



Positive Peace in Schools

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English Version

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PRISA
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Those involved with the education of others should become fully aware of all expressions of violence and peace in order to offer an education that is fit for purpose for the twenty-first century.

Hilary Cremin & Alexandra Gulherme

Violence in Schools: Perspectives (and hope) from Galtung and Buber.

Educational Philosophy and Theory. Volume 48 - Issue 11

Roy Leighton, Emma Kilbey and Kristina Bill

101 Days to Make a Change

Daily strategies
to move from
knowing to being

"innovative ideas and perfect for dipping
into for some daily inspiration"
Janey Lee Grace - author of *Imperfectly Natural Woman*



Positive Peace in Schools

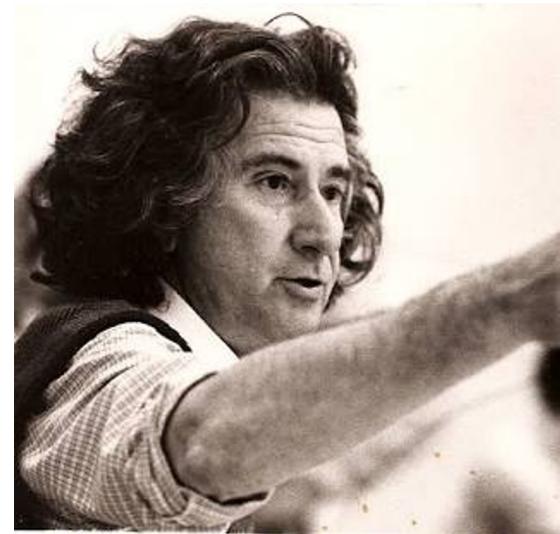
Tackling Conflict and Creating a
Culture of Peace in the Classroom

HILARY CREMIN AND TERENCE BEVINGTON



Theatre itself is not revolutionary.
It is a rehearsal for the revolution.

Augusto Boal
Theatre of the oppressed



The Four Essential Questions

What? Why?

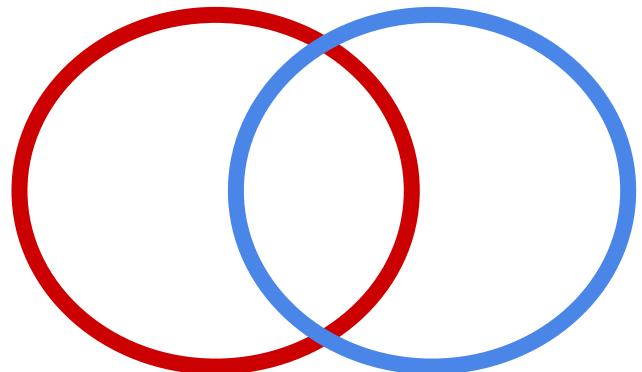
How? Who?

He? Неге?

Қалай? Кім?

Что? Почему?

Как? Кто?



Only connect the prose and the
passion, and both will be exalted, and
human love will be seen at its height.
Live in fragments no longer.

E.M. Forster

The Three 'T's of Global Citizenship Education

The solution lies in the concentration of the three forces of pedagogy, technology and change knowledge.

If you want to head off destruction, we need to make it all about learning, let technology permeate, and engage the whole system.

*Michael Fullan
Stratosphere - 2012*



Teaching



Many Peaces

संस्कृतम्

The Sanskrit word shanti means inner serenity and is found in the traditions of Hinduism, Buddhism and Sikhism

سلام شalom
شلما

The Hebrew word Shalom and Arabic and Aramaic salaam and shlama, have the sense of wholeness, fulfillment, wellbeing

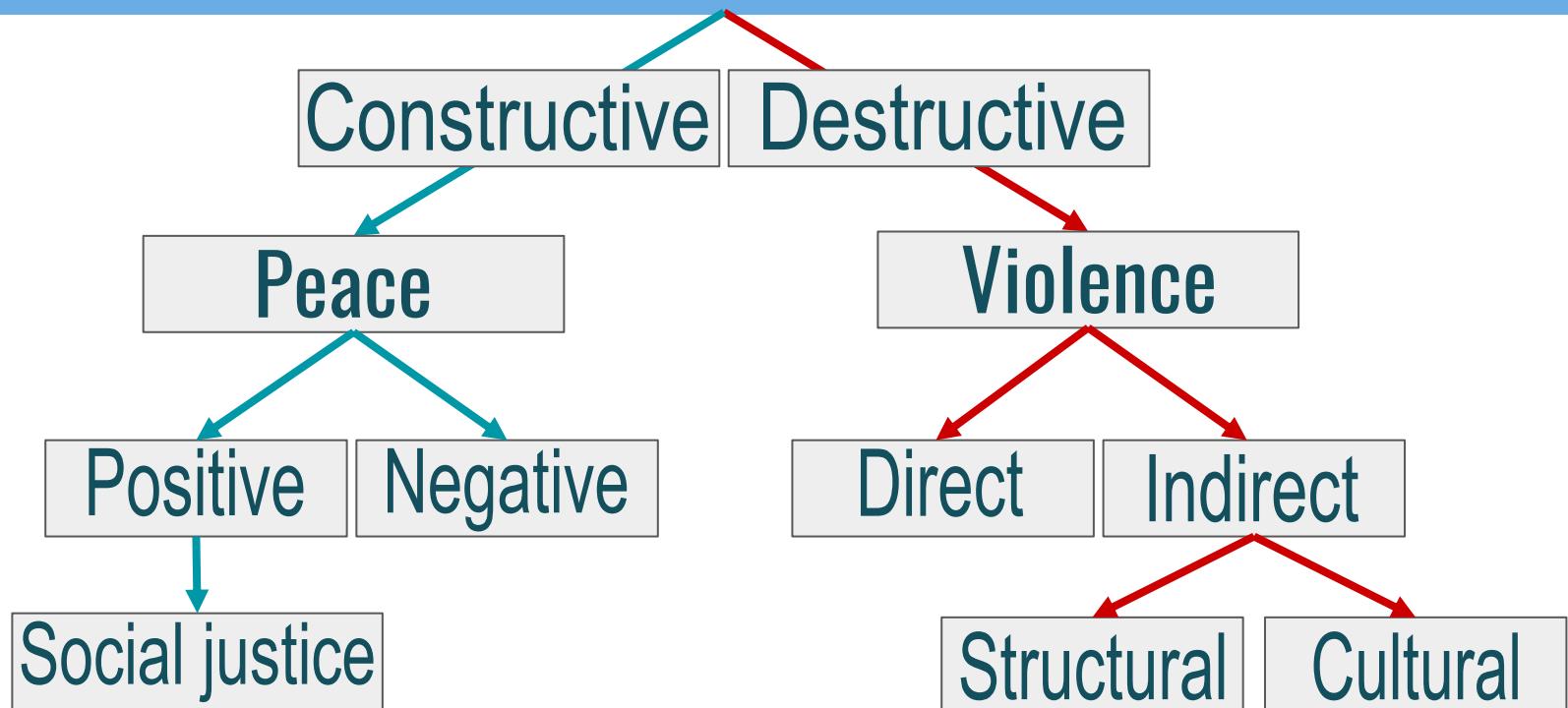
ubuntu

Ubuntu is found in diverse forms in many parts of Africa, especially among the Bantu languages of East, Central and Southern Africa. It is a cultural worldview that captures the essence of what it means to be human.

“The question of real, lasting world peace concerns human beings, so basic human feelings are also at its roots. Through inner peace, genuine world peace can be achieved. In this the importance of individual responsibility is quite clear; an atmosphere of peace must first be created within ourselves, then gradually expanded to include our families, our communities, and ultimately the whole planet”.

Tenzin Gyatso, the 14th Dalai Lama, cited in Mayton II, 2009: 61

Conflict



Positive Peace Theory

Three forms of violence:

- Direct
- Structural
- Cultural

Positive and negative peace

- Negative – absence of direct violence
- Positive – absence of structural and cultural violence

Galtung, J. (1970). Pluralism and the future of human society. Challenges for the future: Proceedings from the Second International Futures Research Conference, Norway, 271-308.

Three ways of bringing about peace:

- Peace-keeping
- Peace-making
- Peace-building

The Positive Peace Matrix

Prof Hilary Cremin and Roy Leighton

	Inner Peace WELLBEING	Outer Peace RELATIONSHIPS	Community and Global Peace CITIZENSHIP	Ecological Peace COSMOS
Peace-building GROWTH & CHANGE	<p>Building capacity for peace and wellbeing, and for new ways of thinking, knowing, and being.</p> <p>Learning self-awareness, self-acceptance, self-control and self-expression.</p>	<p>Developing healthy relationships and learning to work with diverse others.</p> <p>Understanding and reflecting on interpersonal conflict resolution styles and conflict literacy.</p>	<p>Reaching out across communities and the world.</p> <p>Reflecting and articulating the human values of global citizenship, critical awareness, non-violence and care, and evaluating participation in school-based, local and global peace-making programmes.</p>	<p>Learning to care for the planet, and to be 'in love' with life.</p> <p>Going beyond the anthropocene and honouring the more than human.</p>
Peace-making RESTORATION	<p>Addressing inner conflicts, and providing opportunities for restoration and healing.</p>	<p>Resolving conflict nonviolently, using the full spectrum of conflict resolution strategies.</p>	<p>Addressing conflict in school and communities, and engaging in local and global peacemaking programmes.</p>	<p>Rewilding projects and reconnecting with Nature.</p>
Peace-keeping PRESERVATION	<p>Protecting personal boundaries, mental health, and wellbeing.</p>	<p>Protecting rights and responsibilities, and keeping people safe.</p>	<p>Protecting local, and global communities, and our school community</p>	<p>Protecting the planet and its ecosystems.</p>

Restorative Approaches

Restorative Questions:

- What happened?
- What were you thinking and feeling at the time?
- What are your thoughts and feelings since?
- Who has been affected?
- In what way?
- What do you need [to do] to put things right?

What changes will this make?

STUDENTS: Students will know how to...

Inner peace

- Protect personal boundaries, mental health and wellbeing
- Address inner conflicts, restore wellbeing, and achieve healing
- Accept, control, understand, and express themselves
- Develop peaceful ways of thinking, knowing and being.

Outer peace

- Protect the rights and responsibilities of others
- Resolve conflict well, using a range of strategies
- Reflect on and improve their conflict literacy
- Maintain healthy relationships and work well with diverse others.

Community and global peace

- Protect a peaceful school community
- Work for peace at local, national and global levels
- Reflect on their engagement in school-based, local and global peace-making initiatives
- Articulate the values of global citizenship, critical awareness, non-violence and care.

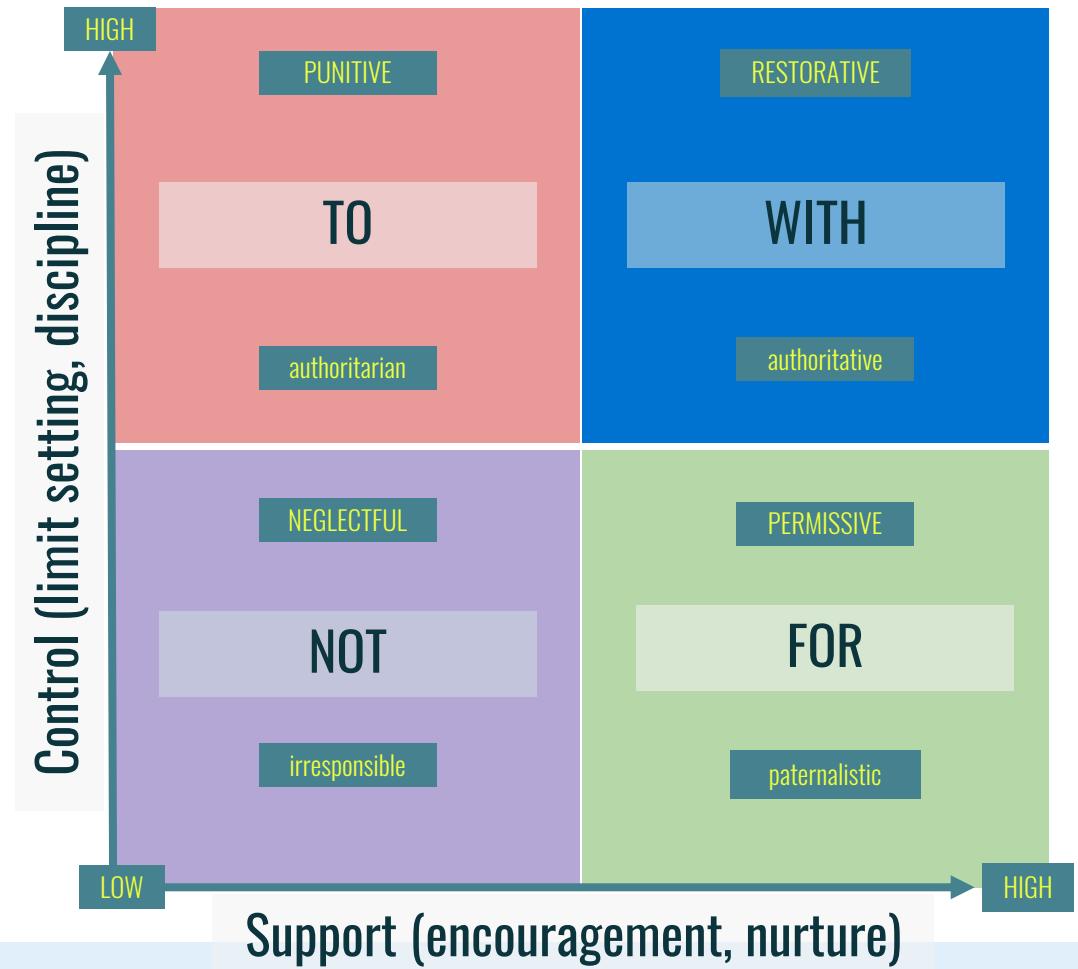
Ecological peace

- Protect the planet and its ecosystems
- Reconnect with Nature
- Care for the planet, and to be 'in love' with life
- Go beyond the Anthropocene and honour the more-than-human.

SCHOOLS: Schools will...

- Protect the personal boundaries, rights, mental health, and wellbeing of staff and students
 - Create safe, peaceful and high-quality learning spaces
 - Develop the conflict literacy of staff and students, and their ability to reflect on and improve positive responses to conflict
-
- Provide policy, curriculum, resources, training, and physical spaces for staff and students to address conflicts, restore wellbeing, and achieve healing
 - Teach students to accept, control, understand, and express themselves, and to develop peaceful and sustainable ways of thinking, knowing and being.
-
- Provide an environment where peaceful and healthy relationships at all levels can thrive.
 - Ensure culturally appropriate diversity (gender, ethnicity, sexual orientation, etc.) in leadership roles throughout the school, and in teaching, learning and curriculum spaces
 - Provide opportunities and support for staff and students to work for local, national global, and environmental peace
-
- Teach students to be reflexive, critically aware, compassionate global citizens
 - Provide opportunities for students to reconnect with Nature, care for the planet, and explore their own sense of being ‘in love’ with life.

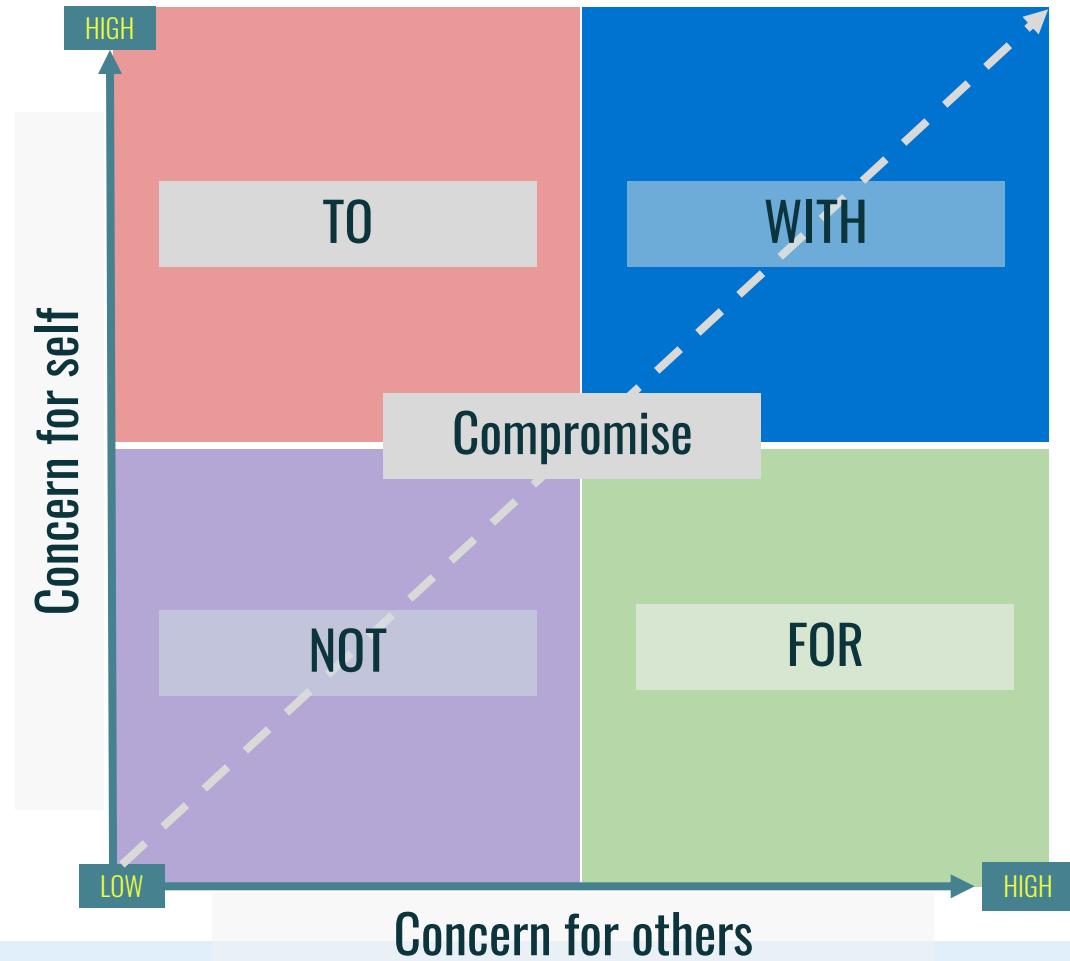
Restorative Justice Social Discipline Window



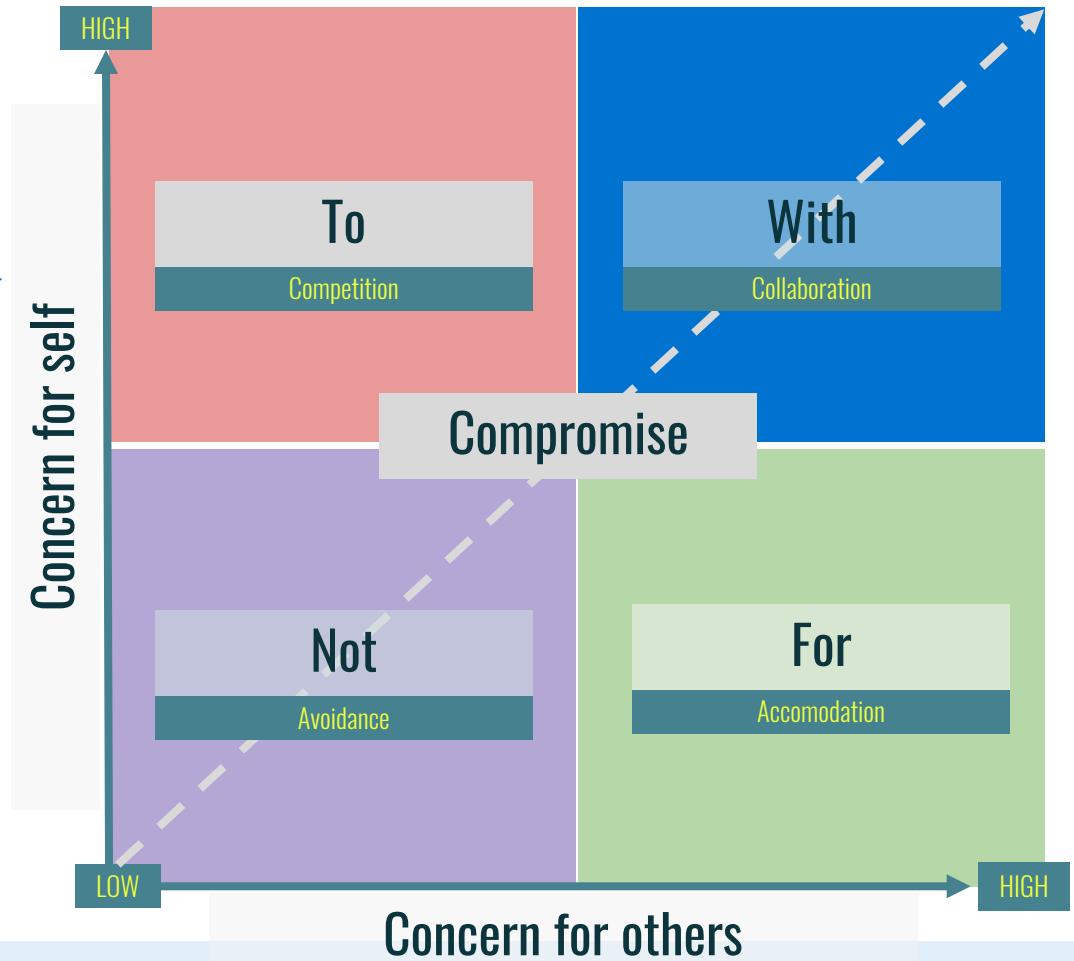
Restorative Window and Compromise

Certainty is the greatest of all illusions: whatever kind of fundamentalism it may underwrite, that of religion or of science, it is what the ancients meant by hubris . The only certainty, it seems to me, is that those who believe they are certainly right are certainly wrong.

Dr Iain McGilchrist
The Master and His Emissary



Restorative Window and Five Conflict Styles



The Cremin/Leighton Conflict and Peace Literacy Window





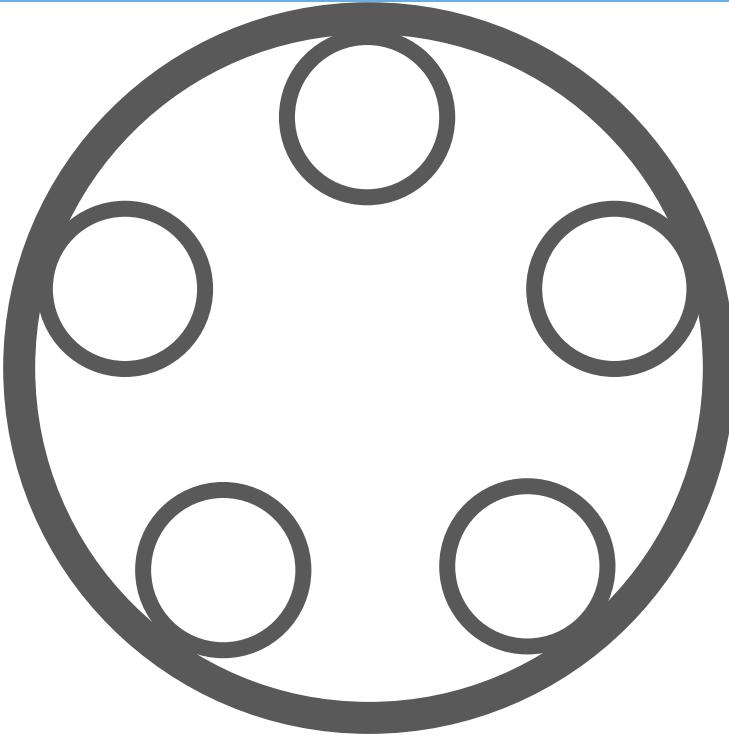
Transition

The Peace Process:

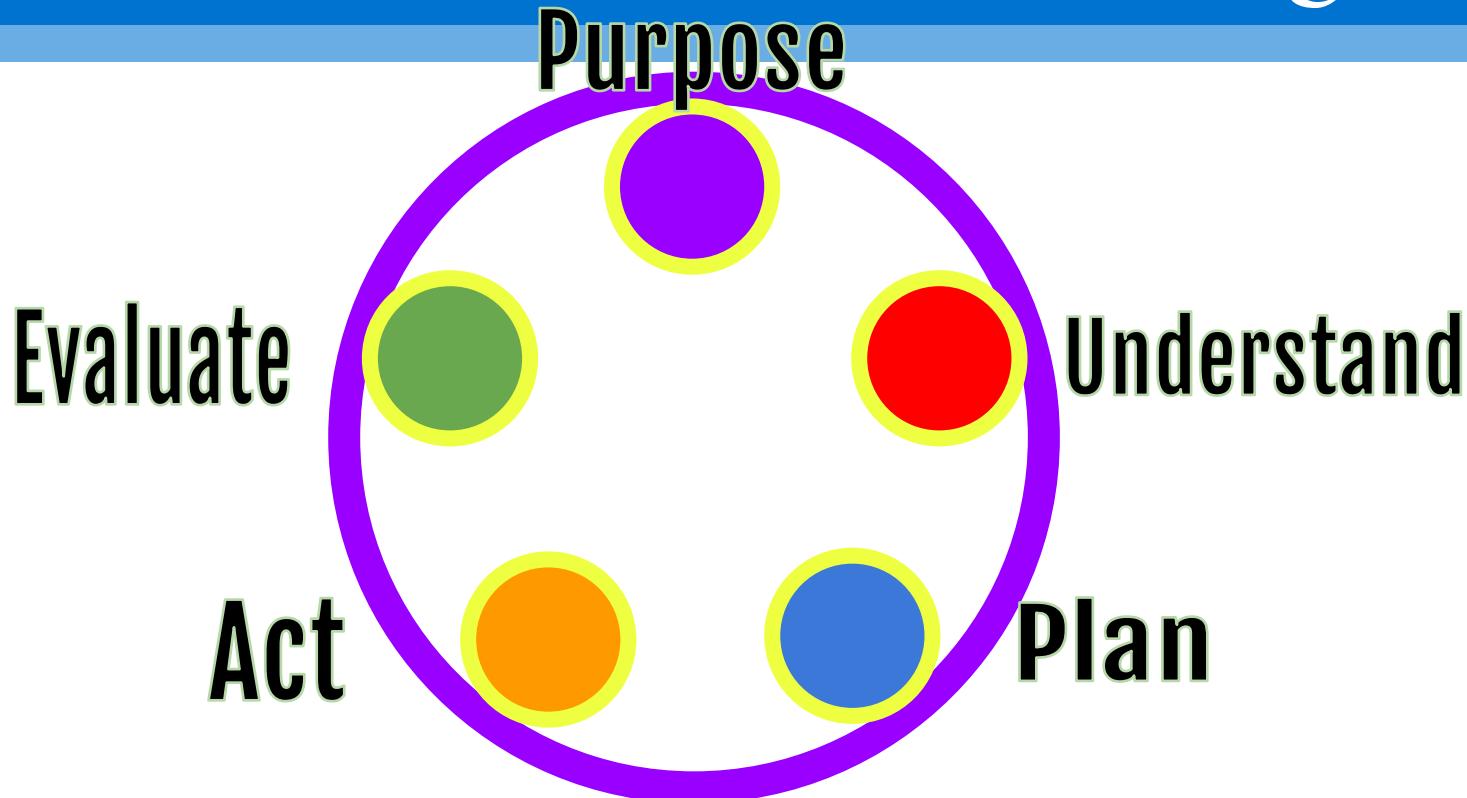
Simple Systems
with Feedback



The Five Stages of Change



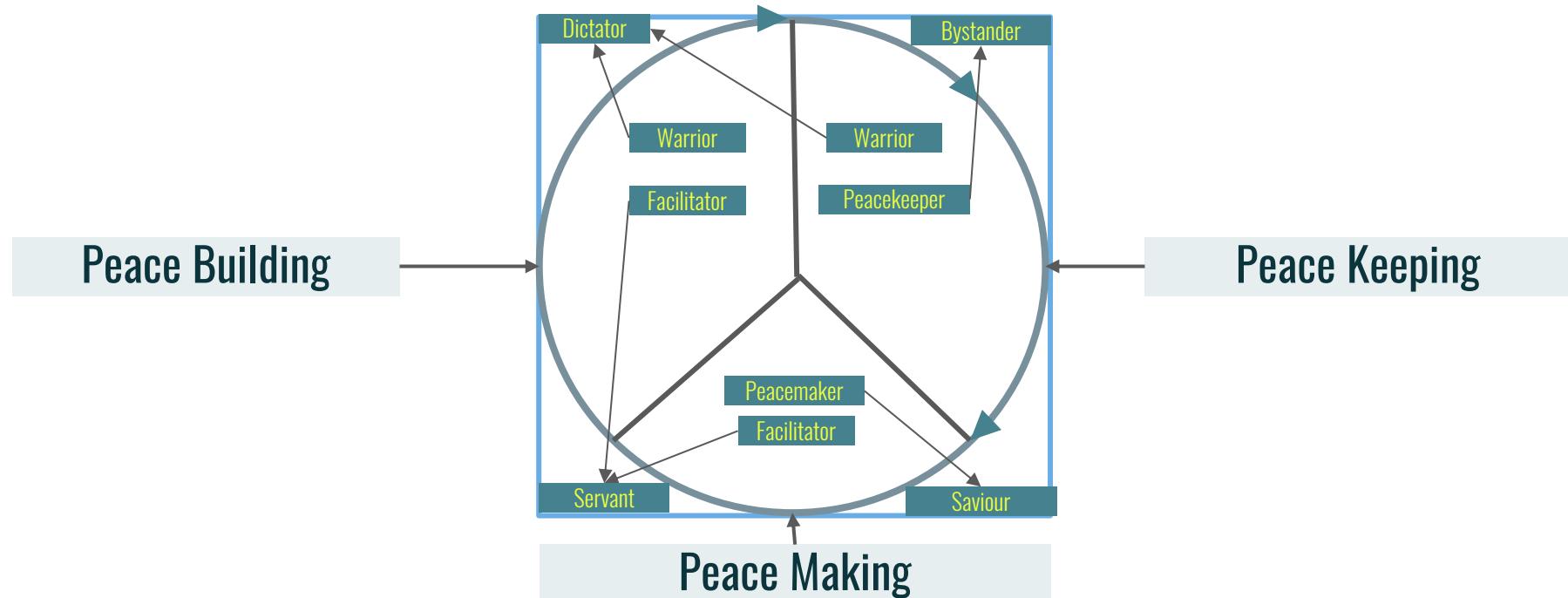
The Process of Change



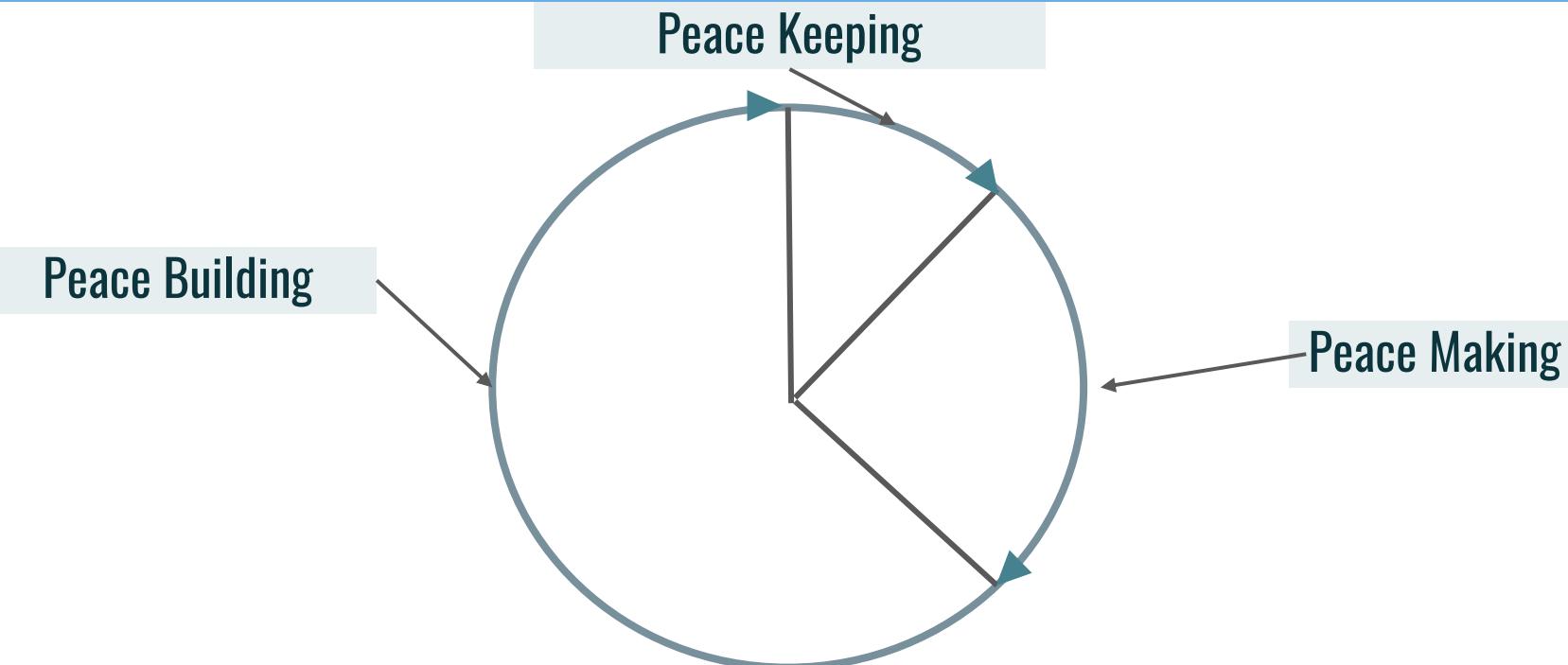
Changing the narrative - The Hero's Journey



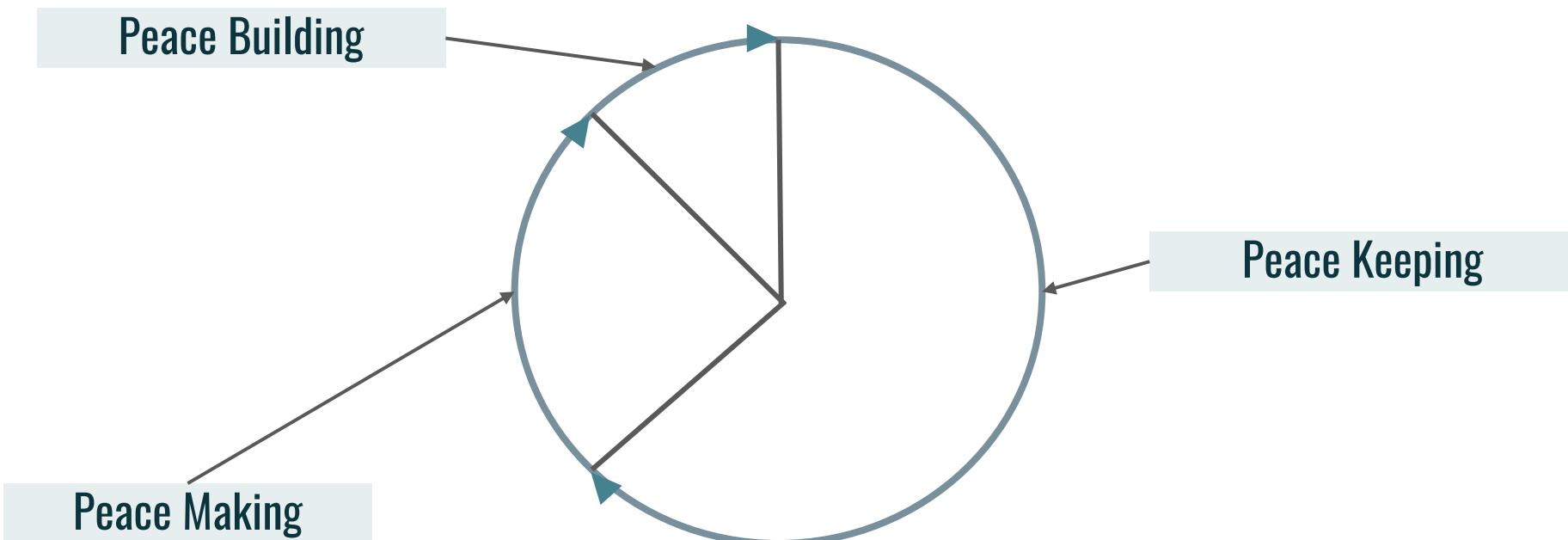
The archetypes and three peaces change process



Positive Peace



Negative Peace



Phase One - Know

Review of findings from the questionnaires and creation of a summary report

3

1

2

Preparatory meetings with SLT and staff (INSET).

School audit based the two anonymised questionnaires: School Peace Audit Tool (SPAT) and Personal Conflict Profile (PCP).

Phase Two - Do

Development of a digital resource, using the college's existing platform, accessible to all for lesson planning, CPD and projects

4

Coaching and mentoring of peace ambassadors as change leaders as they:

- i) Develop three peace projects (Peacekeeping, Peacemaking, Peacebuilding) in school.
- ii) Undertake six online coaching conversations to support them with their personal and professional development and leadership of their peace projects.

3



1

Selection of 8-12 adult 'peace ambassadors' from across the school's areas of activity.

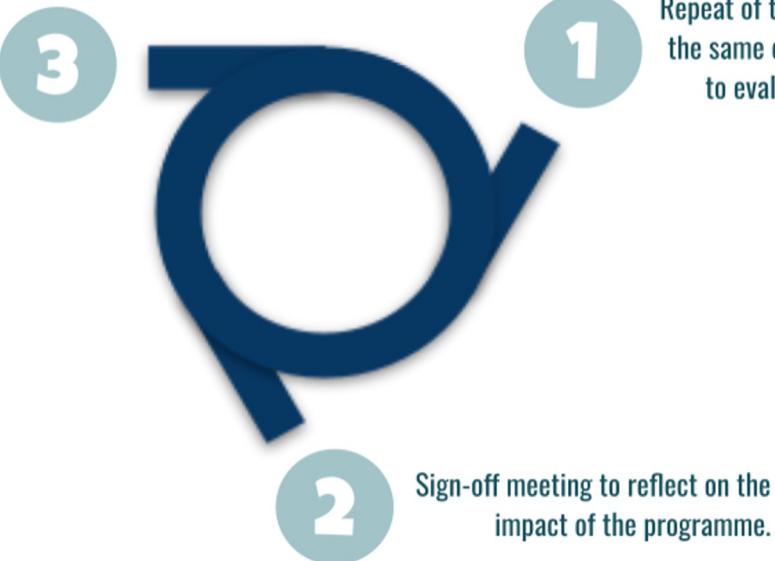
2

A 24-hour immersive training event for the Peace Ambassadors that will:

- i) Use the data from the School Peace Audit Tool and their own Personal Conflict Profile to deepen their understanding of the underlying research to support peace education and the management of change.
- ii) Create a development plan that supports the existing vision, values and goals.

Phase Three - Be

Creation of a plan to support the next iteration of the positive peace process.



Socratic Dinner (end of day one)

Holte Secondary School - Birmingham



The Six Conditions for Change

1. There must first be the **Potential** for change.
2. There needs to be a genuine openness to find **Solutions** to solve current and previous problems.
3. The need to accept and embrace the fact that **Dissonance** is always going to be an outcome of any change process.
4. The willingness and ability to honestly identify and deal with the **Barriers** to change.
5. Be open to a new and honest **Insight** into what hasn't worked and what the possible alternatives are.
6. Finally, there must be **Consolidation** and support throughout the process of change.

Dr Clare W. Graves



Technology

The Visual Display: Helping the data Tell a Story

The stages of data analysis:

- Collection
- Organization
- Interpretation
- Presentation

Positive Peace Audit Tool

1. Collection

Section 1 of 4

Peace Audit Tool



Please answer all the questions below.

After section 1 Continue to next section

Section 2 of 4

About me

Which of the following accurately describes you?



I am

- Female
- Male
- Other
- Prefer not to say

Role

- Student
- Non-teaching staff
- Teaching staff

	A	B	C	D	E	F	G	H	I	K	L	M	N	O	P	Q	R	S	T	U	V	W	X	Y	Z		
1	Timestamp	I am	Religion	Ethnicity	Asia	Blac	Mixx	Whit	Othx	10. I bring people t	15. I work with oth	20. I listen, commu	5. I'm always savin	23. Other people n	3. I can't trust anyo	4. I try to satisfy ot	19. I go with other	24. I look for oppor	9. I don't protect m	14. I compromise z	8. People don't appr	1. I keep the peace	11. When I disagre	13. I believe that o	6. I don't		
2	05/09/2022	Female		White		English	Slightly Agree	Slightly Agree	Agree	Slightly Disagree	Disagree	Slightly Agree	Slightly Agree	Strongly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Disagree	Disagree	Strongly Disag	Disagree	Strongly Disag	
3	05/09/2022	Male		White		English	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Agree	Slightly Agree	Agree	Slightly Disagree	Slightly Disagree	Slightly Agree	Slightly Disagree	Disagree	Disagree	Disagree	Disagree
4	05/09/2022	Female		White		English	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Agree	Strongly Disag	Strongly Disag	Disagree	Disagree
5	05/09/2022	Other		White		English	Strongly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Disagree	Agree	Strongly Agree	Agree	Disagree	Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Agree	Strongly Disag	Slightly Disag	Agree	Agree
6	05/09/2022	Male		White		English	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Agree	Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Agree	Agree	Agree	Strongly Agree	Strongly Disag	Slightly Agree	Agree
7	05/09/2022	Male		White		English	Slightly Disagree	Agree	Slightly Disagree	Slightly Disagree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Disagree	Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Slightly Disagree	Slightly Disag	Disagree	Disagree	Disagree
8	05/09/2022	Female		White		English	Agree	Agree	Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Disagree	Strongly Agree	Slightly Agree	Disagree	Slightly Disagree	Agree	Agree	Strongly Disag	Disagree	Strongly Disag	Strongly Disag	
9	05/09/2022	Male		White and Blac		English	Agree	Agree	Slightly Disagree	Slightly Agree	Agree	Strongly Agree	Strongly Agree	Agree	Agree	Agree	Agree	Agree	Agree	Strongly Agree	Agree	Disagree	Disagree	Disagree	Strongly Disag	Strongly Disag	
10	05/09/2022	Female		British		English	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Strongly Disagree	Slightly Disagree	Agree	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Agree	Agree	Agree	Agree	Agree	Agree	Strongly Disag	Disagree	Disagree
11	05/09/2022	Female		Asian		English	Disagree	Slightly Agree	Agree	Disagree	Strongly Disagree	Slightly Disagree	Slightly Agree	Strongly Disagree	Slightly Agree	Disagree	Strongly Disagree	Disagree	Strongly Disagree	Disagree	Agree	Agree	Agree	Strongly Disag	Disagree	Disagree	
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13	05/09/2022	Female		White		English	Strongly Disagree	Slightly Agree	Agree	Disagree	Strongly Agree	Slightly Agree	Slightly Disagree	Slightly Disagree	Strongly Disagree	Slightly Disagree	Strongly Disagree	Slightly Disagree	Slightly Agree	Agree	Slightly Agree	Strongly Disag	Strongly Disag	Disagree	Disagree	Disagree	
14	05/09/2022	Male		Asian, Pakistan		English	Slightly Disagree	Slightly Disagree	Slightly Agree	Strongly Agree	Strongly Disagree	Strongly Disagree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Disagree	Strongly Disagree	Agree	Slightly Disagree	Strongly Disag	Strongly Disag	Slightly Disag	Strongly Disag	Strongly Disag	
15	05/09/2022	Female		White		English	Slightly Agree	Agree	Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disag	Slightly Disag	Slightly Disag	
16	05/09/2022	Male		White		English	Agree	Strongly Agree	Strongly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disag	Slightly Disag	Disagree	
17	05/09/2022	Female		White		English	Agree	Strongly Agree	Strongly Agree	Slightly Agree	Disagree	Strongly Disagree	Strongly Agree	Slightly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Disag	Strongly Disag	Disagree	
18	05/09/2022	Female		White		English	British	Agree	Agree	Agree	Slightly Disagree	Disagree	Strongly Disagree	Agree	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Agree	Disagree	Slightly Disagree	Slightly Disag	Agree	Slightly Disag	Disagree	Disagree	
19	05/09/2022	Female		White		English	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Agree	Slightly Agree	Disagree	Slightly Agree	Slightly Agree	
20	05/09/2022	Female		White		English	British	Strongly Agree	Agree	Strongly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Slightly Agree	Strongly Agree	Strongly Agree	Strongly Agree	Strongly Disag	Strongly Disag	Strongly Disag	
21	05/09/2022	Female		White		English	Slightly Agree	Agree	Slightly Agree	Slightly Disagree	Disagree	Agree	Agree	Agree	Agree	Agree	Agree	Agree	Slightly Agree	Agree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
22	05/09/2022	Male		White		English	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Agree	Agree	Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Strongly Agree	Agree	Agree	Agree	Disagree	Disagree	
23	05/09/2022	Male		White		English	Slightly Disagree	Agree	Agree	Disagree	Disagree	Strongly Disagree	Strongly Agree	Agree	Agree	Agree	Disagree	Slightly Agree	Slightly Agree	Agree	Agree	Agree	Agree	Disagree	Disagree	Disagree	
24	05/09/2022	Female		White		English	Slightly Agree	Slightly Agree	Agree	Slightly Agree	Disagree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disag	Slightly Disag	Slightly Agree	
25	05/09/2022	Male		White		English	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
26	05/09/2022	Female		White		English	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
27	05/09/2022	Female		Experience		White and Asia	Agree	Agree	Agree	Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
28	05/09/2022	Male		White		English	Slightly Agree	Agree	Agree	Slightly Disagree	Slightly Disagree	Slightly Disagree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
29	05/09/2022	Male		White		English	Slightly Agree	Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	
30	05/09/2022	Male		White		English	Slightly Agree	Agree	Slightly Agree	Disagree	Slightly Disagree	Slightly Disagree	Agree	Slightly Agree	Slightly Agree	Agree	Disagree	Slightly Disagree	Slightly Disagree	Slightly Agree	Slightly Agree	Disagree	Strongly Disag	Strongly Disag	Disagree		
31	05/09/2022	Male		White		English	Slightly Agree	Agree	Slightly Agree	Disagree	Slightly Agree	Slightly Agree	Disagree	Slightly Agree	Agree	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Disagree	Disagree	
32	05/09/2022	Male		White		English	Slightly Agree	Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	Slightly Agree	

2. Organization

3. Interpretation

4. Presentation



Positive Peace Report

Home Peacekeeping Peacemaking Peacebuilding

Holte School

positive peace report

This report brings together the results of two surveys of staff and pupils:

1. A **Peace Audit** for each key stage, which captures each group's overall feel-keeping, -making and -building, and;
2. A **Personal Conflict Tool**, which gathers responses into archetypes characterising the positive and negative aspects of each attribute.

Personal Conflict Tool

The screenshot displays the Positive Peace Toolkit - St Margaret's website. At the top left is the school's crest logo. The main title "Personal Conflict Profiles" is centered over a background image of blackberries. Below the title are three navigation links: "Archetypes" (in red), "Heatmaps" (selected, shown in grey), and "Individual profiles" (in red). To the right of these links is a heatmap grid showing responses for various individuals, with a sidebar listing names like Alice Chast, Anna Vesti, Adriana Savage, and others. A pink banner below the heatmap reads "Responses by gender". Below this banner are two smaller heatmaps labeled "Female" and "Male", each with its own sidebar of names.

Positive Peace Toolkit - St Margaret's

Home ▾

Personal Conflict Profiles

Positive Peace Toolkit - St Margaret's

Home ▾

Archetypes

Heatmaps

Individual profiles

Bella Howard
Benedict Hobart
Carol Webster
Carrie Bell
Cassandra Compton
Eugenie Doherty
Berne English
Brady Schmitz
Aurélie Sibille
Amber Frip
Caitlin Morris
Agnieszka Harting
Barbara Turner
Anna Hinsz
Carina Kivimäki
Samantha August
August Vincent
Barry Curry
Christine Bell
Alice Chast
Anna Vesti
Adriana Savage

Page 2 / 4

Responses by gender

Female

Male

Positive Peace Audit Tool

The screenshot shows a web-based school peace audit tool. At the top, there's a header with the school's logo (Carr Manor Community School) and a search bar. The main title is "Carr Manor school peace audit". Below the title, there are two sections: "Analysis of responses by intersect" and "Heatmap". To the right, there's a large image of pink flowers with the text "Peace-building and ecological peace". A statement is displayed: "At school, I am encouraged to care about other species on this planet." Below this are two charts: "OVERALL SCORE" (a pie chart showing approximately 25% in one segment) and "DISTRIBUTION" (a bar chart showing student responses across six categories: Strongly Disagree, Disagree, Slightly Disagree, Slightly Agree, Agree, and Strongly Agree). The distribution chart shows the highest count for "Slightly Agree".

Positive Peace Toolkit - Carr Manor

Carr Manor school peace audit

Analysis of responses by intersect

Heatmap

Positive Peace Toolkit - Carr Manor

Home

Peace-building and ecological peace

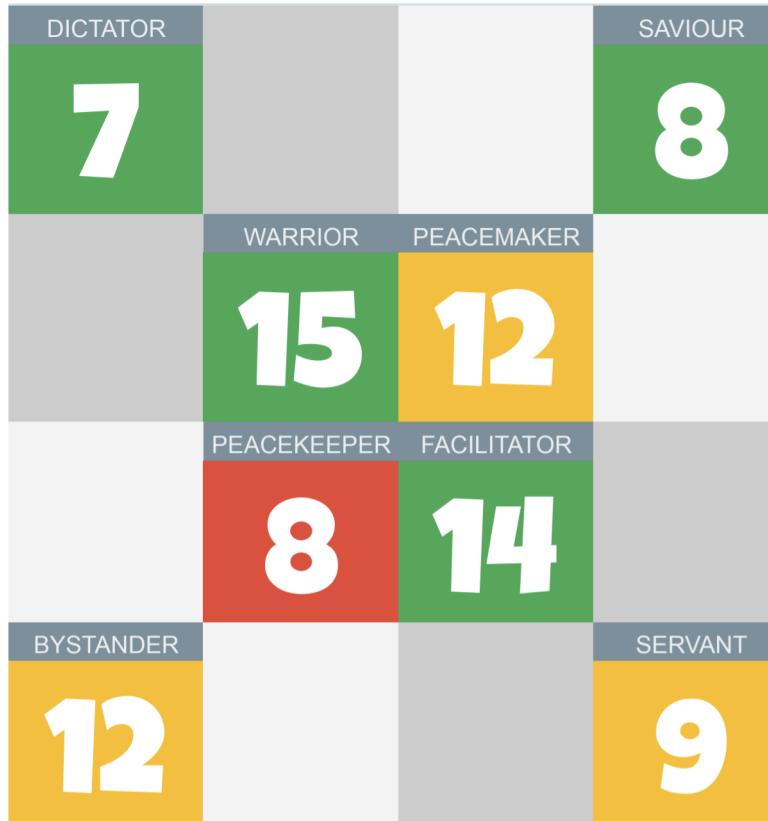
At school, I am encouraged to care about other species on this planet.

OVERALL SCORE

DISTRIBUTION

Response	Count
Strongly Disagree	~5
Disagree	~10
Slightly Disagree	~15
Slightly Agree	~50
Agree	~40
Strongly Agree	~15

Personal Conflict Tool



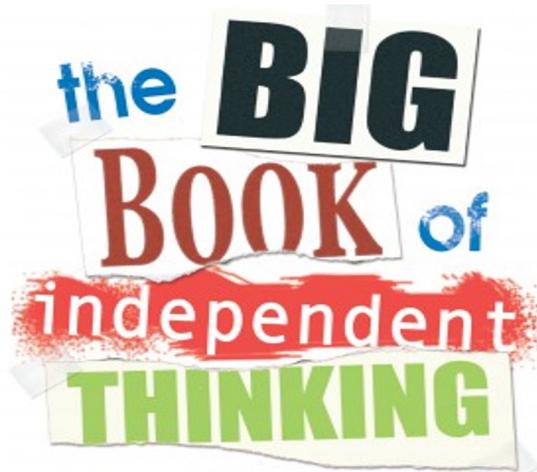
The Neurology of Peace

The optimal environment for anyone to learn anything is best summarised by the following algorithm:

- If a person feels understood as an individual human being then...
- their self-esteem is increased; and if their self-esteem is increased then...
- their self-confidence will be good; and if they are in an environment where they feel understood, where their self-esteem is good and where their self-confidence is good then they feel...
- engaged; and, if they feel emotionally engaged, then their neurochemistry will be optimised for learning.

And what is this but ‘love’ in the pure sense of that word?’

Dr Andrew Curran
The Big Book of Independent Thinking



Edited by Ian Gilbert

Crown House Publishing

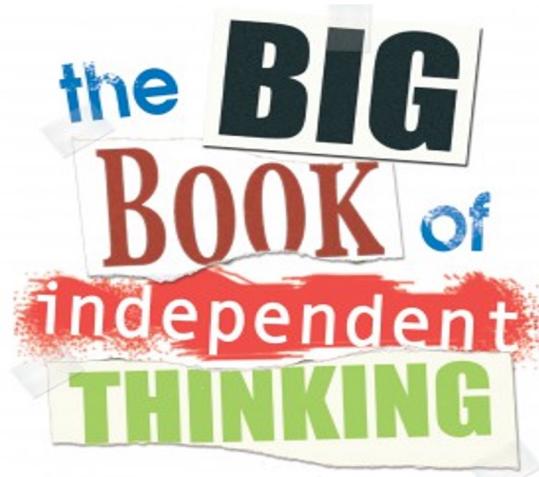
The Neurology of Peace

Everyone you meet is an individual human. The more they feel the four elements above when they are with you, the more they will learn from you.

And do you know the best thing about all this? This chapter represents a precis of billions of dollars' worth and many years of research, and what has it told us?

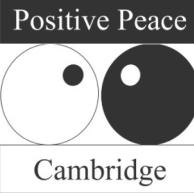
Exactly what any village wise woman has been able to tell us for the past ten thousand years. Neat, huh?

Dr Andrew Curran
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Thank you.

For more information, visit:

www.positivepeacecambridge.org

or email:

roy@positivepeacecambridge.org

Summary Slides

We do not see the world as it is.
We see the world the way we think it is.

Aristotle



The Positive Peace Matrix

Prof Hilary Cremin and Roy Leighton

	Inner Peace WELLBEING	Outer Peace RELATIONSHIPS	Community and Global Peace CITIZENSHIP	Ecological Peace COSMOS
Peace-building GROWTH & CHANGE	<p>Building capacity for peace and wellbeing, and for new ways of thinking, knowing, and being.</p> <p>Learning self-awareness, self-acceptance, self-control and self-expression.</p>	<p>Developing healthy relationships and learning to work with diverse others.</p> <p>Understanding and reflecting on interpersonal conflict resolution styles and conflict literacy.</p>	<p>Reaching out across communities and the world.</p> <p>Reflecting and articulating the human values of global citizenship, critical awareness, non-violence and care, and evaluating participation in school-based, local and global peace-making programmes.</p>	<p>Learning to care for the planet, and to be 'in love' with life.</p> <p>Going beyond the anthropocene and honouring the more than human.</p>
Peace-making RESTORATION	<p>Addressing inner conflicts, and providing opportunities for restoration and healing.</p>	<p>Resolving conflict nonviolently, using the full spectrum of conflict resolution strategies.</p>	<p>Addressing conflict in school and communities, and engaging in local and global peacemaking programmes.</p>	<p>Rewilding projects and reconnecting with Nature.</p>
Peace-keeping PRESERVATION	<p>Protecting personal boundaries, mental health, and wellbeing.</p>	<p>Protecting rights and responsibilities, and keeping people safe.</p>	<p>Protecting local, and global communities, and our school community</p>	<p>Protecting the planet and its ecosystems.</p>

The Four Essential Questions

What? Why?

How? Who?

He? Неге?

Қалай? Кім?

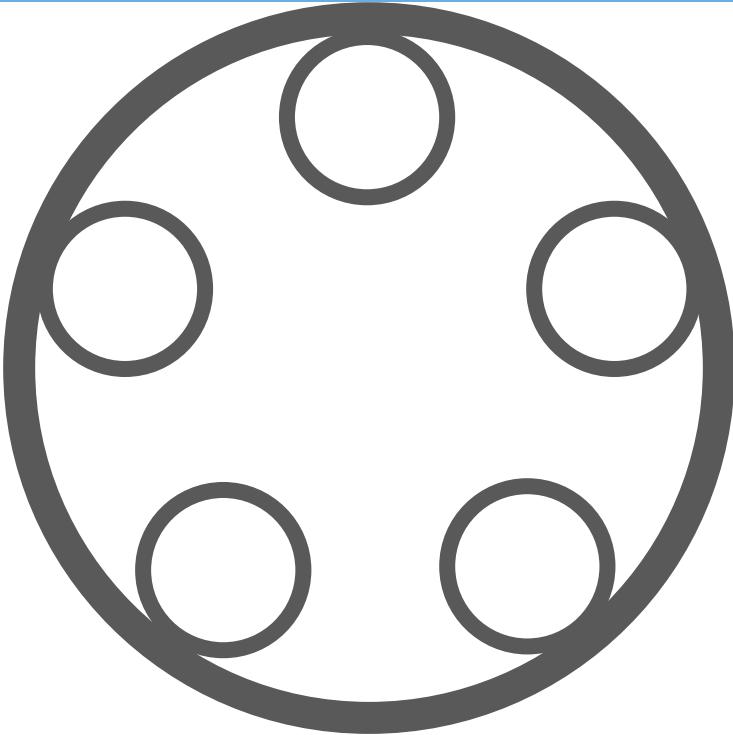
Что? Почему?

Как? Кто?

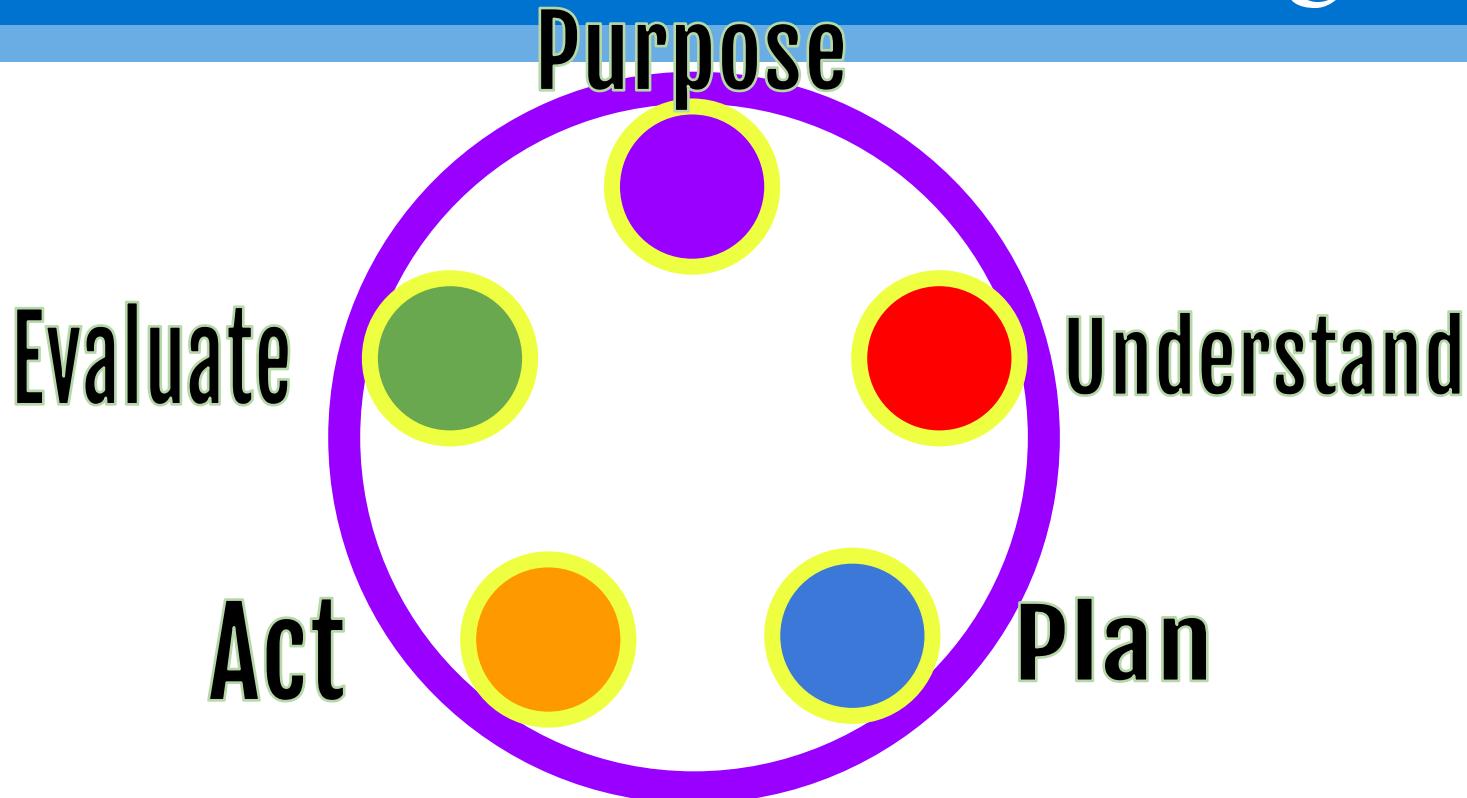
The Cremin/Leighton Conflict and Peace Literacy Window



The Five Stages of Change



The Process of Change



Changing the narrative - The Hero's Journey



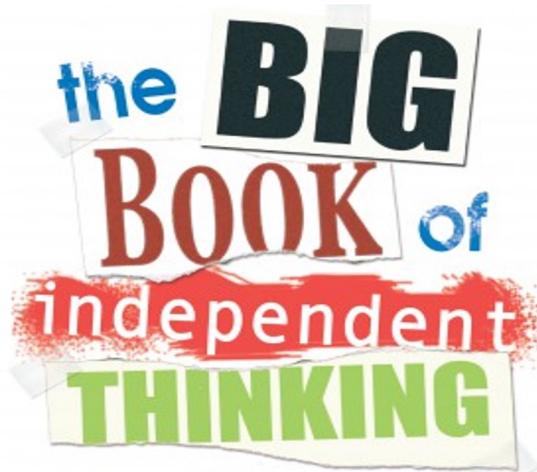
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