**We Teach PEACE Model**

**PEACE-ART Curriculum**

**Kelli Parcher & Shannon Burns**

**Wecanco.org**

The primary purpose of this researched based model is to provide all youth a comprehensive program in social emotional learning. The PEACE-ART program not only has established detailed lesson plans for all grades and needs, but also helps organizations plan, design, implement and evaluate the best curriculum for the clients they serve.

We Teach Peace and the PEACE-ART Program was developed by Dr. Arnold Goldstein and Dr. Sara Salmon. The Model provides the curriculum in which youth learn and effectively apply the use of skills and tools necessary to understand and manage their emotions, other’s emotions, while considering the environment. They learn how to apply empathy and self-management techniques, as well as understanding how and what thoughts place barriers for them to achieve their goals. This results in decisions that are positive, relationships that are healthier and an overall easier time managing their social world.

**The PEACE-ART Program includes**

1. A Cognitive Behavioral Treatment Approach that will develop pro-social skills, empathy, anger control and character development.
2. The identification and achievement of youth competencies
3. Improvement in organizational climate and positive discipline approach

**We Teach Peace and PEACE-ART**

**8-Week Closed Group Model**

This is based on the Washington State’s researched version of Aggression Replacement Training, which was originally co-authored by Arnold Goldstein. The curriculum includes sequential lessons of the three basic core components as well as the Peace Program’s Empathy lessons. The lessons are clear and specific for implementation without drift, by teachers, counselors, nurses, social workers, psychologists, correctional staff or other professionals trained. PEACE-ART includes:

1. Empathy training
2. Anger Management
3. Essential Social Skills
4. Character Education – Character Traits and Thinking Traps

These components are conducted in a group session that follows the “Tell, Show, Do” model. Youth will learn about the goal of the lesson, understanding the benefit of using the new tool, they will see an example, and the youth will practice using the new concept. The class is high paced, simple, and fun. Over the 8-weeks they will gain the competency and habit of handling difficult stressful situations in a way that has the best outcomes for all. The ability to manage their feelings, be aware of others and choose the best way to handle situations based on consequential thinking will be enhanced.

**Benefits of PEACE-ART**

**Benefits for Youth**

Encourages positive interaction among youth while being fun

Provides a prevention and intervention focus

Enhances skills useful for successful living

Develops effective decision making skills

Develops self- control and delayed gratification

Increases knowledge of self and others

Helps students learn empathy for others

Helps youth become effective in schools and organizations

Helps youth maintain jobs and healthy relationships

**Benefits for Staff**

Enhances safety in the classroom or facility

Enables staff to focus on teaching and not discipline

Provides a team effort to deal with aggressive students

Provides staff with additional methods to deal effectively with youth

Provides a curriculum that can be reinforced in classrooms and groups

Helps staff develop personal pro-social skills