



Center for Urban Initiatives and Research

# **Evaluation of the Peace Learning Center's Peacemakers' Workshop Program 2007-08**

**Prepared for  
The Peace Learning Center  
Milwaukee, Wisconsin**

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## **Evaluation of the Peace Learning Center's Peacemakers' Workshop Program 2007-08**

### **Introduction**

The Peace Learning Center (PLC) facilitated conflict management training, "Peacemakers' Workshop," for 40 classes from 22 different Milwaukee schools during the 2007-2008 school year. The workshops were provided to over 1000 4<sup>th</sup>, 5<sup>th</sup>, and 6<sup>th</sup> grade students: 25 "straight" 4<sup>th</sup> grade classes and 15 mixed-grade classes. Located in woods overlooking the Milwaukee River, the PLC's facility, the Milwaukee Friends Meetinghouse, was visited by the classes as a field trip. Classes from nearby schools walked to and from the PLC; classes more distant were transported by school bus. Students were accompanied by their teacher and often one or two other adults. Each workshop was led by two or three of the PLC's four facilitators plus one to three college mediation students who were each engaged as helpers for a single workshop to fulfill a portion of their service requirement.

The program assessment was conducted over an eight-month period. The study consisted of two main elements: student surveys and teacher surveys.

Students were given three different evaluations during the course of the training. The first component was the pre-visit survey, which was given to students before attending the Peacemakers' Workshop, to obtain a baseline indication of their conflict management skills. The survey consisted of eight different questions, including conflict management scenarios, in which three multiple-choice options were given for students to choose from.

The second part of the student evaluation was the "Quicky Slip." At the very end of the Peacemakers' Workshop, the students were asked whether they liked the program and whether they would apply the skills they were taught in the workshop in their everyday lives. Three to five weeks after each workshop, PLC facilitators went to the class' school to conduct a "booster session," a refresher lesson, in their classroom.

The post-visit survey comprised the last section of the student evaluation and was administered after the booster sessions. The post-visit surveys were returned to the PLC in late May by all classes regardless of whether they attended the PLC in the fall or spring. The post-visit surveys asked students again to complete an assessment of how they would handle several different conflict situations. The same eight questions from the pre-visit survey were asked, but the choices were shuffled in order compared with the pre-visit survey.

This program evaluation collected data from the pre- and post-visit surveys. The rates of correct response were compared to determine – if all other factors were equal – the effect of the workshop and booster on students' retention of knowledge about conflict management.

The teacher element of the evaluation consisted of two components, which were conducted at the same time: the "Teacher Opinion Survey: Workshop Content" and the "Teacher Opinion Survey: Classroom Climate." The first survey asked teachers to provide their opinion of the workshop in nine different areas ranging from whether the students appeared to enjoy the training to whether the presenters could relate to the children. The second survey asked teachers nine questions evaluating how the program may have affected conflict management in their classrooms. Teachers were asked whether their students' conflict management had improved from shortly before the workshop to shortly after the booster session and whether they would be interested in attending PLC workshops in the future.

The following analysis was provided by the Center for Urban Initiative and Research (CUIR) at the University of Wisconsin-Milwaukee in November 2008.

## **Quicky Slips**

“Quicky Slips” were surveys that were administered to students attending the Peace Learning Center (PLC) directly after they participated in the scheduled activities, just prior to leaving the PLC to return to their school (see Appendix A). Quicky Slips were given to provide a better understanding of whether students enjoyed their overall experience at the PLC and whether they thought they would use the skills taught to them in an everyday setting. In all, 919 responses were recorded from 39 different classes that came from 22 different schools.

The first question on the Quicky Slip asked students, “How much did you like your day at the Peace Learning Center?” Students were allowed to answer on a four point Likert scale. Responses included: (1) It was great; (2) it was OK; (3) it was not very good; or (4) it was poor. Students who chose not to answer this question or chose more than one answer were not included in the analysis.

Eighty-four percent of those questioned answered that the program was great, 15% reported that the program was OK, and 1% responded that the program was not very good. None reported that it was poor (see Table 1).

**Table 1. Student Responses to Quicky Slip Question #1**

<b>Response</b>	<b>Number of Respondents</b>	<b>Frequency</b>
It was great.	766	84%
It was OK.	138	15%
It was not very good.	12	1%
It was poor.	0	0%
Total	916	100%

The second question asked, “At the Peace Learning Center, did you learn anything that you will really do at school or at home?” Students were allowed to answer on a four point Likert scale with the responses of: (1) Yes, a lot; (2) Yes, some; (3) Yes, but very little; and (4) No, not at all. Students who chose not to answer this question or selected more than one answer were not included in the analysis.

Fifty-eight percent answered that they would use a lot of what they learned at the PLC in their home or in school. Ninety-one percent said that they would use some or a lot of what they learned at home or in school. Nine percent responded that they would use very little or none of what they had learned at school or home (see Table 2).

**Table 2. Student Responses to Quicky Slip Question #2**

<b>Response</b>	<b>Number of Respondents</b>	<b>Frequency</b>
Yes, a lot.	530	58%
Yes, some.	305	33%
Yes, but very little.	65	7%
No, not at all.	17	2%
Total	917	100%

## **Student Responses to Pre-Visit Survey vs. Post-Visit Survey**

In order to gain a better understanding of student conflict management skills prior to participation in the Peacemakers' Workshop and to measure the effectiveness of the program itself, a pre-visit

survey (Appendix B) and post-visit survey (Appendix C) were conducted to measure the difference in the percentage of students who answered questions correctly.

The pre-visit surveys were administered prior to the classes' visit to the PLC; thirty-seven classes returned the survey for a total of 854 responses. The post-visit surveys were given after the follow-up booster session by the PLC; 19 classes returned the survey for a total of 428 responses. The two surveys had eight identical questions with answer choices arranged in different order. The questions are listed below. For each question, the responses are listed in order of greatest to least frequently chosen on the post-survey. Highlighted fields denote the correct responses. All differences between pre- and post-visit surveys were found to be statistically significant.<sup>1</sup>

**Question 1.** The first question asked students: "A kid from your grade is coming toward you, like they want to fight. What can you do to stay peaceful and safe?"

Table 3 lists the pre- and post-visit survey results for the first question. Over two-thirds of the students answered correctly in both surveys, 68% in the pre-survey and 73% in the post-survey. There was a 5% increase in the percentage of students who answered this question correctly, a statistically significant difference.

**Table 3. Student Responses to Question #1 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Say, "I don't want to fight," and step back.	68%	73%	+ 5%
Say, "Hey, chill out!" and get ready to shake hands.	23%	22%	
Put up your hands to block a punch.	8%	5%	

**Question 2.** The following question on the pre-visit survey was: "When do you need to take a peace breath?" Table 4 shows that 89% of students answered correctly in the pre-survey, while 95% answered this question correctly in the post-visit survey, an overall improvement of 6%.

**Table 4. Student Responses to Question #2 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
To calm down when you are angry or worried.	89%	95%	+ 6%
To thank someone when they help you.	8%	4%	
To blow out peace candles.	3%	2%	

**Question 3.** Students were next asked: "Your cousin Mia says to you, 'That boy Frankie, I just hate him.' You like Frankie. But what can you say to Mia, to show her that you are listening and you understand how she feels?"

Table 5 shows that only 25% of students answered the question correctly in the pre-visit survey, and 37% answered correctly in the post-visit survey. While the PLC program resulted in a 12% increase in the number of students answering this question correctly, the majority of students in the post-visit sample (63%) still answered incorrectly.

<sup>1</sup> Difference of mean statistics were calculated for each pair of pre- and post-visit survey question response rates. All differences between correct responses were significant at the  $p < 0.010$  level.

**Table 5. Student Responses to Question #3 in Pre- and Post-visit surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
"Mia, it's wrong to hate people."	71%	60%	
"Mia, are you saying you don't like him at all?"	25%	37%	+ 12%
"Mia, I just hate him, too."	4%	3%	

**Question 4.** The next question asked students: "When you are in a conflict, and you want to settle it in a fair and peaceful way, which one of these things should you try to do?"

Table 6 illustrates that slightly over half (54%) answered the question correctly – that they would hear the other person's point of view – in the pre-visit survey, while 65% answered correctly in the post-visit survey, an 11% total increase.

**Table 6. Student Responses to Question #4 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Hear the other person's point of view.	54%	65%	+ 11%
Keep your feelings to yourself.	37%	31%	
Get other kids to be on your side.	9%	4%	

**Question 5.** The next question was: "Your friend Trisha took your pen again, but you need it right now! Which of these statements is the most peaceful way to tell her what you want?"

Table 7 demonstrates that while 64% answered correctly in the pre-survey, 89% answered correctly in the post-survey, a sizable 25% increase in the percentage of students answering this question correctly.

**Table 7. Student Responses to Question #5 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Say, "Trisha, I feel annoyed when you take my pen. I want you to give it back now."	64%	89%	+ 25%
Say, "Trisha, if you don't want to get hurt, keep your hands out of my desk."	14%	8%	
Say, "Trisha, can I please, please, please have my pen back?"	22%	4%	

**Question 6.** The survey then asked: "Just for fun, you grabbed John's sleeve, but it tore badly. You tell him, 'John, I'm sorry for messing up your shirt.' What more can you say, to make this a better apology?"

Table 8 shows that nearly all students were able to identify the correct answer in both surveys. Eighty-eight percent answered the question correctly in the pre-visit survey, and 94% answered it correctly in the post-visit survey, resulting in a 6% increase.

**Table 8. Student Responses to Question #6 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Say, "Next time I'll keep my hands to myself."	88%	94%	+ 6%
Say, "Don't worry. It isn't so bad."	9%	4%	
Say, "But it was your fault, too."	4%	3%	

**Question 7.** The next question asked of students was: “Peace mentors are people who try to make things fair and peaceful for everyone. Which one of these people was a famous peace mentor?”

Results in Table 9 show that students acknowledged Mahatma Gandhi as a famous peace mentor 57% of the time in the pre-visit survey, and 86% of the time in the post-visit survey, resulting in a 29% increase.

**Table 9. Student Responses to Question #7 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Mahatma Gandhi	57%	86%	+ 29%
Francisco Franco	22%	8%	
Carol Channing	21%	6%	

**Question 8.** The last question was: “Which one of these peace mentors is from Milwaukee?”

Table 10 shows that 65% of students correctly identified Vel Phillips as a local peace mentor in the post-visit survey, while only 34% answered correctly in the pre-visit survey. There was an overall improvement of 31% of students who correctly answered this question, the largest increase among all pre- and post-survey questions.

**Table 10. Student Responses to Question #8 in Pre- and Post-Visit Surveys**

Response	Pre-Visit Frequency	Post-Visit Frequency	Difference
Vel Phillips	34%	65%	+ 31%
Mother Teresa	39%	22%	
Cesar Chavez	27%	13%	

For every question, all percentage differences between pre- and post-visit survey responses are statistically significant.<sup>2</sup> That is, the improvement is not due to random variation in the percentage of students who answered the questions correctly. It should also be noted that post-visit surveys were administered four to seven months after participation in the Peacemakers’ Workshop, suggesting that among the students who took part in the workshop in 2007-08, retention of workshop content was high.

### **Teachers’ Opinions of the Peacemakers’ Workshop**

Teachers were asked to complete two surveys of their opinions about the Peacemakers’ Workshop. The surveys were received by the PLC in a range of time dating from one month after the program to as much as seven months after. In all, 40 surveys were distributed to teachers whose students had participated in the Peacemakers’ Workshop, and 19 teachers returned completed surveys (a 48% response rate).

Table 11 presents the first battery of questions from the teacher opinion surveys (see Appendix D for the survey instrument). Teachers were presented with nine statements relating to the process, content, setting, and outcomes of the Peacemakers’ Workshop. For each statement, five different responses were allowed, ranging from strongly agree to strongly disagree. Highlighted cells denote the response with the highest frequency for each statement.

<sup>2</sup> See footnote 1, p. 3. Difference of mean statistics were calculated for each pair of pre- and post-visit survey question response rates. All differences between correct responses were significant at the  $p < 0.010$  level.

**Table 11. Teacher Reflections on the Peacemakers' Workshop**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
On the whole, the children had fun doing the activities at the Peace Learning Center (PLC).	<b>68%*</b>	26%	0%	5%	0%
The setting (Milwaukee Friends Meetinghouse) was appropriate for the activities taking place.	<b>68%</b>	26%	0%	5%	0%
The children were asked to do tasks appropriate to their level of development.	<b>74%</b>	26%	0%	0%	0%
The concepts and skills presented in the activities were relevant to the needs of my students.	<b>68%</b>	32%	0%	0%	0%
The workshop presenters knew how to relate to the children.	<b>74%</b>	21%	5%	0%	0%
On the whole, the children were engaged (attentive, involved) with the activities at the PLC.	<b>63%</b>	32%	0%	5%	0%
The individuals who have been most successful in their class work this year were engaged at the PLC.	<b>53%</b>	26%	21%	0%	0%
The individuals who have been least willing to do their class work this year were engaged at the PLC.	11%	<b>50%</b>	28%	11%	0%
Since their PLC experience, my students have been more cooperative in dealing with each other.	11%	<b>50%</b>	28%	11%	0%

\* Highlighted cells denote the response with the highest frequency for each statement.

The following section lists a few key findings about teacher opinions of the Peacemakers' Workshop:

- Sixty-eight percent strongly agreed that children had fun doing the activities provided and that the Milwaukee Friends Meetinghouse was an appropriate setting for the activities to take place.
- Seventy-four percent of teacher respondents strongly agreed that the children were asked to do tasks appropriate to their level of development, and that the presenters knew how to relate to the children.

Following the first set of questions, teachers were then asked the following question: “Which part(s) of the PLC program do you think will prove to be particularly beneficial to your students?” All PLC programs are listed in Table 12. Teachers were allowed to choose more than one program.

The most frequently chosen program element was the Peace Breath; seventy-eight percent of teacher respondents chose this response. The next most popular part of PLC programming was I-Messages (72%). Only 11% of teachers surveyed chose the Land Walk.

**Table 12. Teachers’ Opinions of Individual PLC Programs**

<b>Program</b>	<b>Number of Responses</b>	<b>Frequency*</b>
Peace Breath	14	78%
I-Messages	13	72%
Ready-Set-Go	11	61%
Peace Games	7	39%
Peace Mentors	7	39%
I Don't Want to Fight	3	17%
Land Walk	2	11%

\* Column totals equal over 100% as respondents were allowed to choose more than one response.

### **Teachers’ Evaluations of Conflict Management in Class**

A second teacher survey completed by the teachers was in regard to conflict management within the classroom (see Appendix E). The survey, about the impact of PLC programming, was completed by teachers after a booster session was presented to their class. Surveys were completed from between one to seven months after the original PLC programming. Out of a total of 40 participating classes, 18 completed surveys were received (a 45% response rate).

Similar to the previous Teacher Opinion Survey, teachers were presented with nine statements, but were focused on PLC effects and outcomes. For each statement, five different responses were allowed, ranging from strongly agree to strongly disagree. Highlighted cells denote the response with the highest frequency for each statement.

**Table 13. Teacher Reflections on Peacemakers' Workshop Impact**

Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
<b>Reflections on Student Behavior</b>					
Since their PLC experience, my students have truly improved in their handling of conflict with classmates.	11%	33%	44%	11%	0%
Since their PLC experience, my students have been more considerate of each others feelings.	6%	50%	28%	17%	0%
When my <i>boys</i> have had opportunities to use skills taught to them by the PLC, they have done so.	6%	28%	33%	28%	6%
When my <i>girls</i> have had opportunities to use skills taught to them by the PLC, they have done so.	6%	56%	22%	17%	0%
Students who had the <i>most</i> difficulty managing conflict peacefully before their PLC experience have improved.	6%	44%	22%	22%	6%
Compared to other classes, these children have been particularly in need of conflict management skills.	41%	12%	24%	18%	6%
<b>Reflections on Teaching and Student Interaction</b>					
Since my class has worked with the PLC, I have handled student conflicts differently.	0%	65%	18%	18%	0%
I have taken opportunities to encourage my students to sharpen and use skills they've been taught by the PLC.	39%	56%	6%	0%	0%
<b>Reflections on Process</b>					
Having a classroom follow-up booster session by the PLC was necessary.	33%	33%	28%	6%	0%

\* Highlighted fields specify the rating with the highest frequency of responses for each statement.

Several key findings from the Teacher Evaluations are listed in the section below:

- Across all statements, teachers most strongly agreed with the statement that their students were particularly in need of conflict management skills, compared with other classes; 41% of all teachers surveyed chose strongly agree, the highest concentration of strongly agree responses.
- Ninety-five percent of teachers strongly agreed or agreed with the statement that they have taken opportunities to encourage their students to use skills they've been taught by the PLC.
- Sixty-five percent of teachers agreed with the statement that they have handled student conflicts differently since their visit to the PLC.
- Sixty-six percent either agreed or strongly agreed that a follow-up booster session by the PLC was necessary.
- Sixty-one percent said that they agree or strongly agree that their girls have had opportunities to use skills taught by the PLC and have used them, compared with thirty-three percent who said that boys had done so.
- The statement regarding boys utilizing PLC content when appropriate received the highest percentage of disagreement (34% who disagree or strongly disagree).

When asked whether or not they would be interested in attending the Peace Learning Center next year, 100% of all respondents said that they would be interested.

## **Overall Findings and Recommendations**

### ***Student Learning***

Overall, the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grade students who participated in PLC trainings showed measurable improvement in their apparent knowledge of conflict management skills, as measured via the PLC post-visit surveys. Comparing the pre- and post-visit surveys, students gained higher correct response rates in every question asked. On average, students improved 15% per question between the pre- and post-visit surveys. The strongest gains (29% and 31% increases) were made in identifying the "peace mentors" in questions 7 and 8. Question 1, regarding how a student might avoid a fight, received the least improvement overall (5%). However, the portion of the workshop in which that skill was taught was sometimes omitted due to the time constraints of the school bus schedule.

The findings also suggest that student *retention* of facts, concepts, and skills presented at PLC workshops and booster sessions was substantial, given that the PLC post-visit surveys were administered four to seven months after the original programming and booster session.

### ***Teacher Perspectives***

From assessing the teacher opinion surveys and evaluations, it appears that teachers had the overall impression that students benefitted from PLC content. In the teacher opinion survey, close to two-thirds of all teachers strongly agreed or agreed with statements asserting positive aspects of PLC content and trainings. Similarly, in the teacher evaluation surveys, for all but two statements, a majority of teachers strongly agreed or agreed with positive aspects of PLC outcomes.

On average, teachers tended to strongly agree or agree more with positive statements in the teacher opinion surveys than in the teacher evaluations. In other words, although not directly comparable, PLC content approval rates were slightly higher on average than outcomes approval

rates. When asked how the effectiveness of the PLC trainings could be improved, two teachers suggested training sessions early in the year (e.g., January), as well as continued trainings.

### ***Improving Research Design***

The overall research design revealed positive results about the content and effectiveness of the PLC training sessions. For future analyses, a few recommendations are made to help improve the validity of the connection between the PLC and student learning about conflict resolution.

- *Control Group.* While students showed gains between pre- and post-visit surveys, a direct causal link between PLC programming and student improvement cannot yet be made due to the statistical limitations of the research design. Incorporating a control group into future designs might help increase the validity of the findings.
- *Standardizing Application of Research Materials.* Standardizing the timeline and administration when conducting future surveys might be of benefit. For example, it is unknown whether higher correct response rates were recorded for students who participated in a booster session sooner than other students. This study recommends a standardized timeline for conducting training sessions, booster sessions, student surveys, and teacher surveys to ensure that all surveys and features of the program are correctly performed.
- *Response Rates.* Ensuring a consistent response rate between pre- and post-visit surveys will also contribute toward more significant results. For example, while 854 students returned pre-visit surveys, only 428 post-visit surveys were conducted. Given the difference, it is possible that only the classes who received the most from PLC programming returned post-visit surveys, skewing the results to indicate higher levels of improvement. Multiple follow-up contacts between PLC staff and teachers should lead to higher response rates.

The study also found that many students did not answer all questions on the pre-and post-visit surveys, and some gave two responses for a single question. Reducing these situations will also strengthen future results.

- *Teacher Surveys.* Another recommendation of this study is to evaluate the need for two separate teacher surveys. It was found that all teachers who completed both surveys completed the survey on the same date, so that original impressions and outcomes were evaluated by the teacher at the same time. Two options are possible. The first option is to ensure that the teacher opinion survey is administered when the student quick slips are being completed, and to make sure that the teacher evaluation survey is completed at the same time of the student post-visit survey. The second option is to combine the two teacher surveys into a perhaps more convenient, single survey. Content analysis of the surveys suggests that several statements in the agreement matrices could be combined, and/or that identifiable sections about first impressions, program content, setting, and outcomes can be designed.

Appendix A: Quicky Slip

**QUICKY SLIP**

Circle one number for each question.

**A.** How much did you like the things you did at the Peace Learning Center?

It was great.      It was OK.      It was not very good.      It was poor.

4

3

2

1

**B.** At the Peace Learning Center, did you learn any things that you will really do at school or at home?

Yes, a lot.      Yes, some.      Yes, but very little.      No, not at all.

4

3

2

1

Appendix B: Pre-Visit Survey

**Getting Ready for the  
PEACE LEARNING CENTER**

1. A kid from your grade is coming toward you, like they want to fight. What can you do to stay **peaceful** and **safe**?
  - a. Say, "I don't want to fight," and step back.
  - b. Say, "Hey, chill out!" and get ready to shake hands.
  - c. Put up your hands to block a punch.
  
2. When do you need to take a **peace breath**?
  - a. to thank someone when they help you
  - b. to blow out peace candles
  - c. to calm down when you are angry or worried
  
3. Your cousin Mia says to you, "**That boy Frankie, I just hate him.**"  
You like Frankie. But what can you say to Mia, to show her that you are listening and you understand how she feels?
  - a. "Mia, I just hate him, too."
  - b. "Mia, it's wrong to hate people."
  - c. "Mia, are you saying you don't like him at all?"
  
4. When you are in a conflict, and you want to settle it in a fair and peaceful way, which one of these things should you try to do?
  - a. Hear the other person's point of view.
  - b. Keep your feelings to yourself.
  - c. Get other kids to be on your side.
  
5. Your friend Trisha took your pen again, but you need it right now! Which

of these statements is the **most peaceful way** to tell her what you want?

- a. Say, "Trisha, I feel annoyed when you take my pen. I want you to give it back now."
- b. Say, "Trisha, can I please, please, please have my pen back? Or I won't be your friend."
- c. Say, "Trisha, if you don't want to get hurt, keep your hands out of my desk."

6. Just for fun, you grabbed John's sleeve, but it tore badly. You tell him, "**John, I'm sorry for messing up your shirt.**"

What more can you say, to make this a better apology?

- a. Say, "But it was your fault, too."
- b. Say, "Don't worry. It isn't so bad."
- c. Say, "Next time I'll keep my hands to myself."

7. **Peace mentors** are people who try to make things fair and peaceful for everyone. Which one of these people was a famous peace mentor?

- a. Francisco Franco
- b. Mahatma Gandhi
- c. Carol Channing

8. Which one of these peace mentors is from Milwaukee?

- a. Mother Teresa
- b. Vel Phillips
- c. Cesar Chavez

**Things I Remember from the  
PEACE LEARNING CENTER**

1. A kid from your grade is coming toward you, like they want to fight. What can you do to stay **peaceful** and **safe**?
  - a. Put up your hands to block a punch.
  - b. Say, "I don't want to fight," and step back.
  - c. Say, "Hey, chill out!" and get ready to shake hands.
  
2. When do you need to take a **peace breath**?
  - a. to blow out peace candles
  - b. to calm down when you are angry or worried
  - c. to thank someone when they help you
  
3. Your cousin Mia says to you, "**That boy Frankie, I just hate him.**"  
You like Frankie. But what can you say to Mia, to show her that you are listening and you understand how she feels?
  - a. "Mia, are you saying you don't like him at all?"
  - b. "Mia, I just hate him, too."
  - c. "Mia, it's wrong to hate people."
  
4. When you are in a conflict, and you want to settle it in a fair and peaceful way, which one of these things should you try to do?
  - a. Hear the other person's point of view.
  - b. Get other kids to be on your side.
  - c. Keep your feelings to yourself.
  
5. Your friend Trisha took your pen again, but you need it right now! Which

of these statements is the **most peaceful way** to tell her what you want?

- a. Say, "Trisha, can I please, please, please have my pen back? Or I won't be your friend."
- b. Say, "Trisha, if you don't want to get hurt, keep your hands out of my desk."
- c. Say, "Trisha, I feel annoyed when you take my pen. I want you to give it back now."

6. Just for fun, you grabbed John's sleeve, but it tore badly. You tell him, "**John, I'm sorry for messing up your shirt.**"

What more can you say, to make this a better apology?

- a. Say, "Next time I'll keep my hands to myself."
- b. Say, "Don't worry. It isn't so bad."
- c. Say, "But it was your fault, too."

7. **Peace mentors** are people who try to make things fair and peaceful for everyone. Which one of these people was a famous peace mentor?

- a. Francisco Franco
- b. Mahatma Gandhi
- c. Carol Channing

8. Which one of these peace mentors is from Milwaukee?

- a. Cesar Chavez
- b. Mother Teresa
- c. Vel Phillips

## Appendix D: Teacher Reflection Survey: Peacemakers' Workshop Experience

### Peace Learning Center of Milwaukee, Inc. Teacher Reflection Survey: Peacemakers' Workshop Experience

Teacher's Name: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_

Date of workshop attended: \_\_\_\_\_ Date you are filling this out: \_\_\_\_\_

How many times, total, have you brought a class to the Peace Learning Center? \_\_\_\_

Indicate how much you agree or disagree with each statement by circling one number in each line.

	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1. On the whole, the children had fun doing the activities at the Peace Learning Center (PLC).	5	4	3	2	1
2. The setting (Milwaukee Friends Meetinghouse) was appropriate for the activities taking place.	5	4	3	2	1
3. The children were asked to do tasks appropriate to their level of development.	5	4	3	2	1
4. The concepts and skills presented in the activities were <i>relevant</i> to the needs of my students.	5	4	3	2	1
5. The workshop presenters knew how to relate to the children.	5	4	3	2	1
6. On the whole, the children were engaged (attentive, involved) with the activities at the PLC.	5	4	3	2	1
7. The individuals who have been <i>most successful</i> in their classwork this year were engaged at the PLC.	5	4	3	2	1
8. The individuals who have been <i>least willing</i> to do their classwork this year were engaged at the PLC.	5	4	3	2	1
9. Since their PLC experience, my students have been more cooperative in dealing with <i>each other</i> .	5	4	3	2	1

10. Which part(s) of the PLC program do you think will prove to be particularly beneficial to your students?

Peace Games       Peace Mentors       I-Messages       Peace Breath  
 Ready-Set-Go     I Don't Want to Fight     Land Walk       Other \_\_\_\_\_

11. If you have any ideas about how to improve the PLC, please jot them briefly here.

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Thank you for your help and support.

**Appendix E: Teacher Reflection Survey: Peacemakers' Workshop Impact on Classroom**

**Peace Learning Center of Milwaukee, Inc.  
Teacher Reflection Survey:  
Peacemakers' Workshop Impact on Classroom**

*Please fill out this survey 3 or 4 weeks after your classroom booster session and return it promptly, along with the student surveys.*

Teacher: \_\_\_\_\_ School: \_\_\_\_\_ Grade: \_\_\_\_\_

Date of workshop attended: \_\_\_\_\_ Date you are filling this out: \_\_\_\_\_

Indicate how much you agree or disagree with each statement by circling one number in each line. Please give your honest opinions, based on your observations. Responses will be taken as a reflection of the quality and needs of the PLC program, not of the students, teacher, or school.

	<b>Strongly Agree</b>	<b>Agree</b>	<b>Neutral</b>	<b>Disagree</b>	<b>Strongly Disagree</b>
1. Since their PLC experience, my students have truly improved in their handling of conflict <i>with classmates</i> .	5	4	3	2	1
2. Since their PLC experience, my students have been more considerate of each other's feelings.	5	4	3	2	1
3. Compared to other classes, these children have been particularly in need of conflict management skills.	5	4	3	2	1
4. Having a classroom follow-up booster session by the PLC was necessary.	5	4	3	2	1
5. Since my class has worked with the PLC, I have handled student conflicts differently.	5	4	3	2	1
6. When my <i>boys</i> have had opportunities to use skills taught them by the PLC, they have done so.	5	4	3	2	1
7. When my <i>girls</i> have had opportunities to use skills taught them by the PLC, they have done so.	5	4	3	2	1
8. Students who had the <i>most</i> difficulty managing conflict peacefully before their PLC experience have improved.	5	4	3	2	1
9. I have taken opportunities to encourage my students to sharpen and use skills they've been taught by the PLC.	5	4	3	2	1

10. If the PLC program has caused you any problems or raised any difficult issues, would you please explain.

\_\_\_\_\_

11. Would you be interested in participating in a PLC program again next year?  Yes  No

12. Please add any comment(s), question(s), or anecdote(s) you may have that relate to the *effectiveness* of the PLC program in providing training and tools that help your students, your school, or the school community be more peaceful and less violent.

\_\_\_\_\_  
\_\_\_\_\_

Thank you for your help and support.

## **Appendix F: Teacher Comments from the Teacher Reflection Survey: Peacemakers' Workshop Experience**

Teachers were asked to give suggestions about how to improve the PLC. All responses are listed verbatim:

- “Two students were put on the spot and cried because of it. I'm not sure what the point of that was.”
- “Great program!”
- “It's great as it is. My only suggestion would be to emphasize clear expectations during the hike.”
- “Make it easier to use, the steps were not practically usable.”
- “None, you are doing a wonderful job.”

## **Appendix G: Teacher Comments from the Teacher Reflection Survey: Peacemakers' Workshop Impact on Classroom**

On this survey, teachers were asked an open-ended question: "If the PLC program has caused you any problems or raised any difficult issues, would you please explain." There were five total responses. Two indicated that no problems or difficulties have arisen. The remaining responses were:

- "Conflict with what strategies some students are taught at home."
- "It hasn't caused problems or change, with these girls fighting is a natural reaction, sometimes reinforced by family."
- "Students did hesitate before acting when conflict arises."

Teachers were also asked: "Please add any comment(s), question(s), or anecdote(s) you may have that relate to the effectiveness of the PLC program in providing training and tools that help your students, school, or school community be more peaceful and less violent." The responses were:

- "We use I-Messages, rephrasing, and apologies on a daily basis! We use Ready, Set, Go weekly!"
- "I would like my class to participate around January when student behaviors become more disruptive."
- "It was basically what we do in our school already."
- "Some students know the PLC methods are positive yet choose not to use them."
- "I believe that a great resource for the students would be a little laminated copy of the 'fouls' (if possible)."
- "More team building activities, more memorable than crossing a rope."
- "Well put together, see you next year!"
- "A one day workshop can only scratch the surface of these environmental stresses."
- "I wish the class could have gone to PLC in the beginning of the year, it would have been beneficial."
- "Continued follow up with PLC."