

The Montessori Lexis

December 18, 2009 The Montessori School of Bowling 515 Sandridge Road Bowling Green Ohio 419-352-4203

Conflict Resolution - The Peace Rose

Conflicts between individuals naturally arise in any social or community setting. At MSBG, it is our goal to acknowledge conflict as a part of daily life and demonstrate ways to peacefully resolve it. Building on Dr. Montessori's life work and peace advocacy, Montessori schools have developed a rich curriculum for peace education. Our core values of respect for oneself, for others and for the environment are integrated into all that we do. We encourage taking responsibility for personal choice/actions and expressing emotions appropriately. The process of peace education is sometimes difficult but ultimately yields true peace in our classrooms. It is our deepest hope that our children will take their peace making skills out into the world.

One means we use to help teach conflict resolution is through the Peace Rose. The silk rose we use is a concrete and visual reminder to talk with a friend in a kind and helpful manner. A pattern of communication using "I" messages is demonstrated to the children. For example, a child may say, "I didn't like it when you said you were not my friend. That hurts my feelings."

Over the years, many parents have reported using the Peace Rose technique successfully at home. A complete description of how to use the Peace Rose follows. The author of the article is Pat Yonka. Pat is a Montessorian with many years of experience, a friend and mentor to many MSBG staff members and a peace educator for the American Montessori Society. Pat just returned from a peace conference in China and graciously granted permissions to reprint the article.

As an interesting side note, the use of the Peace Rose is based on the real light yellow hybrid tea rose developed by French horticulturist, Francis Meilland, during the years 1935-39. The rose is not only beautiful but hardy and disease resistant. In early 1945, Meilland wrote to Field Marshal Alan Brooke to thank him for his key role in liberating France during the WWII. Meilland wished to honor Brooke by naming the rose after him. Brooke respectfully declined, stating that his name would soon be forgotten and suggested the word 'Peace' for the name instead. Later in 1945, Peace roses were given to delegates to the United Nations with the follow note: "We hope the 'Peace' rose will influence men's thoughts for everlasting world peace."





The Peace Flower Process

Materials: A flower in a vase, a peace pole, the United Nations Flag, i.e. any meaningful object that can signal when it is a Person's time to speak.

Previous Knowledge: Children have started to become aware of how their bodies, minds and emotions affect their spirits. When a child is aware and can acknowledge in some manner that he/she is troubled, challenged, upset, etc., it is time for this lesson to be introduced.

Lesson Presentation:

1. Adult says to the children in conflict, "No one is in trouble here."
2. Adult asks, "Would you both like to resolve this conflict?" [If both children say yes, then continue to the next step. If one does not agree, give the child time to calm her/himself and then ask again. Do not let this opportunity slip by. Return to the child, stating the need to come to some resolution.]
3. Children face each other with the peace flower in the center.
4. Child #1 holding the peace flower gets to speak first. Child #1 tells how he/she feels and why with an I statement: "I am hurt because I want to play the Chinese game."
5. Child #2 must state what he/she heard child #1 say. If this happens to the child #1's satisfaction, then it is child #2's turn to speak. [If not, then repeat the process until child #1 is satisfied.]
6. Child #2 holds the peace flower and tells how he/she feels and why with an I statement: "I was playing the game with Xiaoyan. When we finish I can play the game with you."
7. Child #1 must state what he / she heard child #2 say, etc.
8. After both children have been heard, the adult encourages the children to find a solution if one has not been discovered by the children through active listening. Flower is now in vase.
9. Children can end the conflict by both holding the flower and saying, "We declare peace."
10. Follow-up with the two children is important because it let's them know that resolving conflict is a process and a work in the classroom

Extensions: The lesson above is a role playing exercise that allows children to practice how to manage conflict. When adults set the tone and model positive conflict management, then children, after some role playing, can manage the conflict for themselves. This is the goal!

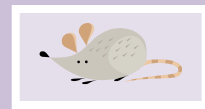
Early Childhood

It is December in the classroom. The smiles and excitement on our children's faces are precious. We have introduced the holidays of Hanukkah, Kwanzaa and Christmas to your children. Several parents have mentioned their child wants to be celebrating Hanukkah now. It is always fun to learn about our differences and also the ways we are alike.

Our classroom is becoming a strong community. The children truly care for each other, but we are not without conflicts. Our Peace Rose helps with conflict resolutions. The Peace Rose is located on our Peace shelf. Whenever children have a difference of opinion, or have a situation they cannot seem to work out on their own, the Peace Rose may help. While one person holding the Peace Rose talks, their friend's job is to listen. Then they hand the rose to their friend and they listen while their friend speaks. After turns are taken (and hopefully a peaceful resolution takes place), they both put their hands on the rose and declare peace. It is very interesting to oversee this process. It really does work!

We wish all of our families "Happy Holidays!" Enjoy this special time together.

In Peace, Miss Cindy and Miss Carrie



Lower Elementary

The Peace Rose in our classroom serves many purposes. The children learned about the Peace Rose in early childhood and they continue to use it in lower elementary. We have seen students sitting by themselves gazing at the rose and calming their bodies. They also work at solving conflict with each other and within themselves. It works as an excellent tool to allow all voices to be heard. Our goal is that students learn to resolve conflict peacefully and that once the skill is learned the students can solve problems on the playground, at home, or in other environments without an actual rose. Ask your child to tell you more about the Peace Rose use in our classroom.

Please remember we do go outside for recess if the weather permits. Children need winter coats, hats, mittens or gloves, and boots. If there is snow on the ground snow pants are recommended. Please remember to check your child's backpack daily for school news and information.

Have a safe and joyful holiday.

Lower Elementary Teachers



Upper Elementary



Conflict management and problem solving skills are an important component of the upper elementary curriculum. We incorporate these lessons weekly in our collaborative science units. We group students randomly and ask them to meet once a week to do science research, experiments or problem solving tasks. If the groups get along and complete the work it is a wonderful lesson. If the groups spend all their time arguing and do not complete their work, it is still a wonderful lesson because we all learn from conflict. Debriefing is the key to successful collaboration. As teachers we observe and share our observations with the students and then we share what worked or did not work in the group dynamics. Our older students are extremely valuable to this process because they bring experience to group.



By the time students reach the upper elementary classroom, they have internalized the Peace Rose ceremony. They are able to use “I” messages to tell their classmate what makes them angry and they are able to take turns talking without holding the Peace Rose. We keep a Peace Rose in the Peace corner as a reminder to us all. We feel that the Montessori peace curriculum teaches young children valuable skills that they will use for the rest of their lives.



Winter Holiday



December 19, 2009 – January 4, 2010

No School!

YES, WE ARE HAVING A POSITIVE IMPACT ON OUR COMMUNITY!

Dear Ms. Deb,

I want to thank you and Ms. Lori, Ms. Megan, and Ms. Liz, for allowing me to come and observe your classroom today (Mid-November) I have never been to a Montessori school, so this was quite a wonderful experience for me. All of your students were so nice and well behaved. They were also inviting and eager to answer any questions that I had. I can tell each of the teachers in the classroom has a special impact and connection with the students. I cannot wait to come back observe some more in two weeks. Again thank you for this great opportunity to be apart of your classroom.

Sincerely,



Amanda Gilles

Sigma Kappa Sorority

Sigma Kappa Triangle Correspondent 2006-currently

Sigma Kappa Corresponding Secretary 2007-currently

Sigma Kappa Public Relations Chair 2007

BG News Reporter 2006-currently

Conklin Hall Council 2006

Dance Marathon Dancer 2007,2008

Gamma Sigma Alpha Greek Honors Fraternity-2009



Kudos to recent MSBG grads...David Meyerholtz, Chase Ferguson, Nick Van Vorhis and Sanjiv Kolla for making the Honor Roll at the Bowling Green Middle School! Their recent accomplishment makes it the second year in a row that 100% of our MSBG alums have achieved Honor Roll status at the middle school. This news, coupled with a majority of alumni members achieving National Honor Society status at the High School level gives testimony to the exceptional education that students receive at MSBG.

'Twas the night before Christmas and
all through the house not a creature
was stirring...not even a mouse!

Count the mice. How many can you
see? Report back to Miss Barb.



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www.montessorischoolbg.com

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