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Cesar Chaves: Can't We All Get Along?: A Peer Mediation and Awareness Campaign Project for Middle School Students

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César E Chávez

"Can't We All Get Along?"

A Peer Mediation and Awareness Campaign Project
for Middle School Students



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Table of Contents

Introduction.....	1
Project Summary.....	2
Methodology.....	3
Research Base.....	4
Facilitator's Guide to Implementation.....	5
Set-Up.....	5
Gain Support For The Project.....	5
Set A Service Date and Location.....	6
Consider Liability.....	6
Conduct Post Reflection.....	6
Goals and Curriculum Standards.....	7
Project Timeline.....	8
The Values of César E. Chávez.....	10
Vocabulary Words.....	11
PreService Activities.....	12
The Life and Values of César E. Chávez.....	12
What is Anger?.....	13
Anger/Problem Solving Role Plays.....	14
Understanding Conflict.....	15
Documenting Conflict in Your School.....	16
Additional Preservice Activities Menu.....	17
Service-Learning Project.....	18
Peer Mediation Services.....	18
Can't We All Get Along? Awareness Campaign.....	19
Additional Service-Learning Activities Menu.....	20
Postservice Activities.....	21
3-2-1 Reflections.....	21
Additional Postservice Activities Menu.....	22
Student Booklet.....	23
Biography of César E. Chávez.....	23
The Life and Values of César E. Chávez Reflection Sheet.....	31

What is Anger? Reflection Sheet.....	32
Anger: True or False Quiz	33
Anger Management and Problem Solving.....	34
Escalating Conflict.....	36
De-Escalating Conflict.....	37
School Mediation Report Form	38
Documenting Conflict in Your School	39
Graphing Results.....	40
Peer Mediation Process and Suggested Ground Rules	41
3-2-1 Reflection Sheet	42
Super Service Certificate	43
Resources	44
Project Evaluation and Feedback Form	46

Introduction

INTRODUCTION

“Non-violence is a very powerful weapon. Most people don’t understand the power of nonviolence and tend to be amazed by the whole idea. Those who have been involved in bringing about change and see the difference between violence and non-violence are firmly committed to a lifetime of non-violence, not because it is easy or because it is cowardly, but because it is an effective and very powerful way.”

– César E. Chávez

César E. Chávez was one of the most significant and influential civil rights leaders of our time. Chávez devoted himself to social justice and improving the lives of the impoverished and oppressed. His name, like the name of Martin Luther King, Jr., symbolizes character and commitment. This project, part of the *“Educating the Heart”* series, has been developed to honor the life and work of César E. Chávez.

The *“Can’t We All Get Along? A Peer Mediation and Awareness Campaign Project for Middle School Students”* provides a multi-faceted service-learning experience that will give students an understanding of César E. Chávez’s core values, specifically service to others, determination, the use of nonviolence as a tool for achieving justice, acceptance of all people, community building, problem solving knowledge, and innovation. The unit is tied directly to the California State Curriculum Standards for Middle School and provides young adolescents with the opportunity to gain conflict resolution skills while providing service to their peers. Whether used to celebrate César E. Chávez Day or as a part of regular classroom studies, this project enhances and supports the academic curriculum.



Project Summary

PROJECT SUMMARY

Even though César E. Chávez left school after the eighth grade to work in the fields full time to support his family, he continued to be a life-long learner. He studied the principles of nonviolence practiced by Mahatma Gandhi and Dr. Martin Luther King, Jr. and used peaceful tactics to address conflict and areas of inequality.

“Nonviolence is not inaction...it’s hard work...it is the patience to win...it is more powerful than violence...if you use violence, you have to sell part of yourself for that violence.”

– César E. Chávez

This learning module will assist middle school students in examining problems of conflict and violence in their schools. Students will assess the types of violence occurring in their schools including bullying, forms of prejudice, and discrimination. They will learn to manage conflict peacefully, to conduct an awareness campaign regarding nonviolent ways to solve conflicts, and to provide mediation services to their peers. They will gain a deeper appreciation of diversity and respect for all people. Using service as a vehicle for learning, students will also gain a sense of civic responsibility and understand the importance of giving back to their communities.

“Once people understand the strength of nonviolence, the force it generates, the love it creates, the response it brings from the total community, they will not easily abandon it.”

– César E. Chávez

The project has three parts: Preservice, Service, and Postservice Activities. The Preservice Activities begin with the study of the life of César E. Chávez and his values. Through a discussion on how César E. Chávez’s actions made a significant difference in the lives of others, students understand the concept of how their individual actions can affect change and make a difference in their school and community. Students first talk about how students treat others when they are angry or have a disagreement. Behaviors including bullying, name calling, intimidation, exclusion, acts of prejudice, gossip, disrespect, ridicule, and other hurtful behaviors are discussed. Students then participate in skill development sessions to learn peaceful ways of handling anger, solving conflict, and creating social justice for all.

The Service-Learning Activity includes the development and operation of a Peer Mediation Program where students provide their services to other students in the school involved in peer conflicts and an Awareness Campaign where students provide information and encouragement to their peers to solve conflicts nonviolently. The Peer Mediation Program may become an ongoing resource to both the Guidance and Counseling program and to the administration dealing with student discipline at the middle school.

Post service activities allow students to extend their learning by providing awareness and mediation services to neighboring elementary schools and other youth serving agencies.



Methodology

METHODOLOGY

The César E. Chávez project is based on an experiential teaching methodology called service-learning, that links volunteer service with the academic curriculum. This methodology allows students the opportunity to learn and develop through experience and active participation. Service-learning is characterized by the following elements:



- **Academic Learning** – The service performed helps students acquire values, skills, and/or knowledge.
- **Civic Responsibility** – The service helps meet a need in the community, as defined by the community. Participation helps students see a place for themselves in community and society.
- **Collaboration** – Teachers and students work with community members or outside agencies in the planning, implementation, and evaluation of the project.
- **Youth Voice** – Students are given ample opportunity to express their thoughts, make choices, and play an active role in the learning process and project planning.
- **Reflection** – Thoughtful reflection is incorporated into activities before (to prepare), during (to troubleshoot), and after (to process and extend learning from) the project.
- **Evaluation** – Information is collected and analyzed on the effectiveness of the project.

Research Base

RESEARCH BASE

The research on service-learning in K-12 schools shows that positive outcomes can accrue for students, teachers, and community members. Student impacts have been documented in four areas:



- **Personal/Social Development** – In various studies, students have been shown to have significant gains on measures of efficacy (“I can make a difference”), self-confidence, resilience (avoidance of risk behaviors like smoking or unprotected sexual relations), and feelings of competence. Students participating in service-learning have also demonstrated greater respect for diverse populations, more empathy or ability to see things from multiple perspectives, and better relationships with more adults.
- **Academic Achievement** – Studies have shown that when the service-learning is linked closely with school curricula and content standards, students score higher on state assessments, show particular gains in higher order thinking skills (such as analysis and inference), and score higher on measures on cognitive complexity.
- **Civic Responsibility/Engagement** – Research provides evidence that participation in service-learning is associated with increases in students’ feelings of connectedness with the community, willingness to take action to solve community problems, and understanding of economic, political, and social conditions. These outcomes are maximized when service-learning makes the civic linkages more explicit by the teachers.
- **Career Exploration** – By exposing students to multiple new careers and helping them feel a sense of efficacy as they provide service, young people have been shown to increase their knowledge of career possibilities and their own aspirations.

Teachers also derive benefits from their participation in service-learning. Research shows that while service-learning takes more time for planning than other methods of instruction, it is more strongly aligned to the ways most teachers believe students learn best. Service-learning stimulates energy in a school, and positive engagement in the teaching and learning process. It is associated with greater faculty coherence and collaboration.

Community members also benefit beyond the actual service provided. Many come to see young people as positive assets and resources rather than problems.

Service-learning outcomes are maximized when students have a stronger role and more responsibility for planning, implementation, and assessment of the service-learning experience. The design of the reflection activity also influences outcomes: the more connected to curriculum, the more students are asked to think deeply about their experiences into learning. This can be accomplished by using devices like discoveries of similarities/differences; summarization of experience; understanding multiple perspectives or points of view; and portraying experiences through visual or literary techniques such as art, poetry, storyboards, and/or letters to parents or officials.

Research on service-learning can be found by contacting the National Service-Learning Clearinghouse by phone at 1-866-245-7378 or though the Internet at <http://www.servicelearning.org>.

Facilitators Guide To Implementation

FACILITATOR'S GUIDE TO IMPLEMENTATION

SET-UP

Gain Support For The Project

Whether you are an educator or community agency representative, it is vital that you first gain the support of all parties involved in the project. This should not be a difficult task. Most educators are very enthusiastic about this project because they understand that students only retain 10 percent of what they read in the classroom and even less of what they hear; however, 75 percent of that same knowledge can be retained if they *practice by doing*. More often than not you will find advocates, not adversaries, for your service-learning projects. There are always those who are a little more reluctant than others to utilize the experiential approach to learning, but generally this hesitation is the result of one of two things.

First, teachers may feel overworked and under pressure to focus on state standards. Initially, they feel that this project will somehow divert them from normal classroom activities and put them behind in their goals. However, this is not the case. The César E. Chávez – Students in Action for Nonviolence Curriculum was intentionally designed to help teachers enhance the curriculum that they are already using in the classroom and to aid them in meeting state standards.

The second cause for hesitation may have to do with logistical issues such as the amount of time it takes to set up the project, time spent away from school, risk and liability, lack of funding for transportation, etc. These concerns, which are addressed in the following sections, can be minimized with the use of this guide.

Because violence extends beyond the school and requires community effort and collaboration, you may also want to connect with other community-based organizations concerned with conflict mediation in carrying out the curriculum such as:

- Youth Violence Prevention agencies
- Police department
- Victims assistance
- Child Abuse agencies
- Community Centers; and/or
- Parents

Many schools already have collaborative relationships with community based organizations and may have community professionals available to make presentations and provide other support for the project.

Set a Service Date and Location

After you have gained the support of all participants, choose a date and time for the awareness campaign and a date, time, and place where the Peer Mediation Services will be offered. While any day is appropriate, consider tying the awareness campaign or services day to César E. Chávez Day to further recognize the person whom this project is designed to honor. You will need to establish the date and secure an appropriate location about two to four weeks in advance.

Consider Liability

Students will be conducting their service at the school during school hours, lunchtime, and/or after school. For students involved in the Post Service Activity of providing mediation services at an elementary school or other youth serving agency, standard school permission slips including project information should be sent home. Sponsors should request emergency contact information, include the waiver of school liability, and make arrangements for students to be transported by school officials or by parents with prior approval from the parents of students providing service.

Students providing peer mediation services should be instructed in when they should involve a school administrator or counselor based on the nature of the conflict. Students involved in conflicts with their peers should have the option of having their conflict mediated by a staff member or by a student trained in peer mediation.

Since students will be discussing and journaling about anger, it is possible that students may bring up concerns related to child abuse. If this occurs, it is important to be aware of legal issues, reporting requirements, and the school protocol regarding reporting. It may be helpful to connect with your school psychologist or social worker to conduct an in service presentation on child abuse, early identification of abuse, and reporting requirements.

Conducting Post-Reflection

Reflection is a very important component of this project. Students will need time before, during, and after the service experience to think about what they have learned and why this is important to their lives.

Discussions can occur through small group discussions, journal entries, artwork, etc. The post-reflection is especially critical for the students because it serves to tie the various components of the project together for them. To enhance this aspect of the project, it is suggested that you bring in a guest speaker to address your class on the importance of what they have been studying. Guest speakers can range from individuals and agencies familiar with violence prevention issues, people who have been victims of violence and people who knew, worked with, or were associated with César E. Chávez in some way.



GOALS AND STANDARDS

Goals:

- To examine César E. Chávez's life, work and values in promoting non-violence, social justice, and respect for all people.
- To assess how safe (physically and psychologically) the school is by conducting a student survey to measure the amount and types of student-to-student conflict and violence, i.e. name calling, bullying, intimidation, exclusion, acts of prejudice and disrespect, ridicule, gossip and other hurtful behaviors happening at the school.
- To gain skills in handling anger and solving conflicts nonviolently.
- To conduct an awareness campaign informing all students in the school of the results of the survey and nonviolent options for problem solving.
- To train peer mediators to assist students involved in conflicts to solve them peacefully.
- To provide peer mediation services as part of the guidance and counseling program.

Where does this curriculum fit into the classroom?

The César E. Chávez project supports the following standards for middle school grades 6-8:

Grade	Language Arts
6	Writing: 1.0, 1.2-1.6 Listening and Speaking: 1.1-1.7
7	Writing: 1.0 Listening and Speaking: 1.1-1.6
8	Writing: 1.0 Listening and Speaking: 1.2-1.3

In addition, the curriculum addresses other content areas including social studies. Students also learn social skills, critical thinking, communication skills, and conflict resolution skills. They develop empathy and an understanding of the role of volunteerism, and also explore possible careers. They become more closely tied to the community.

PROJECT TIMELINE

Two Weeks Before Service:



- Spend some class time learning about César E. Chávez, his values, and how his actions helped promote nonviolence and respect for all people.
- Discuss how students deal with conflict and anger at school. Define “acts of violence” as including bullying, exclusion, name calling, prejudice, intimidation, disrespect, gossip, ridicule and other hurtful behaviors. Ask students to share examples of discrimination, bullying, and violence and have them identify the emotions of the victim, the social, emotional, and physical consequences, and the short-term and long-term impacts.
- Define nonviolence and its impact on César E. Chávez through his studies of Gandhi and King; discuss how he embraced nonviolent tactics as Chávez sought social justice and equity for farm workers, minorities, and poor and disenfranchised people.
- Ask students to complete anger management and conflict style activities in the student booklet.
- Teach peer mediation skills including effective communication and conflict resolution. Have students practice skills through role-play and other active learning strategies.
- Arrange for community speakers to present on issues related to youth violence.

One Week Before Service:

- Work with students to develop a brochure outlining the services available through the Peer Mediation Program and how they may be accessed.
- Print and distribute the brochures.
- Work with students to develop a “*Can’t We All Get Along?*” awareness campaign, with posters and other materials promoting nonviolent ways to handle anger and solve conflicts. For example, students might prepare and hand out “Steps to Conflict Resolution” cards.
- Send promotional materials.

Day/Time of Service:

- Conduct the “*Can’t We All Get Along?*” awareness campaign. Student designed posters and other promotional materials should be used. (Examples: Steps to Conflict Resolution cards; “I Can Get Along With Everyone” pins, etc.)

- Implement the Peer Mediation program. Provide peer mediators during lunch time and other designated times. Be sure the peer mediators have adult staff members as back-up support, a place to conduct the mediation, and essential forms to track services provided.

Week After Service:

- Reflect on the awareness campaign.
- Review the operation of the Peer Mediation Services program make modifications to the program based on what is working and what needs to be changed.
- Celebrate all the things that you have learned. Pass out certificates to acknowledge the accomplishments of your students.
- Evaluate the project with your students using the project evaluation and feedback form. Determine whether it worked for your classroom or not. One measure might be the number of fights and/or other instances of conflict.

THE VALUES OF CÉSAR E. CHÁVEZ

The following are core values of César E. Chávez.

Service to Others: Through empowerment, not charity

Sacrifice: Placing others before yourself

Preference: Helping those with the most need

Determination: Never give up, “Si se puede”

Nonviolence: A bold, pro-active way to change the world

Acceptance: Respect for differing beliefs

Respect for Life: Appreciation of the environment and all living creatures

Celebrating Community: Working together

Knowledge: A life long learning process

Innovation: Originality, creativity, imagination

Tolerance: Respect for differing beliefs

VOCABULARY WORDS

Anger: A feeling or emotion that ranges from mild irritation to intense fury and rage

Aggressor: Someone who commits harmful acts or gestures against another person; the acts have a physical, emotional, or psychological impact on the targeted person

Bystander: A person who is present to witness an event but does not take part in it; a spectator

Conflict: A disagreement between individuals or groups of people

De-escalate: When conflict and tensions within a person or between people decrease

Discrimination: To treat people differently on the basis of a characteristic they have like racial or cultural background, gender, or religion

Disputant: Person involved in a conflict

Escalate: When conflict and tensions within a person or between people increase

Exploitation: Using others to your advantage and to their harm

Mediation: A process for resolving disputes and conflicts in which a neutral third party acts as a mediator for the process

Nonviolence: A creed of personal ethics which includes truth, respect for all people, service, non-hurting by word or deed, tolerance of differences

Prejudice: Making up your mind about what a person or group is like before you get to know them

Victim: A person who is mistreated by another person, group of people, condition, or system

PRESERVICE

Preservice-learning activities are designed to provide background knowledge about the life of César E. Chávez and his use of nonviolent tactics for problem solving. Preservice activities also include development of a student survey and skill development sessions in the areas of anger management, conflict resolution, and mediation.

The Life And Values Of César E. Chávez

Purpose: To have students understand how experiences in César E. Chávez's life led him to embrace nonviolence and service to others as core values.

Materials: Student booklet, pages 23-31

Time: 60 minutes

Directions: Ask students to read the biography of César E. Chávez on pages 23-30 of their booklet and then to complete the reflection sheet on page 31. After students have completed the reflection sheet, conduct a class discussion about what experiences and influences (people and ideas) in Chávez's life influenced him to adopt nonviolent tactics for addressing the various conflicts his National Farm Workers Association encountered. Clarify how nonviolence differs from other ways people and groups of people may approach problem-solving.

What Is Anger?

Purpose: To understand that anger is a feeling or emotion that ranges from mild irritation to intense fury and rage; to explore beliefs about anger; to learn and practice a method for managing anger and solving problems nonviolently.

Materials: Student Booklet, pages 39-41

Time: Two hours

Directions: Have students complete the Reflecting on Anger sheet in their student Booklet on page 32. Then, have students complete the True/False quiz (Answers: 1=F; 2=F; 3=T; 4=F; 5=T; 6=T; 7=T; 8=T; 9=F; 10=F) on page 33 in their booklet regarding beliefs about anger. Discuss the statements and point out myths we sometimes hold about anger. Finally, have students look at the Anger Management and Problem Solving processes on page 34 in their student booklet. You may want to use the following role plays to provide students with an opportunity to practice using the processes.

Anger/Problem Solving Role Plays

Individual

1. A classmate puts you down.
2. A friend wants you to be friends only with him/her.
3. A friend has been talking behind your back.
4. A friend always wants you to be available to do things with him/her but is never available when you want to do something.
5. A friend breaks a promise.
6. A friend borrows a piece of clothing and returns it torn.
7. A friend leaves your name off the invitation list for his/her party.
8. Because the other students in your project group were messing around, you receive a lower grade on the social studies project you completed as a team.
9. A classmate cuts in front of you in the lunch line.
10. Someone puts water on your chair and then laughs when you sit down in it.

Two-People

- A. Student 1: You're working with student #2 on a project. He/she isn't doing his/her share of the work.

Student 2: You're working with student #1 on a project. You feel you don't have enough time to work on the project.

- B. Student 1: You're best friends with student #2. He/she has started to invite someone you don't like to hang out with the two of you.

Student 2: You're best friends with student #1. You have a new friend you want student #1 to get to know better.

- C. Student 1: You loaned student #2 money for lunch last week; he/she still has not repaid you.

Student 2: You borrowed lunch money from student #1 last week; you spent the money your parents gave you to repay student #1 and you don't know what to say or do.

Understanding Conflict

Purpose: Through discussion, students gain an understanding of conflict and learn strategies for escalating and de-escalating conflict.

Materials: Student Booklet, page 36-37

Time: 30-45 minutes

Directions: Explain to students that conflict is a normal part of life, and people are not good or bad because they experience conflict. A conflict is a disagreement between individuals or groups of people. People involved in a conflict may play the role of the aggressor (someone who commits harmful acts or gestures against another person that have a physical, emotional or psychological impact on the targeted person), the victim (person who is mistreated by another person, a group of people, or a system), or a bystander (a person who witnesses the event but does not take part in it). Refer to “Escalating Conflict and De-Escalating Conflict” sheet in the student booklet. Review the examples. Engage students in a discussion of their past experiences with conflicts being escalated or de-escalated by what someone said or did. Refer students back to the biography of César E. Chávez and discuss examples from his life where he was involved in conflict.

Documenting Conflict in Your School

Purpose: This will help students to understand the extent of the problem (“authentic community need”) and establish a baseline for comparison.

Materials: Student booklet pages 39-40.

Time: 45-60 minutes

Directions: Brainstorm a list of the ways in which your school handles conflict. Think about how conflict is documented in the school. Then have students develop a set of questions for the principal, assistant principal, and counselors on how conflict is documented. Divide the students into teams and have them interview the administrators and counselors (warn them ahead of time). Have students come back to class and graph the results.

Additional Preservice Activities Menu

- Students can identify needs in their schools and in their communities regarding bullying, violence, and hate crimes and then host discussions with other classes.
- Students can engage in action research to identify what kinds of student-to-student conflict and violence are happening at their school. They might develop a survey to measure the amount of bullying, name-calling, discriminatory behavior, exclusion, intimidation, ridicule, etc. And distribute it to all students or a random sample of students.
- Students can interview other students and develop a collection of scenarios about student-to-student conflict and turn the scenarios into role play situations as an active-learning technique to help other students practice nonviolent ways to solve problems.
- Students can engage in reflection activities and use journals to explore what prejudice and stereotyping feels like.
- Students can share examples from their lives where they practiced Chávez's values of non-violence, service to others, preference, determination, acceptance and respect for all people.
- Students can read a story or watch a video about the life of a migrant worker.
- Students can interview parents/grandparents on what they remember about Chávez and his work on behalf of farm workers. They can discuss their memories of the effectiveness of his nonviolent strategies.
- Students can compare the life and work of Chávez to Martin Luther King and/or Mahatma Gandhi, paying special attention to how they used nonviolent tactics for social justice.
- Students can discuss ways in which people might use nonviolent tactics to promote social justice in their community.
- Students can brainstorm ways make their school and community a safer place, physically and psychologically.
- Students can create artwork depicting: the problems of violence; benefits of peace, and nonviolent conflict-resolution.
- Students can prepare gift baskets and cards for victims of violence, e.g., battered women's shelters.

SERVICE-LEARNING PROJECT

This service-learning project is designed to actively involve students in learning to serve as peer mediators to assist other students in resolving conflict in a nonviolent manner. In addition, students conduct a “*Can’t We All Get Along?*” awareness campaign, promoting acceptance of diversity and nonviolent strategies for resolving conflicts.

Peer Mediation Services

Purpose: To train students to act as peer mediators.

Materials: Student Booklet, page 38.

Time: 2-3 class periods

Directions: Mediation is a process for resolving disputes and conflicts in which a neutral third party acts as a mediator for the process. The goal is to work out differences constructively. Trained students help their classmates to identify problems behind the conflicts and to find solutions. Each side tells their story and asks clarifying questions.

In one approach to using this model, the teacher selects two class members, after the whole class has been trained, to serve as official mediators each day. In another approach, students apply to serve as peer mediators after the whole class receives the training. The peer mediators then work during lunch time and after school as part of the guidance and counseling program. In this model, students fill out forms reporting conflicts and take them to the Conflict Resolution Center. Student mediators begin by establishing ground rules for the discussion: participants must listen to each other respectfully and may not leave the room until solutions have been brainstormed. They allow disputants to express themselves in turn, and then encourage the students to offer suggestions for possible solutions. The goal of mediation is not to make the disputants become friends, but rather to enable the students to co-exist peacefully at the school.

“Can’t We All Get Along?” Awareness Campaign

- Purpose:* Students design and conduct an awareness campaign for their school emphasizing the importance of student to student respect and sharing nonviolent ways to resolve conflicts.
- Materials:* Students design posters, brochures, wallet size cards and other promotional materials emphasizing the importance of respectful behavior and nonviolent ways to solve conflict. The awareness campaign may be part of a larger “Kindness Campaign” or conducted in association with the launching of a Peer Mediation Services announcement. You may also want to refer to the statistics on school conflict that students collected as part of their preservice work.
- Time:* 1-2 class periods
- Directions:* Provide students with markers, tape, newsprint, access to desktop publishing software, wallet-size cards and other materials to use in creating awareness campaign materials. Posters might include the current level of conflict, steps to resolving conflict, or reminders on how to calm down if a person feels angry. Wallet size cards might be printed listing the problem solving steps. Brochures could include the problem solving process and resources to access if students are struggling with anger or being victimized. Students could develop scenario/role plays to share with other classes and/or elementary schools featuring constructive and destructive ways to solve conflicts. Students may wish to set a target for decreased numbers and develop a campaign around that target.

Additional Service-Learning Activities Menu

- Partner with a nearby elementary or middle school and help them to establish a peer mediation project.
- Teach buddies at the fifth grade from your feeder school about the program so that they will know about norms and peer mediation techniques.
- Investigate safe and drug free schools and communities programs that might complement the peer mediation program or rules established. Write a letter to the principal, school district, or school board promoting the choice.
- Develop a discipline “thermometer” and post it by the school door. Set a monthly and an annual goal and track progress.
- Meet with local authorities to report on the school program and solicit their advice for enforcing the program.
- Research careers associated with conflict resolution such as attorney, judge, mediators, parole officer, and so on.
- As part of Chávez Day, share strategies for nonviolence with community members at an information booth.

POSTSERVICE

Postservice activities are designed to reflect on the project and to consider ways students can continue to use nonviolent ways to solve conflicts and assist their peers in maintaining a respectful environment.

3-2-1 Reflections

Purpose: To reflect on what was learned as a result of participating in this project.

Materials: Student Booklet, page 42

Time: 30 minutes

Directions: Ask students to reflect on three things they learned about themselves during the project, two things they learned about other people in the class, and one thing they will do to continue living the values of nonviolence, service to others, preference or determination. Once everyone is finished, ask each student to share one reflection with the class. Distribute certificates to acknowledge student's accomplishments.

Ask students to share any ideas they have about how the project could be improved. Consider additional postservice activities on page 22.

ADDITIONAL POSTSERVICE ACTIVITIES MENU

- Students can write a journal entry about an experience they had where they felt discriminated against. How did it feel? What did they do? How do they think others feel when that happens to them?
- Students can become involved with a community group working for social justice and share skills for handling conflict nonviolently.
- Students can analyze current events for how nonviolent tactics either were, or could have been used in resolving a conflict peacefully.
- Students can interview victims of prejudice and discrimination, and write their stories to share with others.
- Students can research the problems related to prejudice, discrimination and social justice in their community; write a letter to the editor of the local newspaper.
- Students can write their own “Random Acts of Kindness” booklet about additional ways “we can all get along.”
- Students can create a class archive or scrapbook about what they have learned about César E. Chávez and his work in promoting nonviolence. Each student must contribute something.
- Students can create a short story/fable with a moral at the end that emphasizes the importance of nonviolence.
- Students can declare one day a week “Random Acts of Kindness Day.”
- Students can designate “Peace Zones” in their school.
- Students can document the decrease in conflict incidences at the end of the school year.

Student Booklet

STUDENT BOOKLET

BIOGRAPHY OF CÉSAR E. CHÁVEZ (1927 – 1993)

Union Leader

Civil Rights Leader

Spiritual Leader

Environmentalist

Humanitarian

Activist for Social Justice

Introduction

César E. Chávez was a Mexican-American farm worker who became a great force as a union leader, civil rights leader, environmentalist, and humanitarian. With courage, sacrifice, and hope, he provided service to others and dedicated his life to bring justice, dignity, and respect to farm workers and to poor people everywhere. He worked to improve the lives of farm workers and he helped lead the United Farm Workers to victory in their fight for better working and living conditions. He led a nonviolent social movement to bring about change and to demand civil rights. His efforts against the use of harmful pesticides gained the support of citizens across the State of California and throughout the United States. He inspired millions of people to work and support his efforts for social change and justice. He received numerous honors for his work including the Presidential Medal of Freedom Award, the highest honor awarded to a civilian, and the creation of a holiday and day of service and learning by the State of California and other states and cities.

Childhood

“Our mother used to say there is a difference between being of service and being a servant ... [she] mother taught us not to be afraid to fight—to stand up for our rights. But she also taught us not to be violent.”

– César E. Chávez

Cesar was born in 1927 on a small farm near Yuma, Arizona to Librado and Juana Chávez. He was one of six children. His grandparents had come to the United States in the 1880's to escape the poverty of Mexico. As a child, César was influenced by his mother and grandmother who taught him about kindness, feeding the hungry, and nonviolence. They also gave him a deep sense of spiritual faith. His father taught him to be a man of action that stood up for others. In 1938 during the Great Depression, César was ten years old and his family lost their land in Arizona. The family was forced to join the 30,000 migrant farm workers that traveled throughout California looking for work harvesting food in the fields.

Life as a Farm Worker

“We draw our strength from the vary despair in which we find we have been forced to live. We shall endure.”

– César E. Chávez

For ten years, César's family traveled as migrant farm workers in California looking for work harvesting crops in the fields. They moved from town to town in order to find work. Once they



found work, they had to rent run down shacks with no heating or water from the growers who owned the land. There was no running water, no bathroom, only one gas burner to cook on, and unbearable heat. There were so many farm workers looking for work that the growers could treat them however they wanted. Pickers had to bend over all day. Many crops had been dusted with poisons to kill insects. The poison made some workers sick. They worked long hours and were not always paid what they had been promised. Since most workers could not speak English, they could not argue. If the workers complained, the growers would fire them. The Chávez family worked long hours in the fields, from 5 am until sunset, and were paid so little they often did not have enough money to buy food. César lived in the poverty shared by thousands of migrant farm worker families, and later said that the suffering made him strong.

The Pain of Prejudice

César experienced the pain of prejudice as a small child in Arizona and later in California. César spoke only Spanish as a child, and the children at school would make fun of his accent and call him “dirty Mexican.” Teachers would hit him with rulers if he spoke Spanish in school. In California, a teacher made him wear a sign around his neck, which read, “I’m a clown. I speak Spanish.” When he was ten, he tried to buy a hamburger at a diner with a sign that read “white trade only.” The girl behind the counter laughed at him and told him that they didn’t serve Mexicans. César felt the pain of being treated unfairly just because he was different. This pain stayed with him his entire life, and as an adult the pain shaped his commitment to make all people feel as if they were worthy human beings no matter what their background might be.

César Forced to Leave School

“There is so much human potential wasted by poverty, so many children are forced to quit school and go to work.”

– César E. Chávez

In 1942, when César was in eighth grade, his father was in a car accident which forced César to quit school to work in the fields with his brothers and sisters. By the time he dropped out of school, he had attended more than 30 schools. Since migrant students did not stay long in one place and couldn’t speak much English, they had a hard time in school. César did not want his mother to have to work. Working in the fields was very difficult. The growers demanded that farm workers use the short-handled hoe, so that workers could be close to the ground while thinning the plants; this hoe caused severe back pain. Often there was no clean water to drink or bathrooms for the farm workers to use and they had to work around dangerous pesticides. César worked long hours and felt that the growers treated farm workers without dignity, as if they were not human beings. He knew this was not right. As César learned English he could speak with non-Latino workers and, from them he found out which farms paid best, where housing was better, and where the owners did not cheat the workers. He told other Mexican American families what he learned so they would not suffer as he and his family had. He tried to persuade them to go together to the farm owners and ask for more pay and better housing. Most workers turned him down, afraid they would lose their jobs.

César Joins the Navy

In 1944, César joined the United States Navy and served overseas for two years. While in the Navy, he witnessed that other people suffered the pain of prejudice because they spoke different languages or were of different heritages. After the war, César returned to California from the Navy to help his family work in the fields. He found that migrant workers' lives had not changed.

Marriage

In 1948, when César was twenty one years old, he married Helen Fabela. César met Helen when he was 15 she too worked in the fields. They moved to San Jose, California, where César worked in apricot orchards and a lumberyard. They lived in a barrio called “Sal Si Puedes” in Spanish. In English this means “get out if you can.” Together, Cesar and Helen had eight children. Helen became an important partner with César as he began to fulfill his dream of improving the lives of farm workers.

A New Life of Service

“My motivation to change these injustices came from my personal life ... from watching what my mother and father went through when I was growing up; from what we experienced as migrant farm workers in California.”

– César E. Chávez

In 1948, César met people and read books that would change his life forever. He met Father McDonnell who spoke to César about solving the poverty and unjust treatment of the farm worker. He asked César to read books on labor history, St Francis of Assisi, and Luis Fisher's *Life of Gandhi*. From these books, César learned about the history of unions, nonviolence, sacrificing to help others, and social change, and these ideas reminded him of his family's teachings. César said that it was at this time in his life when his real education began.

In 1952, César met Fred Ross, who worked for the Community Service Organization, (CSO). Fred Ross explained how people who lived in poverty could begin to help themselves. César went to work for the CSO and registered many Latino voters. César became the Director of the CSO in California. In Oxnard, California, César helped farm workers regain their jobs, only to lose their jobs again. César knew that the farm workers needed to organize themselves and become a collective force in order to protect their rights. The CSO did not want to organize farm workers, so César quit the CSO moved his family to Delano and began organizing farm workers there.



The United Farm Workers

“It’s ironic that those who till the soil, cultivate and harvest fruits and vegetables and other foods that fill your tables with abundance have nothing left for themselves.”

– César E. Chávez

In 1962, César and his wife Helen moved with their children to Delano, California, in order to organize farm workers. César worked for three years recruiting and teaching farm workers how to solve their problems. Since César did not earn much money while organizing farm workers, Helen worked picking grapes to support the family. The farm workers grew to trust César and many decided to join his union. In 11 months, he visited 87 communities and held many gatherings to get workers to join the union. When 300 members were signed up, he called a meeting. If each family paid a small amount, he said, the union could open grocery stores, drugstores, and gas stations where workers could buy things that were less expensive than the same things in other stores. It could hire lawyers to represent them; it could even lend money. He wanted all activities to be nonviolent, and he took no pay while working long hours. Food and clothing for his family came from donations.

César needed help and asked people to join him in Delano to help him organize and to become leaders in the union. These people came and worked without pay, and were fed by farm workers. Farm workers had no laws to protect them. Unscrupulous growers could pay them as little as they liked; they could make them work long hours without rest breaks, with no water to drink, or toilets.

César thought it was beautiful to be able to give up everything in order to help others. In 1962, the National Farm Workers Association (NFWA) was born. It would later become known as the United Farm Workers (UFW). César E. Chávez was elected president, Dolores Huerta and Gilbert Padilla, vice presidents, and Antonio Orendain, secretary/treasurer. The union adopted a flag that had a black eagle which represented the dark situation the farm workers found themselves in, a white circle that signified hope, and a red background which represented the sacrifice and work the UFW would have to suffer in order to gain justice. Their official slogan was “Viva La Causa” (Long Live our Cause). César wanted to build a strong union that could fight for social justice.



The Famous Delano Grape Strike

“When you have people together that believe in something very strongly, whether it be politics, unions or religion — things happen.”

– César E. Chávez

In 1965, César and the NFWA joined the Agricultural Workers Organizing Committee, a Filipino farm worker organization, in the famous Delano Grape Strike. The two organizations targeted the Schenley Industry, the Di Giorgio Corporation, S&W Fine Foods, and Treesweet, all

organizations (growers) who grew crops in the fertile fields of California and employed thousand of farm workers. The strikers wanted contracts that would force the growers to follow certain rules regarding hiring, better working conditions, better pay, and control of pesticides. They also wanted the growers to give them respect and dignity in the fields. The growers did not want to spend money on the improvements nor did they want to give the workers power, so the growers fought the strike.



The two farm worker organizations joined to form the United Farm Workers Organizing Committee (UFWOC). When UFWOC went on strike, the members refused to work and they picketed the fields with signs and flags trying to get other workers in the fields to join the strike. The growers brought in strikebreakers to harass the picketers, sprayed the picketers with pesticides, and used shotguns and dogs to frighten them. Most of the strikers remained on the picket lines, and César reminded them constantly that they were not to use violence of any kind. César said that nonviolence was more powerful than violence, and that it was the only way to win peace and justice. César taught the union members how to react and act peacefully, even when the growers used violence against the strikers. César had studied Gandhi's use of the power of nonviolence in his struggle for social justice in India, and César deeply believed that the strike would have to be one of nonviolence if they were to win.

The Boycott

"There is no turning back. We are winning because ours is a revolution of the mind and the heart."

– César E. Chávez

Hundreds of people of all cultures, backgrounds, and religions came to Delano to help with the grape strike. Many churches of all different faiths supported the strike. César thought that all religions were very important and he welcomed their support. The national media (television crews, news papers reporters, and writers for magazines) covered the use of violence by the growers against the nonviolent striking farm workers. NBC aired a documentary called "The Harvest of Shame" that showed how farm workers were forced to live in poverty. Millions of Americans and political leaders saw that César was fighting for the justice that America promises all of its citizens. Other labor unions supported the strike. César called for a national boycott of grapes. During a boycott the growers lose money because people stop buying the food that the growers sell in the supermarkets. Eventually the growers were forced to negotiate with the farm workers. César believed that the American people had a sense of justice and he was right. Millions of Americans supported the boycott and stopped buying grapes because they understood the injustices that the farm workers suffered.

The March

"There is enough love and good will in our movement to give energy to our struggle and still have plenty left over to break down and change the climate of hate and fear around us."

– César E. Chávez

In 1966, César organized a 340 mile march from Delano to Sacramento, California, in order to get support for the strike from the public, other farm workers and the Governor. Although César's feet were swollen and bleeding, he continued to march. When the march reached Stockton, it had grown to 5,000 marchers, it was then that the growers contacted César and agreed to recognize the union and sign a labor contract that would promise better working conditions and higher wages. This was the first contract ever signed between growers and a farm worker's union in the history of the United States, but César's work had just begun.

César's First Fast

"The fast is a very personal and spiritual thing, and it is not done out of recklessness. It's not done out of a desire to destroy yourself, but it is done out of a deep conviction that we can communicate with people, either those that are for us or against us, faster and more effectively spiritually than any other way."

– César E. Chávez

In 1968, César went on the first of three public "fasts" to protest the violence that was being used



on both sides of the strike. When César fasted, he would stop eating in order to gain spiritual strength and communicate with people on a spiritual level. People from all over the United States felt the importance of his fasts; his quiet sacrifice spoke to many people about the injustice that existed for farm workers. In 1968 when he ended his fast, 8,000 people including Robert Kennedy were there to support him. The media would cover his fasts and he would receive letters of support from politicians, religious leaders, and civil rights leaders like Martin Luther King Jr.

Four More Years of Striking

"Our struggle is not easy. Those that oppose our cause are rich and powerful, and they have many allies in high places. We are poor. Our allies are few. But we have something the rich do not own. We have our own bodies and spirits and the justice of our cause as our weapons."

– César E. Chávez

César had won his first contract, but there were still many growers in California who had not recognized the UFW, (formerly the UFWOC) and for the next four years, the union continued to nonviolently strike against the growers. The UFW continued to grow in strength because of the national boycott. It also grew because César built a national coalition of students, consumers, trade unionists, religious groups, and minorities. César's quiet dedication and sacrifice had inspired many to help the UFW. Dr. Martin Luther King, Jr. sent César a telegram stating that he and César were united because they both had the same dream for a better tomorrow. By 1970, 85% of all the grape growers in California had signed contracts with the UFW. César E. Chávez, a gentle man of vision, had worked to revolutionize the relationship between growers and farm

workers. He had started a nonviolent movement that demanded civil rights and economic justice for all people.

“You and your valiant fellow workers have demonstrated your commitment to righting grievous wrongs forced upon exploited people. We are together with you in spirit and determination that our dreams for a better tomorrow will be realized.”

– Dr. Martin Luther King Jr.

1970-1993

From 1970-1980, César and the UFW continued to boycott and strike for farm workers' rights and the control of dangerous pesticides that are sprayed on crops. Although César won many victories, the struggle for justice, fair treatment, respect, and dignity were always in jeopardy. However, César never gave up. He kept working and had faith that people united could create a better world. In 1975, due to César's efforts, the Supreme Court outlawed the short handed hoe that had injured the backs of thousands of farm workers who were forced to use it. In June of 1975, the UFW sponsored a farm labor law with the support of growers. Governor Brown signed into law the Agricultural Labor Relations Act that gave farm workers the right to organize a union and to hold elections. The Agricultural Labor Relations Act remains the strongest law nationwide protecting the rights of farm workers. By 1978, the union had 100,000 members and had won a contract with the largest lettuce grower in the United States.

In the 1980s, César traveled to the Midwest and the Eastern states in order to teach people about the dangers of the pesticides being sprayed on crops. The pesticides caused cancer and birth defects in the children of farm workers. César went on a 36 day “fast for life” to draw attention to the harmful effects of pesticides. Thousands of people supported him by continuing his “fast for life” in 3 day contributions that were passed on from one person to another. In the end, the growers listened to his concerns and began reviewing their use of pesticides. The State of California also revised its use of pesticides because of his efforts.



In the 1990s, César recovered from his fast and continued to boycott of grapes. In 1992, he received an honorary Doctorate Degree from Arizona State University and attended graduation ceremonies. He was very proud of the honor because he believed that education is very important, and his dream was that all children should have the opportunity to get a quality education.

His Death

César E. Chávez worked right up until the night he died peacefully in his sleep. He died at the age of 66, on April 23, 1993 in San Luis, Arizona. He was in Arizona helping lawyers fight a lawsuit against the UFW. His funeral was held on April 29, 1993 in Delano, California, and

more than 50,000 mourners came to honor him. It was their last opportunity to march with a humble man of great strength and vision that had bettered the lives of many people..”

His Legacy

“Once social change begins, it cannot be reversed. You cannot uneducated the person who has learned to read. You cannot humiliate the person who feels pride. You cannot oppress the person who is not afraid anymore. We have looked into the future and the future is ours.

– César E. Chávez

César E. Chávez will be remembered as a leader and for his dedication to justice, nonviolence, and service to others. He is an American hero who will continue to inspire people to respect life, stand up for justice, and to work together for the good of humanity. Senator Robert F. Kennedy noted that César E. Chávez was “one of the heroic figures of our time.”

Awards

The State of California has declared César E. Chávez’s birthday, March 31, a State Holiday to celebrate his life and work, along with five other states and dozens of cities and counties. In 1994, President Bill Clinton posthumously awarded César E. Chávez the Presidential Medal of Freedom Award, the highest civilian award. Clinton said that Chávez “faced formidable, often violent opposition with dignity and nonviolence.” Helen Chávez accepted the honor at the White House in Washington, DC. In 1990, César was awarded the Aguila Azteca, the highest civilian award by the Mexican government. Many schools and streets are also named to honor the legacy of César E. Chávez.

Bibliography

Griswold del Castillo, Richard and Richard A. Garcia. César Chávez: A Triumph of Spirit.

Susan Ferriss and Ricardo Sandoval, The Fight in the Fields: César Chávez and the Fight in the Fields.

Jacques E. Levy, César Chávez: Autobiography of La Causa.

Gloria D. Miklowitz, Betrayal in the House of Delgado, 2001.

THE LIFE AND VALUES OF CÉSAR E. CHÁVEZ REFLECTION SHEET

After reading the biography of César E. Chávez, please respond to the following questions as you think about how Chávez came to embrace the core values of nonviolence and service to others.

1. What childhood experiences helped Chávez to value service to others? _____

2. Name some of the conditions or situations from Chávez's early life where he might have become angry. _____

3. How was Chávez a victim of prejudice? _____

4. Who and what influenced Chávez to use nonviolent strategies to bring about social change? _____

5. What were some of the nonviolent strategies Chávez used to help the United Farm Workers organization reach its goals? _____

WHAT IS ANGER? REFLECTION SHEET

Think about the last time you were angry with another student at your school.

1. Briefly describe what happened: _____

2. Where in your body did you feel the anger? _____

3. How did you express your anger? What did you say or do?

4. What happened after you expressed your anger? _____

5. As you reflect on your experience with anger, what have you learned about anger and about yourself? _____

ANGER: TRUE OR FALSE?

Place a “T” in the space provided if you believe the statement is true; place an “F” in the space provided if you believe the statement is not true.

- _____ 1. The way people express their anger is inherited from their parents. If your mother or father hits someone or something when they are angry, you will too.
- _____ 2. The only way to get rid of anger is to yell, scream, hit someone or get revenge for what they did to make you angry.
- _____ 3. It is possible to “de-escalate” your anger through “self-talk”.
- _____ 4. The healthiest way to deal with anger is to either hold your breath or beat a pillow until the feeling goes away.
- _____ 5. Being angry can become a habit that is difficult to break.
- _____ 6. Anger often increases a person’s heart rate, makes their throat or chest feel tight, and causes their face to become hot or flushed.
- _____ 7. Some people cry when they are angry.
- _____ 8. One way to manage anger is to remove oneself from the situation and practice deep breathing until thinking rather than reacting is possible.
- _____ 9. Boys are more likely to become angry than girls.
- _____ 10. Only bad people become angry.

ANGER MANAGEMENT AND PROBLEM SOLVING¹

Anger management is paired with problem solving because after one deals with his/her anger, one needs to deal effectively with the situation that caused the anger in the first place.

Anger Management

Step 1: Ask, how does my body feel?

Step 2: Calm down

- Take 3 deep breaths
- Count backwards slowly
- Think calming thoughts
- Use positive self-talk

Step 3: Think out loud to solve the problem

Step 4: Think about it later (reflection)

- Why was I angry?
- What did I do?
- What worked?
- What didn't work?
- What would I do differently?
- Did I do a good job of handling my anger?

Problem Solving Approach²

Step 1: What is the problem?
(Each person says what happened, how they feel and what they need; facilitator restates the problem incorporating both points of view)

¹ From: Second Step Violence Prevention Program, Committee for Children, Seattle, WA

² From Spivack, G., and Shure, M.B. 1974. *Social Adjustment of Young Children*. San Francisco, CA: Jossey-Bass.

Step 2: What are some possible solutions?

Step 3: For each solution, consider:

- Is it safe?
- How might people feel?
- Is it fair?
- Will it work?

Step 4: Choose a solution and use it.

Step 5: Ask, is it working? If not, what should we try now? (reflection)

ESCALATING CONFLICT

Escalators

Bulldozing:

Trying to “run over” and intimidate the other person by accusing, shouting, name-calling, swearing, threatening, taunting, and other kinds of aggressive behavior. Example: “If you don’t shut up, I’ll shut you up!”

Bringing up the past:

Bring up past failures that are not about the current conflict; keeps people from focusing on the problem. Example: “This is just like the time you forgot to return my jacket.”

All or nothing statements:

Using general words like “always”, “never,” and “every time” instead of being specific. Example: “You never think about me!”

Personality attack:

Attacking the other person’s personality instead of trying to solve the problem. Might also be thinking of complaints to throw back instead of listening to the other person’s point of view. Example: “If you weren’t so lazy...”

Ignoring, denying, avoiding:

Not listening to the other person, avoiding him or her, or denying that a conflict exists. Example: “What problem? I don’t think there’s a problem.”

Certain gestures or behaviors:

Finger pointing, rolling your eyes, giving “dirty looks.”

DE-ESCALATING CONFLICT

De-Escalators

“I” statements:

Tell a person how you feel when he or she says or does something, rather than accuse or blame them for how you feel. Example: “I feel hurt when you don’t invite me to join you.”

Reframing, Perspective-taking:

Looking at a conflict or problem from Another angle; trying to see the problem from the other person’s perspective. Example: “Maybe he forgot to call me because he was worried about the test.”

De-personalizing:

Not taking someone’s behavior personally. Example: “He didn’t mean to hurt my feelings. He probably just forgot to call me.”

Certain gestures and behaviors:

Neutral facial expressions; giving someone enough physical space; extending your hand; relaxation techniques like deep breathing or counting to ten before speaking.

SCHOOL MEDIATION REPORT FORM

Student mediator(s): _____ Date _____

Disputants: _____

Type of Conflict:

_____ Gossip/rumor _____ Boyfriend/girlfriend _____ Put down

_____ Personal property _____ Threat/intimidation _____ Fight

_____ Money _____ Act of Prejudice _____ Bullying

_____ Name-calling _____ Exclusion _____ Ridicule

_____ Act of Disrespect _____ Other

Brief description of the conflict: _____

Agreement: _____

(Disputant's signature)

(Disputant's signature)

Follow-up: _____ Date: _____

Results: _____

DOCUMENTING CONFLICT IN YOUR SCHOOL

1. There are many levels of conflict that occur in all schools. How is conflict handled in your school? List as many ways as you can. _____

2. How are conflicts documented at your school? Which types of conflict are severe enough that they get counted? List them here. _____

3. What are the statistics around conflict for your school? Who would you ask to find out about this? Brainstorm a list. _____

4. What questions would you ask to gather the information you need to document conflict?

GRAPHING RESULTS

Once your class has interviewed those in the know, graph your results here:

Type of Conflict	Number of Incidences

Number of Incidences

Type of Conflict

PEER MEDIATION

Mediation is a process for resolving disputes and conflicts in which a neutral third party acts as a mediator for the process. The goal is to work out differences constructively. Trained students help their classmates identify problems behind the conflicts and to find solutions. An effective mediator has excellent communication skills, understands the problem solving process, and believes in the mediation process.

The Mediation process:

1. Agree on the ground rules
2. Each disputant tells his or her story
3. Verify the facts in the stories
4. Discuss the stories together
5. Generate possible solutions
6. Discuss the merits of each possible solution
7. Select a solution that is mutually agreeable
8. Sign a contract

Suggested ground rules:

- Each person should be willing to solve the problem.
- Each person must agree to tell the truth.
- Each person must listen without interrupting. Listen so people will talk and talk so people will listen.
- Each person agrees to be respectful during the mediation. Express feelings without blaming others.
- Each person agrees to focus on the *problem* not the other person.
- Each person agrees to take responsibility for the part he/she played in the conflict.
- Each person agrees to take responsibility for carrying out the agreement.
- Each person agrees to keep the situation confidential.

3-2-1 REFLECTIONS

Reflect on three things you learned about yourself during this project, two things you learned about your classmates, things that worked and that you would change, and one thing you will do to continue implementing the values of nonviolence, service to others, preference and determination.

Things I learned about myself:

- 1.
- 2.
- 3.

Things I learned about my classmates:

- 1.
- 2.

Things I learned about César E. Chávez:

- 1.
- 2.

What worked? What would I change?:

- 1.
- 2.

One thing I will do to support the Chávez values of nonviolence, service to others, preference or determination:

SUPER HERO SERVICE

This certificate is presented to



*In honor of all your hard work in the
César E. Chávez Day of Service & Learning Project
On the date of _____,
We would like to give you our thanks for your service
to the people of our community.*

Presented by

Principal

Teacher

Resources

César E. Chávez

www.cesarchavezfoundation.org/ – Cesar E. Chávez Foundation
www.goserv.ca.gov/ccd/ccd.asp – GO SERV César E. Chávez Day
www.ufw.org/history.htm – United Farm Workers
www.paradigmproductions.org/ – The Fight in the Fields Classroom Curriculum
rims.k12.ca.us/score_lessons/chavez/ – RIMS
www.paradigmproductions.org/ – The Fight in the Fields classroom curriculum
www.cde.ca.gov/cesarchavez/ – California Department of Education César E. Chávez Day
Instructional Materials
www.sdcoe.k12.ca.us/chavez/welcome.html – San Diego County Office of Education
Information and Resources for Educators
www.colapublib.org/chavez/ – County of Los Angeles Public Library
www.filmideas.com/nrbiographies.html – Cesar E. Chávez video
www.filmideas.com/dgfamouspeople.html – Cesar E. Chávez video

Service and Volunteerism

www.ysa.org/ – Youth Serve America
www.servenet.org/ – SERVENet
www.compact.org/ – Campus Compact
www.aips.org/ – American Institute for Public Service
www.aspira.org – ASPIRA
www.ccc.ca.gov – California Conservation Corps
www.closeup.org – Close Up Foundation
www.dosomething.org – Do Something
www.Impactonline.org – Impact On Line
www.invcoll.pdx.edu/ic.htm – Invisible College
www.ncea.com – National Community Education Association
www.nccusa.org – National Council of Churches
www.dropoutprevention.org – National Drop Out Prevention Center
www.nsee.org – National Society for Experiential Education
www.nascc.org – National Association for Service and Conservation Corps
www.nwrel.org – Northwest Regional Education Laboratory
www.unitedway.org – Orange County's United Way
www.volunteercenter.org – Volunteer Center Orange County
www.volunteercentersca.org – Volunteer Centers of California

Service-Learning

www.learnandserve.org/ – The Corporation for National Service- Learn and Serve America
www.servicelearning.org/ – The National Service-Learning Clearinghouse
nylc.org/ – National Youth Leadership Council
csf.colorado.edu/sl/index.html – Higher Education National Service-Learning Clearinghouse
www.cde.ca.gov/calserve/ – CalServe Service-Learning Initiative
gse.berkeley.edu/research/slc/ – UC Berkeley Service Learning Research and Development Center

www.crf-usa.org/ – The Constitutional Rights Foundation
www.rmcdenver.com – RMC Research-Denver
www.yscal.org/ – Youth Service California

Nonviolence

www.cfchildren.org – The Committee for Children; Social-Emotional learning and Violence Prevention
www.whatkidscando.org – What Kids Can Do—promotes the value of young people working with teachers and other adults on projects that combine powerful learning with public purpose.
www.safeyouth.org – National Youth Violence Prevention Center- an organization involved in addressing violence prevention issues for youth.

Project Evaluation and Feedback Form

PROJECT EVALUATION AND FEEDBACK FORM

Please circle the responses that best reflect how you feel.

	Not at All	Somewhat	Very Much
1. I thought this project was fun	1	2	3
2. I learned a lot.	1	2	3
3. I would recommend that this project be repeated next year with other students.	1	2	3
4. I thought this project was interesting.	1	2	3
5. I learned about things that will help me in my life right now.	1	2	3
6. I learned about things that will help me later in my life.	1	2	3
7. If I try hard enough, I can make a difference in my community.	1	2	3
8. I have a responsibility to help others in my community	1	2	3

9. The thing I liked best about this project is: _____

10. The thing I would do to make this project better is: _____

Other comments:



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