conflict.
- (10) Advanced mediation skill development. Building on the skills learned in Level I, the student more fully understands neutrality. The student is expected to:
 - (A) practice maintaining neutrality during mediation;

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- (B) ask questions and make comments and reframing statements in a neutral manner in a mediation setting;
 - (C) evaluate the elements and effectiveness of an agreement while maintaining neutrality;
 - (D) practice using methods to help disputants learn to stay focused on coming to a solution effectively; and
 - (E) provide techniques to assist disputants reach their own resolution.
- (11) Advanced mediation skill development. Building on the skills learned in Level I, the student conducts a mediation with the assistance of an adult mediator when there is an adult/student dispute. The student is expected to:
- (A) explain the responsibilities of both the adult and student mediator;
 - (B) discuss methods for maintaining an appropriate balance of power; and
 - (C) apply effective strategies to maintain a respectful environment.
- (12) Advanced mediation and group dynamics. Building on the skills learned in Level I, the student analyzes the importance of team building and group problem-solving. The student is expected to:
- (A) list positive aspects of working as a team;
 - (B) formulate, manage, and build cooperation among team members;
 - (C) review and analyze the effectiveness of leadership skills in different settings;
 - (D) evaluate different problem-solving and decision-making skills; and
 - (E) assist disputants in following through with negotiated agreements or actions plans.
- (13) Improved school environment and peer interaction. The student demonstrates an appreciation of culture. The student is expected to:
- (A) discuss elements of culture by giving examples of values and customs from the student's own culture and cultures in the campus environment;
 - (B) demonstrate respect for all cultures by exhibiting openness to cultural differences;
 - (C) evaluate how a disputant's or mediator's culture can affect mediation; and
 - (D) apply the rules that are provided in the process to prevent cultural disputes.
- (14) Improved school environment and peer interaction. The student assists in maintaining the school mediation program and selecting and training new mediators. The student is expected to:
- (A) analyze the qualifications of a good mediator;
 - (B) prepare and deliver presentations about the peer mediation program;
 - (C) conduct interviews with prospective peer mediators with adult assistance; and
 - (D) coach new peer mediators with adult assistance.

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Recommended Resources and Materials:

- PeaceKeepers© Curriculum and PeaceKeepers© Student Workbook
- Peers Making Peace (PMP) Orientation video

Recommended Course Activities:

Besides the knowledge and skills development experiences, The PeaceKeepers® curriculum provides extensive practicum activities. Recommended activities include:

- presenting mediation strategies to students and faculty;
- creating team activities to establish rapport;
- creating team activities to establish the mediation team dynamics;
- creating team activities to set norms; and
- establishing team expectations

Suggested methods for evaluating student outcomes:

Each PeaceKeepers teacher, campus, and/or district can collect and utilize the following information to evaluate how well the students learned and used the mediation skills: The

- number of mediations held and types of issues mediated;
- number of successful mediations;
- retention rates of mediators; and
- mediators' fidelity to the mediation process.

Teacher qualifications:

An assignment for PeaceKeepers is allowed with a valid Texas secondary classroom teaching certificate. Additionally, it is recommended that the teacher of assignment hold any one of the following certificates: Counselor (Grades PK-12), School Counselor (Early Childhood-Grade 12). The program coordinator should also have successfully completed the PeaceKeepers Coordinator program and be certified in the PeaceKeeper Facilitator training.

Additional information:

The curriculum details a systematic and rigorous selection process that should be utilized, with the goal of selecting a diverse group of students who are representative of the student body as a whole. The potential peer mediators are ones who have demonstrated the ability to be good listeners, who are trustworthy, empathetic, caring, with a high degree of personal responsibility and initiative.

Students selected for the program must be recommended by a combination of teachers, counselors, administrators, and/or students, and then interviewed by the teacher and program planning team using the questions provided in the curriculum as a reference. It is recommended that the student take both levels of PeaceKeepers©.