THE RIPPLE EFFECT EDUCATION

RESEARCH FRAMEWORK

TREE CLASSROOMS

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Education plays an important role in raising healthy children, not only in regards to their cognitive development but their social and emotional development as well (1). TREE's Classroom Workshops are designed to bring holistic conflict resolution skills and social-emotional learning into your classroom. By equipping students with the tools they need to build healthy relationships, problem-solve, and collaborate, TREE helps to build a foundation for peaceful classrooms.

OUR APPROACH

TREE works in classrooms because we know the onus cannot fall on teachers alone to address all areas of childhood and youth development (2), it takes a whole community. Programming aimed at developing social-emotional learning (SEL) yield significant positive results regarding participants attitudes towards themselves, their peers, and school more generally (3). In one study of 213 school-based social-emotional learning programs, participants in SEL programs demonstrated significantly improved social and emotional skills, attitudes, behaviour, and academic performance (4). When students lack social-emotional competences such as empathy, decision-making, and conflict resolution skills,

they become less connected at school and in the classroom as they progress from elementary to high school (5), this disconnect impacts their academic performance, behaviour, and health (6). TREE ensures that students in class build skills and resiliency that will help make their classrooms a more positive place.

WHAT IS PEACE EDUCATION?

Peace education is a commitment by students and educators to work towards a more just and peaceful world. This work begins with **inner peace,** introducing concepts such as emotional literacy. Peace education generates shifts toward **peaceful relationships**, through building cooperation and communication skills, and shifting larger systems towards more **peaceful realities** through problem solving and critical thinking skills (7).

TEACHING TOOLS

TREE's facilitation team is trained to employ teaching tools that are proven to benefit students. More than just having students learn the content, we know that the process through which students learn is equally important. We design our facilitation with:

LITERATURE

TREE uses children's literature that introduces children to conflict resolution in digestible ways, giving children an opportunity to visualize different types of conflict and build empathy for the characters. (8)

STUDENT-LED DISCUSSION

Every TREE lesson is unique depending on the class. When students are given the opportunity to shape the conversation, the quantity and quality of student discussion in the classroom increases (9).

GAMES & ACTIVITIES

TREE employs aspects of creativity and collaboration in our lessons through activities like role play and strategy games. this gives students an opportunity to put into practice these skills that are vital to conflict resolution (10).

FOUNDATIONAL CONCEPTS

TREE uses four concepts to provide the framework for all of our curriculum. Within each 5-session workshop series, each concept provides a foundation for at least one lesson.

PRINCIPLES OF PEACE

EXPLORING CONCEPTS OF PEACE AND GUIDING STUDENTS THROUGH PRACTICAL SKILLS FOR PEACE MAKING

Young children are capable of making peace after conflict on their own, without the intervention of adults, increasingly in cultures where cooperation and friendships are highly valued and normalized (11). When children know peace, they want peace and are willing to work towards it.

DEFINING AND ANALYSING CONFLICT TO TRANSFORMS CONFLICT INTO HEALTHY AND CONSTRUCTIVE SITUATIONS WITH PEERS

The primary grades are when children are learning that conflict is a natural part of life (12). Understanding the concept of conflict is useful for learning to manage interpersonal and social problems (13). Being able to manage conflict has positive outcomes including improved self-esteem, communication skills, decision-making, critical thinking, and it promotes positive relationships amongst students (14) (15).

PRINCIPLES OF CONFLICT

FOUNDATIONAL CONCEPTS

RELATIONSHIP WITH SELF

CULTIVATING THE ABILITY TO MANAGE EMOTIONS THROUGH MINDFULNESS AND SELF-AWARENESS STRATEGIES

Students who are more self-aware and confident about their learning capacities try harder and persist in the face of challenges (16). TREE helps build self-esteem, self-awareness, and resiliency in youth, setting them up for future success both academically and personally.

DEVELOPING SKILLS TO RELATE AND CO-EXIST WELL WITH PEERS, FAMILY AND THEIR COMMUNITY

The ability to build and maintain relationships with others is not innate to humans when we are born. Like many social skills, sociability and cooperation are skills that are taught and learned in facilitative contexts (17). TREE focuses on students learning together about working together (18). Improvement in social skills, such as developing skills in cooperation can reduce misbehaviour in young children (19).

RELATIONSHIP WITH OTHERS

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