
INTRODUCTION

As language educators, we are constantly looking for engaging and meaningful topics to use in our language classrooms. Peace Education offers us topics and issues that touch the lives of our students every day such as resolving conflicts, clarifying values, and understanding diversity. The language classroom also offers us the opportunity to help students address these issues through activities and tasks that are related to the content and that require the practice of language skills, social interaction skills, and critical thinking skills. Questions commonly asked about Peace Education and its implementation in the language classroom along with some brief answers are:

What is it? Peace Education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance, and good-will in the world today. Educating for peace means

- Examining and discussing our values and attitudes towards diversity, cultural differences, tolerance, and human dignity
- Developing language and social interaction skills to promote peaceful relations among people, among nations, and between human beings and the natural environment;
- Learning to solve problems and to think critically regarding issues of conflict and violence.

Why try it? Our global existence depends on learning to live together without the threat of violence and conflict. Educators have the unique opportunity to promote peaceful co-existence by bringing the processes of peacemaking and peacekeeping to the attention of their students in the classroom. Reasons for educating for peace in the language classroom are

- To make learners aware of the basis of conflict and how to resolve conflict in their daily lives;
- To prepare students to become good citizens of their communities, nations, and the world with skills to promote peace and human dignity on all levels of interaction;
- To use the classroom as a microcosm of a just world order, in which the global values of positive interdependence, social justice, and participation in decision-making processes are learned and practiced.

How to do it? Implementing peace education in the language classroom can be achieved several ways:

- Using topics that raise the issues related to peace and cultural understanding in our classrooms, language teachers can give students basic information to help them develop positive attitudes and values related to "peaceful" living".
- Engaging in activities that encourage cooperation, consensus building, and reflective listening gives students the skills they need to meet and resolve conflicts.

Confronting issues and problems related to the topics will provide opportunities for students to develop problem-solving skills and critical thinking skills along with language skills to express themselves clearly and convincingly.

In this volume, learners and teachers explore the concept of peace and peace education on the personal, community, and global levels. Topics for the ten chapters of the peace education volume will include

- Conflict resolution
 - The language of non-violence
 - Cross-cultural understanding
 - Portraits of well-know advocates for peace on earth
 - Building social-competence skills, and
 - Developing attitudes and structures for peace making and peace keeping.
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- The content-based lessons will be aimed at the intermediate student with options for more advanced learners and incorporate cooperative learning,

- Affective-humanistic activities,
- Cross-cultural instruction, and
- Problem-solving and critical thinking skills.



The activities will include building a lexicon as a basis for reading for information related to peace and peace education, followed by discussions, role-plays, and cooperative pair and group work based on the readings. The goal of the activities is to foster awareness in the learners of the importance of peace in our world today and the ways that we all can be part of the peace making and peace keeping process. The activities are informative, fun, and designed to engage students in problem solving and critical thinking while practicing language skills.



Within the past ten years many excellent resources have become available to help teachers incorporate educating for peace in their classrooms. Suggestions offered in this unit come from these resources and from the materials prepared by faculty and participants at the 1995 TESOL Institute on Peace Education. We hope that you find the volume interesting and useful for your classroom. Please visit us often!

Carolyn Duffy

PREFACE

This volume of the *Forum's* electronic journal *Language and Civil Society* offers tasks and activities related to Peace Education through content-based lessons. It is the goal of Peace Education to help students develop peacemaking skills to better cope with conflict in their daily lives and to promote peace in the world today. The ten chapters in this volume focus on topics such as conflict resolution, "non-violent" language, and cross-cultural understanding. Motivated by the excitement of using their English language skills to solve real-world problems, students will be engaged, observant, and active learners.



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CHAPTER 1

DEFINING PEACE

Defining Peace is the theme of the first chapter of the Peace Education volume and will provide learners with a common core of knowledge and experiences related to the concept of peace. By examining a series of photos depicting scenes of people working together to achieve harmony and understanding, students can establish a core vocabulary and shared concepts which will be the basis for discussing peace.

Using the photo series as the basis for discussions on the topic of peace, the teacher helps organize the information by using "webs" to introduce the concepts and "class word lists" to record key words and phrases. Dictionary and word-building activities engage students in working with the new concepts and lexicon. Learner notebooks will help students to record and organize the words and phrases for later use in their personal journals. The activities presented in Chapter 1 may be used in one lesson or presented over a series of lessons as a more extensive teaching unit in combination with the related Internet Resources, which are given at the end of this chapter.



BACKGROUND INFORMATION

Peace has been defined as the absence of conflict or violence and, conversely, as the presence of states of mind and of society such as **harmony, security, accord, and understanding**. In order to better understand how to achieve peace on the global level marked by the absence of violent conflicts or wars between nations, states, and communities, it is important for us to examine what personal attitudes, values, and knowledge provide the basis for working toward peace making and peace keeping.

While almost all of us want peace and prefer to live and work in a peaceful situation, few of us have examined situations in order to identify the elements that foster peaceful living. What beliefs, traditions, attitudes, and values lead to living in peace and harmony? Is it possible to have global peace if we do not reflect personally on how peace is achieved in our daily lives?

An exploration of the elements of peace includes examining the language we use in our discussions. **Tolerance, understanding, empathy, cooperation and respect** for differences in others are at the core of our peaceful coexistence on earth, but each of us may interpret these concepts somewhat differently based on our cultural values, our life experiences, and our beliefs about the world. It is important for us to share an understanding of these concepts as we talk about our attitudes and values and as we describe and analyze situations for elements of peace or conflict.

CLASSROOM APPLICATIONS

The following activities are meant to help students explore their own ideas about what peace is. The language objective is to develop a core vocabulary that will allow the students to talk about their attitudes, feelings, and opinions in subsequent lessons. The activities are based on a series of photos which depict situations in which people work together peacefully.



PRELIMINARY LESSON PLANNING

Materials:

Large photos representing six groups of people working together in harmony (G = global, N = national, C = community, F = family, FR = friends, and P = personal). Smaller photos can be enlarged on a photocopier. If this is not possible, reproduce the photos for each student. More suggestions for materials preparation are given with each activity. A Glossary is provided in [Appendix A](#), with definitions and illustrative sentences using words commonly associated with the concept of peace. A model for the word form chart is given in [Appendix B](#).

Students will need a notebook in which to record the new words and phrases that are generated from the discussion of the photos and a journal for their personal responses to the discussions.

Time:

Depending on the size of your class, you may want to use one photo and activities as a model for the full class and give the other photos to smaller groups for outside preparation and later in-class presentation.



WARM UP ACTIVITY (APPROXIMATELY 15 MINUTES)

Purpose:

To develop concept readiness

Procedures:

1. Ask each member of the class to think of several words that they would associate with "peace". Ask them to write the words on a note card, which they keep.
2. Ask students to share their words with the class and to give reasons why they chose the words. Record the words and reasons on the board during the discussion. Transfer the words and reasons to large chart paper and post the chart in the classroom for reference during the lesson in this chapter and the following chapters. The student created word chart provides a personal class reference as new ideas about peace are introduced in later lessons.

Note: If the class is large, the student sharing can be done in small groups. Students choose one or two of the words and reasons discussed in the small group and present these in a follow-up full class discussion.



ACTIVITY #1 – PHOTO EXPANSION

(approximately 25 minutes)

In this activity students are asked to interpret photos, with the guidance of the teacher, in order to establish some basic concepts related to peace — good-will, friendship, working together, sharing ideas, and so forth. The use of semantic webs and word lists to record the class discussion provides a graphic representation as the concepts and vocabulary develop. Students should begin to connect the conditions necessary for "peaceful" situations with new words and phrases as they present their ideas. The Glossary gives definitions and example sentences for the most commonly associated words.

Purpose:

- To establish a lexicon related to peace
- To assess students' personal attitudes and opinions

Materials needed:

- Large photos of scenes depicting "peaceful situations" with different groups
- Student notebooks
- English learner dictionaries.

Procedure:

1. Select photos of "peaceful" scenes to show the class, one to illustrate each category (G,N,C,FR,FA, P). Examples of possible photos are:

- **Global** - The United Nations in session
- **National** - Celebration of a national holiday
- **Community** - A town or neighborhood city gathering showing people working together on a community project.
- **FRiends** - Two or three people engaged in conversation
- **FAmily** - A family celebration (birthday, religious holiday, etc.)
- **Personal** - One person in a nature setting.....mountains, lakeside, seaside, etc.

Note: These photos can be shown over a number of lessons, perhaps grouping G, N, and C on one day and FR, FA and P on another. The ideas and concepts that are generated in the discussion of the photos should not be hurried or perfunctory. The goal is to encourage students to explore their ideas and the language that is needed to express them.

2. As photos are shown, ask the class to give each a "title" to designate the group in the picture (i.e., friends, family, etc.). Prompt the responses by asking *Wh* questions (e.g., who are they, where are they, what are they doing, and why? How do they feel?). Write the responses on the chalkboard as a semantic web, with the group title in the center. Six webs (for each of the categories) should be put on the board. Create a *class word list* of from five to eight words from the "how do they feel" question responses for each of the groups. These lists should be displayed in the classroom while students work on subsequent "peace" activities. Ask the students to record the words from the word list into their lexical notebooks. The [glossary](#) provides commonly used words related to the topic of peace that can be used as a reference or review for the students during the lesson.

Note: Depending on the time that can be devoted to this activity and the level of vocabulary of the class, the teacher can use one photo as a model and then have students work in groups to expand a photo of their choice. Groups then present their photo expansion with associated words to the class and the teacher records them in word lists.

Example of expansion from prompts for family photo

At home (Where are they?)	Family (Who is this group?)	Birthday party (Why are they together?)
Singing and dancing (What are they doing?)		<i>happy, friendly, relaxed</i> (How do they feel? What are their emotions?)

The words generated in the "How do they feel?" quadrant of the photos will be used in Activity #2, Lexical Expansion.

3. Ask the students to work in pairs or triads to:

- Match their personal word from the [Warm-up activity](#) with the picture and web which they think best exemplifies its meaning.
- Find ways that their word can be matched with each of the other pictures/webs. For example, several students may choose the word *love* as associated with the concept of "peace". *Love* may be matched first with family and friends. To match *love* with the *global* category the class should explore the concept of *caring for others, responsibility for others*. (As students work with this activity, record the additional vocabulary and lexical phrases on the chalkboard, and add it to the class word list. Ask students to copy the new words and phrases in their lexical notebooks.)



ACTIVITY #2 - LEXICAL EXPANSION

(approximately 10 minutes for in-class introduction, to be completed at home)

Purpose

- To introduce students to lexical collocation and collocation frames
- To work on word form development
- To develop dictionary skills
- To expand vocabulary in a meaningful context

Materials Needed:

- Learner Journals
- Word form charts

Procedure:

1. Work on lexical collocation helps students to actively use the words generated from the photo activity in speaking or writing activities. Return to the word list for each photo and choose several key words. Discuss what other words occur most frequently in combination with each of them. Ask students to record one or two words of their choice from each picture in their lexical notebooks.

Examples of collocation frames using a key word (happy) from Activity 1:

Adjective + Noun	Verb + Adjective	Verb + Adverb
faces	look	work
voices	seem	sing
<i>happy</i> + memories	sound + <i>happy</i>	play + <i>happily</i>
occasions	appear	laugh
times	act	talk

2. Using the words from the "how do they feel" quadrant of the webs from [Activity 1](#), ask students to make a word form chart ([Appendix B](#)) and to fill in the other parts of speech, using dictionaries if necessary (e.g., happy, happiness, happily). Students can work with words from all of the photos, or work in small groups on photos of their choice. Ask students to add the word form chart to their lexical notebooks.

3. Using the words in the "how do they feel" quadrant of the webs from [Activity 1](#), ask students to find words with similar meanings in their dictionaries or lexicons. These words will probably be less frequently used words and new to the learners. Discuss the words they find as a class, and add them to the class word list from Activity 1 (e.g., happy = joyous; friendly = affectionate; relaxed = at ease). Ask the students to record the words with similar meaning in their lexical notebooks. Basic level classes can limit their discussion to the most frequently used words, while more advanced classes can explore low-frequency words as well.



WRAP UP ACTIVITY: JOURNALS

(approximately 10 minutes introduction in class for out of class writing)

Purpose:

A good way to immediately recycle vocabulary and capitalize on the concepts that are related to the photos and presented and discussed in class is to ask students to write about a related topic in their *journals*. Journals are different from the learner Notebooks (which are used to record new words and phrases) and can be either small notebooks just for journal writing or folders in which to keep separate journal entries. These journals can be used in many ways: Students can share them with each other or with the class; teachers can collect the journals to read privately and make comments; or the students can choose to keep the journals completely private. The goal is for the students to use the new language and ideas in a personal way, and any comments teachers write should be aimed at exchanging views and not at correcting language use at this time.

Procedure:

1. Please refer to the [internet resources](#) guide listed at the end of this journal for more information and lesson planning ideas.

APPENDIX A

Word Form Chart

This is an example of a word form chart. Record key words from the lesson in the chart and keep the chart in your lexical notebook

Noun	Verb	Adjective	Adverb
happiness	(to be) happy cooperate	happy	happily
tolerance		harmonious	
	respect		
empathy		cooperative	
	understand (to be in) accord		
security			

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APPENDIX B

Word Form Chart

This is an example of a word form chart. Record key words from the lesson in the chart and keep the chart in your lexical notebook

Noun	Verb	Adjective	Adverb
happiness	(to be) happy cooperate	happy	happily
tolerance		harmonious	
	respect		
empathy		cooperative	
	understand (to be in) accord		
security			

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CHAPTER 2

ANALYZING CONFLICT

By Carolyn Duffy

Peace has been defined as the absence of conflict. The theme of Chapter 2, *Analyzing Conflict*, provides learners with examples of situations in which conflict has occurred and a previously peaceful situation has become unpleasant, tense, or potentially violent. Chapter 2 expands on the photo series from Chapter 1 and builds on the students' previously established notions about each of the peaceful situations depicted in the photos. As students examine the situations for the sources of the conflict or misunderstanding, they develop the vocabulary that they need to discuss the concepts of peace and conflict and deepen their understanding of these issues. As students explore the concepts and discuss their own attitudes and values, they improve their social interaction skills as well as their language skills. Teachers can use the proposed lesson by itself or expand it by adding additional activities in related lessons. The [Internet Resources](#) Guide at the end of this journal offers many lesson plans related to the theme of identifying conflict.



BACKGROUND INFORMATION

Most people agree that conflict is a negative force that we should try to resolve in order to achieve more positive states, such as harmony, understanding, and peace, in our lives. Nevertheless, conflict exists at all levels of social interaction, from personal inner conflict to global wars and international violence. We cannot avoid conflict, but we can find ways to deal with it that will reduce its impact on our lives and even exploit positive effects related to conflict situations. For example, conflict resolution techniques provide us with ways to examine a situation and our responses to the situation that allow for more peaceful living.

Clarifying the elements within a situation that are sources of conflict is an important first step in resolving the conflict. Conflicts of resources, conflicts of needs, and conflicts of values or goals are the most common categories of conflicts, and it is often difficult to label the conflict precisely since resources, needs, and values are inter-related. Imagine that you are observing a group of children in a classroom or playground situation. What are the areas in which conflicts might occur?

Resources

- Someone takes your toy, book, etc. (personal property)
- Other children use all of the clay and none is left for you. (common resources)

Needs

- Someone calls you a name or insults you. (need for personal dignity and self-esteem)
- You were not asked to play the game. (need for inclusion and friendship)
- The teacher wants your paper now; you need more time to do it well. (need for achievement)

Values/Goals

- You are reading quietly and someone near you begins to talk or play a loud game. (The goal of reading quietly becomes a value conflict in this situation)
- Your friends are being mean to a classmate because he is Puerto Rican. You think this is wrong, but you do not want to lose your friends. (conflict of values)

The distinction between needs and values is often difficult to make. For example, in the conflict between quiet reading and loud game playing, are the children contending for the limited resource of space, or is there a value conflict between quiet reading and noisy playing? Sometimes at first glance it seems a simple task to label a conflict, when in fact there are many issues to be considered. The issues that initiate conflict are not confined to conflicts among children, but are the basis of community, national, and international conflicts that often escalate into wars. Understanding what the conflict is about and identifying the elements within the conflict situation are the first steps in its resolution.



CLASSROOM APPLICATIONS

The lesson plan that follows is similar to the one presented in [Chapter 1, Defining Peace](#). This chapter builds on the concepts identified as leading to peaceful living by presenting similar situations from the perspective of conflict. Similar photos and many of the same activities are used as the students explore the parallel concepts of peace and conflict and the contrasting language that accompanies them. Teachers are encouraged to adapt this 50-minute lesson to the language and content needs of their students. Adjustments can easily be made so that the lesson matches the needs of low-or high-proficiency learners.



PRELIMINARY LESSON PLANNING

Materials:

Select large photos that represent situations in which people work together at different levels of interaction (G = global, N = national, C = community, Fr = friends, Fa = family, and P = personal) in situations that show conflict, anger, **frustration**, or violence. These photos will be used in Activity 1 using the same procedure as outlined in Chapter 1 with photos of peaceful situations.

For the [warm-up activity](#), you will create a Conflict Web with the class. A Glossary of conflict words and example sentences is given in [Appendix A](#).

For the [cool down activity](#), use the *Peace Word List* that you created for the Warm-up Activity in Chapter 1. To complete the vocabulary activities, students will need the [lexical notebook](#) and journal that they used in [Chapter 1](#) in which to record the new words and phrases and to write their personal responses to the discussions. A model for a word form chart is given in [Appendix B](#). [Appendix C](#) gives a list of pairs of contrasting words related to the topics of peace and conflict.

Time:

Depending on the size of your class, you may want to use one photo and activities as a model for the full class and give the other photos to smaller groups for outside preparation and later in-class presentation. This lesson can also be extended to include class work with each photo over a longer period of time.



WARM UP ACTIVITY

(approximately 15 minutes)

Purpose:

To develop concept readiness for the lesson about conflict

Procedures:

1. Ask each member of the class to think of one word that they would associate with *conflict*. (See [Appendix A](#) for glossary.)
2. Ask students to share their word with the class. Record the words on the board during the discussion. Use a "web" with CONFLICT in the center; draw lines to the associated words that the students offer. Group words together that have similar associations and categorize them (e.g., fights, **arguments**, yelling = actions; anger, frustration, **hostility**, fear = feelings). Transfer the words to large chart paper and post the chart in the classroom for reference. Use this class-created *Conflict Word List* in the [Cool Down Activity](#) and in the suggested [extension activities](#) later in the lesson.



ACTIVITY #1

(Approximately 15 minutes)

In this activity, students use a set of six photos that illustrate conflict within groups. The photos of different groups represent the same categories (Global, National, Community, Friends, Family and Personal) that were used in Chapter 1. The goal is to examine the conflict situations for the groups in each of the photos and to generate vocabulary related to the conflict. Semantic webs and word lists continue to be used in order to familiarize students with an effective procedure for working with new concepts and vocabulary.

Purpose:

- To establish a lexicon related to conflict situations
- To explore the students' personal attitudes and opinions

Materials needed:

- Large photos depicting "conflict situations" with different groups
- Student notebooks
- English learner dictionaries

Procedure:

This is the same procedure that was used in [Chapter 1](#) for introducing the photo series about peace. The goal is to stimulate the background schema related to conflict.

1. Select photos of "conflict" scenes to show the class, one to illustrate each category (**G,N,C,Fr,Fa, P**). Examples of possible photos are:

Global - The United Nations in session during a heated argument

National - A strike showing angry workers demanding rights in a picket line

Community - A classroom community with children involved in a controversy

Friends - A game in which a scuffle has broken out

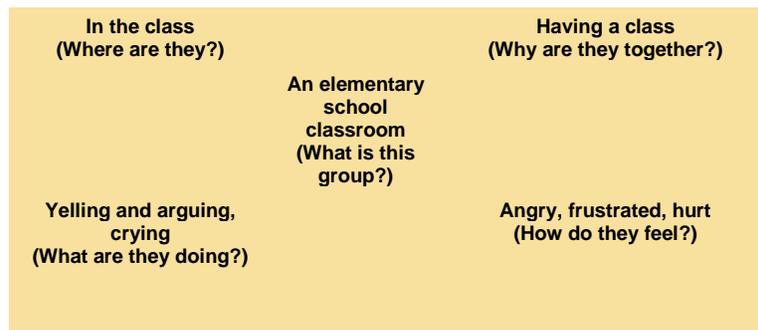
Family - A family scene showing an angry exchange between a parent and child

Personal - A person alone, obviously troubled or frustrated

2. Introduce the photos to the class; ask the students to give each photo a "title" to designate the group in the picture (i.e., friends, family, etc.). Prompt students by asking *Wh* questions (e.g., who are they, where are they, what are they doing, and why? How do they feel?). Write the responses on the chalkboard as a semantic web, with the group title in the center. Six webs, one for each of the categories, should be put on the board. Ask students to use their dictionaries for new vocabulary related to the different scenes in the photos. The ideas and concepts that are generated in the discussion of the photos should not be hurried or perfunctory. The goal is to encourage students to explore their ideas and the language that is needed to express them.

Note: Depending on the time devoted to this activity and the level of vocabulary of the class, the teacher may choose to use one photo as a model and then have students work in groups to expand on another photo of their choice. Groups can then present their photo expansion with associated words to the class while the teacher records new vocabulary in word lists. Another option is to group Friends, Family and Personal for exploration on one day and Global, National, and Community on another. Beginning with photos of home, family and friends is especially useful with younger learners.

Example of expansion from prompts for a community photo:



Note: This photo could be of two children arguing over space to work in the classroom. For example, Tommy has a puzzle with many pieces that he is working on at the only classroom worktable. Gina has a large paper and markers and wants to make a mural. Gina has asked Tommy to move. Tommy has refused, and now they are arguing emotionally.

3. Working with the word webs created around the photos:
 - a. Ask the class to choose from five to eight words from the "What are they doing?" and the "How do they feel?" question responses for each of the photos.
 - b. Add these words to the *Conflict Word List* that was created in the [Warm Up Activity](#). These lists should be displayed in the classroom while students work on subsequent "conflict" activities.
 - c. Ask the students to record the words from the word list into their lexical notebooks. The Glossary in [Appendix A](#) provides commonly used words related to the topic of conflict and can be used as a reference or review for the students during the lesson.

Transition

Tell the students that now they will look at the situations in the photos to determine "why" the conflict arose.



ACTIVITY #2

(approximately 20 minutes)

Purpose:

- To introduce the concept of analysis of a conflict situation
- To identify the elements that most often contribute to a conflict (conflicts of resources, needs, values or goals)

Materials needed:

- Photos from [Activity # 1](#)

Procedure:

1. Tell the students that conflicts most often arise because the participants in an interaction have a conflict over "resources", "needs", "values" or "goals". Put these categories on the chalkboard. Use a clear conflict situation to illustrate one of the categories for the class. For example, you might use those given in the Background Information for this chapter.
2. Ask the students to examine one of the photos from Activity #1 to identify the conflict and to categorize the conflict as either (a) a conflict of resources, (b) a conflict of needs, or (c) a conflict of values or goals. Put this photo and the word web that was created for it on the chalkboard. Make a list on the chalkboard to record the students' points during the discussion. Refer to the [web chart](#) as you analyze the conflict depicted by the photo in order to recycle the vocabulary and to review the components of the situation. For example, the elementary school classroom scene that is illustrated in Activity #1 could now be analyzed to determine that the conflict arose because both children wanted to use the same space - a conflict of resources.
3. After completing one full-class analysis of a photo, have students work with the other photos in small groups. Each group will present their photo to the class and talk about the type of conflict that they identified. Encourage further class discussion to elicit other perspectives on the type of conflict for each photo.

Note: A goal of this stage of the activity is to help students to understand how complex the issue of conflict is, and that what initially may seem a straightforward issue, may involve more complex needs of the participants.



COOL DOWN ACTIVITY

(Approximately 5 minutes)

Purpose:

- To review the parallels between the concepts and words related to peace and conflict.
- *Materials:* The *Word Lists* that you created in Warm-up Activities for [Chapters 1](#) and [2](#).

Procedure:

1. Ask students to look at the two *Word Lists* for the Warm-up Activities (Chapters 1 and 2) and to match any of the terms that contrast. For example, the word *love* from the *Peace Word List* (Chapter 1) might be matched with the word *hate* in *Conflict Word List* (Chapter 2). Put several of the pairs of words on the chalkboard.

2. Tell the students to refer to the *Words Lists* in their lexical notebooks and to continue to find pairs of words that show contrast. Ask them to then work with a partner to compare the sets that each has found. 3. Ask the students to transfer the pairs of contrasting words to a separate section of their notebooks.



EXTENSIONS

1. *Lexical Expansion Activity* for words in opposition. This activity gives students more practice in identifying conflicts and extending their vocabulary related to conflict situations.

- Use two parallel photos of friends interacting, one representing a peaceful situation and one a situation of conflict. Present these to the class. Ask the class to speculate on the reasons why the conflict arose and how the actions and feelings of the participants changed. Develop the vocabulary to show the words in opposition (e.g., agree - disagree; cheerful - angry; talking - arguing).
- Give pairs or small groups of students sets of parallel photos (e.g., the scenes at the global, national, community, family and personal levels). Ask the students to speculate on why a conflict might arise in the situation depicted in their photos. Ask students to use their dictionaries to find contrasting words to describe the situations in the two contrasting photos.
- Ask several of the pairs of students to present their photos and the reasons for the conflict and the lists of words in opposition to the class. Add these words and phrases to the *Peace and Conflict Word Lists* and ask students to record the sets of contrasting words and phrases in their lexical dictionaries. Variation: If class time is limited, students can submit their lists of words to the teacher, who compiles the lists of contrasting words and makes copies for each student to add to his or her lexical notebook.

2. *Lexical practice activities* can be done again as in [Chapter 1](#). These include recording the new vocabulary in collocation frames, completing a word form chart for vocabulary related to the topic of conflict, and using their dictionaries to find words with similar meanings to be recorded in their lexical notebooks.

3. The *Journal* can be completed as was done in Chapter 1 to give students opportunities to use the new vocabulary to discuss the concept of *Identifying Conflict*. Ask the students to think of a personal experience that involved a conflict situation. Ask them to write about the situation in order to identify and categorize the conflict following the steps presented in this chapter.

APPENDIX A

Glossary of Important Terms

The Glossary has words and definitions that are often used to discuss the concept of conflict. As you explore the photos and activities in this chapter, check the Glossary for words that can be used to discuss and write about the conflict.

Argument - A discussion in which both participants have strong opposing views. A verbal **disagreement**. *The argument between the parents and the school board was about continuing a popular but expensive after-school program for children.*

Disagreement - An opposition of views. *The father and daughter were in disagreement about the time she had to be home after the party.*

Frustration - A feeling of anger or disappointment at not being able to achieve a goal or obtain something that you want. *After waiting five minutes for the light to change at the intersection, the drivers began honking their horns in frustration.*

Hostility - A feeling or attitude of intense opposition to a person, group, or an action. *After the strike, the hostility the workers felt toward management made the work place tense and unfriendly.*

Intolerance - The attitude of disregard or disdain for another person's opinions, manners, beliefs, race or religion. Lack of tolerance. *Many people left England for a new life in America because of religious intolerance and persecution.*

Incompatible - Not able to exist together or to come to agreement about something. *The two boys could not continue to be roommates because their sleep schedules were incompatible; John went to bed at 10 p.m. and got up early, while Sam went to bed at 2 a.m. and wanted to sleep until noon.* Common phrase: Incompatible differences. *The strike was called because of incompatible differences regarding salaries between the workers and the company.*

Threat - A perceived danger or risk to your security or well being. *The arrival of soldiers and tanks at the rally signaled the threat of violence to the protesters.*

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[\(back to Warm Up Activity\)](#)

[\(back to Activity #1\)](#)



APPENDIX B

Word Form Chart for Identifying Conflict			
This is an example of a word form chart. Fill in the blank spaces with the correct word form and record other key words from the lesson in the chart. Keep the chart in your lexical notebook.			
Noun	Verb	Adjective	Adverb
<i>anger</i>	<i>(to be angry)</i>	<i>angry</i>	<i>angrily</i>
	threaten		
		hostile	
disagreement			
		frustrated	
intolerance			
		incompatible	
	argue		

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APPENDIX C

Words In Contrast	
Words in contrast from the topics Peace and Conflict	
happy	sad
relaxed	tense
rejoice	grieve
tranquil	disturbed
serene	distraught, anxious
calm	chaotic, upset
content	unhappy, discontent
composed	agitated
friendly	unfriendly
good-will	hostility
cooperation	opposition
agreement	disagreement, argument
harmony	discord
open	closed, wary
trusting	suspicious, untrusting
collaborate	compete
talk	listen

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CHAPTER 3

CONFLICT RESOLUTION

The theme of **conflict resolution** is the topic of the third chapter of the Peace Education volume because it presents students with useful peacemaking skills for dealing with conflict in their personal lives and makes them aware of the processes of peacemaking on the national and international levels. In this chapter students will learn about the elements of the conflict resolution process and practice social interaction skills and problem solving skills. Language skills are developed through vocabulary expansion and discussion, reading for information, and writing journal responses to conflict scenarios. Teachers can use the proposed lesson by itself or design a series of connected lessons that explore the theme in more detail. A more elaborate unit could include conflict scenarios for analysis and discussion at different levels of social interaction over an extended period of time. The lesson plan ideas presented here are meant to serve as a starting point for teachers interested in exploring the theme of conflict resolution with their students.



BACKGROUND INFORMATION

Conflict is a natural part of our daily lives and cannot be avoided. When viewed in a positive light, conflicts allow us to examine the status quo and engage in creative problem solving. We can use conflict situations to grow personally and to become more reflective. In addition, conflict situations, creatively handled, allow us to effect personal, organizational, and societal change. The world needs more people with peacemaking skills. Students who examine conflict situations for better understanding and who practice conflict resolution techniques in the classroom are better prepared to be effective peacemakers.

Conflict resolution experts have identified many skills that facilitate the smooth management of conflict. These include working cooperatively, developing good communication skills, learning to express our feelings constructively, and tolerance of diversity. Basic procedures setting out the process of conflict resolution are:

- **Analysis:** Defining the conflict (Explored in [Chapter 2](#) of this volume)
- **Ideation:** Developing **alternative solutions** (Explored in Chapter 3 of the Peace Education volume)
- **Strategy:** Gaining a working knowledge of conflict resolution techniques.
- **Risk-taking:** Choosing to act on solutions

Analysis: The first step toward resolving a conflict is to describe it accurately and **objectively**. Conflict tends to follow a similar pattern, which can be described as a situation in which two or more people interact and perceive incompatible differences or threats to their resources, needs, or values. At this point conflict arises. This causes the participants to behave in response to the interaction and their **perception** of it. The conflict can move in either of two directions, **escalation** (the conflict gets worse) or **de-escalation** (the conflict is resolved).

Ideation: Ideation involves creatively developing alternative solutions to a conflict. There are many possible ways to respond to conflict situations. One condition for long lasting de-escalation requires that attention be focused on the problem, not on the participants. Another condition for de-escalation is that there is a decrease in exposed emotion and perceived threat. Often a **"cooling-off" period** is needed before meaningful discussions can occur. If neutral or amicable relations existed before the conflict arose, and if the participants know how to make peace, or have someone to help them do so, de-escalation will continue. A normal reaction to a conflict situation is to find the most expedient solution, which often involves judgments of who is right and who is wrong, followed by action on these determinations. Most times someone wins and someone loses in these resolutions.

Another response is to think of alternate solutions and to weigh these in terms of resolving the problem to meet both participants' needs. This is described as looking for a **"win-win" resolution** for the conflict. The step of "ideation" in conflict resolution allows us to step back, reflect, and present creative and positive responses to conflict situations for both parties.

The strategies of conflict resolution and ways that solutions to conflict situations can be implemented are explored in Chapter 4 of the Peace Education Volume.

Effective peacemaking and peacekeeping requires knowledge, understanding, skill, and practice. Educators believe that peacemaking is one of the basic skills that should be learned in teacher education programs and taught to children in the classrooms of every nation in the world. Fortunately, many resource books on peacemaking and conflict resolution are available to teachers and parents to meet this need. One possible 50-minute lesson is described in this chapter in the next section.



CLASSROOM APPLICATIONS

The following 50-minute lesson gives an introduction to the process of conflict resolution. Teachers are encouraged to expand on the lesson and to adapt the language and content to the learning needs of their students.



PRELIMINARY LESSON PLANNING

Materials:

For Activity #1, you will need a large chart on which to put the new vocabulary related to conflict that will be introduced throughout the lesson. You will also need to make a *Conflict Resolution Grid* (See [Activity #1](#), Step 4 for an example of the *Grid*) to note the type of conflict that characterizes a particular conflict situation. This can be placed on the chalkboard during the discussion or made beforehand on erasable material so that it can be used again. Activity #1 also requires a *Conflict Analysis Checklist*, created with the class and transferred to a wall chart for future lessons (See Activity # 1, Step 7 for the *Checklist*).

For Activity #2, you will give the class [Appendix A](#), which contains five short situations that will be the basis for classroom group discussion. [Appendix B](#) provides an example of a Crossword Puzzle that helps students review the terminology of conflict resolution. The Glossary of Terminology for conflict resolution is found in [Appendix C](#) and can be used by students for reference and review throughout Chapter 3. Students need a notebook for recording new vocabulary and a journal for written responses to the activities.



WARM UP ACTIVITY

(approximately 15 minutes)

Purpose:

To establish concept readiness for the conflict resolution lesson.

Procedure:

Ask the students to think of a conflict that they experienced or that they have observed that ended in an unsatisfactory way. Ask them to write down a brief summary of the situation. They will keep this for use at the end of the class.

ACTIVITY #1

(Approximately 20 minutes)

Purpose:

- To introduce anecdotes about classroom situations which illustrate a conflict and to establish possible types of resolutions.(e.g., win-lose, lose-lose, or win-win resolutions)
- To reinforce the idea of conflict patterns and types of conflict (e.g., resources, needs, or values/goals) established in [Chapter 2](#)

Materials:

- The six stories in Appendix A.
- A "win-lose" grid

Procedure:

1. Tell the students that they are going to explore different ways to respond to situations in which there is conflict. The first situation occurs in a classroom. Ask students to imagine that context as they listen to the situation you describe.
Margie is playing with the class puppets. Donald wants to use the puppets to rehearse a play for his class project. Donald has asked Margie to give him the puppets, and Margie has refused, saying that she had the puppets first. Donald contends that the class project is more important, so he should have the puppets.

Ask the class the following questions in order to define the conflict:

What's the problem here?

What does Margie want? Why?

What does Donald want? Why?

Put the answers the class offers on the chalkboard.

2. Discuss the idea that conflicts arise when participants in an interaction perceive that there is an incompatible difference or a threat to what they "want" - e.g., to their resources, needs, or values. (See [Background information for Chapter 2](#)). Ask the class what type of conflict the situation with the puppets seems to be. An expected response would be a conflict of resources (the limited number of puppets) Students may also suggest a conflict of values (e.g., Margie likes playing with the puppets, while Donald believes that his class project is more important).
3. Discuss with the class what might happen if this conflict got worse, introducing the word "**escalate**" and placing it on the board, along with some examples (e.g., the children will start fighting, someone will get angry). Discuss what might happen if the conflict were to be resolved, introducing the word "**de-escalate**" and putting it on the chalkboard.
4. Ask students to act as the "**mediators**" (add word to the board and briefly discuss it) who will be responsible for helping to de-escalate the conflict.

Have the class discuss briefly who should get what; then ask them for a vote. Tabulate the results and note that in this resolution either Margie wins or Donald wins.

Make a *Conflict Resolution Grid* on the chalkboard that has four quadrants which represent possible resolutions to this conflict. Ask students to copy the grid in their notebooks.

	Margie gets what she wants	Margie doesn't get what she wants
Donald gets what he wants	<i>D wins - M wins</i>	<i>D wins - M loses</i>
Donald doesn't get what he wants	<i>M wins - D loses</i>	<i>D loses - M loses</i>

Ask students to fill in the grid with a "win-lose" label for the vote that was just taken. Either Donald wins and Margie loses, or Margie wins and Donald loses. Point out that when approached in this way, the resolution is focused on the participants, rather than on the problem itself.

5. Ask what a possible lose-lose resolution might be (e.g., no one plays with the puppets). Ask if it is possible to have a "lose-lose" resolution that would be a positive one (i.e., avoid fighting or getting angry). Point out that this would be a **compromise** (add "compromise" to the chalkboard) in which case neither child gets everything he/she wants, but both are agree to the resolution. Ask students to suggest several possible compromises to the puppet situation. Ask students to add this label to the grid, along with the conditions that make this possible (e.g., sharing the puppets, with Margie helping Donald with his project). Point out that a "compromise" may result in very positive feelings for both participants, in which case it becomes a "win-win" resolution. For example, in the case of sharing, Margie may find it is more fun to play with someone else, and Donald may enjoy help with his project. A discussion of "wants" (what you desire) versus "needs" (what you cannot do without) could take place here.

Ask the students if there is any other way to resolve this conflict so that both participants get what they originally wanted. Introduce the idea of resolving conflicts by looking for a "win-win" resolution. Ask the class what would be necessary to achieve a win-win resolution (e.g., more puppets). Point out that when approached in this way, the resolution is focused on solving the problem by meeting both children's needs. Ask students to add the "win-win" label to the grid, along with the conditions that make this resolution possible (e.g., both children have puppets).

6. Ask the class if "win-win" situations are always possible. Discuss with the class that "win-win" situations may not be possible as immediate solutions to conflicts, in which case a **"cooling off" period** (add "cooling off period" to the chalkboard) could be established by choosing a compromise, such as sharing the puppets, or even settling for a "win-lose" resolution in the short term. However, if conflict resolution is oriented toward looking for a win-win situation by identifying the problem in terms of needs, the resolution will point toward a more satisfactory long-term resolution. For example, in order to have a "win-win" situation for Donald and Margie, in which Margie can play with the puppets privately in the way that she wants and Donald can use the puppets for his project, more puppets are needed in the classroom. Ask the class how more puppets could be found. Students might suggest asking parents to help make more puppets or having the class take on making more puppets as a class project. Both of these options will take some time to accomplish, but having more puppets in the classroom should avoid similar conflicts in the future.
7. Ask the class to summarize the conflict resolution process to this point. Develop a *Conflict Analysis Checklist* with the class. Include identification of the "needs" (Stage 1 of the conflict resolution process) and brainstorming alternate solutions (Step 2 of the conflict resolution process) as being important stages in the conflict resolution process, and often lead to long term positive solutions for all participants. Chart these points on the chalkboard and ask students to copy them in their notebooks.

Conflict Analysis Checklist

The participants in the interaction perceive differences between or threat to their resources, needs or values.

The participants respond according to their perceptions.

Conflict

If the conflict escalates, there might be:

- Fighting or arguing
- Hurt feelings and crying
- Hostility and tension

Conditions needed to de-escalate the conflict are:

1. Identify the needs of both participants objectively
2. Offer alternate solutions for positive long-term resolution

Transition from Activity #1 to Activity #2

Tell students that the rest of the lesson will be spent exploring conflict situations to practice Steps 1 (identifying the needs) and 2 (suggesting alternate solutions)



ACTIVITY #2

(approximately 20 minutes)

Purpose:

- To practice developing resolutions to conflict situation.

Procedures:

1. Give the students [Appendix A](#). Work with the class to discuss Situation 1. Ask them to identify the elements of this conflict situation and put the responses on the chalkboard, following the Chart which was developed in Activity #1.

Who is involved in the conflict?

What do each of the participants perceive as incompatible differences or threats?

What type of conflict do you think it is? (Is it about resources, needs, or values/goals?)

What might happen if the conflict escalates? Develop an escalation scenario with the class.

What are possible ways to de-escalate and resolve the conflict?

Ask the class to work in triads to develop a de-escalation scenario. Ask the students to share the de-escalation scenario with the class and note where it fits in the win-lose chart.

2. Ask students to work with a partner and to choose one of the situations from Appendix A and to develop (1) an escalation scenario and (2) a conflict resolution scenario. They will complete the scenarios out of class. Ask them to prepare to present the scenarios to the full class at another class meeting, using the format of the Conflict Resolution Chart.

Note: Students can complete the scenarios individually and give them to the teacher as a journal entry if further class time cannot be spent on presentations.



COOL DOWN ACTIVITY

(Approximately 5 minutes)

Purpose:

To provide closure to the lesson.

Procedure:

Ask students to respond to the conflict they noted down at the beginning of class by writing in their journal. Ask them to describe what actually happened in the conflict, and then to describe another scenario that could result in a "win-win" resolution. After completing the journal out of class, the students can (1) share it with the teacher or (2) share it with other students in class, or (3) keep it as a private entry.



EXTENSIONS

1. Ask students to make up other conflict situations that are related to their personal lives. They could explore personal conflicts (e.g., a difficult choice or decision they must make) as well as interpersonal conflicts in their families, between friends, or in a "community" to which they belong (e.g., a team, a committee, a class, etc.). Use these situations in class to practice the initial steps of conflict resolution (See [Background information for Chapter 3](#)).
 - Define the conflict (e.g., the participants, a description of the conflict, and the type of conflict)
 - Identify the needs of both parties objectively
 - Develop alternate positive long term solutions

Lesson extensions built on the student scenarios could include:

- A. Students exchange scenarios with a partner and work together to brainstorm resolutions.
 - B. Students share the scenarios with the teacher in the form of a "dialog journal" (this could be done via e-mail).
 - C. Set aside class time for the students to work together on the situations in small groups or pairs. Have them prepare a role-play for the class to illustrate the scenarios and the solutions they suggested. Follow this with a class discussion.
2. Give pairs of students a conflict picture or a newspaper account of a conflict.

Have them prepare scripts for the conflict that will reveal the information required by the *Conflict Analysis Checklist*. Have students act out the scripts and as a class review the analysis of the conflict.

Variation: Give all student groups the same picture or news story. The scripts are performed as skits in which alternate solutions are offered for the same picture. Follow this with a class discussion of the most satisfactory solution. Use the *Conflict Resolution Grid* to record the type of conflict each group offers (e.g., win-lose, lose-lose, win-win) and the *Conflict Analysis Checklist* to guide the analysis.

3. Create a crossword puzzle which uses the conflict vocabulary that was presented in the lesson. Variation: Give students the words and have the students make up the clues. Give six different words to each group of students. They exchange their clues (after the teacher helps with the wording, etc.) with another group, who tries to complete the new crossword puzzle. See [Appendix C](#) for a glossary of conflict terminology and [Appendix B](#) for a sample Crossword puzzle.
4. Write terms related to the conflict resolution process on note cards. On large note cards, write a scenario consisting of two or three sentences or a dialogue exchange that illustrates the meaning of the term. Give half of the class the term note cards and half of the class the scenario note cards. Ask the students to move about the classroom to find the person whose card matches theirs. The students can then act out the scenario for the class, who tries to guess the correct term. Variation: Give students the term note cards and ask them to write the scenarios. Ask students to work in pairs. Have the pairs present their scenarios to the class, and ask the class to guess the term being depicted.



Conflict Resolution Situations

Story 1: Sylvia and Anita are sisters. Both are popular at school and usually go out with friends on weekends. However, they are both staying at home this Friday night. Sylvia has invited some of her friends over to watch MTV and have pizza. Anita has picked up a video movie that she wants to watch. There is only one TV and it is in the living room. Anita has begun to watch the video movie when Sylvia and her friends come home with the pizza. Sylvia asks Anita to give up the TV so that she and her friends can watch their show. Anita refuses, saying that she is already watching the movie and she wants to finish

Story 2: Cindy is the youngest daughter in a family of four children. The household chores are divided among Cindy and her brothers and sisters. Being the youngest, she usually ends up doing the dishes, while the others mow the lawn, mop the floors, and so forth. Cindy does the dishes every day, seven days a week, while the other jobs often only need to be done once a week. She thinks that it is unfair that she has a daily chore and the others do not. She often pouts, grumbles and says mean things at mealtimes. Her brothers and sisters have begun to respond to her in the same way, and family meals are very unpleasant.

Story 3: Ricky is one of three children. He is very talented musically and has been chosen to join a well-known choir that performs weekly in a large church. In order to be in this choir, Ricky must attend choir rehearsals twice a week after school. His parents must take him by car, as the rehearsals are a distance from the school and their home. Ricky's two brothers would like to stay after school and participate in sports, but they are unable to do so because there is no after-school transportation to their home, and Ricky's parents are using the car to get Ricky to choir and from choir rehearsals. The brothers are very disappointed, especially since Ricky's choir obligation will go on for another five years. They have begun to be mean to Ricky and outspoken to their parents, who often punish them for their rudeness.

Story 4: Juan and Marco live next to each other in the dormitory. They know each other, but are not good friends. Juan has a paper due the next day in his history course and has brought many books from the library to his room to work. Marco and several friends are having a party in Marco's room, which has turned out to be quite noisy. Juan is becoming more and more upset because he cannot concentrate. He storms into Marco's room and demands that they stop the party so he can study. Marco says Juan should go to work in the library, where it is quiet all the time.

Story 5: The Browns and the Jones are neighbors in a small community. The Browns want to plant a row of fruit trees at the back of their yard. The trees would obstruct the Jones' view of the lake, which was one of the reasons the Jones bought that particular house. The trees have arrived and the neighbors are all in their backyards. An argument has begun, and the families are angrily exchanging insults.

Story 6: Mrs. Chu has recently moved with her family into an apartment building that has a laundry room for all tenants to share. The laundry room has three washers and three dryers for the ten apartments in the building, which has previously been adequate. Since Mrs. Chu moved in, the tenants often have to wait several hours before they can use the laundry because Mrs. Chu has all machines occupied. They suspect that she is doing the laundry of her relatives as well as her own. They are no longer friendly to Mrs. Chu and sometimes make rude racial comments or do something nasty such as empty her wash on the floor when she is not there.

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[\(back to Activity #2\)](#)



APPENDIX B

Sample Crossword Puzzle														
Teachers can use a CD-ROM called <i>Crossword Creator</i> to create this puzzle and others for their students.														
	¹ R													
¹ N	E	E	D	S										
	S													³ R
	O					² C	O	M	P	R	O	M	I	S
	L					O								S
	U					³ A	P	O	L	O	G	I	Z	E
	T					L								U
	⁴ I	D	⁴ E	A	T	I	O	N						R
	O	S				F								C
	N	C				F								E
		A												S
		L												
		A					⁵ V	I	O	L	E	N	C	E
		T					A							
		⁶ D	E	E	S	C	A	L	A	T	E			
							U							
							E							
							S							

Across	Down
1. What you cannot do without	1. An agreement
2. To give something up to reach an agreement	2. A period of time away from a situation in order to reduce exposed emotions
3. To say you are sorry	3. What people protect or look at as their own to use
4. In conflict resolution, the stage of developing creative alternative solutions	4 A situation gets worse, perhaps involving violence
5. Physical contact that could result in bodily harm	5 Beliefs, attitudes, what one thinks is right or wrong
6. To do something to avoid violence or a worsening condition	

[\(back to Preliminary Lesson Planning\)](#) [\(back to Possible Extensions to Lesson\)](#)



Glossary of Important Terms

The Glossary has words and definitions that are often used to discuss the concept of conflict.

Alternative solutions - More than one possible way to solve a conflict. In Conflict Resolution, the alternative solutions should point to meeting the needs of both participants and to establishing a long-term solution to the problem.

Analysis of a conflict situation - The first step in the conflict resolution process in which all participants cooperate to define the conflict objectively.

Compromise - A situation in which both participants to a conflict agree to give up something in order to resolve the conflict. A compromise is often an intermediate stage in moving toward long-term resolution of a conflict.

Conflict resolution - The process of creatively responding to a conflict in order to find ways to solve the problem.

Cooling off period - A time for exposed emotion concerning the conflict to be dissipated. When a conflict becomes volatile there needs to be a cooling off period before resolution can begin.

De-escalation of conflict - De-escalation of conflict involves a reduction of strong emotion and working to give an objective description of the problem. De-escalation of a conflict leads to possible resolution of the conflict.

Escalation of conflict - A conflict situation gets worse and might lead to violence.

Ideation of a conflict situation - The second step in the conflict resolution process, in which everyone thinks creatively to develop alternative solutions to the conflict.

Mediator - A person who helps with the de-escalation and resolution of a conflict.

Objective - To be objective about a problem is to be accurate in the description of the problem and fair and unbiased in stating the participants' needs.

Perception - A perception of a conflict reflects one person's understanding of the situation. Participants' perceptions of a conflict situation may be strongly influenced by their emotional involvement as well as attachment to their own needs, desires, wants, and goals. A goal of Conflict Resolution is to help the participants to objectively and accurately describe the conflict situation in terms of both participants' needs.

A win-win resolution - A solution to a conflict that allows all participants to be satisfied that their needs have been met.

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[\(back to Extensions\)](#)



CHAPTER 4

BEING GOOD COMMUNICATORS: LISTENING REFLECTIVELY

Chapter 4 offers techniques and strategies for good communication skills. Achieving peace in our personal lives as well as in the global context requires that we understand how to listen and talk to each other. Effective communication skills are the cornerstone of resolving conflicts and ensuring smooth relationships in our social interactions. In this chapter, students will explore ways to become better listeners. As students examine dialogues for language that promotes good will and understanding, they will expand their vocabularies and practice creating effective responses to conflict situations.

Teachers can use the proposed lesson by itself or expand it by adding additional activities in related lessons. The Internet resources given at the end of the chapter provide many ideas for developing lessons on good communication skills. The activities presented in this chapter are easily adapted to serve students from different levels of proficiency.



BACKGROUND INFORMATION

Knowing how to make peace and resolve conflict involves the desire to do so and the understanding of how peace is achieved. To be peacemakers, we need skills that bring about an atmosphere of harmony in our daily lives and a de-escalation of conflict when we try to help others to work out their differences. Such mediation requires that we communicate in a fair and impartial way. Each of us determines whether a situation is or is not a conflict by interpreting what we observe according to our specific needs, values, and experiences. These perceptual "filters" are what accounts for the same situations being understood in different ways by participants in a conflict situation. To help people deal with conflict, we must be able to negotiate through a process of communication which might look like this:

Communication Process Chart
<ul style="list-style-type: none">• Observation (We register through our senses that something is happening.)• Perception (We interpret this observation according to our needs, values, and experiences.)• Encoding (We formulate this interpreted event into speech and gestures.)• Transmission and Reception (A listener now receives the message that we encoded.)• Decoding (The receiver sorts out the message for understanding, using linguistic cues as well as para-linguistic information - for example, body language and facial expressions.)• Perception (The receiver interprets the message through the perceptual filters of his or her own needs, values, and experiences.)

Experts in mediating and negotiating conflict situations tell us that we are most aware of the steps of transmission and reception and tend to be less aware of the roles of observation and perception. In order to learn good communication skills, we need to become aware of the elements of the communication process and to avoid possible communication breakdowns. Two of the ways we can do this are by practicing techniques that help us to become more aware of how we observe and by examining the role of perception in our understanding of a situation. Elements that help to de-escalate a conflict situation in preparation for resolutions include the following:

- Reporting accurately what we observe
- Clarifying our perceptions
- Not jumping to conclusions or making assumptions too quickly
- Practicing reflective listening by paraphrasing what we hear people say in a non-judgmental way

Careful observation of a situation and an understanding that our interpretation of the event and the role of others in the event is influenced by our own needs and experiences will help us to be better peacemakers. We will be more impartial and less quick to make an assumption or jump to a conclusion. A well-known technique that is very useful in clarifying a conflict situation is that of reflective listening. Behaviors of listening reflectively include adopting a physical posture of attentiveness, making direct eye contact, and using facial expressions to convey a genuine attitude of respect and attention. In reflective listening, the listener actively attends to the message of the speaker and immediately afterward paraphrases the message for the speaker, reflecting back both the facts and the feelings that he or she heard. Hearing someone else "reflect" the message gives the speaker an opportunity to confirm or correct the "perception" of the listener. The goal of reflective listening is to clarify and define the situation accurately, so that the process of resolution can begin. Ways that we can adjust the language that we use in reflective listening include the following:

Language Tips for Reflective Listening
<ul style="list-style-type: none"> • Rephrasing to be more precise • Prefacing our remarks with phrases like "Sounds like...", "So,...", "In other Words...", "You're saying..." • Avoiding <i>absolute</i> words such as "always" and "never" • Replacing "loaded" words that carry emotional messages with neutral words. For example "wastes time" could be rephrased as "takes time to..." • Using words and phrases that have positive connotation in the paraphrase. For example "She always wastes time" could be reflected as "You want to work more efficiently." • Reflecting the emotional tone of the message as well as the words. A suggested sentence frame to use in reflective listening is: "Sounds like you feel _____ because _____".

Becoming an effective communicator in a peacemaking process takes time, patience, and skill. By working to become good communicators, we can individually contribute to make the world a more peaceful place to live, work, and interact.



CLASSROOM APPLICATIONS

The following activities are from books about peacemaking and peacekeeping skills and from the classrooms of educators who make social communication skills a priority in their lessons. The activities incorporate the language skills of listening and speaking within the context of achieving harmony and good will in an interaction and de-escalating situations in which conflict has occurred. Social interaction skills are enhanced as students respond to situations that require effective communication. Teachers are encouraged to adapt this 50-minute lesson to meet the language, content, and social interaction needs of their students.



PRELIMINARY LESSON PLANNING

Materials:

For the Warm-up Activity you need two large pictures of interesting scenes that involve social interaction. For one of the pictures, make an overlay which allows only a part (a very interesting or intriguing part) of the picture to be seen.

For the Transition Activity, you will need a copy of the "[Communication Process Chart](#)" from Background Information for Chapter 4.

For Activity #1, you will need an example of a conflict situation to relate to your students and a mediation scenario related to the conflict situation, in which the participants and a mediator create a dialogue. You will also need a large chart on which you have copied "[Language Tips for Reflective Listening](#)." An example of a conflict situation and a related mediation scenario are provided in [Activity #1](#) for you to use. However, you might want to choose another conflict situation that is more appropriate for your students' ages, interests, or language needs. [Appendix A](#) provides conflict situations for the students to work with in Activity #1.

[Appendix B](#) provides statements for students to paraphrase according to the guidelines for reflective listening in the Wrap-up Activity.

Students will need to have lexical notebooks and journals for recording new vocabulary and writing about their experiences as reflective listeners throughout Chapter 4.



WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To review the elements of accurate observation
- To explore the students' individual "perceptual filters"

Materials:

- A large picture of a social situation
- A picture of another social situation in which only one (very intriguing) part of the picture is revealed (an overlay with a hole in it can be placed over the picture to achieve this effect)

Procedure:

1. Show students a large picture, and ask them to look at it carefully. Ask them to list and then rank three things that they think are the most important or interesting about the picture. Have them share their lists. Point out that not only did people list different things, but that they felt different things were important or interesting.

2. Show students a different picture with an overlay, so that only an intriguing part of the picture is revealed. Ask them to write what they think the picture is about based only on the part that they see. Then ask them to share their ideas. Point out that it is difficult to say anything accurate based on so little information.



Transition Activity

(approximately 5 minutes)

Put the "[Communication Process Chart](#)" on the chalkboard and discuss the communication process. Ask students what points in the process the two Warm-up Activities revealed (e.g., observing accurately and objectively and getting the whole picture of a conflict situation). Tell students that in the rest of the lesson they will practice other techniques that promote good communication skills.



ACTIVITY #1

(Approximately 20 minutes)

Purpose:

- To understand and practice the process of reflective listening as it relates to conflict resolution

Materials needed:

- An example of a conflict situation and a related mediation scenario
- A large chart containing "[Language Tips for Reflective Listening](#)"
- The three conversations in [Appendix A](#)

Procedure:

1. Ask the students what information people need to begin resolving conflicts. As they offer suggestions, write on the chalkboard the phrases: Who is involved?, When did this happen?, Where did the situation take place?, What is the conflict about?, How does each participant feel?, and Why did the conflict occur?. Add any phrases that students may suggest.
2. Tell the students to listen as you tell them about a conflict situation, paying attention to the information that answers the questions on the chalkboard. The following is an example of a conflict situation that you might use:

The teacher in an ESL class likes to have students do projects together. The present project involves using the library to find information about space travel. Juan and Elena are not able to work together and are arguing with each other. Juan thinks that he has to do everything and that Elena wastes time by looking up things not directly related to the assignment. Elena thinks that by looking up other things she gets more ideas to make the project interesting. She also thinks that Juan wants to use only his own ideas in the project.

5. Ask the students to write a summary of the conflict situation, as they would tell it to someone who had not been there and to share their summaries with another student. Are there any differences in the summaries? Ask why it is important to listen carefully and report accurately in helping to resolve a conflict.
6. Give the students a script of the conflict situation that you related to them earlier.

Together with the class, create a mediation scenario to clarify this conflict. Ask for suggestions for statements from Juan (*J*), Elena (*E*), and the mediator (*M*), who will paraphrase what Juan and Elena have said. Help with the paraphrasing so that there are several ways to reflect the participants' statements. Refer to the chart of "Language Tips for Reflective Listening" for students to refer to as they practice working with reflective listening. Put the scenario on the chalkboard or a transparency. Here is an example:

J: She's not doing any of the work. I have to do the whole report myself.

M: I see. You feel that you have to do most of the work because Elena isn't contributing to the project.

J: Right. When we look things up, she wastes time looking up things that don't have anything to do with the assignment.

M: So, you want to work efficiently.

J: Yeah.

E: But I get lots of ideas for our project by looking at other things. Juan, you're so bossy that I never get to say what my ideas are.

M: You feel you don't have a chance to contribute your ideas because Juan doesn't give you time to develop and share them.

J: I work different from her.

M: I'm beginning to see the problem here. Juan wants to work quickly and efficiently but not get stuck doing everything. Elena wants to take more time and have her ideas listened to. Does that sound right?

E & J: Yes.

7. With the class, go over the scenario to see how the mediation language helped to clarify the situation and de-escalate the conflict. Point out the nonjudgmental way the mediator states the situation and the positive language that is used to describe both points of view (e.g., work efficiently, develop ideas, and take more time). Point out that the mediator does not impose an opinion or solution during this clarification process.



ACTIVITY #2

(approximately 15 minutes)

Purpose:

- To practice the skill of reflective listening
- To practice paraphrasing within the context of mediation

Materials needed:

- [Appendix A](#)
- English language Lexicons or a Thesaurus

Procedures:

1. Ask students to work in triads with one of the situations in Appendix A to develop a possible mediation scenario. Ask students to use a Lexicon or Thesaurus to find words and phrases that they could use in their reflection statements. Work with each triad to help students find suitable reflective statements for the scenarios.
2. Ask students to share their scenarios with the class. Discuss instances of good use of paraphrasing language for mediation.

1. Ask students to add the new vocabulary and phrases to their lexical notebooks.



COOL DOWN ACTIVITY

(Approximately 5 minutes)

Purpose:

- To end the class with a focus on the language of mediation.

Materials needed:

- [Appendix B](#)

Procedure:

1. Give the students the statements in Appendix B.
2. Ask the students to reframe statements in their own words so that they also reflect good mediation language. Ask them to share their statements with a partner. Walk around the class to help the groups with wording and lexical choices.



EXTENSIONS

1. Ask the students to work in pairs or small groups to brainstorm for statements that participants could make during a conflict situation. (For example, *She never listens to my ideas.* Or *He always shouts out the answers.*) Tell students to write down these statements, and then to practice reflecting the statements in their own words. Tell them to refer to the "Language Tips for Reflective Listening" chart as they work. The groups or pairs can then exchange their lists with another group and practice the reflecting language on the new statements. Groups then compare the different reflections to the same statements.

2. Ask the students to use the conflict situations in [Appendix A](#), which they did not do in Activity #1, as homework to create possible mediation dialogues. These dialogues can (1) be shared in class and followed by discussion, (2) be given to the teacher for her comments, or (3) be reproduced as scenarios for the class after the teacher has commented and the students have edited their work.

3. Ask the students to practice reflective listening in discussions outside class. For example, they should consciously use the technique in several interactions during one day. The interaction can be any discussion and should not be a conflict situation. Ask the students to keep a log of the experience in their journals and to note how they felt during the interaction. Were any "reflections" corrected? If so, what misunderstanding occurred?

4. Prepare specific exercises that require students to use a dictionary or a Lexicon or Thesaurus. Give students five key phrases that might be useful to reframe a statement in a mediation situation. Tell them to look up the key words in the Lexicon or Thesaurus and prepare lists of words that are similar in meaning and lists that are opposite in meaning. Point out that the words need to be appropriate in the context of the mediation phrase. Have students add these lists to their lexical notebooks for use in preparing mediation scenarios. Examples of key phrases might be: "is not respectful," "is too bossy," "shows a bias," "blames you for," "ignores you."



APPENDIX A

Conflict Situations

1. Marta and Deena are sisters. Deena is one year younger than Marta is. Marta thinks that Deena is a pest because she always hangs around when Marta has friends to the house. The only way she can get any privacy is to tell Deena directly to go away. Deena thinks that Marta is stuck-up and selfish. Deena knows Marta's friends, and even plays on the school soccer team with some of them. She never minds when Marta walks home with her and her friends after school.

2. Sam is Joan's supervisor. He asks for a client report within a day after each of her meetings, and it is never on time. He thinks she is irresponsible and disrespectful, and he often reprimands her for her tardiness. Joan works very well with her office mates and has brought in several new clients for the firm in the past months. She thinks Sam is unreasonable and unappreciative. Her reports are complete and insightful, so why should he mind if they are a day or two late?

3. Joy was appointed by the Dean as the Chairperson of the Student Affairs Committee. She works hard to present an issue-centered agenda and wants to be able to present the Dean with resolved issues after the meetings. She often leaves the meetings feeling frustrated and ineffective. All the other students want to do is talk endlessly around the issues. She thinks they are acting immature and not being serious. Mark, one of the committee members, thinks that Joy has let the position of Chairperson go to her head. He says that she has her own agenda and doesn't allow anyone else's ideas to be discussed. If she continues to ram things through, no one will come to the meetings.

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Reflecting Statements

Read each of the statements. Reframe the statement in your own words to reflect a positive understanding.

1. John is too bossy. It's no fun to work with him. I would rather do this by myself.
2. I always have to clean the car, and I never get to use it. It is just not fair.
3. Rita always butts in when we are having a conversation. Why can't she mind her own business?
4. I can never do anything right. Mom's nagging is really getting to me.
5. Cindy is the messiest person I know. Her stuff is everywhere and I'm sick of it.
6. Jim is never on time. I'm always waiting for him. It's no use making plans with him.
7. You really can't count on Susan. She said she would return my book, but I think she lost it. Don't loan her anything!
8. That team is bad news. They have big mouths and play too rough. Besides, they cheat.

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CHAPTER 5

SPEAKING THE LANGUAGE OF PEACE

Chapter 5, *Speaking the Language of Peace*, deals with developing effective communication skills in order to carry out positive interactions in every day social situations as well as in conflict situations. For a foreign language learner, communicative competence involves knowing the rules of social behavior as well as the rules of language. In this chapter, students will explore the language needed for pro-social behaviors such as cooperation, collaboration, affirming others, and expressing feelings clearly in ways that do not accuse others - in other words, the language of peace. The activities presented in this chapter are meant to give students practice in speaking and listening attentively in an atmosphere of caring and encouragement. Teachers can use the proposed lesson by itself or expand it by adding additional activities in related lessons. The [Internet Resources](#) in this chapter provide many ideas for additional lessons that will help students to develop their awareness of behaviors that foster peace and practice language skills that promote positive social interactions.



BACKGROUND INFORMATION

Learning and practicing communication skills within the framework of peace education means establishing a positive classroom atmosphere in which students work together in cooperative ways. Educators who believe that a peaceable classroom is an opportune place to instill attitudes, values, and knowledge that promote peace and non-violence have identified experiences such as cooperative learning, conflict resolution, structured controversy, and school mediation as the core of any comprehensive effort to create a peaceful school environment. Kriedler (1984) has developed a self-assessment exercise for teachers about responses to classroom conflicts. This exercise helps teachers to look at their own peacekeeping strategies in the classroom and identify ways that they can expand their repertoire. As teachers model the skills and the attitudes that promote a peaceable learning community, their students' attitudes and values are positively enriched and shaped.

In addition to the powerful effect of modeling peaceful behaviors in the classroom, explicit teaching of positive communication skills helps learners to focus directly on pro-social attitudes and behaviors and the language that accompanies them. Barbara Birch (1993) calls for teaching pro-social communicative competence in the ESOL classroom and defines such competence to include schemata building through setting up appropriate situations and activities in the classroom. For example, a "rescue" schema for pro-social competence includes being aware of others' needs, knowing what kind of help to offer, and having expectations about what results will be. Other pro-social schemas are awareness of a limited or lacking resource, willingness to share or donate that resource, and an understanding of the consequences of the sharing or donation. Birch includes cooperation, tolerance, acting fairly, and resolving conflicts creatively as topics for classroom instruction. Pro-social knowledge structures can be developed in the classroom through reading literature or watching movies with pro-social messages. Follow-up activities, which include analysis and personal reflection on the pro-social themes, give students opportunities to practice pro-social behaviors and language in a safe and structured setting. Discussions of stories and movies can lead to role play, drama activities, dialogue construction, and personal writing, which give learners experiences in practicing pro-social behaviors. The goal of this instruction is to establish behaviors and language in the classroom that will become an intrinsic part of the learners' attitudes and values after they leave the classroom.

The following list is a selection of the most common pro-social behaviors and communication skills that have been identified by peace educators for classroom instruction and practice. The first two entries are themes in previous chapters of the Peace Education volume.

- [Speaking for a purpose](#). We understand that the perceptions of others may be different from our own and that what is said should serve a mutual productive purpose, such as clarification of the situation. Conflict resolution skills are important for clarifying situations.

- *Listening attentively and reflectively.* Listening to others in order to understand the whole message (the emotions, perceptions, and context as well as what was said) is an important stage in effective communication. Reflection of the whole message back to the speaker communicates that he or she has been understood.
- *Promoting self-esteem, dignity for oneself, and respect for the feelings and rights of others.* Use the language of acknowledging, labeling, and affirming pro-social behavior (e.g. generosity, being considerate, helpfulness) in the classroom in your interactions with students. Also, encourage students to use pro-social behaviors in the classroom. A basic starting point is to provide language activities that show students the functions of thanking, apologizing, welcoming, and other pro-social norms of behavior. This can be done through dialogues, role-plays, modeling, and other activities.
- *Speaking about yourself instead of about the other person.* It is more effective to describe an issue in terms of its impact on you rather than in terms of what the other side did or why you think they did it. Practice the use of "I" statements instead of "you" statements to clarify facts and feelings in practice situations, skits, and dialogues.
- *Speaking with positive emotional expression.* Sometimes when we are angry or highly involved in discussing an issue, we say things that do not promote effective communication. Speaking clearly and firmly so that the other person understands - but without negative emotion - involves making statements without blaming, name-calling, raising one's voice, or demanding. It means avoiding "put-downs" and the use of "loaded" negative language. We can help students to be more aware of negative emotional language and its effects on communication by analyzing scripts for instances of its use. Discussing alternative language that would clarify and improve the understanding of the listener will help learners to be more sensitive in choosing what they say and how they say it. After analyzing and discussing the scripts, students can write and act out both positive and negative versions of dialogues that contain emotional expressions, paying attention to the non-verbal as well as verbal expressions they choose to use.
- *Understanding possible barriers to effective communication and how to diffuse them.* Possible barriers to communication are the behaviors of interrupting, dominating the discussion, criticizing, judging, teasing, and using emotional language. Learners need to be able to analyze the discourse of conversations in order to identify these communication "pitfalls". Further instruction on alternate behaviors for similar situations will help learners to communicate more effectively.

The activities in the lesson for Chapter 5 are based on the above list of pro-social behaviors and communicative language skills.

CLASSROOM APPLICATIONS

The activities in Chapter 5 focus on developing the learners' awareness of pro-social behaviors and the language that accompanies these behaviors in a variety of situations. Learners will practice the communication skills of speaking and listening with the goal of promoting positive social interaction. Teachers are encouraged to adapt this 50-minute lesson to meet the language and social interaction needs of their students. The activities can easily be adjusted for different levels of language proficiency and for topics that are more appropriate or more interesting for your students.



PRELIMINARY LESSON PLANNING

Materials:

In the Warm-up Activity you will create a word-web of positive social acts with your students on the chalkboard. Transfer the word-web to large paper and keep it in the classroom as a *Pro-social Behaviors Chart* for students to use in Activities # 1 and # 2. In Activity # 1 you will use the *Pro-social Behaviors Chart* and you will create a table to record information about the (1) social event, (2) key behavior, and (3) acknowledging statement generated by the activity. A list of *Word Partners* - key words for social behaviors and words with similar or contrasting meaning - is found in [Appendix A](#) for use in Activity # 2. For more practice in using new words, the *Word Form Chart* for Activities # 1 and #2 is found in [Appendix B](#). [Appendix C](#) provides situations for practicing "I" and "you" statements in Activity #2, and [Appendix D](#) provides a transcript of a conversation to be used for analyzing negative emotional language in Activity # 3.

WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To create an effective classroom atmosphere for the study of pro-social behaviors
- To establish a schema for affirming others

Procedure:

1. Ask students to suggest several social behaviors that show good will among classmates and promote a friendly classroom atmosphere. Put the suggestions on the chalkboard with an empty circle in the middle (i.e., the "web" without the key word). In addition to the students' suggestions, use questions in order to elicit the following words and phrases if the students do not volunteer them: sharing, welcoming, being polite, being considerate, cooperation, apologizing, helpfulness, kindness, generosity. Give examples to illustrate the meaning of any terms that are new to the students.
2. Put the term "pro-social behaviors" in the center of the web. Explain to the students that the listed behaviors are positive social behaviors that improve all interactions, not just those of the classroom community. Ask students to volunteer other groups whose interactions would be enhanced by pro-social behaviors. Examples might be: families, sports teams, school clubs and committees, business meetings, etc.

Transition Activity

Tell students that the rest of the class will be devoted to exploring ways to use language positively for better social interactions.



ACTIVITY #1

(Approximately 10 minutes)

Purpose:

- To expand the learners' vocabulary for the topic of pro-social behaviors
- To practice language of acknowledgment for pro-social behaviors

Materials needed:

- The *Pro-social Behaviors Chart*, which was created in the [Warm-up Activity](#)
- A table for recording acknowledgments for pro-social behaviors
- A list of *Word Partners* in [Appendix A](#)
- The *Word Form Chart* in [Appendix B](#)

Procedure:

1. Refer to the *Pro-social Behaviors Chart*. Ask students to offer statements or phrases that could be used to acknowledge someone when they have shown a pro-social behavior. Put a table on the chalkboard to record the information. Model the first acknowledgment yourself. Give students a brief "event", ask students to label the event as one of the pro-social behaviors on the Chart, and then offer an acknowledgment that uses the word or phrase from the chart. An example might be:

Pro-Social Behaviors Chart

Event	Pro-social Behavior	Acknowledgment
Lisa has offered to bring a snack to the after-school book club discussion.	Generosity	Lisa, that is very generous of you! We're always really hungry at the end of a busy day.
Margarite, whose family lives in the area, has invited Tomas and Lu Xiu to Thanksgiving dinner at her house.	Kindness	What a kind thing to do, Margarite. I'm sure your friends will enjoy learning about a North American family tradition.

Fill in the chart for the pro-social behaviors that were suggested for the web in the Warm-up Activity. Encourage students to use a variety of word forms for the Acknowledgments.

Refer students to the list of *Word Partners* in [Appendix A](#).

2. Ask students to transfer the new terms to a *Word Form Chart* and to use a dictionary to fill-out all appropriate forms. See [Appendix B](#) for a sample *Word Form Chart* for key words related to pro-social behaviors.



Transition Activity (approximately 5 minutes)

Purpose:

- To give students vocabulary of "negative emotions" that will be used in [Activity #2](#)

Procedure:

1. Tell students that using language effectively is especially important in situations in which a conflict or disagreement has arisen and emotions are exposed.
2. Ask students to brainstorm some words that express "negative" emotions. Go back to the *Pro-social Behaviors Chart* [Warm-up Activity] used in the Warm up Activity and for each entry of a pro-social behavior, enter a negative term. Brainstorm other negative emotional language. Put this vocabulary on the chalkboard for reference in Activity # 2. Examples of words for "negative emotions" are: angry, hurt, embarrassed, sad, frustrated, unhappy, offended, resentful, etc.. Ask students to use their dictionaries or lexicons to add words to the list.



ACTIVITY #2 (APPROXIMATELY 15 MINUTES)

Purpose:

- To explore the concept of "I" statements versus "you" statements for expressing emotions [See [background](#)]
- To prepare students with appropriate language for expressing emotions positively

Materials needed:

- The list of words describing "negative emotions" from the Transition Activity
- The list of *Word Partners* from [Appendix A](#)

Procedures:

1. Tell the student that in a situation in which people are hurt or angry there is a tendency to use language that blames or accuses the other person - "you" language. This type of language usually is not effective in working out a problem or smoothing angry feelings because it makes the other party feel defensive. A better approach is to state your feelings using "I" statements, clarifying the impact of the situation on how you are affected and how you feel.
2. Give the students a situation and ask them to describe the difference in the impact of two related statements which you put on the chalkboard.

Situation: Cindy and Ellen are friends who often do things together. They made a date to meet at the Mall to go shopping at 2:30. It is now 3:00 and Cindy is waiting for Ellen. When Ellen arrives, Cindy says:

(Put on the chalk board)

You're late again! I can't believe you are so inconsiderate!

I know you're busy, but I get upset when you make me wait for half an hour!

Briefly discuss the students' reactions to the two statements.

Point out again that in an emotional situation, the use of "you" statements usually puts one of the parties on the defensive and escalates the problem. The use of the "I" statement often diffuses the situation and gives the person spoken to the opportunity to respond more objectively. Note the sentence frame for the "I" statement:

" I feel _____ when you _____.

Ask students to suggest other similar frames for "I" statements (e.g., I'm _____ because you _____).

3. Ask the students to work in pairs to respond to the four situations in Appendix C by writing a "you" statement and an "I" statement for each situation. Ask students to join with another pair of students to compare and discuss the different responses to the situations. Vocabulary to express negative and positive emotions is found in Appendix A.
4. Ask students to work in pairs to choose a "negative emotion" and to write a situation about it. Ask each pair to write a "you" statement and an "I" statement for the situation. Then ask each pair to give the situation (but not their statements) to another pair, who will write "you" and "I" statements in response. Ask the two pairs to compare their situations and statements. Did both pairs use the same negative emotion words in the "I" statement? If not, what differences are there in the words?

5. Ask each pair to choose one of the situations to present to the class along with both the "you" and the "I" statements. Discuss with the class ways in which the situation might escalate or de-escalate according to each statement.

Transition Activity (approximately 5 minutes)

Review with the class what the effect is of using "I" statements rather than "you" statements when we are angry or upset (e.g., to soften the negative emotions and to make the other party less defensive). Tell them that by choosing what we say and how we say it carefully, we can express our feelings more clearly and elicit a more receptive response. Tell them that negative emotional language such as put-downs, language of blaming, demanding, or ridiculing, or use of negatively "loaded" words rarely results in a receptive response and is to be avoided if our goal is effective communication.



ACTIVITY #3

(approximately 10 minutes)

Purpose:

- To help students to identify instances of negative emotional language in prepared scripts of conversations
- To discuss ways to change the negative emotional language to positive emotional language [See [Background](#)]

Materials needed:

- [Appendix D](#): Script of a conversation that exemplifies negative emotional language such as put-downs, language of blaming, demanding, or ridiculing, or negatively "loaded" words, etc.

Procedures:

1. Ask students to read with you the Conversation from [Appendix D](#). Read this aloud yourself or have a prepared tape of two voices. Include appropriate intonation patterns, loudness of voice, etc. in the reading. Ask students to listen a second time and to underline any language that they think contains a negative emotion.
2. Put a chart on the chalkboard with the categories of negative language, for example, criticism, blaming, put-down, demands, "loaded" words. With the class, discuss the words and phrases that they have underlined and place them in the chart, pointing out the appropriate categories.
3. Discuss with the students how the language in the chart could be softened to promote a more positive effect. Make a parallel chart and record the suggestions of language that makes the points clearly but is more objective. For example, the statement "You're stupid!" would be recorded as an instance of "name-calling". An alternative statement might be the use of an "I" statement: "I feel really angry when you forget to pick me up. I had to take the bus and I missed my TV show." Note that the alternative softened language often is more specific in stating the exposed emotion than the negatively charged language.
4. Ask students to work in pairs or triads to create dialogues that have instances of negative emotional language. Then have them exchange their dialogues with another pair or triad. Ask the pairs or triads to revise the dialogue to provide more positive emotional language, while still retaining the message of the original dialogue.
5. Return the revised dialogues to the original group. Ask the groups to now write "stage directions" for both of the versions, indicating postures, gestures, facial expressions, tone of voice, etc. Have one of the dialogues acted out in both of the versions. Discuss the impact that the non-verbal language has on the emotional level of the dialogue.



COOL DOWN ACTIVITY

(Approximately 5 minutes)

Purpose:

- To end the class on a positive note

Procedure:

1. Ask students to think of several actions or gestures or greetings might indicate positive feelings in a class and good will among classmates. Some suggestions might be :

Nod your head; Shake hands; Give a hug; Give a smile;

Say: You look great!; How are you?; Nice to see you! Can I help?

2. Tell the students that there is a "camp song" that captures this feeling of camaraderie that they will learn and sing: Put the prepared song on the board, a chart, or a transparency. (The letters of the musical notes are below the lyrics.)

If you're happy and you know it "CLAP YOUR HANDS" (All clap hands)

C C F F F F F F E F G

If you're happy and you know it "CLAP YOUR HANDS" (All clap hands)

C C G G G G G G F G A

If you're happy and you know it then your life will surely show it

F F B B B B D D B B A G A G F F

If you're happy and you know it, "CLAP YOUR HANDS". (All clap hands)

A A G G G F E E D E F

Repeat the song, changing the action phrase to "nod your head", give a hug, etc.

3. Sing the song "If You're Happy" with the class. Ask students to stand in a circle as they sing, and give one student a ball. At the end of the refrain, the student with the ball will throw it to another student, who will then provide the action words for the next verse.



EXTENSIONS

1. Expansion for Activity #2, "you" and "I" statements. Ask students to each make up another situation that could provoke negative emotions (e.g., a situation that makes someone angry, frustrated, hurt, etc.), similar to those given in [Appendix C](#). Ask students to hand in the situations and copy them on small 3" x 5" cards, editing as necessary. These cards will then be used in a game. Students choose a partner and select a game card with the negative situation. They then make up two short dialogues using first "you" statements and then "I" statements, being careful to add notes as to facial expressions and gestures to accompany the dialogue. Pairs can then volunteer to present the dialogues to the class. After the presentation, the class can discuss the dialogues and offer alternatives to the dialogues.
2. Concentration Card Game. From the Word Partners in [Appendix A](#), make a game of "Concentration". Copy contrasting word pairs (e.g., kind-cruel) on separate cards. Make ten pairs for each game. The game is played by having the cards shuffled and placed face down on a table. The first player turns over one card, then a second card, looking for a match. If a match is found and identified by the player, the player gets the pair of cards and accumulates two points. The player then takes another turn. If a match is not made, the turn goes to the next player. The object of the game is to be attentive to where the cards are so that you can make a match on your turn.
3. Conversation Bloopers. [See [Background](#).] An extension of Activity #3, the purpose of this activity is to heighten sensitivity to barriers to effective communication. Ask students to work in groups of three. Give each group a prepared conversation of ten to fifteen lines about a familiar topic in which the language is neutral. (Texts with conversations are a good source for such neutral dialogues. The teacher can also create conversations based on class reading topics or unit themes that are being studied.) The object of the activity is for the group to rewrite the conversation, adding conversation "bloopers", such as interruptions, criticism, negative remarks with loaded words, teasing, etc. The group then presents the revised dialogue to the class several times, with one of the students taking the role of the ineffective communicator.
 - The students present the dialogue to the class once.
 - They present it again, and the class identifies the Bloopers by calling out "blooper" when one occurs. At the end of the second presentation, the presenting team tells the class if all bloopers have been identified.
 - A follow-up presentation of the dialogue then shows how the two effective communicators can reply to the Blooper without using negative language. Phrases such as, "That may well be, John, but we should also *consider, understand, be aware that, etc.*" are useful here.



Word Partners for Pro-social Behaviors

Key words for the pro-social behaviors that were introduced in the Warm-Up Activity are listed in the left-hand column. Use your dictionary or thesaurus to add words that are similar in meaning in the right hand column. The first three have been done as examples. Choose some of the words to add to the Word Form Chart in Appendix B. Add new key words as they come up in class discussion.

Words with Contrasting Meaning	Key Word	Words with Similar Meaning
Unapologetic	apologize (verb)	say you are sorry; acknowledge a mistake
Inconsiderate; thoughtless, unkind	considerate (adj)	thoughtful; kind;
(be) uncooperative; oppose; (be) at cross purposes	cooperate (v)	work together; participate; join in
	generosity (n)	
	helpful (adj)	
	kind (adj)	
	polite (adj)	
	sharing (adj)	
	welcoming (adj.)	

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Word Form Chart for Pro-social Behaviors

Complete the following chart with the appropriate word forms for the given words. Use your dictionary to find the word forms. Add additional words and their various forms from the list of Word Partners in Appendix A and from classroom discussions.

Noun	Verb	Adjective	Adverb
kindness			
	(to be) generous		
			politely
		welcoming	
	cooperate		
		apologetic	
			considerately
	share		
helpfulness			

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Situations for "You" and "I" Statements

Read the following situations and write an "I" statement and a "you" statement for each situation. Use the guidelines discussed in Activity 3.

Situation A: Jill and Donna are working on a project together. Jill was supposed to bring in newspaper clippings for them to work on together. Jill forgot, and now the project will have to be handed in late, resulting in a lower grade for both of them. Donna says:

Situation B: Dan and Gene are roommates. Dan often comes home late from parties and makes a lot of noise, waking Gene from his sleep. This has happened again, and Gene says:

Situation C: Franco and Chang are classmates, and they sometimes eat lunch together in the cafeteria. Franco has the habit of forgetting his meal ticket, and Chang has repeatedly given him a meal from his own meal ticket. Lately, Chang is beginning to wonder if Franco forgets or if he just wants a free lunch. At the next incident Chang says:

Situation D: Bob and Howie work together in after-school jobs in a supermarket. At work Bob is friendly with Howie, and they joke around and take their breaks together. However, when they are in school, Howie notices that Bob never talks to him or invites him to each lunch in the cafeteria. Today Bob was eating with a group of his friends when Howie came to the table; everyone left the table as soon as Howie sat down. After work Howie says to Bob:

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APPENDIX D

Conversation script

Situation: *Tricia and Roberto are co-workers on the college newspaper. Tricia is responsible for choosing and editing the stories that will be included in each edition, and Roberto is a reporter. Roberto thinks that Tricia is not treating him or the paper fairly because some of his articles, which often deal with sports issues, are cut entirely and others are shortened and edited substantially. Roberto decides to make a point of this with Tricia.*

Roberto: So, Tricia, are we going to have another "College Social Life" issue this week?

Tricia: What are you talking about? I suppose you want to have your own column - "Ask a Jock", or maybe "Who Wins What".

Roberto: That's a really bigoted thing to say.....at least people are interested in my stories. The last three issues of this paper read like a poor imitation of "People" magazine.

Tricia: Don't be such a baby. If you're going to be a journalist, you have to grow up and stop whining when your story is scrapped.

Roberto: Right. Your society sheet is why we have been losing readers all semester. This is a college campus, Tricia. How many people did you see at the poetry reading last night compared to the basketball game? People play sports, watch sports, and they want to read about sports.

Tricia: And you are the campus "bad sport", Roberto. Your stories always have a macho slant.

Roberto: You know, Tricia, not everybody thinks you are the last word in journalistic criticism. If you weren't Dr. Anders' pet, you wouldn't be the editor of this paper.

Tricia: Get lost, Roberto. And cover something besides a basketball game if you want your stories in print.

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CHAPTER 6

DEVELOPING CULTURAL UNDERSTANDING

By Carolyn Duffy and Tiina Matikainen

Chapter 6, *Developing Cultural Understanding*, provides students with knowledge and activities to enhance their awareness of cultural patterns among the different cultures of the world. Being aware of the differences that exist between cultures and knowing how to act when we are faced with puzzling cross-cultural situations are important skills for harmonious intercultural relations. Cross-cultural research shows that we can examine all cultures by using a basic taxonomy of cultural behaviors which allows us to see the differences and similarities that exist between cultures.

In this lesson students will learn about basic attitudes different cultures have towards three cultural value dimensions: the role of the individual in a society, power distance, and time orientation. Students will then apply this knowledge in activities which require them to decide how to act in cross-cultural situations based on the information they have learned about that culture's values. Teachers can use the proposed lesson alone or expand it by adding additional content and activities in related lessons. The Internet resources given at the end of the chapter provide information and ideas for further expansion of this topic in subsequent lessons.



BACKGROUND INFORMATION

The **culture** in which each of us lives influences and shapes our feelings, attitudes, and responses to our experiences and interactions with others. Because of our culture, each of us has **knowledge, beliefs, values, views, and behaviors** that we share with others who have the same cultural heritage. These past experiences, handed down from generation to generation, influence our values of what is attractive and what is ugly, what is acceptable behavior and what is not, and what is right and what is wrong. Our culture also teaches us how to interpret the world. From our culture we learn such things as how close to stand to strangers, when to speak and when to be silent, how to greet friends and strangers, and how to display anger appropriately. Because each culture will have a unique way of approaching these situations, we find great **diversity** in cultural behaviors throughout the world.

Learning about cultural diversity provides students with knowledge and skills for more effective communication in intercultural situations. Samovar and Lee (1997) suggest that the first step in being a good intercultural communicator is to know your own culture and to know yourself - in other words, reflect thoughtfully on how you perceive things and how you act on those perceptions. Secondly, the more we know about the different cultural beliefs, values, and attitudes of our global neighbors, the better prepared we will be to recognize and to understand the differences in their cultural behaviors. The knowledge of cultural differences and self-knowledge of how we usually respond to those differences can make us aware of hidden prejudices and **stereotypes** that are barriers to tolerance, understanding, and good communication.

The cultural behaviors of people from the same country can be referred to collectively as **cultural patterns**, which are clusters of interrelated cultural orientations. The common cultural patterns that hold for the entire country represent the **dominant** culture in a **heterogeneous society**. It is important to remember that even within a **homogeneous culture**, the dominant cultural pattern does not necessarily apply to everyone living in that culture. Our perception of the world does not develop only because of our culture; many other factors contribute to the development of our individual views. When we refer to a dominant cultural pattern we are referring to the patterns that foreigners are most likely to encounter. We also need to remember that culture is dynamic and that as the needs and values of individuals change, the cultural patterns will change also. One example of such a change is the status of women in the United States culture.

After World War II, women began to work outside the home and started to share the previously male role of family provider. At the same time, family roles shifted to accommodate the working wife and mother, and men had to assume more responsibility for maintaining the home, like helping to cook, clean, and care for children.

Value dimensions that have a significant impact on all cultures are individualism- collectivism, power distance, and time orientation. Hofstede (1980) has developed a taxonomy (a classification system) that identifies value dimensions that are influenced and modified by culture and includes individualism-collectivism and power distance, among others. Within his taxonomy, in individualistic cultures each individual is the most important part of the social structure and each individual is valued for his unique persona. People are concerned with their own personal goals and work towards fulfilling those goals. In an individualistic culture, people do not often possess loyalty to any groups. In collective cultures, on the other hand, individuals are very loyal to all the groups they are part of, including the workplace, their family and their community. Within collectivism, people are concerned with the groups' ideas and goals, and act in ways that fulfill the groups' purposes rather than the individual's. Samovar and Lee (1997) note that while individualism and collectivism can be treated as separate dominant cultural patterns and that it is helpful to do so, all people and cultures have both individual and collective dispositions.

According to Hofstede's (1980) classification system, a second value-dimension that varies with different cultures is power distance; some cultures have high-power distances and others have low-power distances. High-power distance cultures believe that authority is essential in social structure and that strict social classes and hierarchies exist in these countries. In low-power cultures people believe in equality, and the people with power interact with the people without power on an equal level.

Kluckhohn (1961) offers a second taxonomy that classifies a culture's orientation to time. In our world, we have cultures that are past-oriented, present-oriented, or future-oriented. Each of these different attitudes describes the degree to which the culture values the past, the present, or the future. Cultures place emphasis on the events that have happened or will happen during the period that they view as important. The cultural patterns that have been identified by cross-cultural research will be further explored in Chapter 7.



CLASSROOM APPLICATIONS

The following 50-minute lesson introduces students to some basic cultural values including individualism, collectivism, power distance and time orientation and discusses how knowledge about these different cultural values can enhance our understanding of cultural diversity. Teachers are encouraged to expand on the lesson and to adapt the language and content to the needs of their students.



PRELIMINARY LESSON PLANNING

Materials:

For the lesson, make copies of the following materials for all students:

- Handouts of questions used during the warm-up activity. (If you prefer, you can also write these questions on the blackboard or on a poster board prior to the lesson.)
- Handouts of the [Reading for Activity #1](#) and the [Comprehension chart](#) for the reading activity in Activity #1.
- *Cultural Advisor* cards on which the [Letter for Activity #2](#) has been copied. Make enough copies for groups of four students to work on the letter.



WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To create an effective atmosphere for studying cross-cultural understanding
- To raise students' awareness of some aspects of their own culture
- To raise students' awareness of some aspects of the different cultures represented in the classroom

Materials:

Handouts of the questions in step 2 for each student in the class.

Procedure:

1. Place students in groups according to their native cultures. The ideal group size would be three students in a group, but you can adjust the group sizes according to the cultures represented in the classroom. If you have a homogeneous classroom, you can put the students into groups of three.
2. Choose two of the questions listed below and ask the students to discuss the questions as they relate to their own culture.
 - In your country, at what age do children move away from home, and why do they leave home?
 - In your country, who decides which activities children do after school? (For example sports, clubs, theater, studying etc.)
 - In your country, do students see their teachers outside of the classroom? For example, do teachers invite students to visit their homes?
 - What do students do in your country if they disagree with the teacher?
 - Is it acceptable in your country to be late for a meeting with a friend, with a family member, or with a co-worker?
 - Do people in your country visit each other's homes unannounced?
 - In your country, when children pretend to be heroes while playing, who do they want to be?
 - Do people in your country talk about the future often, and if so, what do they say about the future?
3. After the students answer the two questions in a group, have the groups share their answers briefly with the whole class. In a homogeneous class, the teacher can provide the United States or another culture's behavior to the questions during the discussion. Use the board or a poster to collect the responses of the different groups and point out the similarity and differences of behaviors between the groups. If you have a homogeneous class, discuss the degree to which individuals in the group agreed on their answers, and point out the diversity and similarity of behaviors within one culture.

Transition Activity

Explain to students that there are terms that characterize the most predominant patterns of behavior in each culture and that these patterns reflect what each culture values. Tell students that they will read a passage that discusses three of the cultural patterns we use to refer to these predominant cultural values. Put the terms individualism - collectivism, power distance, and time orientation on the board. Explain to the students that the reading will give examples of these patterns by describing how two different cultures deal with these issues. Tell students that first they will do the reading and then fill out a comprehension chart about the reading.



ACTIVITY #1

(Approximately 15 minutes)

Purpose:

- To read and learn about the cultural values of individualism-collectivism, power distance, and time orientation
- To synthesize the information from the reading into a comprehension chart
- To provide students with information about certain cultural values so they can apply this knowledge to practical issues in everyday life

Materials:

- Handout of the [Reading](#) for each student
- Handout of the [Comprehension chart](#) for each student

Procedure:

1. Give students copies of the Reading that describes the cultural orientation of two different cultures (culture Y and culture X) toward three basic cultural patterns that exist in these cultures: individualism - collectivism, power distance, and time orientation.
2. In pairs, ask students to read individually and then fill out the Comprehension chart with their partner. Point out to the students that the bolded words in the reading are the terms we use for the cultural pattern that is described.
3. After the students have completed the chart, put two pairs together to create groups of four and ask them to check their answers.
4. Check with each group to make sure that the answers are correct.

Transition to Activity 2

Bring the class together and briefly review the cultural patterns that were described in the reading (individualism, collectivism, low power distance, high power distance, future time orientation, and past time orientation). Answer any questions about the cultural patterns. Ask the students if they can think of any situations in which the information that they have learned about would be useful. Tell them that in the next activity they will get a chance to be "cultural advisors".



ACTIVITY #2

(approximately 15 minutes)

Purpose:

Students will apply the information learned in the previous activity to analyze some cross-cultural problem situations.

Materials:

Cultural Advisor game cards on which the four letters in [Appendix D](#) have been copied. Make enough copies for groups of four students to work on each letter. For large classes, two groups may work on the same letter.

Procedures:

1. Place the students into groups of four. If you have a multi-cultural class, mix up the cultures in each group.

2. Tell the students that they are going to pretend to be cultural advisors for someone who is experiencing a problem with a person from a different culture. Tell the students to read the letters with their group.
3. After they read the letter, ask the groups to try to answer the following questions:
 - a. What is the problem the writer of the letter is experiencing?
 - b. Why is the writer experiencing this problem based on the cultural patterns and behavior we have just read about?
 - c. What advice would you give the writer?
4. After each group discusses and resolves the problem, have the group present their answers to the class. Allow students to ask questions about the other groups' answers to the letter.



COOL DOWN ACTIVITY

(Approximately 5 minutes)

Purpose:

To give students the opportunity to reflect on the cultural patterns presented in the lesson.

Materials:

Students will need a bound notebook for journal writing

Procedure:

1. Ask students to begin a journal entry in which they write a letter to the Cultural Advisor that involves a problem with a friend from another culture. The problem should be related to the cultural patterns of power distance or time orientation. Tell students to review the information in the reading from Activity # 1 before they write their letters. The letters can be finished out of class.
2. In the next class, plan to discuss the students' letters and the possible answers a Cultural Advisor might give.



EXTENSIONS

Matching and discussion: Ask students to make up lists of at least five cultural behaviors that are related to cultural values of individualism-collectivism, power distance, and time orientation and that were discussed in the lesson. The teacher reviews the student lists and chooses situations to put on 3 x 5 index cards. These cards should briefly describe a behavior (e.g., people do not like to destroy historical things because they consider them extremely valuable to the society). Students form groups of three and take a set of six situation cards. The task of the group is to decide which cultural value from the lesson influences the described pattern of behavior. After group discussions (ten minutes), each group reports on the behavior and matched cultural value to the class. If time permits, groups can exchange sets of cards and play again.

1. *Role-play:* Create several different problematic cross-cultural situations for pairs of students to act out as a role-play. Student A receives the problem situation and goes to see a cultural advisor to talk about this problem and ask for advice. Student B acts as the cultural advisor and gives advice about the problem. Then the students can reverse roles. The teacher acts as a facilitator during the role-play rehearsals and answers questions, confirms advice, etc. If time permits, several role-plays can be presented to the whole class, followed by a discussion of the issue.

2. *Culture Investigator*: Based on the cultural patterns/value dimensions discussed in the lesson - individualism-collectivism, power distance, and time orientation - have students do a project about their own culture. The students, individually or into groups, decide (1) how their cultures would be classified for the values presented in the lesson and (2) how these cultural patterns would be demonstrated in everyday life. The project can be completed as either a writing assignment or as an oral presentation.
3. *Additional cultural patterns for class study and discussion*: Students could be introduced to additional cultural patterns of importance. In addition to individualism-collectivism and power distance, Hofstede (1980) describes the value dimensions of uncertainty avoidance and masculinity-femininity. Kluckhohn (1961), in addition to the time orientation, describes the value orientations of (1) Orientation to Human Nature (basically evil, a mixture of good and evil, and basically good), (2) Relationship of Humankind to Nature (people subject to nature, people in harmony with nature, and people the master of nature), (3) Activity (being, being in becoming, and doing). Hall (1977) presents his classification system by looking at how high-context and low-context cultures respond to various message systems. Samovar et.al. (1997) add the categories of Formality-Informality and Assertiveness-Interpersonal Harmony as important cultural patterns. Background information on these cultural patterns is provided in Samovar et.al., Chapter 3 (1997).
4. *Cultural Advisor*: Ask students to write a letter to the Cultural Advisor in which they ask for advice on a cultural problem that they have experienced. Invite the students to share the letters with you or with a classmate, who will be the Cultural Advisor for the problem. If time permits, share the letters with the class and discuss different perspectives on the cultural problem.



Terminology for Chapter 6

Behaviors are the way we act based on our learned beliefs and values.

Beliefs are our conviction in the truth of something that we learned by living in our culture; they are the core of our actions and tell us how to behave in the world. Our beliefs are the basis for our values.

A **culture** is a group of people who share a background because of their common language, knowledge, beliefs, views, values, and behaviors. Culture often results in hidden patterns of communication, viewpoints, and expressions that people in that specific culture share. These hidden patterns have an effect on the way people behave, perceive the world, and interact with others.

A **cultural pattern** is the collective term to describe a cluster of interrelated cultural orientations. Cultural patterns are made up of interrelated cultural behaviors which are influenced by values that are shared by a cultural group.

Diversity is the state of being different or of unlikeness (dictionary definition). In the context of society, diversity is when various different factors interact to define the society of a particular culture. For example, religions, music, art, dance, foods, educational levels, and economic wealth may be similar for the majority of the people in a homogeneous culture. In a heterogeneous culture, compiled of many ethnic groups, there will be a diversity of cultural features.

A **dominant** culture or cultural pattern is the one that represents the majority or the largest number of people.

A **homogeneous society** is one in which the majority of the members share the same cultural beliefs, attitudes, and values, and there is little difference in the economic wealth or social distance of the members of the society.

A **heterogeneous society** is one in which members of the society come from diverse cultural groups. Usually there are differences of economic wealth, educational levels, and social status between the groups who live in the society.

Knowledge is the facts, skills, and understanding that people of a shared culture have gained through learning and experience.

A **stereotype** is the belief or opinion held by one group that the majority of a different group can be classified by the actions, appearance, or attitudes of a few members of the group.

Values are a set of beliefs based upon a code of ethics in a society. They tell us what is right and wrong, good and bad; they tell us how to live our lives.

A **value dimension** is a set of interrelated values that exist along a continuum of relative importance. We use this term to describe the values that influence cultural behaviors in all cultures.

Views are the perceptions, judgments, or opinions on certain issues that individuals learn from their cultures.

(Definitions are adapted from Samovar et.al., 1997)

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Reading for Activity #1**CULTURE X**

Culture X values **collectivism**, which means that individuals in that society believe that the groups they are part of are the most important parts of the society. When people make decisions, they consider the groups' goals and wants. In culture X, people value the groups they belong to more than their own individual selves. People are very loyal to the groups they are part of, and usually people stay at the same job all their lives. In this culture, when people make choices about marriage, education, and work, they always make their decisions together with their families. Their decisions are made based on what their families want them to do.

Culture X believes in **high power distance**, which means that people who have more power and who have higher positions are treated more formally than other people. In this culture, people are taught that we are not all equal. Some people have more power and authority than others do, and we should treat these people with more respect. In this culture, students do not call their teachers by their names, and teachers and students do not spend time together outside of the classroom.

Culture X is **past-oriented**, which means that people stress the importance of history. They believe that the events of the past determined what they are today. When the society makes decisions, the events of the past should be considered and respected. This culture does not easily make changes in their culture because they want to hold on to the past.

Note: China, Japan and Korea are examples of the Culture X profile for time orientation and collectivism. The countries of Brazil, Mexico, and Venezuela fit the Culture X profile for high power distance. (Hofstede, 1980)

CULTURE Y

Culture Y values **individualism**, which encourages people to make their decisions based on their personal goals and wants. Culture Y people feel that each individual is special and different from others. People in this culture believe that they are the most important things in their environment. Culture Y encourages people to do things because they want to do them and to make decisions based only on their wants. If Culture Y people are not happy at their jobs, they are encouraged to look for jobs that will make them happier.

Culture Y also believes in **low power distance**. This means that the Culture Y people believe all people are equal and should be treated equally regardless of their positions and authority in the society. In Culture Y, supervisors and people in power and their subordinates perceive each other to be the same kind of people. Many students call their teachers by their first names, and many teachers socialize with their students outside of the classroom.

Culture Y society is very **future-oriented**, which means that people are very optimistic and excited about the future, and they believe that the future will be better and more prosperous for them. In Culture Y, people have discussions about the future. People believe that the future will bring them more happiness and good things

Note: The United States and Canada exemplify the Culture Y profile for individualism and future-orientation. Finland, Denmark, and Norway fit the Culture Y profile for low power distance. (Hofstede, 1980)

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APPENDIX C

Comprehension chart for the reading activity in Activity #1		
	CULTURE X	CULTURE Y
Who should people think about when making decisions about their lives? <i>Which cultural value does this illustrate?</i>		
What is a person most likely do if he or she is unhappy at a job? <i>Which cultural value does this illustrate?</i>		
Do people treat professors and farmers the same? If not, how does the treatment differ? <i>Which cultural value does this illustrate?</i>		
Do students have coffee with their teachers after class? <i>Which cultural value does this illustrate?</i>		
Do people in this culture like to stress the past, present or future events of the society? <i>Which cultural value does this illustrate?</i>		

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Letters for Activity # 2

Letter #1

Dear Cultural Advisor,

I have been going out with M for the past year. He is an exchange student at our high school, and we have a lot of fun together. Now it's time for both of us to go to college. I am going to study medicine, because I really want to be a doctor. My father was a little disappointed, because he always wanted me to be a lawyer. But both of my parents are happy for me since I have a definite idea of what I want to do with my future.

I am disappointed for M though. He really likes children and would love to be a teacher, but he will not study to become a teacher. Instead, he will study business and work in his family business in his country. That is what his family has always planned for him. I'm sorry that he is not able to do what he wants to do. I keep encouraging him to become a teacher, but he keeps telling me it's not that simple. We have arguments all the time over this issue. I just don't understand why he will not tell his family what he really wants to do. Can you please help me?

Confused

Questions to consider:

Where do you think that M is from? What cultural pattern is demonstrated?

Where do you think that Confused is from? What cultural pattern is causing her confusion?

Letter #2

Dear Cultural Advisor,

My boyfriend J told me he wants to marry me, and I am very happy because I really love him. Before we start making any plans, he wants me to spend some time with his family. He told me that he needs to know whether his family likes me before we go any further with the wedding plans.

This upset me. If he loves me, why does he care what his family thinks about me? My parents aren't too excited about us getting married because we have only been dating for six months. I told my parents that I love J and it's my decision to marry him. They told me it was okay, as long as he made me happy.

Next week J's family will come to spend time with us so they can get to know me. I am really nervous because I think that if they do not like me, J will not want to marry me.

Can you please help me? Why is J so concerned about his family's opinion of me?

Wondering

Questions to consider:

Where do you think that J is from? What cultural pattern is demonstrated here?

Where do you think that Wondering is from? What cultural pattern is making her so unhappy in this relationship?

Letter #3

Dear Cultural Advisor,

Today my Economics teacher Mr. Huxbury invited me to have a cup of coffee with him at the café after class. He said he wanted to learn more about the economic system in my country and that he really wanted to talk to me about this. I told him that I could not go because I had already made plans.

To tell you the truth, I feel awkward about this situation, and I think that I upset him when I told him that I could not go. He told me we could go another time.

I don't understand why Mr. Huxbury wants to talk to me. I'm just a student, and I wonder why he didn't invite me to his office for an appointment. This has made me very anxious. What should I do?

Just a Student

Questions to consider:

In what country do you think this took place? Where do you think that Just a Student might be from? What cultural patterns are causing this problem?

Letter #4

Dear Cultural Advisor,

I would like to invite my good friend T home with me for Spring break, but I'm not sure how my family and T will get along. The problem is that T is very formal with adults - he bows and always uses their last names. He is quiet around people and seems shy, which isn't true because he's a great guy with his friends. T just can't seem to be informal with adults, even people he knows well, like our landlord and his wife at school. My family, on the other hand, is always joking around and having fun, and my parents and relatives may think that T is unfriendly if he is so formal with them. I want everyone to have a good time, but I'm worried that both T and my family will feel uncomfortable together. What should I do?

Anxious about Spring Break

Questions to consider:

Where do you think each of these students is from? What cultural pattern is in conflict in this situation? Can you think of any way to resolve the problem for Anxious?

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CHAPTER 7

CORNERSTONES OF PEACE: VALUING DIVERSITY AND PRACTICING TOLERANCE

By Carolyn Duffy

Valuing diversity and practicing tolerance are central to the goal of achieving peace and good will in our lives and the world. In this chapter students will learn about diversity through readings and discussions. Tolerance, the appropriate response to diversity in a peaceful world, will be illustrated through problem solving situations and through group discussions of these situations. Language skills are developed through new vocabulary from readings and discussions, reading critically and writing responsively, and practicing the skill of oral presentation. Teachers can use this unit by itself or design a series of connected lessons that explore the themes in more detail. Internet resources presented later in the chapter give ideas for extending the lesson. The ideas presented here are meant to serve as a starting point for teachers interested in exploring the themes of diversity, tolerance, and empathy in their classes.

BACKGROUND INFORMATION

In Peace Education, one goal is to develop students' awareness of the elements that promote peaceful living and harmonious relations among families and friends; neighborhoods and social groups, school, and professional communities; and states and nation-states at the national and global level (see [Chapter 1](#) of this volume). Two important elements that contribute to peaceful living in a **multicultural society** are valuing diversity among the cultures and the nations of the world and **tolerance** of differences between ourselves and others. Helping our students to understand these important concepts will enhance their understanding and develop their skills as our future peacemakers and peacekeepers.

Diversity is a positive aspect of human society. Diversity opens up possibilities, challenges us to consider alternatives, and keeps us from stagnating - getting in a rut. Within our diversity as humans there are differences in perceptions, needs, values, beliefs, desires, power, goals, opinions, and other components of human interaction. These differences often lead to conflict and disagreement between individuals, between groups, and between nations. However, we can make use of human and cultural differences. First, we can learn more about the differences and understand why the differences exist. This knowledge provides us with new ways of looking at things, and gives us new ideas and possibilities that we may never have considered. Perhaps we may change our feelings or our behaviors as a result of understanding more about those who are different from us, or we may respectfully disagree on the points of difference.

Examples of positive contributions of diversity exist around us in our daily lives. Different jobs in the workplace allow the overall effort of the business or organization to be more effective and efficient. Different ideas contribute to improving the workplace, the schools, and the government. Diversity of ideas and opinions about movies, books, dress, or politics makes our lives richer and more interesting. Families and friendships are strengthened when diverse perspectives and interests and new and different ideas are valued and encouraged within these relationships. Diversity is something to celebrate and to learn from, not something to change.

Cultural diversity, the differences between the behaviors, values, beliefs, and attitudes of different cultural groups, is becoming more apparent throughout the world because of the increased frequency of contact of people from different cultures. This contact occurs when refugee populations are forced into other countries or people immigrate to different countries in search of better lives and economic security. Today, with the support of technology for rapid communication and inexpensive and accessible travel for business and pleasure, we are seeing the appearance of multicultural societies at the community, the national, and the international levels. Cultural diversity is apparent in our lives, and cultural understanding has become a necessary part of our educational experience (see [Chapter 6](#) of this volume).

Sometimes, however, multicultural societies experience **intolerance** of the differences of others, and conflicts arise between individuals and groups. This occurs when people do not accept the differences of others, even though they may understand why people from other cultures exhibit certain behaviors that are different from those they know and approve of. Instances of intolerance happen in our communities, our schools, and the workplaces when cultural differences are not anticipated and dealt with in a tolerant and understanding manner.



CLASSROOM APPLICATIONS

This 50-minute lesson introduces the elements of diversity and tolerance in two situations: the school and the workplace. The activities are meant to raise students' awareness of individual and cultural diversity and to provide opportunities for students to identify instances of intolerance and to suggest responses of tolerance. Teachers are encouraged to expand on the lesson and to adapt the language and content to the learning needs of their students.



PRELIMINARY LESSON PLANNING

Materials:

- For the Warm-up Activity, make a transparency or poster which describes a situation in which a cultural difference elicits a response of intolerance.
- For Activity 1, make handouts of the readings and worksheets in [Appendices B](#) and [C](#) for students in each of the groups.
Note to the teacher: Possible answers for the discussion questions are given in [Appendix D](#)
- For Activity 2, provide opportunity to practice the oral presentation if the learners have limited oral production skills.



WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To raise students' awareness of tolerance/intolerance

Materials:

- a transparency or poster which describes a situation in which a cultural difference elicits a response of intolerance

Procedure:

1. Give students an example of an incident in which someone was treated with intolerance because of a perceived difference from the expected norm.

Explain that intolerance can be demonstrated by such actions as bad treatment, indifference, or actual neglect of a need. Discuss the situations and ask for suggestions of a more tolerant response. Examples you might use are:

In the early 1960s being a vegetarian in the USA was not a common lifestyle. A businessman was attending a luncheon sponsored by his company. The choices at the luncheon were seafood, chicken, and beef. When he pointed out that he did not eat any of these foods, he was told that he should have more of the salads and the desserts.

Example of a more tolerant response: *In the 1990s it is the policy at most business luncheons to offer at least one main dish that is appropriate for a vegetarian.*

2. Ask students to think of an incident when they felt that they (or someone or some group that they know of) were treated with intolerance because they were not from the expected norm. Then ask the students to share a few of the incidents.
3. Note the incidents of intolerance on the chalkboard, along with suggestions for a more tolerant response. For example:

<i>Incident</i>	<i>Response</i>	<i>More tolerant response</i>
Vegetarian at a luncheon	Only fish, beef, or chicken is served	Offer one main dish that is vegetarian.

4. Discuss with the class the consequences of acts of intolerance for the parties involved.



Transition to Activity 1

Tell the students that they will examine some situations which illustrate differences between people from different cultures. Review briefly the cultural patterns that are given in the reading from [Chapter 6, Appendix B](#) (individualism/collectivism; power distance; and time-orientation). Tell the students to think about these cultural patterns and others that they will find as they read the situations. Explain that their task is to read the situations and identify the points of difference and the cultural orientations that may have influenced the different behaviors. Tell students that after they read and fill out a chart with the cultural differences, they will form small groups to discuss (1) What possible outcomes might result if there were intolerance to the differences in the situation, and (2) What behaviors of tolerance could be shown to produce a positive outcome for the situation.



ACTIVITY #1

(Approximately 15 minutes)

Purpose:

- To compare cultural differences and to examine possible reactions to these differences
- To read for information and to synthesize new information with what students know about cultural patterns
- To predict behaviors of intolerance and tolerance
- To practice new vocabulary in group discussions
- To practice writing by synthesizing the information in a personal written response

Materials:

- Handouts of the readings and worksheets in [Appendices B](#) and [C](#) for students in each of the groups

Procedures:

1. Ask students to form groups of three. (If possible, each group should include students from different ethnic backgrounds.) Assign each group one of the situations in Appendices B and C.
2. Ask students individually to read the situation assigned to their group. After they reading the situation, ask the groups to discuss the following questions and fill in the worksheet.
 - A. What are the elements of cultural diversity in the situation? Use the worksheet chart to keep track of the differences for each cultural group in the situation.
 - B. What are some possible negative outcomes if there is intolerance to the differences in this situation?
 - C. How can the differences be handled in a positive way? What gestures of tolerance can you suggest to respond to the differences in this situation?
3. As a homework assignment, ask the students to use their journals to individually write up their group discussions, which should include a discussion of each of the questions (A, B, and C). Invite them to hand this in to you for your comments.



ACTIVITY #2

(approximately 15 minutes)

Purpose:

- To practice oral presentation skills related to the situations in [Activity 1](#)
- To further practice the vocabulary introduced in the situations in Activity 1

Materials:

Completed worksheets from Activity 1

Procedures:

1. Ask each group to present the information from their discussion to the class orally. Use the information in the completed worksheets to organize the information for the presentation. If several groups have completed a reading and worksheet, ask them to work together in a larger group to prepare the oral presentation. For example, students could divide the task so that some students would present information on the differences between the Asian and Anglo children and others would present the negative outcomes of intolerance and the positive outcomes of tolerance.
2. Follow each presentation with a class discussion of the issues raised.



COOL DOWN ACTIVITY -- JOURNAL WRITING

(Approximately 5 minutes)

Purpose:

To give students the opportunity to reflect on the situations and discussions in relation to their cultural values and behaviors

Materials:

A Class Journal

Procedure:

1. Ask students to begin to write a journal entry in which they describe how they think the situation they read about and discussed with the small group would be handled in their own cultures. Journal entries can be completed out of class.
2. Invite students to share their entry with you or with a classmate.



EXTENSIONS

1. *Celebrating cultural diversity:* Ask students to think of an instance of cultural diversity within their own cultures that has been positively received into the mainstream of their national heritage. Ask them to collect pictures and photographs which illustrate this diversity and to prepare an oral presentation for the class. The presentation could identify the background of the diversity and give current examples of how this diversity is celebrated, for example, cultural festivals, holiday traditions, radio or TV shows that broadcast in another language or that highlight a cultural group, etc.
2. *Council for Tolerance and Understanding:* Using the incidents of intolerance that students mentioned in the Warm-up Activity, ask students to write up their incident. Review their written work and make the necessary revisions for vocabulary and sentence structure. Then ask students to write the incident on a 3 x 5 index card. Put students in small groups and distribute a card to each group. Ask students to discuss the incident. Ask them to try to determine what caused the negative response and to suggest responses that would show tolerance and understanding. At the end of the activity, ask each group to present the results of their discussion to the class.
3. *The Week in Review:* For one week ask students to keep a journal in which they list incidents which they have observed of intolerance to differences between individuals or groups. The incidents could come from their lives or from the news media. At the end of the week, set up a "council" (as described in Extension Activity # 2) which would review several of the observed incidents. The tasks of the council would be to determine why the responses of intolerance occurred and to suggest responses that would show tolerance and understanding. The "council" could be held as small group discussions or include the full class.



APPENDIX A

Terminology: Cornerstones of Peace

Diversity and Tolerance

Diversity is a state of being different or of unlikeness according to a dictionary definition.

In a society, diversity means differences in various factors that interact to define the society of a particular culture. For example, religions, music, art, dance, foods, educational levels, and economic wealth may be similar for the majority of the people in a homogeneous culture. In a heterogeneous culture, compiled of many ethnic groups, there will be a diversity of these and other cultural features.

Cultural diversity refers to the differences in cultural features (e.g., dress, food, and art forms; religious beliefs; and attitudes towards work, leisure time, marriage, birth, and death) between cultural groups.

Multicultural societies are those in which many cultural groups live together within the same nation.

Tolerance is the acceptance of differences in others, shown by attitudes and behaviors toward the person or group who is different.

Intolerance is the lack of tolerance, or acceptance, of differences in others. Intolerance to differences can lead to disagreements and conflicts between people, groups, and nations.

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APPENDIX B

Cultural Situation 1

The School Community

The setting is an elementary school in a city in the country Z. Recently, several families from a foreign country, X, have moved into the community. The children are ages six to eleven and speak some English. They are placed in the classrooms of a primary school that has students from a predominantly Z background.

The X children study English in a special class one hour each day. They are quiet, well disciplined, and they do their work, but they do not volunteer answers in the classroom situation where their Anglo classmates are very active and verbal. They act more like observers than participants in the classroom lessons.

Rather than eat in the school cafeteria, the X children bring their lunches and eat together in the classroom. The food is quite different from the usual sandwiches and fruit that the Z children bring in their lunches from home, and it has a very different aroma that pervades the classroom. The Z children do not like the smell of this food and sometimes make insulting comments about it.

The X children stay together on the playground at recess and have not made many other friends. They prefer to play their own games and do not play football, tag, or other competitive games. As a result, the Z children either just ignore them or sometimes make fun of their games.

The teachers notice that the X students are not being accepted into the school community. The teachers want to improve the situation for everyone.

Discussion Questions: Work with your group to discuss answers to the following questions about the situation you have read. Use the chart to keep track of the differences that you found between the two groups of children.

- A. Identify three elements of difference between the X children and the Z children in their school behaviors.
- B. What are possible negative outcomes if there is intolerance to the differences?
- C. What needs to happen if positive outcomes are to occur? What gestures of tolerance could be shown in this situation?

A. Differences between the two groups of children

Z children	X children

B. Negative outcomes of intolerance

C. Gestures of tolerance

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Cultural Situation 2

The workplace

The setting is a large medical center in a city in country Y. A large group of workers who are immigrants from a foreign country, Q, have been hired as custodians at the medical center. They have taken basic English classes sponsored by the medical center, and they have adequate oral skills but cannot read or write in English. The Q employees come from different backgrounds in their home country. Some have a high school education while others have only a few years of schooling. They are happy to be working at the medical center because they need to have jobs to support themselves and their families.

Since the Q workers have been at the medical center, their work performance has been questioned because often they are late for work. In addition, they leave during the day if they are needed at home. They do not expect to be paid for the time that they are not at work, and if someone needs to leave early, a co-worker will often stay longer to complete the friend's shift. However, their Y supervisor is frustrated at their apparent lack of commitment to the job and the complication with the work schedules. On the other hand, the Y supervisor is very happy with their work in general, which he says is well done and often goes beyond the specified job requirements.

Some of the staff on the floor has noticed that the Q workers talk to the patients as they do their work and establish friendly relationships with them. Sometimes the Q workers bring something from their homes, like a handcraft or family photo that they think a patient will like. This is not against the rules, but it is not the case for the other custodial Y workers at the center, who rarely say anything to either the staff or the patients. The other custodial Y workers have commented that the Q workers must be wasting time socializing instead of working or that they are expecting tips from the patients. However, according to the Y supervisors, all work is completed before the Q workers leave, even if they have to stay late to complete it, and no compensation from the patients for the time spent with them seems to be expected.

At the beginning of each day, notices are put up on the bulletin boards for the custodial Y workers, giving them special assignments for the day, including equipment and cleaning materials to be used. The Q workers seem to disregard these notices. In addition, they often complete a task even if they do not know exactly what they should be doing or how to use the equipment. For example, a team of Q workers washed the carpeting by hand, using brushes and brooms, with buckets of water instead of the carpet-cleaning equipment. They are extremely polite to the Y supervisor, and address him as Mr. James, but they do not ask questions or seek instruction for their assigned jobs. When they are questioned about their misunderstanding, they are very apologetic and embarrassed, and try not to make the mistake again. Mr. James is hesitant to discipline any of them, but the Y workers are complaining about what seems to be the Q workers' disregard for working procedures.

The Y supervisors agree that the Q workers are polite, respectful, and hardworking. They want to resolve the problems that have come up and to keep the Q workers in their custodial jobs.

Discussion Questions: Work with your group to discuss answers to the following questions about the situation you have read about. Use the chart to keep track of the differences that you found between the Q workers' behavior and the Y supervisors' expectations for the regular Y workers.

- A. Identify three elements of difference between the Q workers' behavior and the Y supervisors' expectations for the regular Y workers.
- B. What are possible negative outcomes if there is intolerance to the differences?
- C. What needs to happen if positive outcomes are to occur? What gestures of tolerance could be shown in this situation?

A. Differences between the workers and the supervisor's expectations

Q workers	Y supervisor's expectations

B. Negative outcomes of intolerance

C. Gestures of tolerance

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APPENDIX D

Situations of Cultural Diversity

Notes to Teachers

Situation 1: The school community

The point of this activity is for students to learn more about the cultural differences that are identified by discussing them with students from that cultural group. If you have students from only one cultural group, you might consider inviting a "cultural guest" from the cultural group you choose to represent in the situation to the class to share cultural information.

Possible responses to the discussion questions for Situation 1

- A. Identify three elements of difference between the X children and the Z children in their school behaviors. What cultural patterns may be influencing the behavior of the X and the Z children?
1. Food; volunteering answers to questions in class; games to play at recess.
 2. Cultural preferences for one's native food are strong/lack of tolerance to difference in such a basic element of daily life. Values of assertiveness and activity orientation are demonstrated by X children being more reserved and quiet and by Z children answering questions and actively participating in class. Unfamiliarity with new games means the X children may not perform well, so they do not take risks/competitive versus cooperative orientation of Z children.
- B. What are possible negative outcomes if there is intolerance to the differences?
1. The X children may
 - a. Feel isolated and left out of the school activities;
 - b. Feel stupid and dumb for not answering questions;
 - c. Begin to feel that their culture is inferior (e.g., the food is different, their games are different);
 - d. Begin to resent the other children, the school, their new home.
 2. The Z children may
 - a. Begin to physically or verbally abuse the X children;
 - b. Judge the X children to be dumb and inferior;
 - c. Choose to ignore or shun the X children.
 3. The teachers may
 - a. Perceive the X children as unable to learn and socially unable to adjust
 - b. Choose to ignore the needs of the X children.
- C. What needs to happen if positive outcomes are to occur? What gestures of tolerance could be shown in this situation?
1. The teacher could/should
 - a. Develop social studies units about other cultures, and introduce different foods, views and behaviors about education, new and different games, etc., as part of the class content;
 - b. Encourage the X students to share their cultural traditions;
 - c. Be more directive on the playground by teaching cooperative games to all of the students, and eventually inviting the X students share their favorite game;
 - d. Introduce more group work in class so that the X children are included in learning tasks and activities;
 - e. Take time to ask the X students to answer questions about the lesson privately.
 2. The Z children should/could:
 - a. Offer to share part of their lunch with an X classmate, and vice-versa;
 - b. Volunteer to work together with a new classmate on class assignments and activities;
 - c. Volunteer to teach the X classmates the favorite recess games, and ask to learn the games that the X children play.
 - d. **Situation 2: The workplace**

As in Situation 1, the point of this activity is for students to learn more about the cultural differences that are identified by discussing them with students from that cultural group. If you have students from one cultural group, you might invite a "cultural guest" from the cultural group you choose to represent in the situation to the class to share cultural information.

Possible responses to the discussion questions for Situation 2:

- A. Identify three elements of difference between the Q workers and the supervisor and regular workers. What cultural patterns may be influencing the behavior of the Q workers and that of the Y supervisor and regular Y workers
 - 1. Work schedules: arriving on time and not leaving early; friendliness to the patients; following the prescribed work procedures
 - 2. Time orientation; personal interaction patterns; power distance
- B. What are possible negative outcomes if there is intolerance to the differences?
 - 1. The Q workers may
 - a. Be fired from their jobs for not meeting the expectations;
 - b. Feel unappreciated and confused because they are doing their best;
 - c. Have conflicts with the other Y workers because they are not doing their jobs as the regular Y workers do theirs.
 - 2. The regular Y workers may
 - a. Begin to physically or verbally abuse the Q workers;
 - b. Judge the Q workers to be dumb and inferior;
 - c. Choose to ignore Q workers.
 - 3. The Y supervisor may
 - a. Fire the Q workers;
 - b. Perceive the Q workers to be unable to learn and socially unable to adjust;
 - c. Choose to ignore the needs of the Q workers for training and cultural orientation.
- C. What needs to happen if positive outcomes are to occur? What gestures of tolerance could be shown in this situation?
 - 1. The Y supervisor could/should
 - a. Develop an orientation program for the Q workers in which the social and work procedures are explained;
 - b. Be as flexible as possible with work schedules;
 - c. Begin a literacy program for the Q workers;
 - d. Form work teams in which the regular Y workers are teamed with the Q workers;
 - e. Organize some social activities for all the workers;
 - f. Take the time to meet with the Q workers and to ask about their jobs and their personal lives;
 - g. Be more directive in supervising their work, especially when there is a new assignment.
 - 2. The regular Y workers should/could
 - a. offer to work with the Q workers to show them how to do a job;
 - b. eat lunch or take breaks with the Q workers to learn more about them.
 - 3. The CA workers should/could
 - a. be sensitive to how the regular Y workers do their jobs and interact with the patients and staff, and try to imitate this behavior to some degree;
 - b. try to notify the Y supervisor in advance if there is a reason to leave work early;
 - c. be on time for work on a daily basis;
 - d. be sure that they understand how to do their jobs, use the equipment, etc.;
 - e. ask questions when there is uncertainty.

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CHAPTER 8

DEVELOPING EMPATHY

This chapter of the Peace Education volume is on Developing Empathy. Empathic communication is described as extending oneself into another person's space in order to see things from the point of view of that person. In cross-cultural situations, empathy includes adjusting to the cultural as well as the individual identities of others. The [activities](#) in this chapter give students opportunities to develop an awareness of empathy and to use language skills to send appropriate messages that communicate shared understanding of others through role-taking tasks. Language development includes working with concepts and vocabulary associated with emotions, attitudes, and feelings, which are the basic elements of empathic communication. Teachers can use this unit by itself or expand it by adding additional content and activities in related lessons. The [Internet resources](#) and [bibliography](#) at the end of this journal give ideas for extending the lesson.



BACKGROUND INFORMATION

Tolerance of the cultural differences is based on shared understanding, good will, and a common positive goal for the people or groups involved. This understanding is called **empathy** and means putting aside one's personal and cultural perspective of a situation and assuming an alternative perspective. Unlike **sympathy**, which carries the connotation of pity and sufferer-supporter social roles, empathy assumes an equality between two people or groups from different cultural backgrounds. While sympathy functions as a communicative strategy for those that share common values, empathy provides the best interface for cross-cultural communication.

In order to develop empathy, one must realize how difficult it is to practice this interpersonal skill. Empathy requires that we extend ourselves beyond the level of cultural and sociological understanding and try to make connections on the level of individual personality. Our own moods, feelings, emotions, and attitudes change constantly, and it is even more challenging to predict the emotional state, needs, and reactions of others from a different culture. Practicing empathy is a psychologically and emotionally demanding interpersonal skill, but one that is necessary for effective cross-cultural communication.

Samovar and Porter (1997, p.258-261) suggest a number of important behaviors that can be developed to improve **empathic communication skills**:

- Be sensitive to the values and customs of the culture with which you are interacting. Learning about these values and customs is a good foundation for becoming more sensitive and will help you to avoid being unintentionally insulting or **insensitive**.
- Pay attention to the spontaneous emotional expressions of others and stay focused on the other person and the situation. This requires concentration, practice, and **objectivity**.
- Be reciprocal in expressive behaviors. You need to inspire confidence and trust in your communication partner in order to learn about their inner feelings and thoughts. For this to happen you need to be aware of their cultural expectations for interpersonal responsiveness. Know which cultures value physical gestures of friendliness, such as touches and hugs, and which cultures value interpersonal restraint, then act accordingly.
- Interpret another person's verbal and non-verbal actions from his or her cultural orientation, not from your own.

According to Samovar and Porter (1997), behaviors that interfere with empathy are as follows:

- Constant self-focus makes it impossible to gather and reflect on information about the other person. Empathy requires that our attention be on our communication partner, and not on our own thoughts and feelings.

- The tendency to note only some features in an intercultural interaction to the exclusion of others often causes us to misuse information. The physical characteristics and the person's name are only a part of the information we need if we are to do a good job of empathizing.
- **Stereotyped notions** concerning gender, race, and culture often cause us to make assumptions and judgments about other people that are untrue and are obstacles to empathy.
- If we show defensive behavior toward another person, it is difficult to imagine that person disclosing personal information to us. For example, imagine how you would feel if you confided in someone and they immediately gave you a lecture on your action.
- Attitudes of superiority often result in remarks that are perceived as criticism or ridicule.
- **Dogmatism**, or believing that you have all the answers and must put those views forward, is also a negative attitude in intercultural communication.
- We are most personally involved with members of our families, our friends and neighbors, and our community acquaintances. Thus, it is hard to show the same attention to and enthusiasm for the problems or issues of people who live thousands of miles away. While this is a normal reaction, empathy requires that we work to understand and respond to experiences of people who are not part of our daily lives.

Empathy, then, is a very complex and demanding communicative interaction. It is, however, a necessary response for successful interpersonal and intercultural communication. Empathic communication combines socio-cultural, psychological, and linguistic skills to send meaningful and appropriate messages to others. It uses the language responses of labeling, verifying, accepting, validating, extending, and at times **prescribing** to communicate shared understanding with others of different cultural groups. The following activities focus on developing empathy according to these guidelines.



CLASSROOM APPLICATIONS

This 50-minute lesson has activities for developing an understanding of empathy and for practicing empathic communication skills. The activities are designed to develop understanding of concepts related to empathy (i.e. identifying and responding to the emotions, attitudes, and feelings of others) and to develop the vocabulary that expresses these concepts. Students are encouraged to continue to add to the Lexical Notebook that they have used throughout the Peace Education volume. Teachers are encouraged to expand on the lesson and to adapt the language and content to the learning needs of their students. Ideas for further lesson expansion are found in the Internet Resources section of Chapter 8¹.



PRELIMINARY LESSON PLANNING

Materials:

- For all of these activities, you will need a picture file of international students in a variety of communicative interaction situations in which emotional responses are shown. Popular magazines, posters, and brochures are good sources for these types of pictures.
- A collection of dictionaries, lexicons, or thesauruses will be useful for the vocabulary work related to emotions, feelings, and attitudes that takes place in the activities of Chapter 8.
- Lexical Notebooks for all students.
- If you are teaching a mono-cultural class, arrange for speakers from other cultures to share cultural information with the class. If this is not possible, collect information on situations that elicit feelings and emotional responses from a variety of cultures, and report the information to the class.
- For Activity # 2, make enough copies of [Appendix A](#) for all students in the class.
- For Activity #3, make enough copies of [Appendices B](#) and [C](#) for all students in the class.
- Students will continue to use their Journals for written responses to the lesson.

¹ Thank you to Barbara Birch (1995 TESOL Institute on Peace Education), who suggested many of the techniques to develop the strategy of empathy for ESL learners that were presented in this section of this chapter.

WARM UP ACTIVITY

(approximately 5 minutes)

Purpose:

- To sensitize students to the diversity of cultural situations, with similar emotional responses

Materials:

- chalkboard

Procedure:

1. Explain to the class that similar emotional responses are common in all cultures; for example, people in all cultures feel embarrassed at times. However, what causes the emotional response of embarrassment may be different from culture to culture. In order to develop an understanding of the feelings, attitudes, and emotions of people from different cultures, it is important to learn about their responses in different situations.
2. Put a word denoting an emotional response (for example, *embarrassed*) on the board or on a transparency for the class to read as you discuss the meaning of the word with them. Give examples and illustrative situations to establish the meaning and exemplify the situations in their culture that would cause embarrassment.

Note: Depending on your class, you might choose another word to illustrate a feeling or an emotion. The important thing is that the word be clearly understood and easily illustrated for the students. If possible, bring in pictures that depict the emotion or feeling.

3. Ask students to think of the contexts in their culture which would elicit the emotion of embarrassment. Write the responses on the chalkboard or poster board. Ask about common situations such as the classroom, a family gathering, an office situation, etc. Note: If you teach a mono-cultural/lingual class, arrange for people from other cultures to attend this session of your class and to act as informants for the students or you may collect this information and report it to the class.
4. Conclude with a review of the situations that elicit the same emotion in different cultures. Point out to the class that what may be a neutral situation in one culture may be an embarrassing situation in another culture. Ask students to think about how this might cause an intercultural misunderstanding between people and to give examples of such a misunderstanding.



Transition to Activity 1

Explain to the students that two of the skills that are needed for developing empathy are (1) the ability to objectively observe and record the behaviors, attitudes, and physical characteristics of the participants, and the details of an interaction situation, and (2) the ability to imagine that you are the person in the situation and to describe your feelings, attitudes, and emotions. It is important to understand the difference between objective observation and **subjective** interpretation and to view situations from both perspectives.



ACTIVITY #1

(Approximately 10 minutes)

Purpose:

- To practice the skills of observation/description and imagination/interpretation

Materials:

- A large poster picture of an international student in a communication situation.

Procedures:

1. Place the picture in the front of the room and ask students to observe the actions and interactions in the picture. Then ask them to write down several sentences in which they objectively describe what they see in the picture, e.g., the facial expressions, the physical characteristics of the people, their demeanors, and the setting. Ask students to share their descriptive sentences about the picture. Write several of the sentences on the chalkboard and discuss any new vocabulary.
2. Ask the students to look at the picture again and to imagine that they are one of the students in the picture. How do they feel? What are their thoughts, anxieties, intentions, etc.? Ask the students to write several sentences that describe these feelings and emotions. Ask students to share their imaginative responses. Put several of the sentences on the chalkboard and discuss any new vocabulary.
3. Review the differences between the descriptive and the imaginative responses to the situation. Ask students if they used different senses or mental abilities for observing in contrast to imagining.
4. Ask students to put any new words in their Lexical Notebooks with meanings, examples, and illustrative situations.



Transition to Activity 2

Explain to the students that one component of empathy development is identifying and reducing "**empathy inhibitors**" such as perceptual biases and personal inferences. Explain that this can be accomplished by emphasizing non-evaluative **perception** of another person and by being able to differentiate between non-evaluative and evaluative statements. While Activity #1 practiced the skills of observation and recording of behaviors, attitudes, and details of settings and the use of imagination to interpret another person's attitudes and feelings, Activity # 2 will focus on the language that carries both non-evaluative and evaluative perceptions.



ACTIVITY #2

(approximately 15 minutes)

Purpose:

- To differentiate non-evaluative perceptions from personal inferences by comparing non-evaluative and evaluative statements
- To practice making non-evaluative statements

Materials:

Copies of [Appendix A](#) for each student.

Procedures:

1. Place Statement A on the chalkboard or use a transparency. Discuss with the students the words that indicate that this statement is an evaluative perception.

Statement A: *"He's an overbearing, opinionated person who is very obnoxious and irritating."*

2. Ask the students to suggest behaviors that might contribute to this statement. Put the behaviors that students suggest on the chalkboard and discuss how they differ from the evaluative statement. For example, *"He speaks in a loud voice and talks to people in a very self-assertive way. Sometimes this makes people feel uncomfortable."* is one way to rephrase Statement A as an impartial (descriptive) observation of behaviors. Point out that the words *overbearing, opinionated, obnoxious* and *irritating* carry connotations of personal judgment that are contrary to a statement that shows empathy.
3. Give students the six statements in Appendix B and ask them to work in pairs. Ask each pair to choose one of the six statements for analysis. The pairs should
 - a. decide whether the statement is an impartial observation or an evaluative perception.
 - b. discuss the reasons for their decision (e.g., by pointing out the vocabulary that was used in each type of statement).
 - c. give the counterpart of the statement. If it is an impartial observation, what would a possible evaluative statement be? If it is an evaluative statement, what would an impartial observation statement be?
4. With the class, go over the six statements and discuss the students' analyses. When reviewing the impartial observation statements (numbers 2, 4, and 6) with the class, discuss any reasons why the person may have exhibited the described behavior.
5. Ask students to put any new vocabulary items in their Lexical Notebooks with meanings, examples, and illustrative situations.



Transition to Activity 3

Explain to the class that in order to demonstrate empathy with others from different cultural backgrounds they need to be able to appropriately respond to the perceived feelings, attitudes, and emotions of others. In order to demonstrate the language necessary to communicate empathy, use the information about empathetic responses from [Appendix C](#).



ACTIVITY #3

(approximately 20 minutes)

Purpose:

- To formulate questions that ask for verification of perceived understanding of another person's feelings, attitudes, or emotions

- To practice the language of labeling, responding, verifying, accepting, validating, and extending

Materials:

- Pictures which depict certain emotions: e.g., frustration, humiliation, anger, grief, etc.
- Copies of Appendix C for all students.

Procedures:

1. Show pictures that represent a feeling, attitude, or emotion in a clear setting. For example, show a picture of an office worker at his desk looking frustrated about a document in front of him. Ask students to suggest a label for the worker's feelings at the moment. Then ask for a question that would confirm their perception.
 - a. The worker feels frustration.
 - b. "You look frustrated. Can I help you with that account?"
2. Show several other pictures that clearly illustrate a feeling, attitude, or emotion, and ask students to identify and label the feeling and to ask a question that will verify their perception of the situation, as illustrated in Step 2. Write several of the suggested labels and questions on the chalkboard.
3. Give the students a copy of Appendix C and review the possible responses to the perceived feelings, attitudes, or emotions of another person: responding, accepting, validating, extending, and prescribing.
4. Give students Appendix D. Ask students in groups of three to choose one of the four scenarios. After reading the scenario, the group should offer a statement of response for each of the five categories of response that were listed in Appendix C.
5. Ask volunteers give responses for each of the four scenarios in Appendix D. Discuss other possible responses with the class.



COOL DOWN ACTIVITY

Ask students to find an opportunity to practice empathetic communication with someone during the next few days. Ask them to write about the experience in a journal entry that they will share with you.



EXTENSIONS

1. *Exploring feelings and emotions in diverse cultural contexts: An expansion of the [Warm-up Activity](#)*
2. Put the list of words from Set A on the board and distribute handouts of Lexical Sets A - E to students.
 - I. embarrassed, ashamed, humiliated, self-conscious
 - II. trusting, cooperative, confident, supportive
 - III. contented, happy, delighted, appreciative
 - IV. threatened, frightened, angry, hostile
 - V. aggressive, assertive, belligerent, quarrelsome
3. Discuss the meanings of each of the words in Group A, giving examples and illustrative sentences to establish the nuances between the words. If possible, find pictures that depict the meanings of the words and situations that elicit these responses.

- I. Ask students to think of the contexts in their culture that would elicit each emotion. For example, what is embarrassing in your culture? or What makes people feel humiliated? What causes people to feel ashamed? Write the responses for each emotion on the chalkboard or poster board.
 - II. Repeat Steps 1 and 2 for Lexical Sets B, C, and D, and E. If time is limited, ask the students to choose the words that they would like to discuss. This activity works best if spread across a number of lessons in order not to overload the vocabulary learning burden.
4. *Observation and Imagination: Expansion of [Activity # 1](#)*
Select a picture of people interacting; select a picture to show the class. Ask half of the class to write descriptive statements about the actions and interactions in the picture and the other half to write imaginative responses. (See Activity # 1 for model sentences.) Review the sentences and the differences between descriptive and imaginative responses. Ask the students to agree on a "label" for the emotions that they identified from the pictures. The goal of this activity is for students to develop flexibility in using observation and imagination skills and to identify and label the responses of the characters in the pictures. If possible, extend this activity across a number of lessons, and choose pictures that depict different types of emotional responses.
 5. *Labeling and Verifying Responses: Expansion of [Activity # 3](#)*
Use the pictures that you collected for Observation and Imagination activities. After completing the Observation and Imagination activity of labeling the perceived emotional responses of the characters in the pictures, ask students to make up short comments that they could ask the picture characters to verify their labels. After completing one or two comments as a class, ask students to form pairs and choose a picture to develop a role-play that includes verification of a perceived emotional response and several other types of empathetic responses introduced in [Appendix C](#).
 6. *Using literature and films for empathy training*
Collect poems, short stories, and excerpts from novels and films of people in interactive situations. After reading or viewing the text, ask students to comment on what they perceive that the characters are feeling. Ask for the students' responses to that feeling Practice the responses of accepting, validating, extending, and prescribing as you discuss emotional responses of the characters in the texts.
 7. *Learning about cultural customs:*
One of the most useful resources for developing shared understanding of the emotional responses, attitudes, and feelings of people from other cultures is to have knowledge of their customs, traditions, attitudes, and values. An on-going task for students could be to develop a list of common social interactions that they are interested in and to find out how these interactions are carried out in a different culture. Ask students to chose a culture that they would like to become more familiar with and to work with other class members as a team to get information about common social interactions, attitudes, and situations that evoke common emotional responses. Students can present their information throughout the course.

¹Thank you to Barbara Birch (1995 TESOL Institute on Peace Education), who suggested many of the techniques to develop the strategy of empathy for ESL learners that were presented in this section of this chapter.



APPENDIX A

Statements for Activity 2

1. M is very talkative on the phone, and she's really rather nosy, too. It takes her forever to get to the point, even when she calls me at the office.
2. M always begins phone conversations by inquiring about the person's health, job, family, immediate plans, etc., and gives her personal information in return. After these introductory remarks, B gives the reason for her call.
3. E is snooty and stuck-up and thinks he's better than anyone else. He's just not very friendly with us.
4. E is quiet and reserved in conversations with the people in his class. He doesn't talk about other people and he doesn't confide the details of his life with friends, which are the usual topic of conversation.
5. Y is a real freeloader and a cheapskate. He expects people to pay his way and takes advantage of them.
6. When a group of friends decide to go to the movies or to get pizza afterward, Y never has any money and always expects someone else to pay for him. On occasions when he invites people out, he treats by paying the bill.

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APPENDIX B

Responses for Empathic Communication

Responses to others from different cultural backgrounds that demonstrate a shared understanding of the perceived feeling, attitude, or emotion can be categorized as:

1. *Responding*: Describing how you respond to another person's feeling, attitude, or emotion by labeling your own feeling, attitude, or emotion: "When you are yelling and arguing, I feel intimidated."
2. *Verification*: It is important to be sure that you have identified and labeled the other person's feeling, attitude, or emotion correctly. You can verify the accuracy of your perception and label by asking a question: "You look upset. Did the discussion in class bother you?"
3. *Accepting*: Telling the other person that you understand their behavior: "It's normal to feel angry and disappointed when you were not picked for the team. You worked really hard."
4. *Validating*: Confirming that the behavior is an appropriate one: "I would feel really proud too if I had received a perfect score on an essay. Great job!"
5. *Extending*: Using another context to elaborate on the behavior: "I know you are pleased with your work in this course. Do you plan to enter the degree program next semester?"
6. *Prescribing*: Suggesting another course of action related to a behavior: "Maybe you could ask your advisor to change you to another section. Another teacher might give you the motivation you need right now."

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Scenarios for Activity 3: Empathetic responses

Scenario A:

Z looked very sad and depressed. S asked him what had happened. Z explained that he had not been selected for the tennis team for the school. Z felt terrible because he had spent many hours practicing for the team and had even hired a coach to help him perfect his game. His parents were waiting at home for news of the tryouts, and Z dreaded having to tell them that he had not been selected. Z felt that his parents would be very disappointed as well.

Task: Refer to the information about empathetic responses in Appendix C. Make as many types of responses as possible to Z to show your understanding of his feelings about the rejection from the tennis team. (Omit #1 *Responding* and consider #s 2 - 6 of [Appendix C](#)).

Scenario B:

D was smiling and looking very satisfied with herself. M asked her what she was so pleased about. D explained that she had just received a letter from the scholarship board telling her that she had been awarded a grant for summer work at a well-known chemical research laboratory. Since D's family had little money for college, this would be an opportunity for her to qualify for a college grant in her field of chemistry.

Task: Refer to the information about empathetic responses in Appendix C. Make as many types of responses as possible to D to show your understanding of her feelings about the award. (Omit #1 *Responding* and consider #s 2 - 6 of [Appendix C](#)).

Scenario C:

M noticed that W was avoiding the office crowd in the cafeteria and kept to himself during lunch. He seemed worried and preoccupied, and didn't joke around as much as he had in the past. M asked W about this. W explained that he had some unexpected bills because his wife was ill, and so he couldn't afford to eat in the cafeteria anymore. He felt awkward about taking his bag lunch to the cafeteria, so he just ate at his desk. He was considering taking another part time job to help with the expenses of his wife's illness, but then he couldn't take care of his small son in the evenings. He had a lot of things on his mind.

Task: Refer to the information about empathetic responses in Appendix C. Make as many types of responses as possible to Walt to show your understanding of his feelings about his financial responsibilities. (Consider #s 1 - 6 of [Appendix C](#)).

Scenario D:

T has been getting in trouble in school lately. She doesn't do her homework and comes to class unprepared, so the teacher often remarks on her laziness in front of the class. T also talks to her classmates during the lesson and passes notes or drops books or does other annoying things. The teacher is extremely impatient with T, so there is a lot of tension in the classroom. D is a friend of T's and finally asked why she acts the way she does in class. T told him that she had worked very hard on a science report (T is a very intelligent student), and that the teacher had accused her of copying another person's work and had given her a failing score on the report. T tried to explain that the work was hers and that maybe the other person copied, but the teacher ignored her explanations. T became very angry and discouraged and decided that if the teacher didn't believe her, she would not do anything in this class?

Task: Refer to the information about empathetic responses in Appendix C. Make as many types of responses as possible to T to show your understanding of her feelings about her schoolwork. (Consider #s 1 - 6 of [Appendix C](#)).

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CHAPTER 9

EXPRESSIONS OF PEACE

By Carolyn Duffy and Deryn P. Verity

This chapter introduces students to the life and philosophy of Mohandas Karamchand Gandhi (1869-1948), social activist, Indian nationalist, and revered teacher of the philosophy of non-violence. Born in India, educated in Britain, and forged in the racist crucible of South Africa, Gandhi was trained as a lawyer, but became famous as an activist for the oppressed. By the time of his death at an assassin's hands, his name had become synonymous with India's quest for independence from the colonial rule of Great Britain.

After completing this chapter, students should know the basic biographical outline of Gandhi's life, his major accomplishments, and the most important concepts associated with his philosophy. The goal of this chapter is to give students the basic information about Gandhi's life and work and to engage them in examining the values and beliefs that inspired Gandhi's life and work. The chapter will provide a template for the study of the lives of other men and women whose lives were dedicated to the pursuit of peace, freedom, and justice.



BACKGROUND INFORMATION

Brief Biography of M. K. Gandhi, 1869-1948

Gandhi was born in an India when it was under the **colonial rule** of the British Empire; almost 80 years later, he died just months after India gained her independence from that Empire. Beloved and respected by millions all over the world, this teacher and leader had many names in his life: born Mohandas Karamchand Gandhi in 1869, he was first called "Mahatma" ("Great Soul") in 1915 by a leading Indian poet. This honorary title suggested that he was a kind of god, something he absolutely denied. Among his followers, he was also known as Gandhi ('-ji' is an affectionate nickname) and Bapu ("Daddy").

Youngest son of a Hindu family of the merchant caste, Mohandas was married, in an arranged marriage typical of the times, to a local girl, Kasturba, a relationship which lasted until her death at the age of 74. Even as a boy, Mohandas was interested in religion and tried hard to follow local religious customs of diet and behavior. Sent to London to study law in 1888, Gandhi developed a deep respect for the British legal system; he did not know that he would spend much of his life fighting against the rule of Great Britain. He returned to India in 1891, but could not easily find work.

In 1893, he was offered a chance to work as a lawyer for an Indian firm in South Africa. Early in his stay there, Gandhi personally experienced hateful **racial discrimination**--he was thrown off a train and refused rooms at a hotel. These incidents opened his eyes to the reality of the South African system of **racial separation**. In 1894, when the government threatened to take away all voting rights from Indian citizens, Gandhi formed the Natal National Congress, a political group that worked for Indian rights.

Even though he disagreed with many things that the colonial government did, Gandhi remained loyal to Great Britain, and he, along with many Indian residents of South Africa, supported the British Army in the Boer War of 1899-1902. The British won that war and took over the government of the newly formed Union of South Africa. There were still many laws that restricted the rights of Indian and other non-white citizens, however, and Gandhi and his family stayed in South Africa for more than a decade, seeking to improve human rights under the British administration.

Gandhi worked to help the Indian community in many ways: In 1903 he started an Indian newspaper, and organized a farm where the newspaper employees would not only print the paper, but also live, grow food and work to support each other. In 1906 the government tried to make Indian residents carry identification cards. Gandhi led thousands of Indians in a

peaceful protest against this proposal. In this protest, and others that followed, Gandhi developed his ideas about **nonviolent resistance** to unfair laws and inspired many people to follow his example.

In 1914, Gandhi and his family moved back to India, where he continued working in two main areas: independence from Britain and human rights for all Indian citizens. He particularly tried to remove the worst injustices of the **caste system**, a traditional way of organizing society in which the lowest levels, the "Untouchables," were denied basic economic and social freedoms. To train people in his nonviolent methods, Gandhi started an **ashram**, a kind of religious study center, where everybody, including Untouchables, could come to live and work together, and study the principles of non-violence. People came from all over the world to live at this ashram. By 1918, Gandhi was leading Indian peasants in nonviolent protests. By 1920 he was active in a political organization that wanted to liberate India from the British Empire.

For the next 28 years, Gandhi continued to lead protests against unfair economic and political restrictions, fight for national independence and teach his followers to use peaceful and nonviolent methods to change society. Sometimes Gandhi would **fast** as a sign of protest; when he fasted, he would become very weak and sometimes come near to death. He was very beloved by the population of India; knowing that his death would cause great anger and violent riots among the people, the government often changed its policies or at least negotiated with Gandhi rather than let him die of hunger.

At other times Gandhi and his followers would make peaceful marches or simply refuse to cooperate with a law. Unfortunately, even these nonviolent methods often produced violence among the people he was trying to help, especially between Indian Hindus and Indian Moslems. Gandhi himself always tried to reach a peaceful conclusion, even if it meant **compromising** with his opponents, but some people hated the idea of compromise. Mahatma Gandhi lived to see Independence Day, when Britain finally left India on Aug 15, 1947. On January 30, 1948, he was **assassinated** by a Hindu **fanatic**, who was angry with him for negotiating with Muslims.

CLASSROOM APPLICATIONS

This 60-minute lesson presents the life of Mahatma Gandhi to students through readings and related discussions. Gandhi's lifelong dedication to peace and non-violent methods of protest against racial discrimination and civil injustice makes the story of his life and his writing an important part of peace education. Language skills that are practiced in this chapter are reading for information, summarizing information, and presenting information from the reading to others in small group discussions. Activities for the lesson include developing a time-line of Gandhi's life and jigsaw readings that tell about different aspects of Gandhi's life and work. Teachers are encouraged to use other resources, such as the [Internet Resources](#) provided later in this chapter, to expand and adapt the readings for the level of proficiency of their classes. They are also encouraged to use the model provided in Chapter 9 for further work with the lives of other famous human rights and peace activists.



PRELIMINARY LESSON PLANNING

Materials:

- For the [Warm Up Activity](#), a picture of Gandhi and large poster paper is needed.
- For [Activity #1](#), make copies of the [Biography of Gandhi](#) for each student.
- For [Activity #2](#), a jig-saw reading activity, make copies of each of the [three texts](#) about Gandhi's life and work for groups of students (i.e., each group will read a different text). If you have a large class, several groups may read the same text.



WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To establish a base level of shared knowledge before beginning the readings
- To activate pre-existing knowledge as a pre-reading schematic device

Materials:

- A picture or poster of Gandhi
- Sheets of poster paper for recording students' ideas

Procedures:

Most students have probably heard of Gandhi and may have some general idea of who he was and why he is famous. To activate their existing knowledge and establish a baseline of knowledge within the class, conduct a brainstorming session:

1. Show the class a picture of Gandhi.
2. Ask students to tell the class something they already know about him. If students are hesitant to do this, the teacher may use these questions to stimulate contributions:
 - Do you know who this is?
 - What words would you use to describe this man?
 - How would you describe his clothing?
 - What part of the world does he seem to come from?
 - What emotions does this picture make you think of?
 - What words come to mind when you see this picture?
3. Without commenting on the accuracy or importance of the offered information, write each student's contribution on the board.
4. After most of the students have contributed some information, edit the written list as a group, sorting it into four shorter lists:
 - information that students are fairly sure is **true**,
 - items they are **not sure** of,
 - items which are clearly **opinions** rather than facts
 - items which are generally agreed to be **inaccurate** or untrue.

Discard the last list and keep the other three lists. During the editing, the teacher should feel free to use his or her own knowledge of Gandhi's life and ideology to help to assign the various items to the right list.

5. Post the lists on the wall or write on the board while the chapter is being studied.



ACTIVITY #1

(Approximately 20 minutes)

Purpose:

- Reading and visualizing information
- To introduce students to the basic outlines of Gandhi's life and work; to present this information visually

Materials needed:

- Handouts of [Biography of Gandhi](#) for each student
- Large poster paper to make a time-line of Gandhi's life with the class

Procedure:

1. Have the students read the biographical text about Gandhi's life.
2. Ask the students to draw a timeline of Gandhi's life. If students have had little experience making timelines, do several citations with them and then have them finish on their own. When the students are finished, bring the class together and enter the significant dates of Gandhi's life on a timeline poster, e.g., birth, first political experience, return to India, first involvement in Indian politics, three major accomplishments, death. Display the information on the board or a poster while the students continue the lesson.



Transition Activity: Pre-reading questions

(Approximately 10 minutes)

Now that the students are familiar with the basic outline of Gandhi's life, have them focus on more specific details by formulating questions. These questions can be elicited in various ways:

1. Return to the 3 lists from the [Warm Up Activity](#). Items from these lists can be turned into questions about Gandhi's life and times. These questions can be either written up for everyone to see or assigned to specific reading groups in [Activity #2](#).
2. Alternatively, the class can be asked to generate new questions, based on the timeline they have created.
3. Show the picture of Gandhi again, and have the students generate questions about it. The purpose of this step is to help students develop motivation for reading the more specialized texts assigned in Activity #2.



ACTIVITY #2

(approximately 20 minutes)

Purpose:

- To provide more information about Gandhi's life
- To practice of skill of reading for information

- To practice the skills of selecting and summarizing important information in writing

Materials needed:

Make copies of each of the three reading texts in [Appendix A](#) for four groups of students.

Procedure: Jigsaw Reading in Reading Groups

1. Divide the class into three groups and subdivide the texts among all the groups. Ask each group to read one of three different texts, each of which focuses on a different area of Gandhi's life and work. Texts in Appendix A and other sources such as websites, excerpts from reference books, biographies, and textbooks may be used.
2. Ask the students individually to select important information and to make notes as they read.
3. When students complete the reading and note taking, ask them to compare their notes about the text with a member of the same reading group.



COOL DOWN ACTIVITY

Ask students to complete the reading and note taking on their texts and to write a summary of the texts out of class to be presented in the next lesson.



EXTENSIONS

1. After making the timeline, for more details of Gandhi's life the students can look at more comprehensive timelines available at: <http://www.thefamouspeople.com/profiles/mahatma-gandhi-55.php>
2. If students are inexperienced in reading for information and note taking, make reading guides for each of the four texts that pose questions to be answered while reading. The completed reading guides serve as an outline for the important information in the text and facilitate the summary writing activity that follows the reading.
3. If students are experienced in reading for information, an alternative to note taking from the reading is to have them write questions about important points in the text. The questions will then serve as a guide for writing the summary that follows the reading task.



Reading texts--Jigsaw Reading Activity

Group 1: Gandhi's Accomplishments

Gandhi's life spanned nearly 80 years during which the world changed a lot. He lived to see Britain give up India, the "Crown Jewel" of its empire. He also lived long enough to become a world-famous teacher and leader. It was not his goal to become famous, but he did become known around the world, not only for leading millions of his followers in protests, fasts, marches, and strikes against the colonial rule, but also for providing education, literacy, job training, and spiritual leadership to all classes of Indian society.

For the first 20 years of his political activity, Gandhi tried to protect the civil and human rights of Indians in South Africa. The society of South Africa was strictly divided along lines of race and color; Indians had more freedoms and political power than black Africans but fewer rights than white Dutch or British citizens. Even after Britain won the Boer War, Gandhi had to fight for Indian rights; he founded the newspaper "Indian Opinion" in 1903, and led nonviolent protests against restrictions and penalties imposed upon the Indian community.

The second phase of his life's work was back in India. From 1914-1930, he fought for economic and political justice. He opened the Indian National Congress, a political organization that had mostly middle-class members, to all caste members and encouraged Muslims, a minority in India, to join. He organized and led national strikes against unjust laws and became an editor of "Young India," a political journal. He was elected president of the All India Home Rule League (an organization that wanted India to become independent of Britain) and spent several months in jail as punishment for his involvement in political and economic protests. He focused on the ways that Britain exploited India economically. In 1929 he was arrested for burning British-made textiles. He accused the British of stealing Indian cloth-making techniques and then moving jobs out of India to factories in Britain. In 1930, he led a march to the sea in order to protest the Salt Law, a law that said Indians were not allowed to make their own salt; they had to buy imported salt. With hundreds of his followers, Gandhi walked to the sea, and ate some salt from the beach; he was arrested but released a year later in a political compromise.

The third phase of his life started in the early 1930s, when he began to focus on injustices within Indian society itself. He worked to eliminate prejudice against the lowest caste, the "untouchables" and tried to educate Indians--many of whom resisted strongly--in universal civil rights. In 1932, he began a fast unto death to protest separate voting rights for untouchables: he wanted them to be allowed to vote in the general elections. He gave up the journal "Young India" and began to publish a journal called "Harijan" which means "Untouchable" in Hindi. Surviving more fasts in prison, where he was sent for his activity against segregation, and several assassination attempts in 1934, he established grass-roots associations of village industries, training villagers to make their own cloth and clothing. It was during this phase that he vowed never to wear anything but the simplest peasant clothing. As his fame spread, he again began to fight more strongly against the British presence in India. By 1942, he had helped Congress to pass the "Quit India" resolution, a strongly worded statement that told the British to leave India completely. To support this resolution, the 73-year-old leader began a final nationwide campaign of nonviolent resistance. He was arrested and began another fast unto death in prison. He survived the fast and prison, but during this detention his wife died.

Upon his release in 1944, he worked to creating an agreement between Hindus and Muslims. He opposed the division of India into Hindu-majority India and Muslim-majority Pakistan, but accepted it as a compromise. Emotions among Indians grew higher and higher, and even Gandhi's leadership could not prevent widespread violence. A Hindu fanatic who opposed all negotiations with Muslims assassinated him less than a year after Independence. Gandhi died in Delhi during a prayer meeting.



Group 2: Historical and Political Context

It is hard to understand Gandhi's life if one does not have some idea of the world in which he lived. Gandhi spent much of his life fighting against a huge empire. The British Empire was immensely powerful and rich, and the colonies had complex economic and social relationships with the 'mother' country. It was common for middle-class and upper class Indian boys to be educated in English. At the same time, they faced racial discrimination when they went to England or other parts of the Empire. Gandhi was born in 1869, when the British Queen Victoria was at the height of her reign over the world's largest and richest empire. It was normal for Gandhi to be sent to London for his legal education, and normal as well for him to be offered work in another colony, South Africa. Both India and South Africa were colonies of Britain for nearly all of Gandhi's life. To complicated matters, South Africa was ruled partly by the British and partly by the Dutch. In fact, the Boer War (1899-1902) was fought between these two countries while Gandhi was living in South Africa. Britain won, and the newly unified Union of South Africa came under British rule. However, racial discrimination was not eliminated.

The British Empire controlled its colonies through legal, economic, and political methods. The British first came to India as traders. Gradually they took over most of the country, controlling not only the hugely profitable trade in tea, spices, textiles, and other important products, but also establishing a political system of British courts and governmental institutions, although local Indian nobles were allowed to keep some power. In India, the King or Queen had an official representative called a Viceroy. This person held the highest political office in the country, so often Gandhi had to negotiate with the Viceroy. Gandhi protested the injustice of some laws that Britain imposed on India, but he always believed in the basic fairness of the British legal system, maybe because he received his early legal training in England. This basic appreciation of Britain's laws made Gandhi more willing to trust and compromise with British administrators in India. It also made him angrier when those administrators, especially a Viceroy, treated him unfairly.

India was a particularly complicated country to rule, even under an independent Indian government, because of its system of castes. A person's life was strongly determined by the caste he or she was born into (Gandhi was born into a middle, merchant-caste), and the lowest castes suffered from deep prejudice and lack of opportunity. Therefore, when Gandhi tried to introduce the idea of civil rights and economic justice into Indian society, he always had to fight against the discrimination of the caste system. This is why his fight in favor of the lowest caste, the Untouchables, was so difficult. Not only the British colonial rulers but also Indian prejudice made Gandhi's task difficult. Still, through his method of compromise, non-violence, and acceptance of everyone's religion and status, Gandhi tried--and to a large extent succeeded--in getting all of India to work together against colonial rule. One of his techniques for uniting India against the British in the 1920s and 30s was to strengthen the activity of the Indian National Congress, a political organization that tried to supervise political and economic life in India even while Britain was still the ruling power. India was such a huge country; even though it had its own internal disagreements, the British knew that they had to take into account the power of such a large population. They were willing to pay attention to somebody like Gandhi, who could influence literally millions of followers.

Gandhi's fight for Indian independence was made even more difficult, however, by India's internal religious problems: there were constant problems between Indian Hindus (the majority) and Indian Muslims (a strong and loud minority). Each group mistrusted the other; many Muslims wanted to create a separate country, putting two pieces of India--at the northwest and the northeast--under Muslim rule. This country, originally called Pakistan, and now separated into Pakistan and Bangladesh, was something that Gandhi disapproved of: he wanted Indians to live together in peace and remain a unified nation. Gandhi tried to include everyone in his teaching. He preached the beauty of all religions, claiming that everyone who worked for social justice was a true child of God. However, in the end he compromised with the Muslim League, who strongly wanted their own country, and agreed that they could have Pakistan in order to support the larger goal of independence for India.



Group 3: Gandhi's Lifestyle

Gandhi was very impressive as a leader because he truly lived according to the principles that he talked about in his speeches and his meetings. He was well known for wearing only simple clothing; in late middle age, he even promised publicly to wear only clothing that he made himself. He owned very few material possessions, and he tried to follow a vegetarian diet of simple food. For many years, he did not eat any animal products. During one of his later fasts, he nearly died, and a doctor convinced him to drink a little bit of goat's milk, but that was the only animal product he ate.

Gandhi got his ideas about how people should live mostly from his religion, Hinduism, which is practiced in many parts of the Indian sub-continent. Hindus do not eat beef and generally believe that it is wrong to kill animals for any purpose. However, Gandhi lived more strictly than most people, even religious people, in India. He was extremely non-materialistic and simple in his lifestyle. He was an example of someone who not only obeyed religious laws, but tried to do everything in his life with careful spiritual consideration and thought. As he wrote once, "Non-violence ... must begin at home."

But for Gandhi, it was not enough for an individual person to be nonviolent. He believed, in part because of his Hindu background, that all parts of life are related. Every part of a person's life affects every other part, and every individual person's life affects the lives of other people. He wanted his followers to be aware of how their activity contributed not only to their own lives, but also to the lives of the society. He extended his belief in non-violence even to the national level. He explained that "non-violence is not merely a personal virtue." In other words, he taught that nations as well as people should try to follow the path of non-violence. But when he believed that the reason for fighting was a good one, as in World War One, Gandhi supported it. He preferred, in his words, "violence over cowardice," and he understood that a flag was an important symbol for a nation, perhaps because he so strongly wanted independence for his own country.

Although his principles were nonviolent, his goal was active social and legal change. Gandhi always looked for ways in which he could actively resist unjust laws, and government policies. As he once wrote, "non-cooperation with evil is as much a duty as is cooperation with good." Even when violently attacked by policemen with deadly weapons, Gandhi and his followers peacefully continued violating what they saw as unfair laws, like burning immigrant registration cards, burning imported textiles, marching to the sea to gather local salt, and supporting striking workers. Most importantly, they did not try to fight back.

Where did Gandhi and his followers get the mental strength to survive physical attacks, prison life and long fasts? Gandhi got much of his strength from meditation and prayer. He felt that a society that was rich in prayer was more highly developed than one that was rich in material conveniences: "Civilization in the real sense of the term consists not in the multiplication, but in the deliberate and voluntary reduction, of wants."

Was Gandhi a saint? He denied it often, and he said that he did not like the semi-religious name of "Mahatma" that had been given to him by Tagore, a famous Indian poet who admired him. But he certainly lived his life with great dedication to his principles, and he died with the name of his Lord--Rama--on his lips. He is still loved, studied and remembered by millions of followers in India and around the world. There is no doubt that his life--simple but fearless--changed the world forever.

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CHAPTER 10

PROMOTING PEACE THROUGH ACTION

By Carolyn Duffy and Deryn P. Verity

This chapter continues the study and discussion of the life and work of Mahatma Gandhi that was introduced in [Chapter 9](#) of this volume. Students have read about Gandhi life and work and have prepared a written summary of a short reading text about an aspect of his life. Students will use this background knowledge as a resource for the tasks in this chapter.

In this chapter, discussion of the summaries of the reading texts will be followed by [Classroom Activities](#) that ask students to consider a personal response to the topic and to share this response with their classmates. Activities in this 60- minute lesson include discussions, critical thinking tasks, and responsive writing. A short reading text about Gandhi's philosophy provides background information for the activities in the lesson. Teachers are encouraged to expand on the lesson by choosing other materials from the numerous Internet resources available and from the extensive print resources of Gandhi life and work.



BACKGROUND INFORMATION

Gandhi's Philosophy

To better understand Gandhi's life, one should know the following Hindi terms: *satyagraha*; *ashram*; fast; ascetic; compromise.

The central concept of Gandhi's philosophy is *satyagraha*, which means following the Truth in a non-violent way. It is sometimes translated as non-violent resistance or as passive resistance. It means that people try to make change happen without using violence. For example, they could resist a law by not cooperating with it or by actively breaking it. They do not, however, fight or resist violently when police or soldiers try to arrest them or attack them. They simply do what they think is right and accept the consequences of their actions. This kind of resistance takes much courage and self-control.

An *ashram* is a kind of commune, a community where people agree to live according to certain rules and principles. In 1904, Gandhi set up an ashram in South Africa, the Phoenix Farm, where he trained his followers in the principles of *satyagraha*. In India, his Satyagraha Ashram in Ahmedabad (founded in 1915) became an internationally famous place, attracting not only Indian but also British, American, European and Asian disciples. In 1936, when the government forced him to close the first ashram, he opened the Sevagram Ashram, where he concentrated on education and civil rights for the Untouchables.

Life on the ashram consisted of a simple, self-sufficient, and ascetic lifestyle, with meditation. An *ascetic* lifestyle is a way of living that does not include many material comforts. For example, Gandhi ate a simple diet of rice and vegetables. When he became older and suffered more from his frequent *fasts*, doctors persuaded him to add a little bit of goat's milk to his diet. In addition, he slept on a mat or on the ground, and owned no clothing except a simple peasant-style garment that he made himself. Gandhi focused always on spiritual, not material, wealth.

Gandhi realized that fasting was not only a way to pressure an opponent, but also a way to show support for the poor workers who might lack food or money while they were on strike. To *'fast'* means to stop eating. Throughout his life, Gandhi fasted many times, pressuring governments into negotiating with him. To avoid mass riots, the governor would agree to negotiate with Gandhi.

Gandhi had strong beliefs and wanted to reach his goals, but he was also willing to compromise with his opponents. To *'compromise'* means for each person to agree to modify his or her goals slightly, changing them to adapt to what the other person wants. Gandhi felt that compromise was a practical method for avoiding violence.

Sometimes his followers became angry when he compromised with the British government, but he always felt that the most important thing was to avoid violence whenever possible. In the end, Gandhi was killed by a Hindu who did not believe that any Hindu, even a great leader like Gandhi, should ever compromise with the Muslims, who wanted a separate country for themselves.



CLASSROOM APPLICATIONS

PRELIMINARY LESSON PLANNING

Materials:

- For the Warm-up Activity, students will need their reading text and prepared summary from [Chapter 9](#).
- For Activity #2, make copies of the reading text *Gandhi's Philosophy* from the [Background Information](#) section of Chapter 10 for each student. Choose seven quotations from the list of quotations from Gandhi's writing in [Appendix A](#). Prepare a handout of these seven quotations for each student.
- For Activity # 3, choose three quotations from the list in Appendix A and put these on the chalkboard. Students will choose one of the quotations for a short five-minute free-writing task.



WARM UP ACTIVITY

(approximately 10 minutes)

Purpose:

- To review the background knowledge of Gandhi's life
- To check reading comprehension and selection of important points in the texts

Materials:

- Reading text from [Chapter 9](#) about an aspect of Gandhi's life
- Summary of the reading text that was prepared out of class

Procedures:

1. Ask students in their previous reading groups to compare their summaries of the text. Ask what information all groups included in the summaries and what things only a few people included? Should these points have been included, or could they be omitted because they were less important details.
2. Have the students revise their summaries by adding, deleting, or reordering information as necessary.



ACTIVITY #1

(Approximately 15 minutes)

Purpose:

- To share information about different aspects of Gandhi's life and work
- To practice presenting information orally to a small group

Materials:

- Prepared summaries of reading texts (optional)
- Notebooks for students

Procedures:

1. Regroup the students so that each group has someone who has read one of the four texts. Ask the students to report on their texts to the group. The summary can be used as a guide for the presentation but the report should not be read.
2. Encourage students to ask questions of each other and to take notes on the different aspects of Gandhi's life and work. The information from the reports will be useful for activities later in the lesson.
3. When the discussions have been completed, review and answer any remaining questions the students might raise.



ACTIVITY #2

(approximately 20 minutes)

Purpose:

- To become more familiar with Gandhi's philosophy
- To link life experiences and personal beliefs.

Materials:

- Copies of [Gandhi's Philosophy](#) for each student
- Worksheets for each student with seven quotations that the teacher has chosen from the list in [Appendix A](#).

Procedures:

1. Ask students to read the short text *Gandhi's Philosophy* and discuss the five terms presented in the reading.
2. Give students copies of the worksheet developed from Appendix A. Ask students to rank seven of Gandhi's statements in terms of how strongly they agree with them (1=strongly agree; 7=most strongly disagree).
3. After students rank the statements, have the students discuss their choices in small group.
4. Students relate experiences from their lives that influenced their #1 choices.



ACTIVITY #3

(approximately 15 minutes)

Purpose:

- To stimulate and think about Gandhi's ideas
- To start a more formal written assignment (optional)

Materials:

Three items from the list of [Quotations](#) are written on the board

Procedures:

1. Put three items from the list of Quotations on the board
2. Ask each student to choose ONE and free-write about it (non-stop writing, without editing or revision) for five minutes.
3. Depending on whether the class has done free-writing before, the texts thus generated can be used for various purposes:
 - a. the written texts are read aloud or shared silently in small groups;
 - b. one sentence is selected from each student's text and read aloud as a stimulus for small-group discussion;
 - c. one phrase from the first free-writing text is copied at the top of a new page and used as a basis for further free-writing; used in this way, free-writing sequences can be used to develop ideas for more formal writing assignments or oral presentations.



EXTENSIONS

Personal Symbols: Gandhi was an ascetic, and was so non-materialistic that his few possessions came to hold great significance for his followers. First, ask the students what associations they have for these objects: a pair of glasses, a watch, a spinning wheel, a loin-cloth. (This can be a class or small group discussion). Then, discuss the significance each probably had for Gandhi. Finally, as a third step, ask students to decide the objects (3 to 5) they would keep if they had to throw away most of their personal belongings. In small groups, discuss their decisions: Which objects would they keep and why? What will those objects symbolize about them to people who meet them for the first time?

1. **Current news stories** Choose a current news story that involves a struggle between a relatively less-powerful individual or group, and a relatively more-powerful individual or group. Ask students to suggest possible actions that the less-powerful group might take if they wanted to follow Gandhi's non-violent principles of non-cooperation and peaceful resistance.
2. **Role-playing** Dramatize an imaginary discussion between a young activist who wants to use violent means to resist a particular injustice and a follower of Gandhi who wants to convince the younger activist that non-violent resistance is the best course. After the role-play is performed, the audience may discuss how well Gandhi's principles were presented, and to offer suggestions for improving the argument. The role-play can be performed again, incorporating these suggestions.



APPENDIX A

List of Quotations from Gandhi's Writings

1. The good of the individual is contained in the good of all.
2. Civilization in the real sense of the term, consists not in the multiplication, but in the deliberate and voluntary reduction, of wants.
3. It is the quality of our work which will please God and not the quantity.
4. Affection cannot be manufactured or regulated by law.
5. Non-cooperation with evil is as much a duty as is cooperation with good.
6. The method of passive resistance is the clearest and safest, because, if the cause is not true, it is the resisters, and they alone, who suffer.
7. The more one gives to society, the more one gains personally.
8. Non-violence ... must begin at home.
9. Affection cannot be manufactured or regulated by law.
10. All sins are committed in secrecy.
11. It is sinful to buy and use articles made by sweat labor.
12. Man often becomes what he believes himself to be.
13. One's everyday life is never capable of being separated from one's spiritual being.
14. Discipline knows no rank.
15. Where there is fear there is no religion.
16. One cannot do right in one department of life while he is occupied in doing wrong in any other department.
17. Golden shackles are far worse than iron ones.
18. I object to violence because when it appears to do good, the good is only temporary; the evil it does is permanent.
19. A flag is a necessity for all nations.
20. True knowledge is impossible without a guru.
21. Non-violence is not merely a personal virtue.

[\(back to Preliminary Lesson Planning\)](#)

[\(back to Activity 1\)](#)

[\(back to Activity 2\)](#)



INTERNET RESOURCES

The following have lesson plans and activities intended for classroom use and can be adapted for all age groups and language proficiency levels.

CHAPTER 1 DEFINING PEACE

[Peace Begins with You](#) from *Educator's Reference Desk*

These lessons investigate peace at home and compare it to peace throughout the world. The unit increases students' awareness of skills needed to live peacefully in today's society. The language and social interaction skills that the lessons include are listening to each other, problem-solving, cooperating, and mediating problems.

Who needs peacekeepers? [Elementary](#) & [Secondary](#) from the *United Nations Cyber School Bus*

These two addresses are for the same lesson, but for different levels: the first one is for lower levels and the second one is for more advanced levels. These lessons address the concept of peacekeeping in our immediate environments and in a global context. These lessons nicely explore the concept of peace, what it is and why it is important in our lives.

[United States Institute of Peace](#)

This site is updated weekly for current peace news and issues. It also offers resources for research, education, training, etc.

[International Committee for the Peace Council](#)

This site explores the accomplishments of peace leaders working together in practical ways for peace and the common needs of the whole community of life.

[UNESCO's Culture of Peace Project](#)

The goal of this project is to spread values, attitudes, and behaviors for peaceful living.

CHAPTER 2 ANALYZING CONFLICT

[Human Rights Education \(HREA\) Library](#)

The HREA Library contains information on peace and conflicts and on conflict resolution. The site provides curriculum and lesson materials, teacher-training materials, and newsletters and periodicals on the peace and conflict topics.

CHAPTER 3 CONFLICT RESOLUTION

[Decision Making](#) from the *Educator's Reference Desk*

This lesson explores the concept of conflict resolution and the steps needed in making decisions. The goal of this lesson is to encourage students to explore variety of ways to solve problems. The lesson takes the students through the following steps: defining the problem, defining choices available for solving the problem and the positive and negative consequences according to the solution we choose.

[A Friendship Chain](#) from the *Columbia Education Center Academy Curricular Exchange*

This lesson enhances students' awareness of how important it is to use positive language when dealing with others. Students learn to better express positive feelings towards their classmates, and this results in better class atmosphere. A nice hands-on activity reinforces the role of positive language and will remain in the classroom to remind the students about the importance of nice words.

[Cooperation Game](#) from the Columbia Education Center Academy Curricular Exchange

This lesson explores the importance of cooperation in our society. The goal of the lesson is to have students understand that cooperation is essential for smoothly operating society. In this lesson the students' determine their own and others' attitudes about the importance of cooperation in the light of successful social decision making.

[Justice, Is It Fair?](#) From the Columbia Education Center Academy Curricular Exchange

This lesson helps students understand what justice is and how it is achieved through conflict resolution. Students also will understand that sometimes adults or other people are needed to help resolve a conflict. The lesson provides students with unfair situations in which the students need to use their critical thinking skills to solve the problems fairly.

[SHHH-Successful, Simple Simulation, Hassle-Free](#) from the Columbia Education Center Academy Curricular Exchange

The game used in this lesson is a great way to introduce conflict situations. This lesson allows students think their own behavior in terms of cooperation and communication, and how this is different in group situations. The lesson also lets students compare interactions among groups and discuss ways to resolve conflicts.

[Conflict Management Techniques](#) from the Educator's Reference Desk

This site offers clear definitions for personal management styles and it explores the strategies used in each conflict management style. The information on this site can easily be used in class to determine each student's predominant conflict management style.

[Fourth Freedom Forum](#)

This site offers valuable information on peace, security and cooperation. The site has information on the role of peace movement, discussion on international peace issues and information on the challenge of cooperation including discussion about the situation in South Asia. This site offers lots of good information that can be used in creating lessons dealing with peace and conflicts.

CHAPTER 4 BEING GOOD COMMUNICATORS: LISTENING REFLECTIVELY

[Developing Awareness: An Intercultural Communication Lesson Plan](#) (Asako Kajiuura 1996) from the *Internet TESL Journal*

CHAPTER 5 SPEAKING THE LANGUAGE OF PEACE

[Universal Peace Day](#), from Teacher Vision

CHAPTER 6 DEVELOPING CULTURAL UNDERSTANDING

[Class Culture](#) from the Educator's Reference Desk

This site has a lesson that enhances students' awareness of the many different cultures that exist even in a classroom. Students learn that each person in the classroom has his/her own culture, but because we all agree on certain things, our classroom has its own unique culture. This lesson shows that to understand different cultures from around the world, we must have the knowledge of how cultures are similar and different.

[Cultural Diversity](#) from the Columbia Education Center Academy Curricular Exchange

This lesson enhances students' awareness of different lifestyles that exist in all different cultures. It makes students think about stereotyping and promotes cultural understanding. The hands-on activity in this lesson makes students aware of how we all are different and what impact this can have in our lives.

[Foreign Language and Culture](#) from the Columbia Education Center Academy Curricular Exchange

This lesson helps students understand the vital connection between a language and a culture. Students participate in activities

that help them realize that without understanding something of the cultural aspects of a country, knowing the language is not enough.

[*Looking Into the Mirror: A survey of racial, cultural and/or socio-economic intolerance*](#) from the Columbia Education Center Academy Curricular Exchange

This lesson has a variety of activities that give students a better understanding of relationships and intolerance that has existed and still exists in our society. The lesson enhances students' understanding of the diversity around the world, and helps students understand these diverse people.

[*Cultural Exchange through Internet Keypals*](#) from the Educator's Reference Desk

Students will be introduced to a culture different from their own. In this lesson students learn about the elements that exist within a culture through direct communication with other students through correspondence using a computer (e-mail). This communication between the students will help them to learn about others and how they live. (Please also see http://www.cln.org/int_keypals.html)

[*Multicultural Pavilion Teacher's Corner*](#)

This site has information and resources for teachers who are interested in multicultural education. The site explores the goals and assumptions of multicultural education and provides many activities for learning about multiculturalism. The site also links to other multicultural education organizations.

UNICEF USA [*Teach UNICEF Lesson Plans*](#)

Visit this site for lesson plans on disability education, gender equality, and other key issues on tolerance.

[*World Cultural Foundation \(WCF\) Homepage*](#)

The WCF is a non-profit cultural and educational organization based in the USA that has grown to over one million members in over 251 countries and territories around the globe. This site has lots of usable material for teachers, including links to its newsletter, information on pen friends, and on peace events around the world.

CHAPTER 7 CORNERSTONES OF PEACE: VALUING DIVERSITY AND PRACTICING TOLERANCE

[*Triangles Are Not Bad*](#) from the Educator's Reference Desk

This lesson plan is a nice way to teach students about diversity and tolerance for diversity. The lesson demonstrates how important it is to be tolerant in this diverse world. The lesson requires the students to recognize diversity, and it also makes the students aware that many times we devalue minority cultures. The students need to practice tolerance to deal with different cultures.

[*Cultural Spaces*](#) from the Educator's Reference Desk

This hands-on activity demonstrates one cultural difference that exists in people's behavior around the world: the importance of personal space/area. By doing this activity, the students become aware of and examine differences in people's relationship to personal space. Students will also realize that they feel discomfort when they experience different cultural practices.

[*Investigating Culture Traits*](#) from the Educator's Reference Desk

Using a culture matrix chart, students will discover and explore different cultural values that exist between cultures, and they will compare the similarities and differences that exist between these cultures.

[*Making a Multi-Cultural Calendar*](#) from Eduplace

This art activity allows students to research traditions and values of different cultures by creating a multi-cultural calendar. The end product will give the students a nice springboard for exploring the customs and traditions of various holidays.

[*Looking Into the Mirror*](#) from the Educator's Reference Desk

This unit of lessons provides many activities that help students develop a deeper understanding of relationships and

intolerance that exists around the world. All senses are involved with these activities, and students will respond to various types of intolerance that exist in multicultural societies.

[The Center for Transcultural Studies](#)

This site offers information on what this organization does to promote and enhance multicultural understanding in the world.

CHAPTER 8 DEVELOPING EMPATHY

[Comparing Cultures](#) from the Educator's Reference Desk

Using a popular fairytale, this lesson will help and exercise the students' ability to deal with their peers peacefully. The lesson highlights different cultures, and stresses the importance of respecting others and their ways of thinking and acting. Students will work on comparing cultures and on adopting their thinking to another culture.

[Our Music Festival](#) from the Educator's Reference Desk

This music-stressed lesson helps students explore the similarities and differences that exist in their class. This lesson works nicely whether you have a homogenous group or a mixed group of students. In either case you can adapt the lesson to fit your students needs and abilities. During this lesson the students learn about the diversity that exist in their classroom and they will eventually plan a music festival to highlight the differences that exist in the classroom.

[SSSH – Successful, Simple Simulation, Hassle-Free](#) from the Educator's Reference Desk

The game presented in this lesson is a great way to explore conflict situations in our lives. This game can be easily adapted to whatever subject, age and language level and for different objectives. This game makes the students think about the way they communicate and it also forces the students to explore the reasons and motives for their communication behavior.

CHAPTER 9 EXPRESSIONS OF PEACE AND CHAPTER 10 PROMOTING PEACE THROUGH ACTION

[Chronology and profile of Mahatma Gandhi](#) from *The Famous People*

[Internet Links on Mahatma Gandhi](#) From the website "Mahatma Gandhi Album"

This is the [official Mahatma Gandhi website](#). This site is a comprehensive site about Mahatma Gandhi's life, work and ideals. The site offers tributes, anthology, and information on his last days, prologue and visitors gallery. (Also try <http://www.mkgandhi.org/>) You can find books, sound files, and video clips of Gandhi, including a sound file of him giving a speech.

Special thanks to Tiina Matikainen for compiling the list of Internet Resources

GLOSSARY

A win-win resolution A solution to a conflict that allows all participants to be satisfied that their needs have been met.

Accord Agreement, mutual understanding. Common phrase: To be in accord. *While we do not always agree on political issues, most of the time our views are in accord.*

Alternative solutions More than one possible way to solve a conflict. In Conflict Resolution, the alternative solutions should point to meeting the needs of both participants and to establishing a long-term solution to the problem.

Analysis of a conflict situation The first step in the conflict resolution process in which all participants cooperate to define the conflict objectively.

Argument A discussion in which both participants have strong opposing views. A verbal disagreement. *The argument between the parents and the school board was about continuing a popular but expensive after-school program for children.*

Ashram A private community of like-minded people, where members of the community live together and follow a prescribed set of rules and principles. An ashram is often formed as a center for religious study and learning.

Assassinate To kill someone viciously as part of a plan, often for political or racial reasons.

Behaviors The way we act based on our learned beliefs and values.

Beliefs Conviction in the truth of something that we learned by living in our culture; they are the core of our actions and tell us how to behave in the world. Our beliefs are the basis for our values

Caste system In India, the accepted social practice of assigning a social status (often hereditary) to members of society. A member of a **caste** shares similar rank, occupation, and social privileges.

Colonial rule The government of a subordinate nation by a more powerful nation. In the late 18th and early 19th century Great Britain ruled the nation of India as a colony.

Compromise A situation in which both participants to a conflict agree to give up something in order to resolve the conflict. A compromise is often an intermediate stage in moving toward long-term resolution of a conflict.

Conflict resolution The process of creatively responding to a conflict in order to find ways to solve the problem.

Cooling off period A time for exposed emotion concerning the conflict to be dissipated. When a conflict becomes volatile there needs to be a cooling off period before resolution can begin.

Cooperation Working together with others to accomplish a common goal. *With the cooperation of all the employees, the project was completed on time.*

Cultural diversity The differences in cultural features (e.g., dress, food, and art forms; religious beliefs; and attitudes towards work, leisure time, marriage, birth, and death) between cultural groups.

Cultural pattern The collective term to describe a cluster of interrelated cultural orientations. Cultural patterns are made up of interrelated cultural behaviors which are influenced by values that are shared by a cultural group.

Culture a group of people who share a background because of their common language, knowledge, beliefs, views, values, and behaviors. Culture often results in hidden patterns of communication, viewpoints, and expressions that people in that specific culture share. These hidden patterns have an effect on the way people behave, perceive the world, and interact with others.

De-escalation of conflict De-escalation of conflict involves a reduction of strong emotion and working to give an objective description of the problem. De-escalation of a conflict leads to possible resolution of the conflict.

Disagreement An opposition of views. *The father and daughter were in disagreement about the time she had to be home after the party.*

Diversity The state of being different or of unlikeness (dictionary definition). In the context of society, diversity is when various different factors interact to define the society of a particular culture. For example, religions, music, art, dance, foods, educational levels, and economic wealth may be similar for the majority of the people in a homogeneous culture. In a heterogeneous culture, compiled of many ethnic groups, there will be a diversity of cultural features.

Dogmatism The characteristic of an individual to believe that his/her opinion is correct and to hold to this belief without substantiation; A dogmatic person who presents opinions as truths

Dominant A dominant culture or cultural pattern is the one that represents the majority or the largest number of people.

Empathic communication skills The ability to express a shared understanding with another person which connotes a mutual respect for the person's beliefs and values - Types of communicative empathetic responses to another person's feelings or expressed emotions are accepting, validating, extending, and prescribing.

Empathy inhibitors Preconceived ideas, stereotyped notions, and personal biases and prejudices are factors that make it difficult to achieve a shared understanding of another person's feelings or emotions. For example, if you hold the stereotype of a particular ethnic group as "lazy", it will be difficult to empathize with a group of homeless people from that ethnic group.

Empathy The emotional response of shared understanding, in which each person assumes the other's perspective and cultural values as much as possible - Empathy requires mutual respect and goodwill between people and is useful in cross- cultural interactions.

Escalation of conflict A conflict situation gets worse and might lead to violence.

Fanatic A person who has unreasonably strong beliefs in or enthusiasm for something. A fanatic often does things that are excessive and may be contrary to the mores and laws of society.

Fast A self-imposed period of not eating. People fast for medical or religious reasons, or to show strong support for an issue or a principle.

Forged in the racist crucible of South Africa: This phrase means that Gandhi became a spokesperson for unfortunate people and activist against racial injustice because of his life experiences in South Africa, which was a nation that practiced racial discrimination and separation. "Forged" is used metaphorically (**to forge** also means to shape metal over a hot fire) to describe the strong influence of Gandhi's experiences in South Africa on his future actions. A **crucible** is the container used for the forging of metal, and is used metaphorically in relation to the nation of South Africa in this phrase.

Frustration A feeling of anger or disappointment at not being able to achieve a goal or obtain something that you want. *After waiting five minutes for the light to change at the intersection, the drivers began honking their horns in frustration.*

Harmony To have agreement or accord in a relationship; to work together in friendship and cooperation. *The class worked together in harmony to produce a beautiful collage.* Commonly used phrase: Harmonious relations. *The committee worked together smoothly and effectively because of their harmonious relations; everyone made an effort to cooperate and agree.*

Heterogeneous society A society in which members of the society come from diverse cultural groups. Usually there are differences of economic wealth, educational levels, and social status between the groups who live in the society.

His name has become synonymous with (India's quest for independence): Gandhi was famous as a supporter of India's fight for independence. When the name 'Gandhi' was mentioned, people immediately thought of India's struggle for independence from Britain.

Homogeneous society A society in which the majority of the members share the same cultural beliefs, attitudes, and values, and there is little difference in the economic wealth or social distance of the members of the society.

Hostility A feeling or attitude of intense opposition to a person, group, or an action. *After the strike, the hostility the workers felt toward management made the work place tense and unfriendly.*

Ideation of a conflict situation The second step in the conflict resolution process, in which everyone thinks creatively to develop alternative solutions to the conflict.

Incompatible Not able to exist together or to come to agreement about something. *The two boys could not continue to be roommates because their sleep schedules were incompatible; John went to bed at 10 p.m. and got up early, while Sam went to bed at 2 a.m. and wanted to sleep until noon.* Common phrase: Incompatible differences. *The strike was called because of incompatible differences regarding salaries between the workers and the company.*

Insensitive: Responding to another person by disregards that person's feelings or needs

Intolerance The attitude of disregard or disdain for another person's opinions, manners, beliefs, race or religion. Lack of tolerance. *Many people left England for a new life in America because of religious intolerance and persecution.*

Knowledge Facts, skills, and understanding that people of a shared culture have gained through learning and experience.

Mediator A person who helps with the de-escalation and resolution of a conflict.

Multicultural societies are those in which many cultural groups live together within the same nation.

Nonviolent resistance To protest or go against some issue without using violence. An example of nonviolent resistance is a "march", in which people walk together for a long distance to support a cause but do not physically abuse anyone or take any action for the cause.

Objective To be objective about a problem is to be accurate in the description of the problem and fair and unbiased in stating the participants' needs.

Objectivity A way of looking at a situation or understanding an issue which emphasizes the actual behaviors, actions, and events: when one is objective about something, little personal bias or prejudice influences the observation

Perception A perception of a conflict reflects one person's understanding of the situation. Participants' perceptions of a conflict situation may be strongly influenced by their emotional involvement as well as attachment to their own needs, desires, wants, and goals. A goal of Conflict Resolution is to help the participants to objectively and accurately describe the conflict situation in terms of both participants' needs.

Perception A perception is something that we know or understand about a situation through our senses or intuitions.

Racial discrimination The practice of denying equal rights to people because of their race.

Racial separation The practice of physically separating people of different races in regard to carrying out activities in their daily lives, like housing, schooling, shopping, transportation, etc.)

Respect To show regard and consideration for something or someone. *The new boss is firm but fair, and he has earned the respect of all of his employees.* Common phrase: Respect for differences. *The cafeteria serves many ethnic foods in respect for the differences in eating preferences of our international students.*

Security Freedom from danger or risk; safety. *One of the reasons for living in a small town is the security that small-town living provides; crime rates, for example, are much lower in a small town than in a large city.*

Stereotype A generalization about a group established by those around us - a group or the larger society - Stereotypes are set images or ideas which are usually formed on the basis of limited personal experiences or restricted knowledge of the topic or issue.

Subjective Our understanding of an issue or situation is subjective when our personal biases and past experiences influence our understanding.

Sympathy The emotional response of agreement of feelings between people; the response of sharing feelings with another, especially in times of sorrow or trouble

Threat A perceived danger or risk to your security or well being. *The arrival of soldiers and tanks at the rally signaled the threat of violence to the protesters.*

Tolerance A fair and objective attitude toward those whose ideas, opinions, race, religion, or nationality may differ from your own. The absence of bigotry. *When the immigrants moved into the town, the community accepted them with goodwill and tolerance.* Common phrase: Religious or racial tolerance. *Racial tolerance among nations is a prerequisite for peace.*

Understanding - 1. The mental process of comprehension. *He understands the theory of fluctuating prices, so his business includes flexible pricing.* 2. The demonstration of empathy, compassion, sensitivity regarding the actions or feelings of others. *When I missed the exam because I was ill, my teacher let me take it later; I really appreciated her kindness and understanding.*

Value dimension A set of interrelated values that exist along a continuum of relative importance. We use this term to describe the values that influence cultural behaviors in all cultures.

Values A set of beliefs based upon a code of ethics in a society. They tell us what is right and wrong, good and bad; they tell us how to live our lives.

Views The perceptions, judgments, or opinions on certain issues that individuals learn from their cultures.

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