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Peace education for incarcerated youth

Robin Pauline Russell

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PEACE EDUCATION FOR INCARCERATED YOUTH

A Project
Presented to the
Faculty of
California State University,
San Bernardino

In Partial Fulfillment
of the Requirements for the Degree
Master of Arts
in
Education:
Holistic and Integrative Education

by
Robin Pauline Russell
March 2007
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Approved by:

Dr. Robert London, First Reader
Dr. Sam Crowell, Second Reader

3/13/07
ABSTRACT

My vision for my project is to create a holistic unit titled *Peace Education for Incarcerated Youth*. The unit is divided into the four components based on the Earth Charter (2005b) written for Peace University sponsored by the United Nations. I’ve written 30 lessons that cover integrative subjects while aligning under the Initiative’s following subgroups:

1) Respect and Care for the Community, 2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace.

This unit will foster responsible positive decision making while emphasizing peace education and personal development. Lessons will enrich self-discovery through reflective activities and service learning projects for rehabilitating youth mainstreaming back into society. As a smaller piece of my larger vision unfolds, this unit will engage students and teachers alike, while helping the community in the long run. As I focus my vision to assist in educational transition for probationers, I’ve researched literature and found a plenty of documentation to support the need for my mission. Articles on peace education, character education, moral development and correctional education provide a foundation for such a
curriculum. Through alternative strategies and unique lesson planning correctional educators build strength into our community one student at a time.
ACKNOWLEDGMENTS

I thank God for breathing life and sharing blessings while teaching me the true meaning of education.

I honor my husband, Robert Allen Taft Jr. for his unconditional love and support in partnership on our journey together.

I gratefully cherish my mother, Barbara Jean for her wisdom, devotion and encouragement while reminding me that my dream is now!

I am inspired by my late grandmother, Gloria Alene Mullowney who teaches me through her creative spirit.

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I recognize Dr. Robert London for his guidance and patient commitment.

I appreciate Dr. Sam Crowell for his insight and peaceful mission.

I acknowledge Rio Contiguo High School staff and students for their genuine contribution and participation in my research towards fostering Peace Education for Incarcerated Youth.
DEDICATION

This project is dedicated to my past, present, and future students with whom I am inspired to teach every day. As our paths cross over the years, we reciprocate the learning process. I share jewels of wisdom with each of you in hopes one day you’ll pull knowledge from your treasure chest to transition successfully into our world as life-long learners.

With this unit I hope to make a difference with students and correctional educators where incarcerated youths develop respect for themselves, their lives and their community, in order to contribute to a more peaceful planet.
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CHAPTER ONE
INTRODUCTION

Background

I have worked as a correctional educator teaching incarcerated students for over twelve years. Throughout my many experiences with this unique population of high school teens, I have learned that these adolescents need to develop respect for life and learn how to learn in order to make positive knowledgeable choices and develop healthy lifestyles to successfully contribute to society. This does not mean they necessarily need to memorize algebraic formulas or recite Shakespearean sonnets to succeed in the real world but they do need to learn how education can help rehabilitate their thinking to transition them as they prepare for life education.

It has been argued for many years that education plays an important role in shaping values and citizenship, teachers being the artists creating class citizens. Since I am a firm believer of teaching peaceful interventions to my correctional education students, personal development is pertinent to their success. I’ve found new ways to inspire learning through non-traditional strategies and experiential lessons which foster independence and
character building to thrive in life. With these vital life skills one may re-enter society with new respect for learning and living. I’ve found that teaching holistically, bridges self-discovery with pertinent information to enhance students’ overall experiences in the classroom. Remember, my students must find the knowledge useful in their “real worlds” in order to open their minds to learning in the first place.

Theoretical Background

Since I visited the University of Peace in Costa Rica and studied about the United Nation’s vision for world education through their development of the Earth Charter Initiative (2005b), I was inspired to utilize this as a foundation for my Master’s unit project. This Initiative is “a declaration of fundamental principles for building a just, sustainable, and peaceful global society in the 21st century” (2005b, p. 1) that supports the need for life-long learning. This ideology aligns with my vision of teaching peace education to incarcerated youth. Using the four major sections as guidelines for my unit, I developed several lessons that fall under each of the following four components of the Earth Charter categories: I. Respect and Care for the Community, II. Ecological Integrity, III.
Social and Economic Justice and IV. Democracy, Nonviolence, and Peace. I chose to parallel these categories because they share ecological objectives and cover social science issues throughout much of the unit. Since the lessons within each section relate to the importance of inner and outer balance of one's well being, my Peace Education for Incarcerated Youth plan incorporates self-discovery through reflective activities and service learning projects. With these experiences they can develop self worth, reduce stress and construct learning both educationally and holistically. Once our students can learn to learn they can achieve and obtain their goals. Therefore they can rehabilitate and change old ways, and perhaps also develop peace, both inside and out.

Many juvenile delinquents have broken laws to end up in institutions, their personal struggles with self esteem, anger management, drug addiction, gang and family violence many times contribute to their inappropriate intentions and choices. Therefore it is even more important that these youths learn interpersonal and self-developmental skills to strengthen their characters. After all, it is our shared responsibility as a community to raise our future generations productively. Thus, this
view of global participation supports the need for educators' contributions in teaching one child at a time. This philosophy is depicted through An Earth Charter Guidebook for Teachers (2005a) where it suggests that "teachers engage learners in a process where experience, reflection, critical analysis, tolerance, cooperation, compassion and respect are encouraged and developed" (p. 2).

Problem

Teaching incarcerated adolescents can be challenging for teachers to gain students' attention while strengthening their character as part of their rehabilitation and re-socialization process. Correctional educators play a pertinent role in building citizenry for teens transitioning back into society. To assist teachers in this specialized field, I've written a unit for correctional education students focusing on Peace Education using the Earth Charter (2005a) framework. This set of lessons can be incorporated into classroom curriculum while utilizing experiential activities connected with holistic learning to engage incarcerated youths.
A correctional educator not only influences the students' cognitive development but affects their emotional and personal development as well. It is not only the skills and vocabulary we teach but the ability to improve healthy decision making in productive citizens. These are ultimately life-defining decisions to students who chose poor actions with society reaping the consequences. If we do not treat and prevent such problems now, we are only hurting ourselves in the future. It is to our benefit as a whole to help these susceptible students to achieve inner and outer peace.

Approach

I have developed my teaching unit entitled Peace Education for Incarcerated Youth to engage students who've often failed in traditional school settings and/or lack consistent education. Using the four major sections of the Earth Charter Initiative (2005b) as outlines for my lessons encompasses the general theme of my unit and groups the activities accordingly. Most of the lessons intertwine multiple subjects with moral and character education while integrating common threads of peace education throughout.
In Chapter 2, I review several literature pieces covering four categories relating to my project: holistic education, character education, peace education and correctional education. In Chapter 3, I develop several steps of a methodology in order to carry out my project. After reviewing the literature, I develop a draft of a unit and an outline following the four subgroups of the United Nation’s Earth Charter (2005b). In addition I create thirty experiential lessons related to the theme that fall under the Initiative’s four components.

To carry on my research methodology I identify three experts from my school, Rio Contiguo in Santa Ana, California, and interview and analyze their feedback via a questionnaire and a draft outline of my unit. After receiving the professionals’ feedback I examine the data for patterns and revise the unit accordingly.

In Chapter 4, I use the results from my methodology to guide me through the final stages of unit development. After I analyze patterns using objective feedback from fellow correctional educators, I build strength into the project by altering and/or adding to the activities to make the most effective unit possible.

Finally, Chapter 5 reflects my overall project outcome and significance in writing a mini-curriculum for
correctional educators to teach *Peace Education for Incarcerated Youth*. I also identify the limitations and make recommendations according to obstacles and successes I experienced on my project path. Also, I am able to further implement my experience on this journey by sharing my future vision.
CHAPTER TWO

LITERATURE REVIEW

Introduction

In order for students to actively apply knowledge, it must make sense in the context of the real world. Educational realms permeate our entire existence. If we separate learning as its own entity that can only manifest within the confines of a classroom, we limit our mental, emotional and spiritual growth. As with many of our life lessons, our experiences enrich our learning. Most of my students, incarcerated youths, have not succeeded in traditional schools due to many breakdowns within their families, communities and/or socio-emotional environments. Therefore, their classroom has been the streets, their textbooks equal the laws and in turn their street smarts typically far outweigh their book smarts. Since they’ve been learning life lessons on the streets it’s no wonder most of them are kinesthetic learners. They must take action and do in order to fully grasp a concept. By developing a peace education curriculum consistent with a holistic philosophy and integrating an experiential learning model, I can capture their attention and engage
their spark for learning while building their inner character.

In my study of journals and documents in review I establish a foundational resource guide for my Master’s Project. The articles and journals were chosen to help me in my initial idea of creating a unit on teaching Peace Education for Incarcerated Youth, with an emphasis on holistic education. My passion for ending gang and gun violence parallels a dream of mine to eventually open a transition home/school for probationers mainstreaming back into their neighborhoods. Meanwhile, many of the articles included in my review of the literature highlight moral and character education along with sound practices used in correctional education. These assist my life lessons and compound the momentum towards my two ultimate targets. If I can interweave personal development and respect for life into my teaching of incarcerated juveniles then I can bridge the gap from community to the individuals with intentions of being part of the solution rather than part of the problem, one child at a time.

As the more subtle part of my project became clear I realized that as I teach and affect teenagers in the classroom, I gather knowledge and experience on the front lines to store for the future when I establish my outside
home for students from the inside. If I can effectively build my skills and expertise to understanding and creating a program that works, then I can contribute to my larger vision of eliminating gang and gun violence on the streets by opening a peaceful place of respite for lost kids in search of success. For every juvenile probationer who is engaged in productive activities there is one less active gang member or drug crime polluting our atmosphere.

My research included various books, journals and publications which were connected with my interests and vision. For my literature review in particular, I divided and interwove my understanding of each into a myriad of knowledge to support my project purpose. I grouped like topics and created the following four categories that relate and support my project mission. These subgroups include: Holistic Education, Character Education, Peace Education, and Correctional Education. All add pertinent information aligning with my vision while assisting in my unit implementation.

Holistic Education

Our opportunity as educators is to thread strands of knowledge into our students' fabrics of life so their tapestries can provide warmth and shelter for the rest of
their days. In addition, “McLaren’s theory crystallizes the concept that what we do as teachers is morally and ethically grounded. Students’ lives are at stake daily in our practice” (Wink, 2005, p. 110). When we teach our students Planetary Citizenship (Clark, 2002, p. 47-52) then we encourage holistic development which can be interwoven throughout the mesh of life. Since the point of incarceration is for rehabilitation of these young minds, Nava’s (2001) concept of teaching earth education is warranted since it reminds us of the importance of “the congruence of personal and global well being, as well as the individual’s role and scope of responsibility” (p. 43). Developing the person as a 'whole' seems beneficial, especially for incarcerated youth who many times lack the ability to make responsible choices.

Holistic education seems relevant for this special population because correctional juvenile institutions have two purposes; one, to protect society by making them pay with restitution and two, teaching positive decision making for their future while protecting the environment, in order to become responsible, healthy members of society. The holistic educator sees learning as a natural process and touches on not only, “intellectual and vocational aspects of human development...but also
physical, moral, aesthetic, creative, and, in a nonsectarian sense, spiritual aspects” (Nava, 2001, p. 42). It is no wonder that for many of my students' spirits, which seem to have been broken due to family violence, trauma and distress when growing up, can not focus in the classroom and have a difficult time achieving academically. These relate to my students’ needs in regards to “the absence of the spiritual dimension is a crucial factor in self-destructive behavior. Drug and alcohol abuse, empty sexuality, crime, and family breakdown, all spring from a misguided search for connection, mystery, and meaning, and an escape from the pain of not having a genuine source of fulfillment. Education must nourish a healthy growth of the spiritual life” (Nava, 2001, p. 43).

Since protecting our earth and maintaining a healthy environment are also important aspects of life education, I chose to use the four guiding principles of The Earth Charter (2005b) as category components of the lessons within my unit. The unit will cover these areas:

1) Respect and Care for the Community of Life,
2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace. By addressing inner (personal/family) and outer (society/global) issues
students will see not only how their actions affect themselves but also how they create results within the community. According to the transformative and holistic models we allow for action that involves the "whole self" (Miller & Nakagawa, 2002). Holistic learning bridges the physical, mental, emotional, and spiritual planes within the person's experience and actions. Similarly, integrated curriculum (Clark, 2002) incorporates connected relationships that are embedded within the context of learning. If we "invite, allow, and encourage" we can make whole self learning that brings together more than just mental processing but manifests and transforms personal belief systems. When we set up global experiences we enlighten kinesthetic memory for each entire being. Through the processing of the experiences will one actually learn from it and transform holistically.

Character Education

Character education has been a common component of curriculum over the past decade or so. This large umbrella of concepts addresses moral and ethical development within students. Teaching kids to develop personal character traits along with identifying their values and beliefs are pertinent to creating an individual's character. According
to John Donnelly's (2002) ideal development of the 'inner subjective life— the self or the soul', he states, "Education can be the vessel for this inner subjective life, for deep connection, for understanding. Education developed through a sense of understanding can lead to transformation that is both personal and universal in nature. This allows education to be a source of transformation" (Miller & Nakagawa, 2002, p. 305). Since my students are on beaten paths to creating criminal patterns, personal transformation is vital to their future existence. If we do not address the anti-social behaviors that are fueled by lack of role models and identity crises than we ignore the underlying issues of these lost souls.

Based on many of my article reviews, several educators successfully employ character development within their curriculum. I was able to gather several ideas that will engage my students through meaningful learning experiences. One particular article's strategy (Gilness, 2003) achieves success through integrating character development into the already existing curriculum. For most of us, mandated state standards and testing require specific units, but with creativity and active involvement, teachers can interweave peace education within classroom curriculum eloquently.
Many people comment that teaching adolescents takes a certain type of person. Dealing with young adults just entering a period of identity crisis, maturing developmentally, and discovering their place in society and the workforce while trying to teach and motivate can be challenging to say the least. According to K. Doubet and C. Tomlinson (2005), the methods and teaching styles used by four effective high school teachers in their classrooms fostered learning and promoted transformation despite hurdles of standardized testing and personality conflicts. The study depicts four teachers who rebel against the pessimistic views of others that it is impossible to reach all the teens due to state standards and high stakes testing, not to mention the mantra that there’s too many of them to deeply reach in the short class time available. Therefore these four teachers challenged the view that it’s unfeasible to reach students more than superficially. “These teachers’ professional work centers on knowing their students well enough to make learning interesting and on knowing their content well enough to shape it to their students’ needs” (Doubet & Tomlinson, 2005, p. 126).

One teacher, Katie Carson, uses several activities to get to know her students as she develops activities for
them to get to know one another. She believes that if they spend time getting to know one another then they will become more aware of each other’s strengths and this can be used throughout the year to support one another. For example, she spends a small amount of time daily to allow teens to work together sharing personal stories by using the story arc method to write or tell their story. The story arc technique contains seven numbered lines: Once upon a time... And every day... Until one day... And then... And then... Until finally... And ever since...

This is her way of teaching about exposition, rising action, conflict, climax, plot, etc. by means of students’ personal anecdotes. In addition, she asks an “attendance question” daily like “Coke or Pepsi?” or “Favorite food?” to allow each student a definitive answer or brief justification as she checks her attendance. This allows her to engage with every student, as each share a piece of themselves with the class. In addition, the room is set up in a welcoming fashion with comfortable chairs and non threatening aesthetics which include student preferences and opportunities to learn in various ways that address their needs. She comments, “It is part of showing respect” (Doubet & Tomlinson, 2005, p. 126) which is considered very important to children at this age.
Various creative methods used by these four teachers elicited affection and respect among the classmates and exposed an open-minded classroom learning environment. Tools such as student trivia, relevant writing, realia, probing student thinking and connecting with students all take extra time but can be effectively combined within the curriculum based standards dictated by the state. Teacher as “coach” (one who teaches, guides and trains) fosters educational leadership opportunities. The more they feel connected and respected, the more likely they are to engage in the learning process and master content to apply to everyday life.

Other effective strategies include student-centered literature that incorporates making writing meaningful and relevant. If students can write about their lives in comparison to a character within a story then they can better learn about themselves and their culture while analyzing traits and themes within the literature. For example, recently we read a piece of literature, The Power of One by Bryce Courtenay (1989), in which a British toddler, Peekay is raised by a nanny in South Africa during World War II until he’s sent to boarding school where he learns to raise himself. He befriends adult mentors and African prisoners rather than parents while
becoming the welterweight championship boxer of South Africa. This book interested my students on many levels so the incarcerated teenage boys easily respond to a journal prompt comparing their life of “fighting on the streets” to Peekay’s struggles throughout his intriguing life story. When student writing is relevant to their current lives we see how important it is “for students to know how they have stories to tell and that those stories are full of discoveries about human nature” (Doubet & Tomlinson, 2005, p. 127). I agree when educator George Murphy tells his students, “if they can’t see how a given topic connects to their lives, they probably shouldn’t be studying it” (p. 128).

According to educator G.L. Nelson, the writing process is “not a destination you seek so much as a way of being. It’s a path with a heart. You enter upon a path, not to arrive but to see the wonders of the path itself” (Doubet & Tomlinson, 2005, p. 51). Creative writing allows freedom of thought and freedom of expression. Constructive education can provide channels for incarcerated students who do not have physical freedom.

Another inspiring educator and advocate of character learning is Jane Gilness (2003), a community college professor who cannot deny her civil responsibility as an
educator to teach moral character and a vast number of virtues within her content lessons. She's been an avid collector of inspirational quotes as she found a powerful quote by Theodore Roosevelt to catapult her into weaving character education into her various methods of teaching. The Roosevelt quote that inspired her was, “To educate a person in mind and not in morals is to educate a menace to society.” She now refuses to resort to mind molding teaching when she can incorporate life lessons into her students’ every day lives. She blends sense of community, manners, and ethical decision making into a drink of knowledge called a ‘character cocktail’ as her students quench their thirst for life.

She addresses the fact that since there are so many other standardized methods and subject matters to cover, not many teachers are creative enough to find ways to teach life skills that build character while still covering pertinent subject matter. Gilness relies upon her “unabashed deviousness” to integrate various virtues within her teaching without the students realizing her motives. For example, she instills hidden qualities within students by giving them an assignment to research prefixes, suffixes and connotations by breaking words into parts to discover their true meanings. She requires them
to decipher the word eulogy. Then, she challenges them to write eulogies about one another while we are alive rather than waiting until we die. Meanwhile, the students are distracted by the history of the word itself while writing meaningful commentaries about their classmates. Not only did this assignment teach the concept but also students developed a stronger sense of community and camaraderie. All the while they thought they were engaged in a vocabulary lesson. As she uses creative ways to teach English lessons and model respect for students’ opinions and allows them ownership and input into class activities she notes, “It is absolutely essential for educators to subtly thread such a conception of manners into the tapestry of our daily classroom life” (Gilness, 2003, p. 244).

In a different light, Gordon Marino (2003) discusses the differences in morals and beliefs derived from generational gaps and war-torn eras. Based on our nation’s current conflicts and parents’ upbringing and education, we teach various virtues within our entire existence. Depending on our philosophies and views on what is important in life, “Aristotle invites us to think about the connection between moral character and happiness” (Marino, 2003, p. 116). He shares these extreme examples
to show the importance of knowing where your students are coming from to better understand their underlying virtuous endeavors. "It helps to know where they are calling from" (p. 116) to understand current cardinal virtues and moral character content as they shift. If ethics and principles are inconsistent depending on the perception of the generation then it is no wonder students such as mine are stuck in the revolving door within the juvenile justice system.

More specifically, according to S. Efron and P. Joseph (2005), there are Seven Worlds of Moral Education that would assist in addressing the needs of our students in America today. They point out the fact that our students are challenged with outside conflicts and inside mixed messages. In efforts to express their vision of including character education within all curricula while answering Alfie Kohn’s question on how to promote children’s social and moral development as an alternative to character education, they describe “the aims, practices, advantages, and difficulties of seven worlds of moral education- of which character education is only one” (Efron & Joseph, 2005, p. 101).

Educators must believe they can build a process in which components of moral education can teach youths to
recognize values that "represent prosocial behaviors, engage in actions that bring about a better life for others, and appreciate ethical and compassionate conduct" (Efron & Joseph, 2005, p. 101). The seven aspects covered are: character education, cultural heritage, caring community, peace education, social action, just community, and ethical inquiry. These seven worlds are not separate yet linked holistically and can be submerged within a variety of subject content and materials presented by teachers. For example, such traits can be taught by having the class experience a democratic process project in which they create the rules for the classroom and entitle them "Ways We Want To Be in Room Eight." First the teacher can integrate citizenship, through government and the political process while having the class use community, peace and ethics and social justice to create a classroom set of laws. This also promotes accountability and ownership in the learning process. Although the titles are somewhat self-explanatory, models of behavior elicited from the seven are similar and relevant in nature to build the "whole student."

My focus and specific interest is that within the peace education world. On a broader scale, peace education teaches inner serenity within the individual and bridges
outer peace with just actions and thoughtful awareness of the world. The components of peace education include: conflict resolution, peace studies, environmental education, global education, and human rights education. "Although many U.S. schools teach violence-reduction skills, few create a holistic moral world that makes a connection between peaceful personal behaviors and promoting peace throughout the world" (Efron & Joseph, 2005, p. 103). Here educators have a huge responsibility for each child they teach. Incorporating peace education in students' every day lives heightens awareness and promotes social change one child at a time. "Peace educators teach that all lives and actions matter and that students are connected to all of life through a vision of peace, harmony, and Earth stewardship" (Efron & Joseph, 2005, p. 104). Serious ethical deliberation about the goals and practices of moral education must be addressed and thought upon. It is up to each teacher to explore within their own worlds what methods are going to produce the greatest valuable characteristics for students in their realm.
Peace Education

For many incarcerated youth, progressive healing through achieving inner peace can contribute to outer peace via mental clarity and sound actions. For these students in particular, education is or can be a weapon for them. Many of juveniles possess or have access to weapons they use for protection or committing crimes on the streets. Through my unit on Peace Education for Incarcerated Youth, holistic education will assist teachers in tending to the needs of these misguided juveniles since, "so many children (have) been permitted to rely on guns and gangs for protection and guidance rather than on parents, neighbors, religious congregations, and schools" (Lantieri & Patti, 1996, p. x. Foreword by Edelman). Therefore, I am called to a global responsibility.

Recently I was lucky enough to visit the United Nations University for Peace in Costa Rica. Here we met Mohit Mukherjee an avid participant in the Earth Charter (2005b) development and an Earth Charter Initiative Secretariat. I learned this document is a "declaration of fundamental principles for building a just, sustainable, and peaceful global society in the 21st century" (Earth, 2005b, p. 1). It took 10 years to develop and was inspired
by the World Summit. In an ever-changing world that offers more and more complex problems, this document has special emphasis on dealing with the world's environmental protection, human rights, fair human development, and peace education. It's considered the next declaration for our generation. Taken after the Universal Declaration of Human Rights, this is deemed the next step for the next era.

The relevant topics and focus on peace education inspired me to study pertinent educational components with the focus of the Earth Charter's Education for Sustainable Development. In other words, it is a guiding framework for a 'global government' of one world. This presented an open opportunity to delve into the topics of all the social sciences I teach. In my research I learned that during its implementation, it became the most widely critiqued and consulted document in the world. It included the most extensive research review yet in terms of the variety of scholarly groups, who looked at it, studied it, and reviewed it. Due to its pertinent nature, the United Nations chose 2005-2014 as the decade of Education for Sustainable Development with a vision that every UN country has the responsibility to expand and follow through with a commitment to uphold its principles. The
four guiding principles are: 1) Respect and Care for the Community of Life, 2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace. In regards to educational contexts, "it seeks to develop the knowledge, skills, perspectives and values to empower people of all ages to assume responsibility for creating and enjoying a sustainable future" (Earth, 2005b, p. 1). It’s also a process of learning how to make decisions that consider the long-term future of the economy, ecology, and equity of all.

Bringing Sustainability Into the Classroom, the Earth Charter Guidebook for Teachers (2005a) gives ideas and implementation practices for educators across the globe. This establishes a foundation for teachers to be an active role in inclusion lessons and activities for the classroom, using the Earth Charter as an instrument to develop global citizens.

If I can develop more peaceful or worldly citizens then my students can feel a sense of accomplishment, instilling hope. Thomas J. Sergiovanni (2004) not only teaches how to use hope and faith to promote learning in the classroom but he also has written books discussing how hope, trust, and other virtues can help build effective learning communities. He defines hope as a different
concept than wishful thinking and describes hope as being grounded in realism. Facing reality is important here, as we must look at hard evidence as we dare to think, believe or judge. If educators use hope to inspire a call to a cause, then they may motivate students and themselves to take action. This evidence is compared in theory to the key needed component within a classroom. "Educators can be both hopeful and realistic as long as the possibilities for change remain open" (Sergiovanni, 2004, p. 214). This methodology promotes optimism that inspires students and the possibilities for learning. Hope then creates an 'activating effect' that makes the difference.

Hopeful education communities take action to turn their dreams into reality because, "placing hope at the core of our school community provides encouragement and promotes clear thinking and informed action, giving us the leverage we need to close the achievement gap and solve other intractable problems" (Sergiovanni, 2004, p. 214). Studies done within the medical field have shown what a powerful force hope can be. Medical research by Roset (1999) shows evidence that hopefulness increases one’s sense of control and therefore enhances one’s physical, emotional and mental state and health. This relates to Lantieri’s (1995) defense for teaching peace education
since, "we need to teach our children values that emphasize respect and concern for others, principles... and concrete skills to deal with their potentially disruptive emotions, as well as with the everyday conflict they will face in their lives... We must teach our children ethical and emotional literacy" (p. 6). Through peace education, we can help prevent disease through healthy balanced living.

Lantieri and Patti's (1996) definition of effective holistic teaching states "The peaceable classroom is a caring community responsive to the needs of young people. It teaches young people skills in cooperation, communication, expression of feelings, bias awareness, and decision making and conflict resolution, with the result... that young people become empowered to manage their own emotions and handle their own conflicts as they arise" (p. 47). This reflects the exact skills many adjudicated youth require in order to make a positive contribution to society. Correctional educators play a vital role in steering and endearing their students' desires to learn through peaceful educational environments and experiences.
Correctional Education

Correctional education has been seen as a special field with a distinct type of student. Youths who engage in violence to solve problems, engage in antisocial behaviors and lack educational consistency tend to have different needs than most students in traditional schools. Not only do they find themselves kicked out of regular schools because of their unacceptable actions but also they are usually labeled by society as "menaces to society" or "juvenile delinquents." Although neither of these labels accurately describes the specific learning characteristics or needs of these individuals, they do scream to the layman that these kids need help to adjust and live within a productive society. Because of these exceptions the juvenile court recommends a range of, "alternative dispositions, including referral to treatment services, placement in alternative education or day treatment programs, or psychiatric hospitalization" (Liaupsin, Nelson, & Scott, 2002, p. 534). Moreover, this recommendation does not include the students who are also at-risk for the same behaviors as the adjudicated youths. Therefore, similar approaches need to be filtered to both groups.
There are a variety of human services being piloted lately to address the needs of troubled learners. Multilevel systems such as Positive Behavior Support (PBS) (Lantieri, 1995, p. 3) can be integrated into these students’ educational settings. The study found that some maladaptive behaviors used with persons with developmental disabilities worked as alternative strategies to punishment, then they thought similar teaching strategies would increase learning through “replacement behaviors”. PBS incorporates a broad range of systemic and individualized strategies for achieving important social and learning outcomes while preventing problem behavior. These steps involve proactive measures and interventions across three levels of prevention: primary, secondary, and tertiary where, “the idea of multiple levels of prevention originated in the arena of public health” (Lantieri & Patti, 1996, p. 536). This models the Institute of Medicine’s three-tiered framework that incorporates strategies of prevention and intervention at graduated levels of intensity that has shown promise in social services, education, mental health, social work, and crime prevention. Sounds like the encompassing definition of Correction Education.
According to Lantieri (1995), "Keys to success of all special school placements are the degree to which students' individual educational needs are taken into account and incorporated into the curriculum" (p. 546). Programs and projects must engage students if correctional educators want to entice an 18 year old sophisticated gang member to entertain the thought of working or participating in your lessons. Unique design must go into my alternative creation for correctional educators. Whether academically or character based, projects that engage incarcerated individuals can have positive outcomes. Successes come naturally for passionately driven teachers like Taylor Stoehr (2005) who spent over a decade educating ex-offenders in literature and language arts. He used a crime analogy in his article, *Is it a Crime to be Illiterate?* in formulating his concept of good teaching. He was very involved with a popular 1991 experiment in Massachusetts called "Changing Lives" (Stoehr, 2005). This program put the classroom study of literature at the core of an alternative sentencing program for criminal offenders on probation. He notes that although recent decades have been, "dominated for a generation by punitive rather than rehabilitative ideals" (Stoehr, 2005, p. 29) that the support by respected institutions for
implementation of this program must reflect a shifting attitude toward our nation's controversial response to dealing with our incarcerated and people caught within our criminal justice system.

An important educational and personal goal for correctional educators and probationers is not only for our offenders to get off probation but also to stay off for the rest of their lives. With knowledge of literature, including reading, writing and spelling focuses, our misguided students can develop an educational foundation from which to build upon. Literacy is not just an ability to read and write but it applies to every area of our lives. Whether it teaches a student to read street signs and maps or enables one to fill out a job application or master computer jargon, "every variety and grade of literacy has symbolic as well as practical value, and each kind is tied to a sense of self-worth" (Stoehr, 2005, p. 30).

The 1991 program Changing Lives (Stoehr, 2005) also exposed the students to historical pieces of literature texts such as Fred Douglass's Narrative of the Life of an American Slave and Malcolm X's autobiography as stories of self-preservation. These stories are used to show students how these men reformed their own character to
face the problems similar to that of the students. When they can relate to the material they can better understand themselves and reflect on the necessary traits they need to alter and improve within themselves in order to be productive members of society. An introspective focus encourages them to use their 'street smarts,' such as important language skills, combined with newly attained 'book smarts,' such as creating tangible products in writing poems and essays, to merge the two components in creating personal experiences that build character. When they combine their inner (personal) experience with their outer (environmental) experience they create their own personal story as a measure of individual self worth.

According to one student in Changing Lives (Stoehr, 2005) "(The teacher) made me feel good about being good" (p. 31). The most important point here is that these students are learning how to learn. Though this kind of education tackles one issue at a time, with challenges every step of the way, "urging a baffled student to 'try harder' should be resisted unless he believes in himself and understands the task. Usually it is the teacher who needs to try harder" (Stoehr, 2005, p. 35).

Overall, the program has proved successful in the small number of institutions in which it’s been
implemented. Since it’s only shared by word of mouth the program has been recognized as one of the states hidden secrets on the “inside”. The evidence from Changing Lives suggests that the usual recidivism rates have been halved for the graduates of the program. Some have even ventured onto college and earned degrees. The main key here is that the educators are not trying to force these students back onto educational tracks but rather allowing them to judge for themselves what an education would mean to their lives compared to what other routes offer them. They “want them to assess their own lives, to ask themselves, who am I, really, and what kind of future do I want for myself?” (Stoehr, 2005, p. 35).

Correctional education can foster self worth and increase positive identities within many misguided youth. This can be important since many incarcerated youths have fatalistic visions of their futures and if these students do not develop a respect for life and learn how to learn, they’ll be disenchanted in the real world for years to come. Self-developmental programs are beneficial in the establishment of character. A meta-analysis of 80 program evaluations by Andrews et al. (Greenwood & Model, 1996) concluded that appropriate correctional services could reduce recidivism by as much as 50 percent (Greenwood &
Model, 1996). Appropriate services being defined as those that target high risk individuals; “address the causes of crime, such as substance abuse of anger; and use styles and modes of treatment (e.g. cognitive and behavioral) that are matched with client needs and learning styles” (Greenwood & Model, 1996, p. 13).

In my experience, many incarcerated individuals are creative by nature. An amazing amount of artistic talent comes out of correctional education institutions. Noticing the pattern with my students; I have been able to facilitate human expression via art therapy and education. In general I notice that art can be stimulating and a heartfelt release for many of my students’ emotions. Some of my students have had poetry published and pencil and ink sketches win contests countywide. Students find release in artistic expression and I’m an avid supporter of utilizing the fine arts for expanding young minds.

The traditional aims for these components include personal development, social purpose and community education. The trick here is to socially reform the prisoner while implementing appropriate consequences for the ill-mannered actions that got the person incarcerated in the first place. The various shifts in paradigms over the last several decades make it difficult to adopt a rehabilitative process that encourages self-expression, behavior modification, and creative outlets for prisoners to reform before entering the outside world. His belief is that arts education can not only engage prisoners in productive activities during down time but also can allow them to soul search and express feelings through safe channels of self-discovery and expression.

Traditionally, arts education has been scrutinized throughout periods of the medical model (1945-1975) during which criminal behavior was seen as a medical illness in which the causes could be diagnosed (Clements, 2004). Therefore, rehabilitation was dealt with by prescribing drugs as treatments. Later the rehabilitative model and opportunities model of the 1970’s and 80’s championed a re-emergence of an educational paradigm that focused on cognitive instruction, participative decision-making, moral education, criminal personality, and a focus on the
humanities. Although opponents argued, "offenders were earmarked for treatment to normalize the criminal mind. But the irony was that, far from transforming prisoners into honest citizens, prisons were better able to manufacture criminals more adept, empowered and better networked in their profession of crime" (Clements, 2004, p. 171).

Here is where we see arts education as a healthy means of reform that encompasses several of the goals of former models. In a nation-wide survey by Flynn and Price (Clements, 2004, p. 173) prisoners who participated in arts education and curriculum programs, like the 43 week course offered at HMP Brixton prison in Britain, were found to improve in the following areas: using time constructively, which added to the safety of the institution, "developing self awareness and achieving a sense of self worth...respecting others and working collaboratively, providing a route back to education, maintaining and strengthening family ties, making choices and accepting responsibility, finding a way to employment, and better relating to prison staff and others through shared interests" (Clements, 2004, p. 172). Using art curriculum taught basic skills and was conceived as a holistic framework that sought to develop the whole
person. Clements argues for advocating arts education in prison. He points out the differences between individual empowerment as a subtle means of organizational manipulation, and emancipation which is concerned with changing the system by first changing oneself. "His distinction between working within the system (empowerment) and changing the system (emancipation) is crucial to understanding the function of the arts which transgress this boundary" (Clements, 2004, p. 174). According to Foucault’s quote within the article, "Through emancipatory learning, we become our own psychiatrists" (p. 174). Therefore if we can help our students to help themselves they become more self-sufficient and less of a liability to society.

The Library of Congress sponsors the "Men With a Message" (Kaplan-Leiserson, 2002) program in conjunction with Delaware’s Department of Health and Social Services Division. Inmates at the Delaware Correctional Center gain personal development, job skills, responsibility and achievement by participating in a highly recognized project of making Braille materials for children with vision impairments. Since school materials, workbooks, lessons and textbooks are needed quickly for students with vision disabilities, this program supports the inmates'
rehabilitation while supplying school districts with necessary materials to teach students.

The screening process to join this elite group within the prison is rigorous and the training, according to the inmates, "is hard, demanding, and taxing," (Kaplan-Leiserson, 2002, p. 48) but most of the participants persevere and appreciate the opportunity by taking pride in their work and being excited about the outcome. There is a low attrition rate, few drop out because they realize the importance of such products for they have been told that in part because of the availability of Braille materials made by them, "children in Delaware with visual impairments have been mainstreamed into regular classes, where they take part with their own versions of the same materials in the same activities as sighted children" (Kaplan-Leiserson, 2002, p. 48).

The program has been deemed one of the most effective in the nation due to its focus on teaching the inmates to create quality products rather than quantity. One of the biggest rewards is that "for most men, the most important benefit of the program is the ability to give back to society" (Kaplan-Leiserson, 2002, p. 54). It is also the only non-profit organization producing these necessary materials. In addition, there is a three tiered support
team in which the inmates are trained first by self study, then by a peer tutor, allowing other proficient inmates to teach, and finally by a hands-on practice whereby eventually the inmates become experienced and become peer tutors to new participants. This encourages teamwork and allows the whole group to become involved and share their knowledge. Another incentive here allows trained "Men With a Message" to earn more than the standard prison wage, usually $0.48 per hour, now increased to $0.56 an hour after one is certified. Monetary bonuses, working with groups, following through on projects, asking for help, giving help when it's needed and turning in assignments all add to the inmates' experiences and rehabilitation. In addition, they anticipate that everyday there is something new. All these are advantages of offering prisoners engaged service opportunities to learn.

Conclusion

With these examples of educational rehabilitation we can see how incarceration brings an extraordinary opportunity for unchained souls to find freedom and serve retribution under the constraints of society's links. Whether an inmate finds identity through personal journals or takes responsibility through giving back, we find peace
and character education as crucial contributors in the development of citizens of the world. “We have found that violence is not inevitable: it is preventable,” (Lantieri, 1995, p. 5) and through every facet uncovered in this ongoing discovery we add one more piece to world peace. “If we are to reach real peace in this world... we shall have to begin with the children.” -Mahatma Gandhi

This quote affirms my passion and beliefs about my cause since many of my students fail in the real world due to their lack of self-esteem or sense of belongingness. They need genuine life skills to feel connected and engaged in the community. “As a result of these real-life experiences that they reflect upon in the classroom, students develop compassion and respect both for themselves and for others. The programs in which they are involved connect them with their communities so they feel needed, contribute something to the adult world, and earn respect” (Lantieri & Patti, 1996, p. 47). It is about time we find more conducive ways to educate and motivate these misguided youths. By incorporating my Peace Education for Incarcerated Youth unit and eventually founding a holistic sober living group home, I am on my way to paving a new road for transitioning youths.
Using my vision metaphor, holism addresses everything as connectedness like one root ball tree system you begin to see relationship within every living thing. It is no wonder no one thing in nature can be isolated; it takes a forest to raise a child. As we incorporate interpersonal ecology (relationships) and global themes of connectedness we affect the nature’s ecology and either cleanse or pollute the environment. Teachers have to realize their pertinent roles of daily seed planting in the gardens of life. May we give special emphasis on those correctional educators who dig into unfertile grounds where planting and fruitful farming is futile but pertinent to the very existence of life. Only through self-discovery comes wisdom and inner peace as we accept Mother Nature’s request to hold steadfast as keepers of the earth.
CHAPTER THREE
PROJECT METHODOLOGY

Introduction

In this chapter I will first describe the purpose of the project, the setting for the project and the unit outline itself, and then describe the following steps of the methodology I used to evaluate the effectiveness of the project: 1) Review of the Literature, 2) Draft Development, 3) Identify Experts and Instruments, 4) Feedback, and 5) Examine the Data.

Purpose

Most incarcerated youths have huge gaps in their education and lack consistent attendance and credits. Because their behavior is not typically accepted in traditional schools, delinquent students tend to thrive in alternative educational settings. If they are arrested, the law mandates them to attend school year round; therefore, we have a near 100% attendance rate in institutional settings. Often the students are motivated to come to class since it offers them a break outside their living unit and engages them in new activities they wouldn’t normally participate in. This makes the classroom a home away from home where many students flourish and
take risks through opening their minds. While attending an alternative school, since they are sober and in full attendance, they usually achieve higher grades and occasionally make honor roll or read an entire piece of literature for the first time ever. Any Peace Education activity that can elicit real responses and lifelong learning should assist the student in overall success.

The Peace Education for Incarcerated Youth unit created for this project can assist correctional educators in teaching accountability and self-development to their students who may lack responsible choices and positive decision making.

Setting and Context

I teach English, Social Sciences, Art, and Physical Education at Rio Contiguo School in Santa Ana, California. This Orange County ACCESS (Alternative, Charter, Correctional Educational Schools and Services) high school is located inside Youth Guidance Center, an Orange County Probation Department juvenile institution, and is comprised of 125 incarcerated teens placed in a drug-treatment facility serving time given by the court for their crimes. They are placed here in particular to participate in a therapeutic community program as
supplemental rehabilitation for their drug addiction. Our school includes approximately 100 male and 25 female students in attendance ranging from ages 13-19 and enrolled in grades 9-12.

Rio Contiguo retains one on site administrator as acting principal, eight full time credentialed teachers (correctional educators) employed by the Orange County Department of Education, one special education/RSP (Resource Specialist) teacher, one ROP (Regional Occupation Program) teacher, one librarian, two para-educators, and one lab technician.

The three correctional educators I interviewed for my project are full-time teachers at Rio Contiguo School. I chose these teachers because they all have worked with me for at least three years, interweave life skills in their teaching, and enjoy their careers. They also have witnessed me teach at least a couple times and they agreed that my lessons foster peace.

Since working with incarcerated youth can be a unique challenge, not many curricula are designed for this special population. Given that these students need non-traditional strategies to capture their attention, my lessons are designed to bring pertinent information to address their gaps of knowledge and to help them make
healthy choices. This unit is designed to use experiential learning models to engage learners. Something else these students have in common aside from their incarceration is their struggles with drug addiction and/or gang violence and anger issues. Due to their sensitive issues and personal battles, these lessons are adaptable for discussions and personal reflection. I chose to develop the whole person of each student as I attempt to teach towards a peaceful character development. This unit emphasizes holistic education with lessons falling under the four subgroups of the Earth Charter (2005b), written at Peace University sponsored by the United Nations. The four category titles include: Respect and Care for the Community of Life, Ecological Integrity, Social and Economic Justice, and Democracy, Nonviolence, and Peace.

Each lesson attempts to enhance personal discovery and positive thinking via reflective exercises, cooperative teambuilding and service learning projects. After the unit is reviewed by fellow educators, I will interview correctional educators from Rio Contiguo High School in Santa Ana for feedback and input regarding the effectiveness of my curriculum and the possible usefulness in their classrooms.
Steps and Procedures

Review of the Literature

In my study of journals and documents in the review of literature I established a foundational resource guide for my Master's Project. The articles and journals were chosen to help me in my initial idea of creating a tentative unit on teaching Peace Education for Incarcerated Youth, with emphasis on holistic education. I grouped the literature into four categories: holistic education, character education, peace education, and correctional education. These topics are the foundation from which my review and plan stem. They directly correlate with activities throughout my unit.

My passion for ending gang and gun violence parallels a dream of mine to eventually open a transition home/school for probationers mainstreaming back into their old environments. Meanwhile, many of the articles included in my review of the literature highlight moral and character education along with sound practices used in correctional education. These assist my life lessons and compound the momentum towards my two ultimate targets; utilizing my unit to foster learning in a correctional setting and to further my future vision of opening a transition home/school for released probationers. If I can
interweave personal development and respect for life into my teaching of incarcerated juveniles then I can bridge the gap from society to the inside.

**Draft Development**

Correctional educators can guide their students through uncharted territory if the curriculum is sound and promotes a respectful learning environment. In an institution, safety and security must come first in order to actually teach and present material to receptive students. Then one can communicate and empower correctional learners to want to learn. This is where Peace Education can illicit positive behaviors and open doors to knowledge for ongoing learning. I strongly believe that it is my responsibility as a correctional educator to teach my students how to participate civilly in society. If I can foster their respect for life then they can more easily transition to becoming productive citizens. If we are well balanced in mind, body, and soul we can alleviate negative thinking and choices.

Many incarcerated students are at a low point in their lives in the sense that they’ve lost their freedom and many rights. Due to these circumstances they tend to be brutally honest when it comes to their needs and prospects for success. Since they attend school
consistently while locked up, teachers can usually count on their input and cooperation, especially if they want to be heard. Since so many are screaming out to be listened to, it’s only a misfortune that they’re used to gaining negative attention from their families, from society and communities alike. In class, the use of student journals, lesson responses and reflective essays will help students reflect on Peace Education activities presented in the classroom and interwoven into the curriculum.

Based on my literature review and my experience in the classroom within an institution for over 12 years, I developed a draft of a unit I would be able use and modify throughout my career as a correctional educator. I developed a mini-curriculum that I can incorporate with a variety of subjects intermingled with life skills and leadership building for students whom lack direction and motivation. My Peace Education for Incarcerated Youth Unit includes the following 30 lessons named and categorized under each of the four Earth Charter (2005b) inspired subtitles:

I. Respect and Care For the Community of Life
   - Amistad
   - Take A Stand
II. Ecological Integrity

- Strength To Love
- Expressing Dreams
- Kindness & Justice
- Mirror ~ Mirror
- Facets of Me
- Web of Life

III. Social and Economic Justice

- Making the Most of Space
- Win/ Win
- Methods of Protest 1
- Prejudice
- My Name Poem
- Citizens of the World
• Stepping Stones

IV. Democracy, Nonviolence, and Peace
• Civil Disobedience
• Inner Peace
• Freedom of Expression
• Methods of Protest 2
• Peaceful Leaders
• Life Mandala
• I’ve Learned Log
• La Mesa

In creating the Peace Education for Incarcerated Youth unit I looked at guiding questions such as the following:

* How can Peace Education activities positively engage and affect incarcerated youth?

* Do Peace Education lessons assist and teach students citizenship and responsibility in correctional educational settings?

* How can Peace Education strategies be effectively used in the classroom?

* What qualities/ resources and partnerships in a correctional educational setting can foster student transition?
**Identify Experts and Instruments**

To assess my unit's effectiveness I utilized my lessons within my classroom at Rio Contiguo High School in Santa Ana, California. Our school is located in Youth Guidance Center, an Orange County Probation Department juvenile correctional institution housing 125 minors, approximately 100 male and 25 female. In addition, I interviewed three professional educators currently teaching at Rio concerning the *Peace Education for Incarcerated Youth* unit.

Most correctional educators recognize the students' needs for structured education with emphasis on real world strategies. Therefore, my interviews with educators can give me feedback as to the results of experiential learning in the classroom. The interviews and questions give a more in-depth review of real life applications. I shared the unit outline and lesson activities and ask for feedback via the attached interview questionnaire (See Appendix A - Teacher Packet). This included a cover letter describing my project and purpose, an informed letter of consent for participation, my unit outline categories with thirty lesson titles and a survey questionnaire to respond to my *Peace Education for Incarcerated Youth* unit.
Feedback

To gather data and improve the quality of the unit, I (a) interviewed three professional correctional educators from my school site and recorded their responses, (b) had teachers observe and evaluate the effectiveness of at least one lesson within my unit, and (c) had the experts review the packet (see Appendix A) consisting of a project description letter, a letter of consent, the drafted unit outline of subgroup and lesson titles and a teacher interview questionnaire.

Subsequent to contemplating feedback and summarizing my interviewees' comments and experiences I will alter and revise any lessons as needed. This may highlight an area I've missed or supplement my lessons with added objectives from their input. As in administering any lesson, an educator must fluctuate through various learning modalities, engage student attention, and drive the lesson accordingly to maximize the entire classroom's learning experience.

After giving four experts my material to review and engaging in ongoing conversations and interviews via my questionnaire (see Appendix A) I have thoroughly sought professional feedback and insight to further my unit development. As I initiate teamwork through shared lessons
and unit planning, my coworkers and I can benefit from one another's teaching. An in turn, of course, our students thrive.

Examining the Data

For this step I read through the data several times recording patterns I noticed until I felt I had identified the necessary adjustments to improve the quality of the unit. Based on those patterns I revised the unit to maximize its potential effectiveness.

By assessing the information I should derive positive results from the feedback depicting valuable lessons from the unit. I will review and surmise teacher input from interviews and outline organization. Then I can compare effective strategies from that of the literature review with the feedback from fellow educators. Teacher review and student interpretations of learning can be applied to real world arenas and the classroom itself. I will interpret usefulness from fellow teacher interviewees via their support of innovative strategies for our unique population.

I will examine the data for patterns to build upon constructive feedback and useful tools from correctional educators alike.
Since it takes somewhat of a unique character of teacher to thrive in an institutional setting, it is very challenging and rewarding at the same time. I think I can speak for many correctional educators when I comment that we celebrate small successes and I believe there is potential in every one of these students to rehabilitate their lives through education. It is important that my fellow teachers share ideas and learn from one another since we are a minority of the teacher population. There is a special spark when life long learning occurs on the inside.
CHAPTER FOUR

RESULTS

Introduction

As I embark upon my meandering path towards greater knowledge, I find solace in the fact that my unit development and Master’s journey has been a fruitful experience and a stepping-stone towards my broader vision. From my initial mission of creating a peace education unit, I researched literature and implemented a methodology in order to support my curriculum and sustain my effective teaching strategies.

As I reviewed my findings and their usefulness I formulated my results based on the steps of my methodology used in Chapter Three. First, I reviewed professional journals, books and articles that were pertinent to categories related to my unit. Based on my literature review I developed thirty lessons to formulate a teaching unit titled Peace Education for Incarcerated Youth.

This unit has four subheadings named after the titles of the educational Earth Charter Initiative (2005b) developed by the United Nations (See Appendix A – Draft Outline). All of the lessons within the unit relate to a broad range of social sciences and holistic education.
Therefore I was able to group them according to their related topic under the Earth Charter's subheadings. Since my unit includes life skills teachings for personal and world development, these categories best reflect the lesson objectives in nature. The activities can be intertwined within a particular classroom curriculum or they can stand on their own and relate and support various subjects.

After creating the unit, I developed an instrument for fellow teachers to review and critique the unit based on its effectiveness (See Appendix A - Teacher Packet). Upon interviewing three professional correctional educators, I evaluated the data and looked for patterns to utilize their responses and feedback in revising the unit. In addition, I analyzed the teachers' comments and suggestions in order to gain insight to strengthen the unit and possibly modify the lessons and unit to better fit the needs of the teachers and students (See Appendix B - Revised Unit Outline). In the remainder of this chapter, I provide the details of this process and the outcomes of my efforts.
Step 1: Review of the Literature

Based on my literature review, I grouped the articles under holistic education, character education, peace education, and correctional education all of which provide meaningful tools for my development of thirty lessons that teach *Peace Education for Incarcerated Youth*. These categories reflect key principles that guided my unit planning. Since teaching in a juvenile institution is a unique educational setting, the four forms of education directly correlate and work together for effective learning. In correctional education and incarceration, two purposes are to build their character holistically and rehabilitate their minds. Both purposes attempt to assist students in successfully transitioning them back into society as peaceful and productive citizens.

Most of these adolescents have great street smarts but lack book smarts due to their incorrigible behavior, challenging learning styles and traumatic life experiences. Also, many are engaged in illegal drug use and addiction, criminal gang activity and/or violent and abusive relationships, so they haven’t developed healthy habits or personal responsibility. Educators can play a crucial part in students’ identity and character development (National, 2005) while peace education can
bridge together personal well being with appropriate
decision making that affect their lives and society as a
whole.

As I realized each component relies upon the other, I
was able to develop an inspiring specialized unit that
reinforces the guiding principles to build my students
overall.

Step 2: Unit Development

Many of incarcerated juveniles lack inner balance and
respect for themselves and others; they have made poor
decisions and unhealthy choices which resulted in their
incarceration in the first place. In addition, many of
them have failed in traditional school settings because
they often do not learn the way we teach, rather I believe
correctional educators must be creative and teach the way
they learn.

This inspired my idea of writing lessons that would
engage them and promote mental, emotional and spiritual
growth. Since I am completing my Master’s of Education in
Holistic and Integrative Education, and recently visited
the University of Peace founded by the United Nations in
Costa Rica, I was given tools to incorporate peace,
character, and holistic education into sound correctional teaching.

Since I was exposed to the mission and components of the UN's Earth Charter Initiative (2005b), I was intrigued with its notion of worldwide peace education so much so that I used the four subgroups titles as my headings for my unit and grouped my thirty lessons under the appropriate subtitle (Appendix A - Unit Outline). The four guiding principles are: 1) Respect and Care for the Community of Life, 2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace. These headings stand "to develop the knowledge, skills, perspectives and values to empower people of all ages to assume responsibility for creating and enjoying a sustainable future" (Earth, 2005b, p. 1).

In an ever-changing world that offers more and more complex problems, both the document and my unit have special emphasis on dealing with the world's environmental protection, human rights, fair human development, and peace education. This unit processes learning using experiential learning model activities to teach decision making for students to consider the short and long-term future of the economy, ecology, and equity of all.
As this theme permeated throughout my Master’s journey, I gathered strength for my unit development to support my particular classroom subjects: English, social sciences, art and physical education. I’ve paralleled my unit’s outline after the Charter’s four principle pieces aligning with my focus on interweaving the lessons with core subjects, making it possible for teachers to utilize my plan cross curricular while strengthening incarcerated students’ nature. Attached in Appendix C, I have included four sample lessons, sharing one activity from each of the four subtitles.

Step 3: Instruments and Subjects

The three correctional educators I interviewed for my project are full-time teachers at Rio Contiguo School. I chose these teachers because they all have worked with me for at least three years and all of them enjoy their careers. They also have witnessed me teach at least twice and they agreed that my lessons foster peace.

From the three correctional educators I interviewed, each was given a packet with information covering my project prior to our meeting (See Appendix A). I used a cover letter explaining my vision of my project, gave an overview of the unit, included a letter of conformed
consent, and asked seven to twelve specific questions (depending on their experience) about my *Peace Education for Incarcerated Youth* unit. This provided ample feedback and data for me to review and revise my unit. I focused primarily on the specific comments, ratings, and suggestions from the questionnaire alone. I have attached a copy of these interview questions in Appendix A.

Although the unit is designed towards the needs of incarcerated students, it is quite relevant to character based education needs for traditional students. To focus on my students in particular, I chose three professional correctional educators to interview and solicit feedback from. All three educators work at Rio Contiguo High School inside Youth Guidance Center (YGC), an Orange County Probation Department juvenile institution in Santa Ana, California. This facility has three drug therapy programs housing 125 wards of the court. The institution and school hold approximately 100 males and 25 females, juveniles who have been sentenced to serve time commitments given by the court. It is important to the success of each child that correctional educators are a fit to the unique population we teach.

These three educators work full-time at Rio and teach a variety of subjects. They include a special education,
resource specialist teacher (RSP), a master educator/administrator, and a drug program specialist, life skills teacher. Teacher A has taught special education as Rio’s RSP teacher for over three years. Teacher B taught math and science for six years and has been a correctional educator administrator for Rio since 2005. Lastly, Teacher C, who is in her first year teaching, specializes in one of YGC’s drug therapy programs as a life skills teacher. Although Teacher C was a long-term substitute for Rio prior to her receiving a contract recently, all educators are clear credentialed teachers with Master’s degrees. I chose these particular teachers because I have taught with them at Rio for at least three years and they have witnessed me teach in the classroom at least twice. These teachers also have similar philosophies about teaching personal development in corrections and they all have a passion and drive to teach in an institution. They find it both challenging and rewarding to teach incarcerated teens.

Step 4: Reporting Feedback

Overall all three educators supported my unit as being appropriate and inspiring for teachers in corrections. They agreed that it was likely to be
effective for behavior modification as well as self-development for incarcerated students. They commented that while building citizenry they can intertwine the material with their core classroom subjects in order to optimize maximal learning for each teacher’s individual circumstances. Each teacher was willing to try at least two of the thirty lessons within the unit in the future. One was inspired to teach the entire subgroup four entitled Democracy, Nonviolence, and Peace. He thought those lessons sounded interesting because they were "engaging students in constructivist activities".

The teachers adamantly agreed that it was very important for incarcerated students in particular to develop more peaceful actions as they found this unit to be pertinent to students transitioning back into society. One teacher believes "teaching character to incarcerated youth, but also to all youth, is the responsibility and obligation of all adults/teachers".

All the teachers agreed that the unit would relate to multiple subjects, cross curricular. One commented that it "can be an excellent resource to integrate into my curriculum". The participants found peace education to be related to social sciences, literature, and life skills. Real life experiences facilitate learning opportunities so
therefore real life lessons in the classroom can strongly apply to "give them some balance or peace as they discover some new pieces of themselves".

The life skills teacher sees "our need for love, security, and acceptance that cannot be filled through violence, deception or hate". Since she has applied the two lessons in her classroom, using Life Mandala, an art therapy model analyzing universal symbols, and I’ve Learned Log, a record keeping track of weekly learning experiences, she realized "when students share their experiences, ideas and thoughts with a safe environment, it allows them to see beyond the exterior of others and learn that we all have the same inner needs and desires". This affirms my belief that these lessons can foster positive decision-making and personal development.

On average the correctional experts rated my unit a nine, on a scale with ten being the highest. I feel confident in my approach to continue to share and apply my unit knowledge.

    Step 5: Patterns and Modifications

    Based on my review of the teacher feedback I found all to have personal beliefs about teaching nonviolence and civil disobedience to incarcerated students. For our
unique population, who commonly use force and violence compared to tolerance and passive resistance, respect and care for the community can be very foreign to their lifestyles. One teacher thinks our students should learn that "standing up for their rights in a nonviolent way," is important to make changes in the world (See subgroup one sample lesson Take A Stand in Appendix C). Therefore, since our students claim to be victims of the probation system, even though they are the ones who made the irresponsible choices, gaining respect for their own lives and the world community alike can be challenging but crucial to their success and to our benefit as a whole.

We all agree that although our students lack physical freedom, they have the freedom to learn and the freedom of thought. One teacher pointed out that "freedom is not only measured by what we do have, but also what we don’t have". The unit’s subgroup three, titled Social and Economic Justice, includes various strategies for students to examine the freedoms they do have; to speak, to think, to act and believe. I have included Win/Win, a sample lesson from this heading to depict these strategies in Appendix C. It is pertinent to a healthy environment that incarcerated youth contribute to rather than deteriorate from our society.
These educators all felt it is important for our students to reflect and search introspectively in order to gain more self-esteem and confidence. One teacher believes teaching *Peace Education for Incarcerated Youth* can strengthen their character, "by tapping into students' life experiences they can learn from previous events and perhaps make different choices in similar situations". With the Mirror-Mirror lesson, an introspective lesson based on poetry, one teacher notes "the meditation activity certainly enables the students to self reflect, which definitely caused the students to balance themselves". While the students are "working through their sub conscience... they then interpret that into their conscience". This will build stronger responsibility, accountability and character.

Finally, I found the feedback to be useful and supportive of my unit but I also found the teachers' tips and suggestions to be accurate in guiding future unit planning and lesson implementation. For instance, two of the three teachers felt this unit should be one of the "underlying themes" across the curriculum, especially for our misguided, post-risk youth. They reported that the unit can be integrated into their teaching year-round. I learned that a strength embedded within the unit is the
“running record they have of the progress they’ve made” which promotes life-long learning.

I enriched my unit by analyzing the research data in addition to utilizing the suggestions my participants made by implementing necessary changes or enhancements (See Appendix B- Revised Unit Outline). One recommendation was for the students to categorize their entries of their I’ve Learned Logs according to a theme or topic such as personal growth, academic growth, civil/community growth, etc. This suggestion enhanced the effectiveness of the strategy by using such organization for students to track their own progress over time.

A couple teachers agreed that minor challenges would be finding low level- high interest material selections to tie the standards with the lessons since many of incarcerated youths have large gaps in their education and are deficient in reading skills for their age. This additionally impacts the special education students for similar reasons. With this information I incorporated the use of newspaper and magazine articles and political cartoons which are written at about the sixth grade level but with an older, more mature audience in mind. Teenagers are more apt to respond to familiar media that appeals to them through realia and current events. For example, I
have attached Grab Bag, a sample lesson from subgroup three, in Appendix C, utilizing realia and writing with varied level learners.

Another relevant point a teacher made was the fact that "some components may be difficult to integrate due to time constraints and lack of materials". To tackle this issue I used excerpts from literature texts rather than the entire document itself. This will assure that the lesson still captures the same essence or comprehension needs through the activity while saving time and resources. In addition, the Take A Stand and Methods of Protest lessons can be broken up into longer periods or additional days. I have attached these sample lessons which foster responsibility and nonviolence as means of passive resistance as part of Appendix C. Both lessons have been lengthened or moved based on the feedback from instructors which allow students a greater capacity for deeper understanding and application to their own lives. See Appendix B for the revised form of the overall unit outline rather than the original outline organization (Appendix A) I initially gave the participants.

I believe that the revisions in the unit as I have discussed are significant in insuring the overall effectiveness of my unit. Taking in real feedback,
especially from teachers who observed and sampled lessons, may prove to strengthen my unit overall and make it more adaptable for all correctional educators. Even minute alterations can move a lesson from being great to being excellent while maximizing student development. Overall, the participants' positive feedback assured me that utilizing the unit will only support my vision as a key influence in my students' overall success.
CHAPTER FIVE

CONCLUSION

Summary

My initial purpose for my Master’s project was to create a unit in which I could use peace education to build character of incarcerated youth. Utilizing my background and creativity, I developed interactive lessons which engage and encourage young teens to participate in learning. This plan increases educational development in individual classrooms while hopefully strengthening our society as a whole.

Using this unique approach I was able to cover a myriad of social and character development traits while teaching tolerance and respect for the community of life. According to some of my literature research, hands-on activities marked with experiential learning engage the whole being in education and self-discovery. Since many incarcerated students fail in traditional settings, these types of activities catch their attention and motivate cooperation and participation. For if they never have the desire to try something new or jump in to a safe learning environment, they will continue trying the same things over and over again, expecting a different result. This
adds to the recidivism rates and the destructive cycle continues. Rather, for this population, a correctional educator has the power to ignite their inner fires and fan the flames for the students to see themselves in a different light with new results.

To share my passion for working with teens in corrections I created a unit teaching Peace Education for Incarcerated Youth. The project includes thirty inspiring and experiential lessons written for my high school students to gain insight and build character to making better choices. As I gathered and reviewed a plethora of scholarly literature, I focused my attention on effective studies and strategies under holistic education, character education, peace education, and correctional education.

By combining these four themes of education I developed the thirty lesson unit, categorizing the lessons under the four subgroups of the Earth Charter (2005b); 1) Respect and Care for the Community of Life, 2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace. I developed a draft of the unit with an outline and lessons which fellow correctional educators could review and/or observe. I also created a questionnaire and interview process to gather feedback and support for my unit plan. With professional
feedback from three full time teachers at Rio Contiguo High School in Santa Ana, California, I was able to revise the unit using their feedback and suggestions.

The data offered sound support for my project and the wide range of subject areas was deemed worthy for correctional educators to use cross-curricular.

Significance

This project has been inspiring as my Master’s degree culminating activity because it affirms my mission as a correctional educator. I realize I am one of the few positive influences in my students’ lives and I strive to understand them as we all learn from one another. The thirty lessons I developed and created were intended to capture incarcerated teens’ attention and challenge them to become productive citizens of our Earth. Each small learning experience or classroom activity can scaffold a new rung on the ladder of life. For adolescents who have broken the law and lack responsibility and self-discipline, the Peace Education for Incarcerated Youth unit touches on a multitude of subjects applicable to their life.

As I build a brighter future one student at a time, it is important I see my potential as a correctional
educator to offer tools to help reconstruct healthy lives. If they win by gaining vital knowledge that they apply to their futures, then I win by coexisting with them as they transition back into the community. As I have gained insight on my path for this degree, I realized when I foster personal development within my students through cognitive restructuring, where they take positive steps towards rehabilitated actions, then not only will their lives recover but so will the lives of the community, our society and the world. In my opinion, to greatly affect one’s entire existence is a direct result of Holistic Education.

Limitations

Some limitations included limited feedback from three sample teacher interviews. The school is small so it did not permit a wide variety of teachers to provide feedback on the unit. In addition, Rio has a transient population due to releases, removals, and medical or court appointments, which affects class sizes and daily routines. Behavior modifications or education inconsistencies can affect the teacher’s overall experience as well. Our students’ ages and levels are very heterogeneous so each activity has to be adapted to their
needs. Teacher responses varied depending on personal interviews or a lesson they observed. Each had their individual perceptions and some teachers witnessed more lessons than others. For example, they could try the lesson out on their own or just observe it in my classroom, where either would elicit different levels of participation. As with most research, often depending on if they are interacting or being observed, history affects the student and teacher responses as well as affecting their level of involvement.

Recommendations

Since I have tried all thirty of these lessons in my classroom I am confident that my methodology and implementation supported developing an effective unit. I used feedback and analyzed the data to adapt or alter changes as needed. Time constraints and lack of materials seem to be the overriding concerns from the teachers I interviewed. I found that since the Earth Charter (2005b) guided my unit subdivisions, I could expand the variety of lessons to include the history and significance of the United Nations' Initiative. In addition, I can weave in additional art and service learning projects as follow up activities utilizing multiple learning styles. Finally,
once I found my transition home/school for probationers (as I mention in the following paragraphs) I can publish my entire unit as a correctional curriculum for educators to use while teaching at my school. This would be the ultimate compliment and proof that my unit is valuable.

Future Goals and Implementation

As the more subtle part of my project becomes clear I realize that as I teach and affect teenagers in the classroom, I gather knowledge and experience on the front lines to store for the future when I establish my outside home for students from the inside. If I can effectively build my skills and expertise to understanding and creating a program that works, then I can contribute to my larger vision of eliminating gang and gun violence on the streets by opening a peaceful place of respite for lost young adults in search of success. For every juvenile probationer who is engaged in productive activities, there is one less active gang member or drug addict polluting our atmosphere.

My follow-up studies with released probation students, some attending alternative schools and/or off probation, will allow me to understand the benefits of Peace Education and how it’s affected them or how they’ve
applied it in real life. In addition to applying my *Peace Education for Incarcerated Youth* unit, I will assess the needs and successes of students both inside and outside society. Therefore, I can better adapt and initiate the proper curricular devices needed for me to open a well-founded alternative school/home for these youth transitioning back into the real world.

My project is therefore two-fold, both under construction and being established all the while. For every time I effectively reach a student through community building processes or teach a student anger management through Heart Math (Arguelles & Daugherty, 2005) then I’m adding to my resources for the educational implementation of starting a transition refuge to service this unique population. Thus the small picture surely affects the big picture, both for my experience building lives via daily lessons but also by adding strength to our community and learning from my students.

As part of my future methodology I can implement program inquiries to answer my further research questions. I can use incarcerated youths’ student evaluations (pre/post lesson activities) along with journal and reflective essays. Long-term data can include interviews with current and former students who assist by completing
surveys pre and post-transition. Utilizing released probationers' feedback and students who’ve successfully terminated probation terms can provide valuable data concerning the effectiveness of correctional education. Some supplemental follow-up possibilities include seeking responses from correctional educators at other sites, and obtaining probation officers and juvenile correctional officer interviews. These are just a few resources I can explore to facilitate my grander vision.

As I continue my personal and professional growth in regards to long-term learning, I will include responses both from students, in and out of incarceration, and teachers and staff who interact with incarcerated youths daily. Ongoing improvement and enhancement of these lessons is possible by using students' journal responses, reflective essays, and student feedback of pre and post Peace Education activities, and will only enhance my daily effectiveness in the classroom, making a difference for our future one child at a time.

When I follow up with former students I can receive feedback from them on what lessons they took with them into the real world and applied to their lives effectively. This can identify pertinent lessons for me as to what tools were constructive and what concepts resonate
with my students' lifelong learning. As these young adults succeed and share their triumphs by keeping in touch, I plan on hiring and referring these former incarcerated students to assist me working at my future dream transition home for kids mainstreaming back into society. They could build a better future by giving back to the community and counseling other kids who are in a situation with which they can relate. I hope to found and build this sanctuary in years to come as this would truly continue the cycle of fruitful seed planting.
APPENDIX A

TEACHER PACKET
Dear Correctional Educator,

Thank you for taking the time to assist me in completing my Master’s project. I will keep this short and sweet since much of our interview will be documented. The following depicts a general outline for my *Peace Education for Incarcerated Youth* unit developed for our students and describes my vision for my project.

**Project Description**

My vision for my project is to create a holistic unit on peace education for incarcerated youth. The unit is divided into the four components based on the Earth Charter (2005) written for Peace University sponsored by the United Nations. See the attached outline which includes titles of the 30 lessons that cover integrative subjects while aligning under the Initiative’s subgroups:

1) Respect and Care for the Community, 2) Ecological Integrity, 3) Social and Economic Justice, and 4) Democracy, Nonviolence, and Peace.

This unit will foster responsible positive decision making while emphasizing peace education and personal development. Lessons will enrich self discovery through reflective activities and service learning projects for rehabilitating youth mainstreaming back into society. As a smaller piece of my larger vision unfolds, this unit will engage students and teachers alike, while helping the community in the long run. As I focus my vision to assist in educational transition for probationers, I’ve researched literature and found a plenty of documentation to support the need for my mission. Articles on peace education, character education, moral development and correctional education provide a foundation for such a curriculum. We can build strength into our community one student at a time.

Thank you for your support,

Robin P. Russell
INFORMED CONSENT

The study in which you are being asked to participate is designed to develop an effective curricular unit for teachers of correctional high school. This study is being conducted by Robin Russell under supervision of Professor Robert London, professor of the Department of Education. This study has been approved by the Institutional Review Board, California State University, San Bernardino.

In this study you will be asked to respond to several questions about peace education and transitional needs for incarcerated youth. The interview should take about 20 minutes to complete. All of your responses will be held in the strictest confidence by the researchers. Your name will not be reported with your responses. All data will be reported in group form only. You may receive the group results of this study upon completion on February 15, 2007 at Rio Contiguo High School, Santa Ana.

Your participation in this study is voluntary. You are free to not answer any questions and withdraw at any time during this study without penalty. When you have completed the interview, you will receive a debriefing statement describing the study in more detail. In order to ensure the validity of the study, we ask that you not discuss this study with other students or participants. Potential benefits to the participants include the development of a curricular unit that each participant can use in their classroom upon completion. There are no foreseeable risks involved for any participant.

If you have any questions or concerns about this study, please feel free to contact Dr. Robert London at (909) 537-5678.

By placing a check mark in the box below, I acknowledge that I have been informed of, and that I understand, the nature and purpose of this study, and I freely consent to participate. I also acknowledge that I am at least 18 years of age.

Place a check mark here □   Today's date:_________
Unit Plan Categories - Lesson titles fall under each category heading.

Subgroups are titled after the principles of The Earth Charter (2005), a UN sponsored worldwide Initiative.

I. Respect and Care For the Community of Life
   - Amistad
   - Take A Stand
   - Strength To Love
   - Expressing Dreams
   - Kindness & Justice
   - Mirror ~ Mirror
   - Facets of Me

II. Ecological Integrity
   - Grab Bag
   - Life Map
   - Leadership Tree Theory
   - Eagles Don’t Flock
   - Butterfly Theory
   - Critical Mass
   - Path of Life
   - Pipeline

III. Social and Economic Justice
   - Making the Most of Space
   - Win/Win
   - Methods of Protest 1
   - Prejudice
   - My Name Poem
   - Citizens of the World
   - Stepping Stones
Peace Education for Incarcerated Youth Unit - Draft Outline by Robin P. Russell

IV. Democracy, Nonviolence, and Peace

• Civil Disobedience
• Inner Peace
• Freedom of Expression
• Methods of Protest 2
• Peaceful Leaders
• Life Mandala
• I've Learned Log
• La Mesa
Peace Education for Incarcerated Youth Unit - Teacher Interview

1. What Peace Education activities would you be willing to instruct in your classroom? (Use titles labeled in unit table of contents.)

2. What values are present in the unit that you feel are important to teach?

3. What personal and professional beliefs do you have about teaching character and peace education for incarcerated youths?

4. How do these lessons teach peace?

5. If you’ve observed one of these lessons taught in my classroom, did any part of the activity help balance a student’s mind, body or soul? Explain what you learned or noticed.

6. What subject does this unit best relate with?

7. On a scale of one (least) to ten (most), rate how useful this peace education unit would be for your classroom. Please justify your rating.

*The following questions will differ depending on whether the interviewee was able to utilize a lesson from the unit in his/her classroom or just reviewed the unit itself.

8. What did you or your students learn overall?

9. What are the lesson/unit’s strengths or how is it effective?
10. What input or suggestions do you have to improve this unit/lesson?

11. How do you see this unit helping our students once they are released?

12. In one or two words describe the activity/unit.
APPENDIX B

REVISED UNIT OUTLINE
Unit Plan Categories - Lesson titles fall under each category heading.

Subgroups are titled after the principles of The Earth Charter (2005), a UN sponsored worldwide Initiative.

I. Respect and Care For the Community of Life
   • Amistad
   • Take A Stand- Part 1 & 2
   • Strength To Love
   • Expressing Dreams
   • Kindness & Justice
   • Mirror ~ Mirror
   • Facets of Me

II. Ecological Integrity
   • Grab Bag
   • Life Map
   • Leadership Tree Theory
   • Eagles Don't Flock
   • Butterfly Theory
   • Critical Mass
   • Path of Life
   • Pipeline

III. Social and Economic Justice
   • Making the Most of Space
   • Win/Win
   • Prejudice
   • My Name Poem
   • Citizens of the World- Daily Activity
   • Stepping Stones
IV. Democracy, Nonviolence, and Peace

- Civil Disobedience
- Inner Peace
- Freedom of Expression
- Methods of Protest- Part 1 & 2
- Peaceful Leaders
- Life Mandala
- I’ve Learned Log- Personal, Academic, and Community Growth
- La Mesa
APPENDIX C

SAMPLE UNIT LESSONS
I. Take A Stand

Teacher: Robin P. Russell
Unit: Peace Education for Incarcerated Youth
Subgroup: Respect and Care For the Community of Life
Title: Take A Stand
Model: Class discussion
Grade Level: High School
Content Area: Social Studies, Life Skills, and English
Materials: signs labeled ‘agree’ and ‘disagree’, Take A Stand worksheet, poster size
copy of Community Rules posted in classroom
Objectives:
1. TSWBAT debate the pros and cons of controversial issues. (L- 9/10,2.5)
2. TSWBAT describe and evaluate how a civil society allows people
   influence to effect decision making. (H-12,12.3,2)

Procedures:
1. Introduce the activity by stating this exercise is about diversity in thought
   and is called Take A Stand. It will involve current topics related to our
   school, our community, and our world. You will be asked to take a stand on
   these statements by choosing a side of either ‘agree’ or ‘disagree’. There is no
   middle ground.
2. State the purpose of this exercise is to generate discussion on issues and to
   gain an understanding of the various and varying perspectives on topics. We
   will also hear how different perspectives can arise from one statement It is
   essential for all of us to be open minded so that everyone feels free to
   participate. We need to acknowledge differences in opinion and a need for
   mutual respect.
3. Post copy of Community Rules for entire class. Tell students it is impor-
   tant that we establish some ground rules first. In order to do this you
   must remember this is a listening activity and you may participate
   by raising your hand. You will be graded on your ability to follow the
   rules. Ask for volunteers to read rules aloud. Ask for questions.
4. Students first fill out worksheet on controversial statements. Proceed with
   Take A Stand activity, using some statements from worksheet and some from
   current controversies. For example, marijuana should be used for med-
   ical purposes, bilingual education should be mandatory, etc.
   Students stand in line in center of the room and as teacher reads statement
   aloud students move to ‘agree’ or ‘disagree’ side of the room.
5. Teacher takes two students from each stand and asks students to explain
   and justify their answers. After hearing explanations, students may change
   their mind and move to other stand. Complete activity and score students on
   participation and ability to follow rules. (Grade scale in Appendix)
6. Explain, Based on civil society’s beliefs, views and attitudes directly affects what laws we legislate and vote on. For example, the death penalty was illegal in the United States for many years during the 1930s because enough of society believed it was unconstitutional and voted it out. Later, the majority of people reevaluated it and pressured law makers to reinstate corporal punishment. Thus, laws were changed and the death penalty was brought back. This is a direct example of how stating and supporting one’s opinion with facts is very important because each person’s influence effects our society or government’s decisions. Use your journal to give two more examples of this.

Assignment:

1. Journal the following:
   a) How did you feel about hearing a different view than your own?
   b) What new information did you learn about yourself?
   c) Were you surprised about the answers that some people gave? Why?

2. List two or three original examples from discussion in Procedures- 6.

3. Fill out Take A Stand worksheet.


Assessment:

1. Objective #1 will be measured when students participate and state evidence to support their views from Take A Stand activity. (Procedures- 4 &5 and Assignment-1 & 3)

2. Objective #2 will be measured when students journal answers from Procedures- 6 and Assignment-1 & 2.

Adaptations:

1. ADHD students will be actively involved in movement from Take A Stand activity.

2. FTLL students or visually impaired students will benefit from having statements read aloud and Community Rules posted on large easy-to-read visual.
Community Guidelines for Sharing
Take A Stand

1. Be honest

2. Speak from your own experience only. Don’t speak for groups or others or about experiences you have heard about. NO ONE PERSON has the right or the responsibility to speak for his or her group. (Use T statements instead of “We...You..”or They..)

3. Everything discussed and shared during this retreat is confidential and does not go outside these walls. Some of you might feel comfortable sharing personal experiences, information or opinions that are relevant to the issues being discussed here, however, we need to respect one another’s privacy.

4. Listen

5. Don’t Interrupt when someone is talking.

6. Don’t think about an answer, comment, response or rebuttal while another person is talking. Hear what he or she is trying to say and when they are finished, if you wish to speak your mind do so.

7. Be aware of different communication styles as well as your own. (Body Language, uses of slang, tone of voice) What may be appropriate for one person might be offensive to another.

8. Try not to judge one another (no put downs, no name calling, no finger pointing)

9. Be open minded. Remember we all come from different backgrounds and have different experiences.

10. Have fun

Everybody must agree to follow these community rules.
1. Teachers should be role models for all students.  
   AGREE   DISAGREE
2. Prayer time should be offered to children in public schools. 
   AGREE   DISAGREE
3. Inter-racial relationships can be healthy and positive. 
   AGREE   DISAGREE
4. Women and men should be allowed to play professional sports on each other’s teams. 
   AGREE   DISAGREE
5. Women should be allowed in combat roles in the military. 
   AGREE   DISAGREE
6. The voting age should be 14. 
   AGREE   DISAGREE
7. Students should be able to set their own curfews. 
   AGREE   DISAGREE
8. Tobacco industries should be allowed to advertise cigarettes to young people. 
   AGREE   DISAGREE
9. People should have to work to earn welfare money. 
   AGREE   DISAGREE
10. Children who commit violent felonies should be tried as adults.
    AGREE   DISAGREE
11. Some people in Texas want the minimum execution eligibility age lowered to the age of 11.
    AGREE   DISAGREE
1. When countries have cruel governments the United States should intervene.
   AGREE       DISAGREE

2. It was worth 58,000 dead U.S. soldiers, 60,000 veterans who committed suicide, and $788 billion to try to save Vietnam from Communism.
   AGREE       DISAGREE

3. College students have a right to protest by burning the flag, torching cars, and rioting in the streets.
   AGREE       DISAGREE

4. Since Communism usually supplies free medical/dental care and land distribution, then countries should be allowed to try this economic system even though freedoms of speech and religion are taken away.
   AGREE       DISAGREE

5. Women should be allowed in combat roles in the military.
   AGREE       DISAGREE

6. The draft an important civic and military duty.
   AGREE       DISAGREE

7. After serving in a war, veterans should be awarded money for defending their country.
   AGREE       DISAGREE

8. People serving in the armed forces should be drug tested.
   AGREE       DISAGREE

9. I'm patriotic enough to willingly serve and defend my country, if needed.
   AGREE       DISAGREE

10. It is necessary to murder/destroy innocent people/villages to win a war.
    AGREE       DISAGREE
II. Grab Bag

Teacher: Robin P. Russell
Unit: Peace Education for Incarcerated Youth
Subgroup: Ecological Integrity
Title: Grab Bag
Model: Writing Process
Grade Level: 4- High School
Content Area: English/ Writing

Materials: dry erase board, markers, large picture of chameleon & slave ship, grab bag full of various items (ie. kaleidoscope, toy animals, photos, hackey sack, etc.) worksheets with poetry definitions and examples, overhead transparencies, and projector.

Objectives:
1. TSWBAT will define noun, adjective, verb, statement (complete thought) (R-4, 1.3- Grammar)
2. TSWBAT list examples of each part of speech in Obj. #1. (R- 4, 1.3- Grammar)
3. TSWBAT distinguish between free poetry and form poetry. (R- 5, 3.1- Structural Features of Literature)
4. TSWBAT identify three types of form poetry: quatrain, shape poem, and cinquain- Sensory/ Descriptive Writing Domain. (W- 9/12, 2.3a)
5. TSWBAT reproduce a cinquain poem based on objects selected in class. (W- 6/12,1.1)
6. TSWBAT create their own original cinquain, shape poem or quatrain. (W- 9/12, 2.1e) Sensory/ Descriptive Writing Domain.

Procedures:
A. Gaining Attention:
1. Ask, What kind of writing gives individuals freedom of expression? Have students share their opinions.
2. Ask, What is poetry? What kind of writing is it? Have students define and describe in their own words.
3. Ask, Who thinks that songs or journal writings can be considered poetry? Discuss how music and journal writing can be considered poetry because it fulfills the definition of poetry. (See def. below)
4. State, There are two kinds of poetry: free poetry and form poetry. Both allow the writer to compose unique verbal and written expression using language chosen for its sound and colorful nature.

B. Informing the learner of objectives:
Say to students, At the end of this lesson today you will be able to:
1. define the following; noun, adjective, verb, statement;
2. describe the difference between free poetry and form poetry;
3. identify three types of form poetry: quatrain, shape poem, and cinquain;
4. write a cinquain based on the item you choose out of the bag;
5. create your own unique cinquain, shape poem, or quatrain.

C. Stimulating recall:
1. Notify students, We must review the terms and definitions of the parts of speech: noun, adjective, verb, statement. Write on board and have students share definitions of each.
2. Ask, Who can give me some examples of each part of speech? Have students raise hands and give example as teacher writes each.
3. Ask, What kind of poetry did we recently write in class? Have students share. These are examples of free verse poems. Today we are going to focus on form poetry and each of you will write your own form poems.

D. Presenting the stimulus material:
1. Turn on overhead with transparency labeled ‘Creative Writing*’. Hand out packets that correlate with overhead outline.
2. Ask for volunteers to read definition of form poetry and read entire handout, visible on overhead projector.
3. Student or teacher states, Form poems generally have a measure and rhyme scheme. Three of the traditional form poems are the quatrain, the shape poem and the cinquain. Continue reading aloud the definitions and examples of each style. Have students label each type.
4. State, We are now going to create a cinquain poem together as a class. We will write our poem about this chameleon and then about this slave ship. Show class photos and read captions.
5. Refer back to the structure of a cinquain on worksheet and ask for students input to create a five line cinquain and write on board. Repeat with photo of slave ship.

E. Eliciting the desired behavior:
1. Tell students, Now, each of you are going to create two form poems. The first one will be a cinquain. The second, you will choose one of the three traditional form poems that we’ve learned about. (Use outline for guide).
2. State, for your cinquain poem, I will pass around a grab bag that is full of various items. Each of you will choose one object in the bag without looking. Once you have an item, you are to write a cinquain using the guidelines to create it.
3. State, Once you have completed your cinquain on your object, you are to choose one of the the three styles of form poetry and write an original poem using the guidelines we’ve discussed in class. You
should use the theme we’ve been studying with such ideas like; Amistad, civil disobedience, civil rights leaders, etc.

F. Providing feedback:
1. As students respond to questions, provide immediate feedback concerning their responses. Also, provide opportunity for students to discuss answers with their peers and give each other feedback. Focus on higher level thinking by asking questions using Swhy’ and ‘how’. Encourage students to use dictionary and thesaurus for original vocab.

Assignment:
1. Write one additional form poem on any topic of your choice.
2. Give examples in your journal of free verse and form verses.
3. Students will write or recite Strength To Love quote (2nd paragraph)

Assessment:
1. Objective #1 will be measured when students use prior knowledge or dictionary definitions to describe parts of speech.
2. Objective #2 & #3 will be measured when students share their examples and write them on board/journal.
3. Objective #4 will be measured when students label form poem types for each example.
4. Objective #5 will be measured when students write a cinquain of their own on the grab bag object. (See rubric)
5. Objective #6 will be measured when students create their own form poem. (See rubric)

Adaptations:
1. Students with ADHD will benefit from being actively involved in passing around the grab bag and looking at all of the various objects.
2. ELL Students will appreciate the use of realia and photographs.
Rubric for Creative Writing - Form Poetry

1. **Cinquain Poem - 20 total points possible**
   - 2 nouns (2 points)
   - 3 adjectives (3 points)
   - 4 verbs (4 points)
   - 1 statement/ complete thought (2 points)
   - descriptive/ colorful vocabulary - gives reader a picture
     - Uses Sensory/ Descriptive Domain (3 points)
   - accurately describes the object from grab bag (2 points)
   - originality/ creativity (2 points)
   - grammar (2 points)

2. **Form Poem - Quatrain, Shape Poem, Cinquain - 20 total points possible**
   - uses theme for topic (2 points)
   - follows form poem structure of outline (5 points)
   - descriptive/ colorful vocabulary - gives reader a ‘picture’
     - Uses Sensory/ Descriptive Domain (3 points)
   - uses original ideas - not examples from class (2 points)
   - grammar (2 points)
   - uses details to help reader acquire what poem is about (4 points)
   - neatness/ effort (2 points)
FORM POETRY- Generally form poems have a measure and rhyme scheme. Three of the traditional form poems are the quatrain, the shape poem and the cinquain.

1. Quatrain - a poem of 4 lines that can be of any rhythm

2. Shape Poem - words are designed to look like the topic of the poem (example: a poem about a guitar would be in the shape of a guitar)

3. Cinquain (SIN-cane) five line poem. There are two types:
   a. Line 1: 2 syllables in one word (noun)
      Line 2: 4 syllables describing subject (adjective)
      Line 3: 6 syllables showing action (verb)
      Line 4: 8 syllables expressing feeling or observation of subject (statement)
      Line 5: 2 syllables describing and renaming subject (descriptive noun)
   b. noun
      adjective adjective
      verb verb verb
      complete thought
      noun
Cinquain:

LIONS
Wild, Dangerous
Attacking, Sneaking, Tearing
Lions are wilder than tigers.
King

CONTINENTS
Large, Stationary
Support, Provide, Preserve
Seven continents for the earth,
Landmasses

FLOWERS
Elegant, Graceful
Swaying, Shining, Surrounding
The perfect butterfly sanctuary.
SUNFLOWERS
Teacher: Robin P. Russell
Unit: Peace Education for Incarcerated Youth
Subgroup: Social and Economic Justice
Title: Win/Win
Model: Concept Attainment (revised) and Cooperative Learning
Grade Level: High School
Content Area: PE and Life Skills
Materials: 2 pound bag of plain M & Ms, box of small Dixie drinking cups, journals, pencils
Objectives:
1. TSWBAT evaluate personal prejudice of game playing.
   (Life Skills- 9/12, O.C.D.E.- Alt. and Correct. Education)
2. TSWBAT develop a strategy for both players to win game.
   (PE- 9/12-subdivision- Human Growth and Develop.-O.C.D.E.- Alternative and Correctional Education)
3. TSWBAT cooperatively play game using manipulatives.

Procedures:
1. Tell students, Each of you will be paired with a partner to play a game. This game will illuminate a prejudice that you all have in common. Paired students should match physical strength, size as closely as possible. (Ex. tall student with tall partner, same gender partners, etc.) Students need to place their desks facing their partner.
2. Teacher passes out three Dixie cups to each pair of students. Each person has one empty cup and the third cup is filled with M & Ms. Tell students NOT to eat any M & Ms until game is over.
3. Tell students, The game you will be playing is arm wrestling and in order to win an M & M, you must beat your partner at arm wrestling. Hint: Each of you are to get as many M & Ms as possible. Have students begin the game while teacher monitors student safety and fairness in the game winnings.
4. Stop students after a couple of minutes and ask, Who has won some M & Ms? Students raise hands. Tell students, We are not playing this game like a regular game, why does one partner have more M & Ms than the other? Elicit students’ responses about how games are usually played, such as there is always a winner and a loser.
5. Ask, Why did you all assume that only one of you in each pair had to be the winner while the other was the loser? Ask for shared responses. Ask, What is this belief an example of? Have students share, anticipating that someone will say ‘prejudice’ or ‘stereotype’.
6. Expand, You all used ‘prejudices’ in assuming that all games must have a winner and a loser when I never told you that that’s how you win this game.

7. State, Now you are to continue playing so that both partners receive M & Ms. Give students five to ten more minutes while checking to see if any pairs have attained concept yet. Remind students of hint given in step 3.

8. Stop students and ask, How many pairs had both partners win some M & Ms? Students raise hands. Ask, How were you able to manipulate the game and your arm wrestles in order to have both players equally win the M & Ms? Solution: Anticipate and elicit responses from pairs that DID NOT use their whole body strength to win the arm wrestle but rather, regardless of their physical strength, each alternated their force back and forth so that each person won every other time. Thus, creating a Win/ Win outcome with both partners earning the same number of M & Ms.

9. Ask,
   a) What was the object of this game?
   b) What did you think about games prior to this activity?
   c) What did you learn about rules and playing games after this activity?
   Students’ journal responses.

10. Now students may eat their M & M winnings.

Assignment:

Assessment:
1. Objective #1 will be measured when students answer questions in Procedures- 4,5 and journal response from Procedure- 9b.
2. Objective #2 will be measured when students create alternative methods of winning in Procedures- 7,8.
3. Objective #3 will be measured when cooperate and share ideas about objective and methods of winnings throughout activity. Oral and written responses given during Procedures- 1-9.

Adaptations:
1. Kinesthetic students will appreciate hands on activities.
2. Logical/ Mathematical students will be challenged by Win/ Win strategy with alternative outcomes.
IV. Methods of Protest

Teacher: Robin P. Russell
Unit: Peace Education for Incarcerated Youth
Subgroup: Democracy, Nonviolence, and Peace
Title: Methods of Protest – Part 1 & 2
Model: Movie/discussion-indirect instruction
Grade Level: High School
Content Area: English/Social Studies
Materials: notepaper, pencils, movie ‘X’ by Spike Lee, Venn diagrams, copies of Quiz; Malcolm X & Martin Luther King, Jr.

Objectives:
1. TSWBAT describe methods of passive and aggressive forms of protest used during the Civil Rights Movement. (H-11, 11.10, 6)
2. TSWBAT distinguish between passive resistance and intimidation. (W-9/10,1.8)
3. TSWBAT compare and contrast MLK and Malcolm X. (W-11/12, 2.3 b)
4. TSWBAT take notes during the movie and use them for a quiz. (W-9/10, 1.7- Research & Technology)

Procedures:
1. Tell students that we are going to watch a movie, 3T by Spike Lee, and they are to take notes during the movie. They will be using prior knowledge from lessons within the past week about MLK and tolerance. They should be looking for kinds of prejudices and the methods that each leader protested against this. They should also focus on who was more aggressive of the two leaders. Notify students that they will be required to answer some questions about these topics and other details about Malcolm X’s life after the movie. They may use their notes.
2. Show movie over the next two full class periods. Discuss events and attitudes, (passive and aggressive forms of protest) Students share examples. Write on board. 3. Students take notes. Use notes for Quiz.

Assignment:
1. Venn diagram completed after movie MLK and Malcolm X.
2. At end of period give Quiz. Students may use notes.

Assessment:
1. Objective #1 will be measured when students discuss form in Procedures-2.
2. Objective #2 will be measured though notes from movie and discussion, Procedures-1, 2.
3. Objective #3 will be measured when students use information from Procedures-1, 3 and develop a Venn diagram from Assignment-1.
4. Objective #4 will be measured when students turn in notes taken from movie and used during Quiz, Procedures- 2,3.

**Adaptations:**
1. Visual/Auditory students will be engaged watching the movie.
2. Organized/Visual students will learn from taking notes during movie.
3. Learning disabled and ELL students will benefit from using notes as an aide during while taking the quiz.
Methods of Protest Quiz
Malcolm X & Martin Luther King, Jr.

1. Where did Malcolm X grow up?
   a. Los Angeles, California
   b. Omaha, Nebraska
   c. Montgomery, Alabama
   d. Chicago, Illinois

2. Malcolm X’s mother was half white because her mother (Malcolm’s grandmother) was raped by a white man.
   True   False

3. Malcolm X’s father was a:
   a. factory worker
   b. minister/preacher
   c. teacher
   d. bus driver

4. How did Malcolm X’s father die?
   a. He committed suicide
   b. He died of a heart attack
   c. He was murdered on a railroad track

5. What religion did Malcolm X learn while in jail?
   a. Catholic
   b. Protestant
   c. Jewish
   d. Muslim

6. Malcolm X was not saddened by President Kennedy’s death?
   True   False

7. Malcolm X left the Nation of Islam because:
   a. He wanted to make it big on his own
   b. There were internal conflicts within the Nation of Islam
   c. Elijah Muhammad betrayed Malcolm
   d. Both b. and c.

8. After Malcolm X returned home from his trip to Egypt, he was a changed man.
   True   False
9. Towards the end of his life, Malcolm X preached more about:
a. peace and unity
b. violence and hatred of the white man
c. how Martin Luther, King, Jr. had the right idea about brotherhood and uniting the races
d. all of the above
e. a. and c. only

10. Malcolm X used to say, “There cannot be Black and White unity until Blacks are united themselves!”
   True False

11. How were Malcolm X and Martin Luther King, Jr. alike?

12. How were Malcolm X and Martin Luther King, Jr. different?

13. What is Malcolm X’s real name?
a. “Shorty”
b. Muhammad
c. Malcolm Jones
d. Malcolm Little

14. What types of things “were against the Muslim religion?”
a. drinking
b. smoking
c. having sex outside of marriage
d. using drugs
e. All of the above

15. Who killed Malcolm X?
REFERENCES


