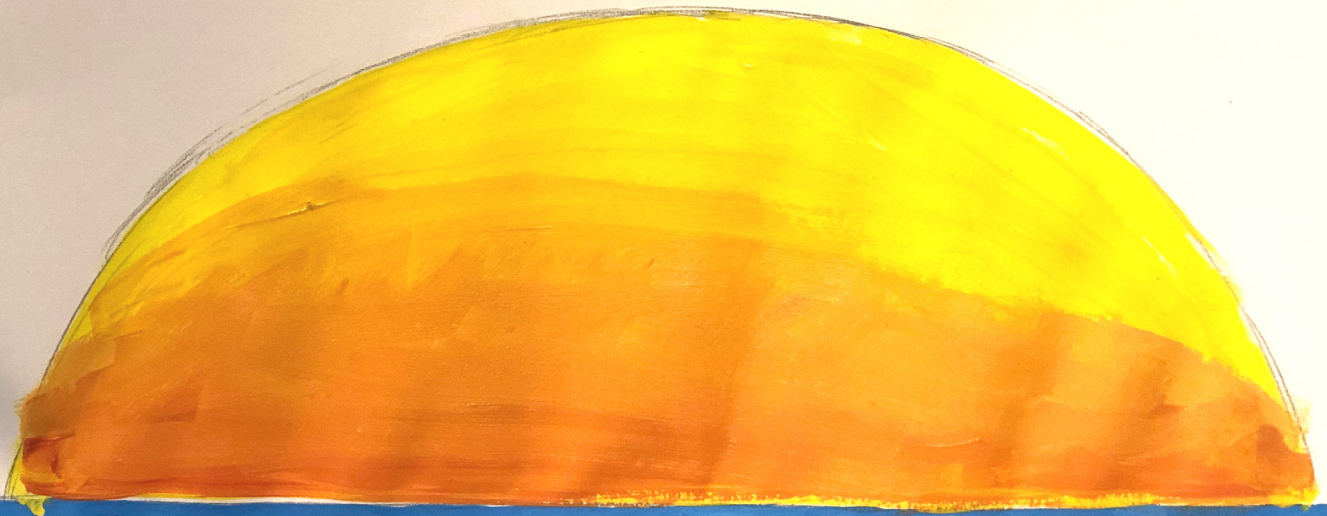




WHITAKER
PEACE & DEVELOPMENT
INITIATIVE

HOPE



DOMESTIC HARMONIZER PROGRAM

2020 Annual Report

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PEACE HAPPEN

www.wpdi.org



2020 Facts and Figures

90

educators,
counselors, and
administrators
trained in the DHP
curriculum across
two campuses

2,750

students received
CRE training both
in-person
and
virtually

75

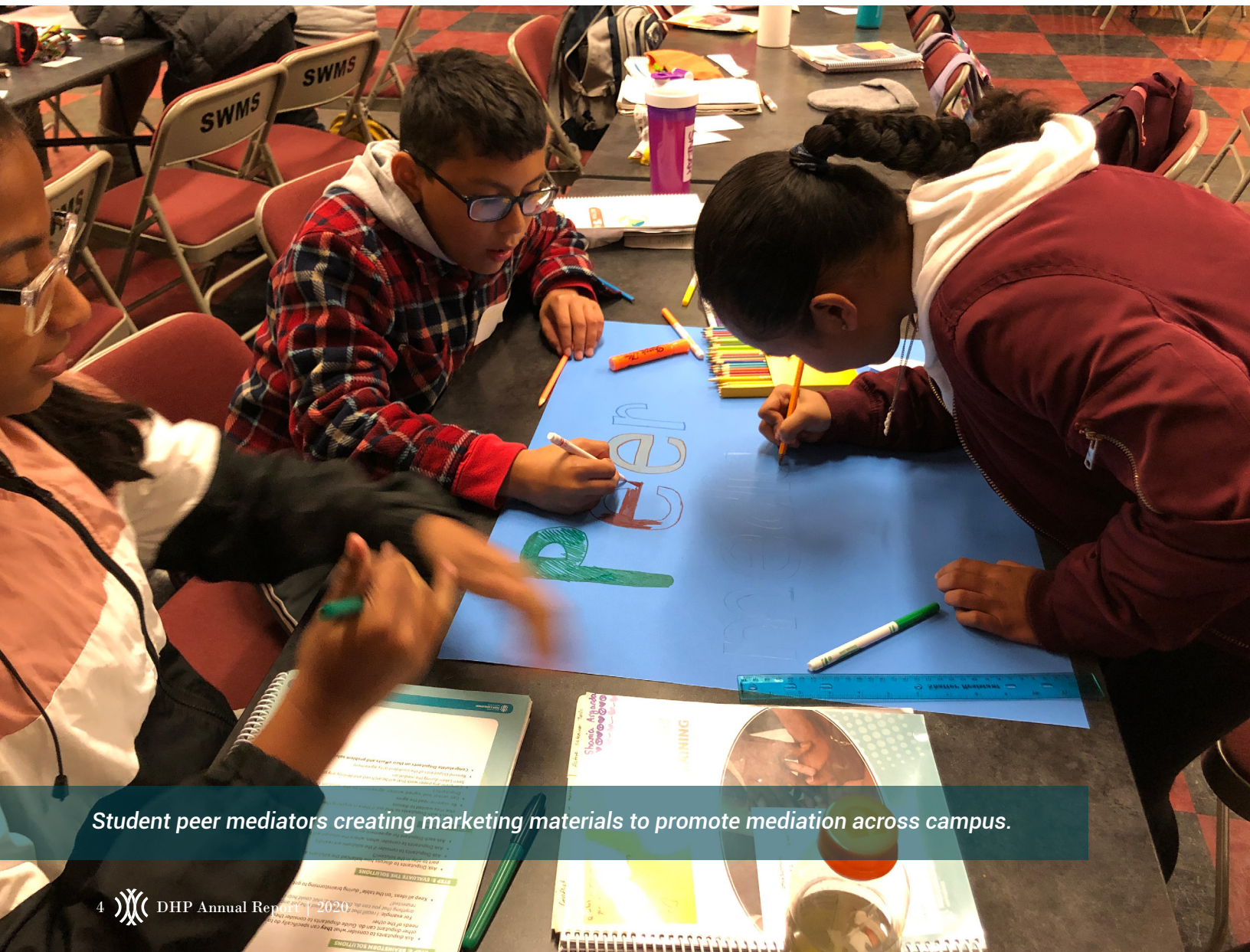
peer mediators
trained
across three
campuses

80

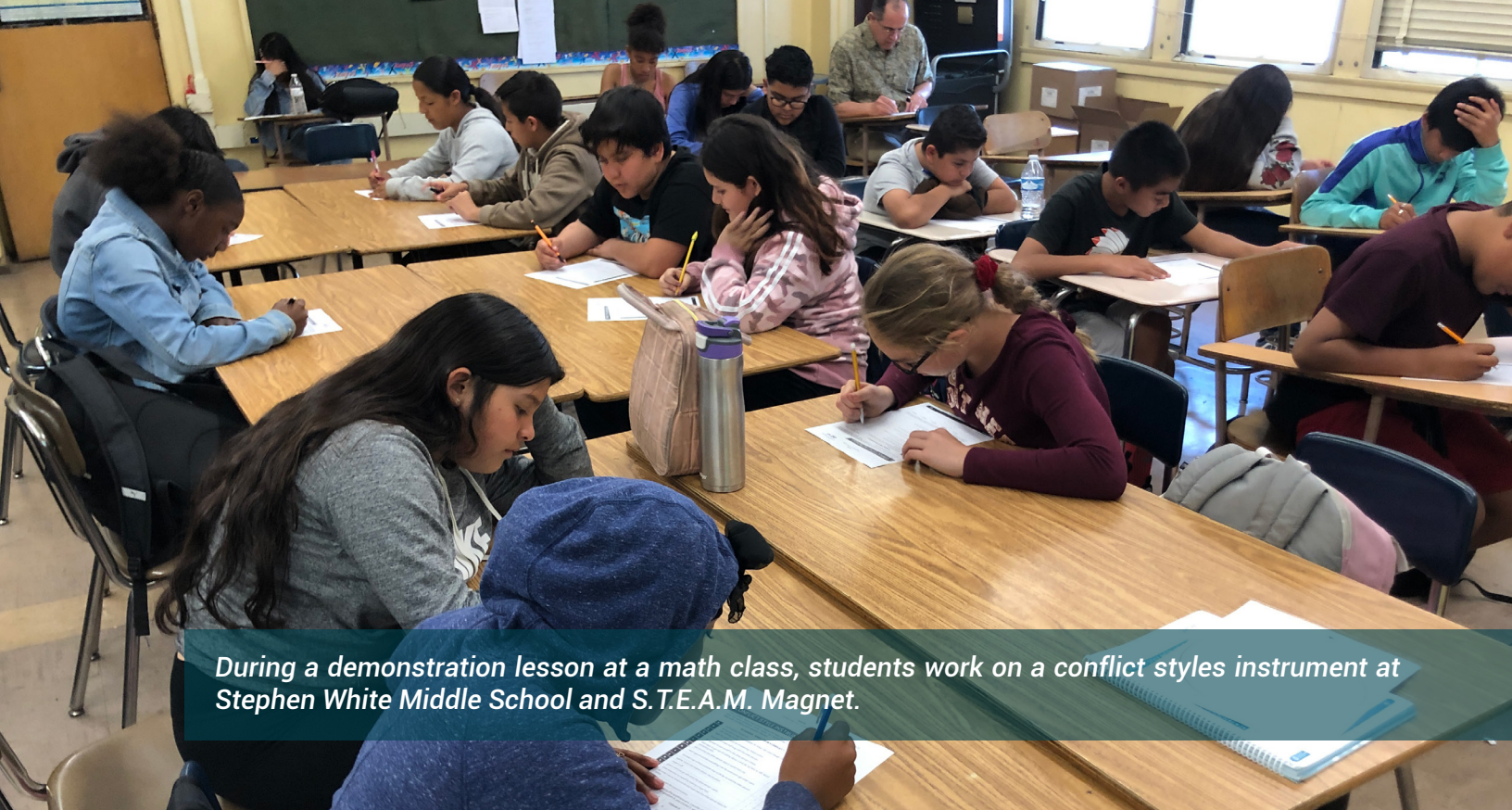
hours of online
classes centered
on the DHP
delivered across 10
different academic
subject areas

Making Peace Happen in School: About the Domestic Harmonizer Program

The Domestic Harmonizer Program (DHP) is a program designed by the Whitaker Peace & Development Initiative (WPDI) to support peacebuilding and project-based learning in middle schools in the United States. The program is centered on restorative practices including innovative activities and lessons centered on communication, understanding, empathy, peer mediation, and dialogue among students and teachers. These principles and skills are intertwined with academic classes such as science, math, English, social studies, physical education, and arts classes as well as leadership and advisory. Teachers and students develop projects within these subject areas across middle schools; projects that inspire out-of-the-box thinking and real-world problem-solving. The DHP also includes a vibrant peer mediation component for select student leaders, and entrepreneurship opportunities.



Student peer mediators creating marketing materials to promote mediation across campus.



During a demonstration lesson at a math class, students work on a conflict styles instrument at Stephen White Middle School and S.T.E.A.M. Magnet.

The DHP helps promote peace education on school campuses through the following strategies:



- › Delivering interactive in-person and virtual classes for students infusing restorative practices and academic content;



- › Training student mediators in the process of peer mediation under the guidance of school counselors so that students can be empowered to resolve certain conflicts on their own; and



- › Instructing and supporting educators in person and online in infusing the DHP curriculum in various subject matters, such as science, math, English, social studies, advisory, leadership, and physical education.

The program first launched in 2016 at Carnegie Middle School in Carson, California, and has since expanded to two additional California partner schools: Ball Jr. High School in Anaheim, and Stephen White Middle School and S.T.E.A.M. Magnet in Carson. Beginning in 2021, WPDI intends to expand the program even further to two additional middle schools in the Greater Los Angeles Area, and also develop a digital presence through an innovative peace education game and a virtual center for teachers.

The themes of peace and unity, which run so strongly in this program and through WPDI's mandate as a whole, are critical now more than ever when the world is facing a number of critical challenges that impact us all. Learning these skills from an early age – middle school – is so important in showing students that no problem is insurmountable, and that it takes human cooperation and collaboration to work together towards progress. Even when some seek to weaponize differences, leaders who make positive impacts search for common ground and sow seeds of hope and understanding rely on conflict resolution skills. This is the underlying goal of the DHP: to build peace no matter what the arena, subject, school, or environment.

Benefits of the DHP

Stressed by an Independent Evaluation

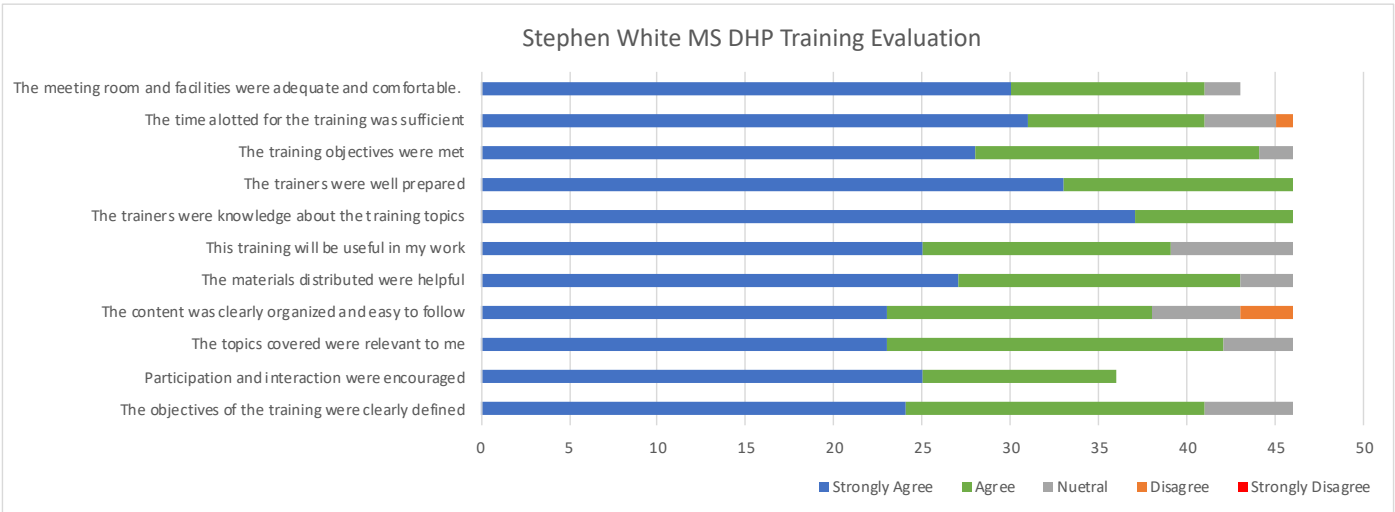
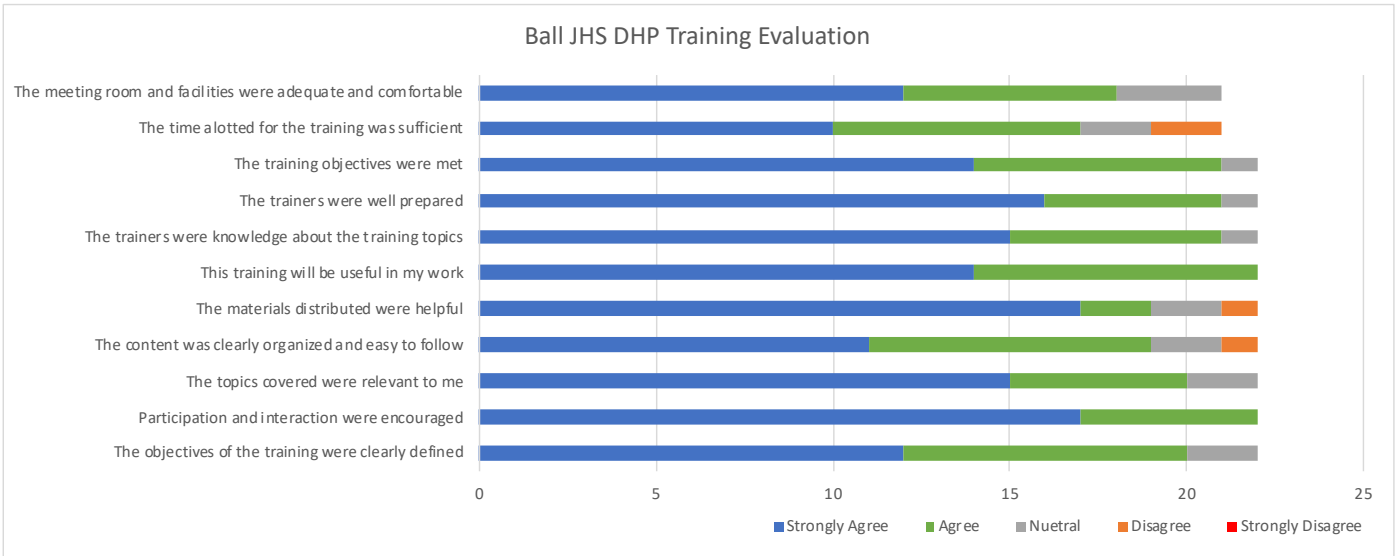
It ***“really helped with cooperating with others and calming down.”*** This testimonial from a 6th grader participating in the DHP was captured by Dr. Briana Hinga, Associated Professor at the Rossier School of Education at the University of Southern California (USC), in the independent evaluation that she conducted of our program for the 2019-2020 period. To this effect, she collected quantitative data from Stephen White Middle School and the S.T.E.A.M Magnet, and Ball Jr. High School, and Carnegie Middle School. In addition, she conducted focus group interviews with a number of teachers to gather qualitative data.

Dr. Hinga's report concluded that the program had a significant potential to improve relations within the school communities. She noted in particular from her exchanges with peer-mediator students from the program that it had “prepared them to identify, mediate, and intervene when they notice conflicts.” She also found that the DHP was valuable at these schools since it delivered to teachers a completely new toolbox through which they could educate themselves and students about conflict in various contexts. This is deemed key to help students navigate challenging problems in both their academic and personal lives. As one teacher stated, ***“Every conflict can be boiled down to somebody having an unmet need, and I thought they [students] really did understand that, and that was good because that really helped them to reflect in situations of conflict to try to figure out, well, what's the unmet need here.”*** Based on such feedback, the evaluation recommended WPDJ to deepen its work in the school community, by increasing interactions within the school itself but also by reaching out to parents and families.

Expanding the outreach of the program is indeed high on our agenda, notably as we currently consider enriching the DHP with a strong emphasis on trauma healing. We strongly believe, indeed, that, ultimately, students should also be equipped to cope with inner conflict for themselves and their peers in their daily lives in and out of school. This broader societal perspective is actually of one Dr. Hinga's most outstanding observations on the transformative potential of our work in a post-2020 environment: ***“This particular moment is marked by a political climate that makes salient the utility and necessity of conflict resolution education.”*** As our societies are shaken by the COVID-19 crisis or the growing awareness of entrenched inequalities and institutionalized racism, we have need for citizens who can cope with conflict in a constructive way. This is the very spirit of the DHP.

Training Evaluations

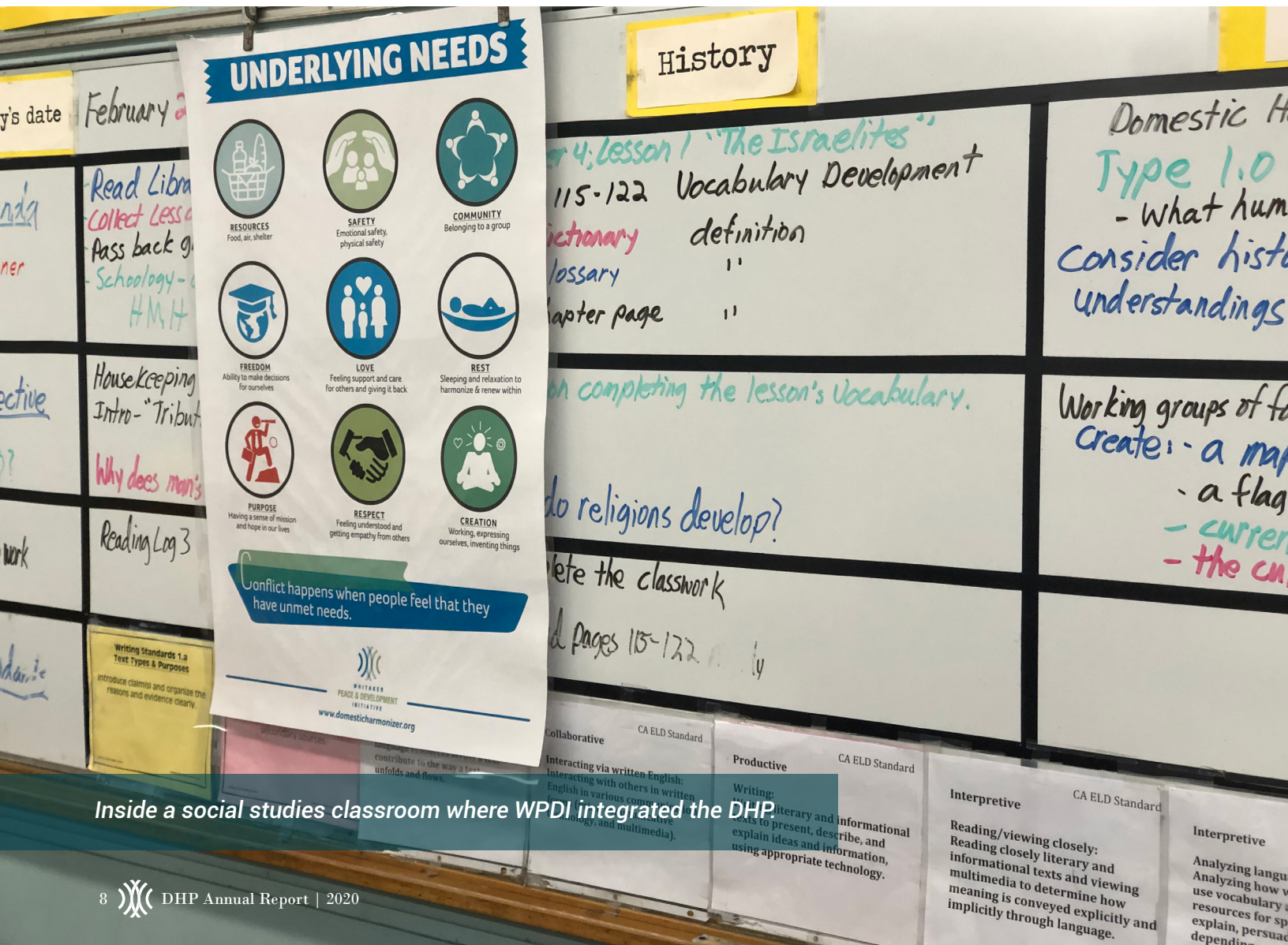
In anonymous surveys collected at the conclusion of professional development trainings, teachers at both Ball Jr. high School and Stephen White Middle School and S.T.E.A.M. Magnet commented that they "strongly agree" or "agree" that the DHP training was highly beneficial. As indicated in the survey results below, educators noted that the training would be useful in their work, the materials and topics covered were relevant, and that the trainers were prepared and encouraged participation.



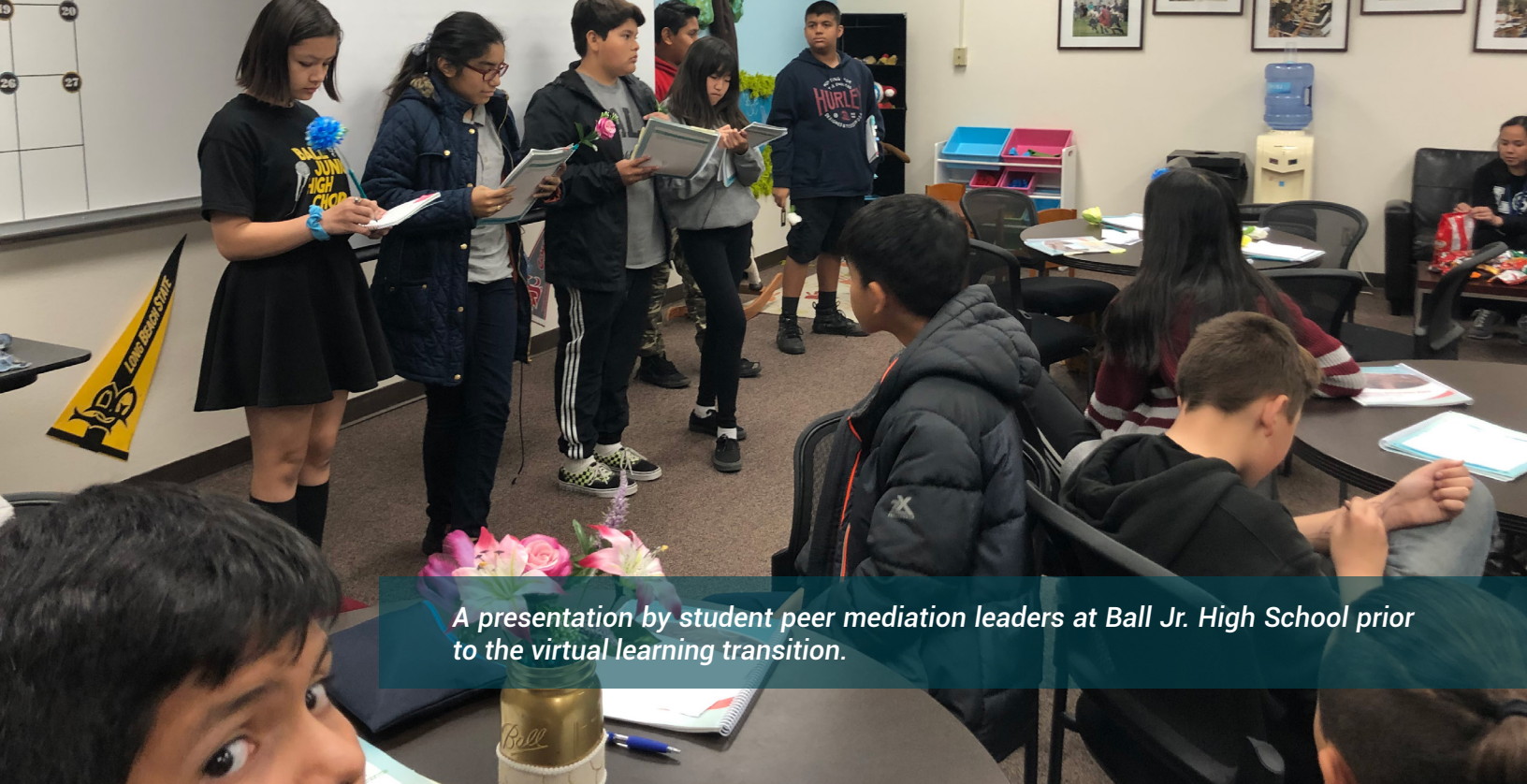
Unique Program Features

The DHP embraces the whole school approach to implementing this program by working with all stakeholders on middle school campuses, including students, teachers, administrators, and counselors. We work at each partner school for a minimum of three years to ensure that teachers become fluent in the DHP curriculum and can sustain the program long-term. Our goal is to make a measured and positive impact at each partner school by helping to facilitate meaningful peace education learning opportunities so that schools can reduce incidents of conflict on campus through restorative means. Our approach is focused on building understanding and empathy so that students can feel heard rather than ignored; understood rather than punished. In this way, students and teachers can focus more on their needs, and feel part of a more inclusive community.

Some of the other ways the DHP supports schools is through professional development trainings for educators as well as classroom instructional support through demonstration lessons with teachers and students in science, math, English, social studies, and arts classes. DHP's peer mediation program recruited students devoted to helping others and building peace on and off campus. In addition, the program addresses the need for safe and healthy learning environments by creating upstanders to reduce bullying of all kinds. The program



Inside a social studies classroom where WPDI integrated the DHP.



A presentation by student peer mediation leaders at Ball Jr. High School prior to the virtual learning transition.

also meets rigorous academic standards by encouraging project-based learning. For instance, students and teachers using the DHP curriculum develop technological innovations geared towards measuring the effects of conflict on the human body and the environment; students in math class use mediation and conflict analysis to make decision trees; in English, students analyze conflict among characters in novels and short stories; and in social studies, students apply conflict resolution to today's social and political challenges as well as those that have occurred in the past.

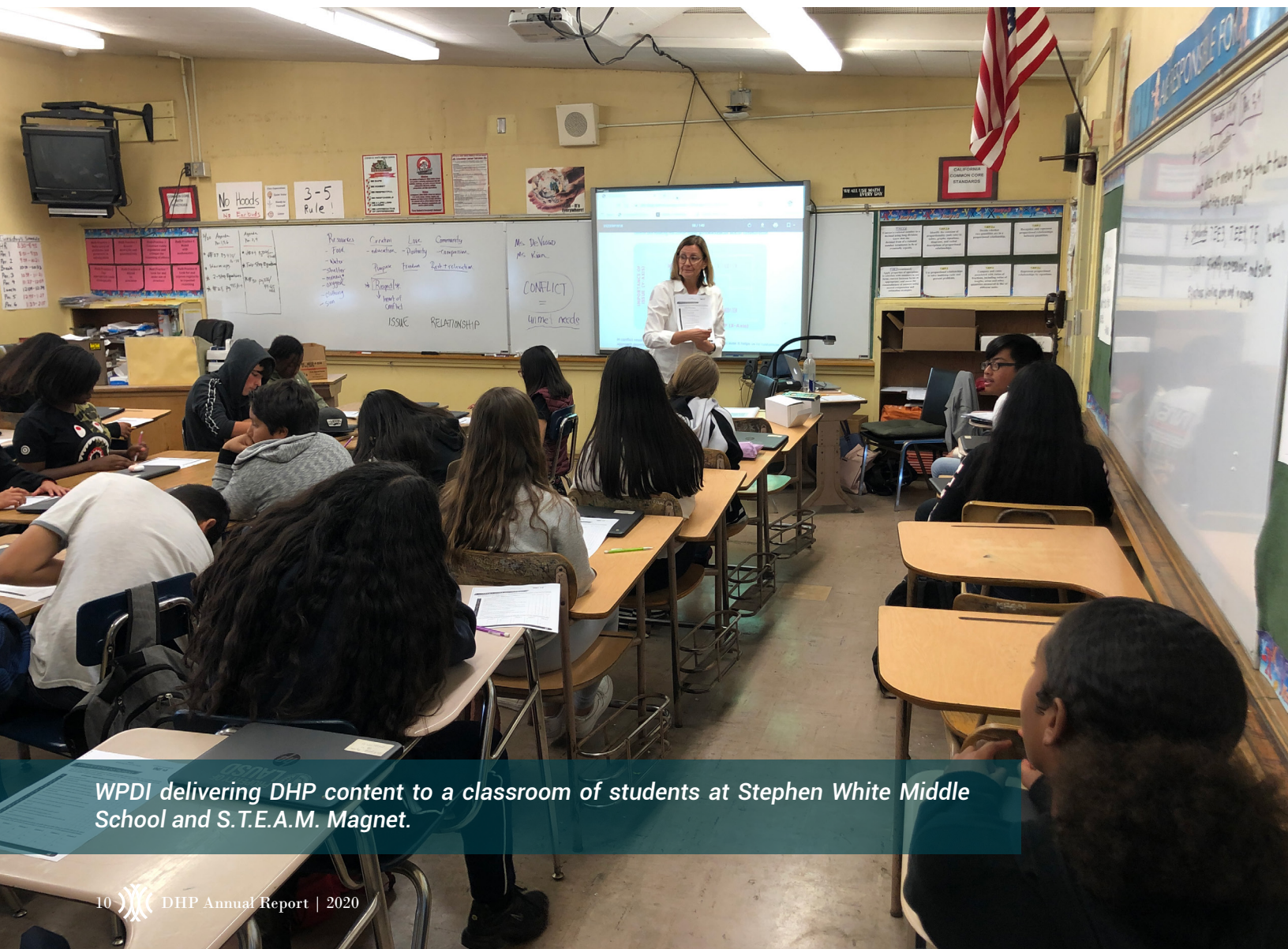
“The Domestic Harmonizer Program supports our 7th grade S.T.E.A.M. Magnet students in their Health Science Project Based Learning. Our 7th grade students apply the lessons from Domestic Harmonizer Program into the creation of a product that will help our school community maintain or improve their health. Last year, students successfully created board games, videos, comics and even a skit that was presented to 6th grade classes educating them on their mental emotional health and shared ways for 6th grade students to cope with the many stressors in their lives. During this school year, WPDI helped us transition to a virtual setting by presenting the Domestic Harmonizer lessons in my virtual classroom so that my students can create a digital Project-based Learning (PBL) product that will help maintain and/or improve students' health during the Covid-19 pandemic. I am thankful for Domestic Harmonizer's support in challenging our students with their Health Science PBL.



**— Mrs. Tammy Kim,
7th grade S.T.E.A.M. Magnet Science/Health Teacher**

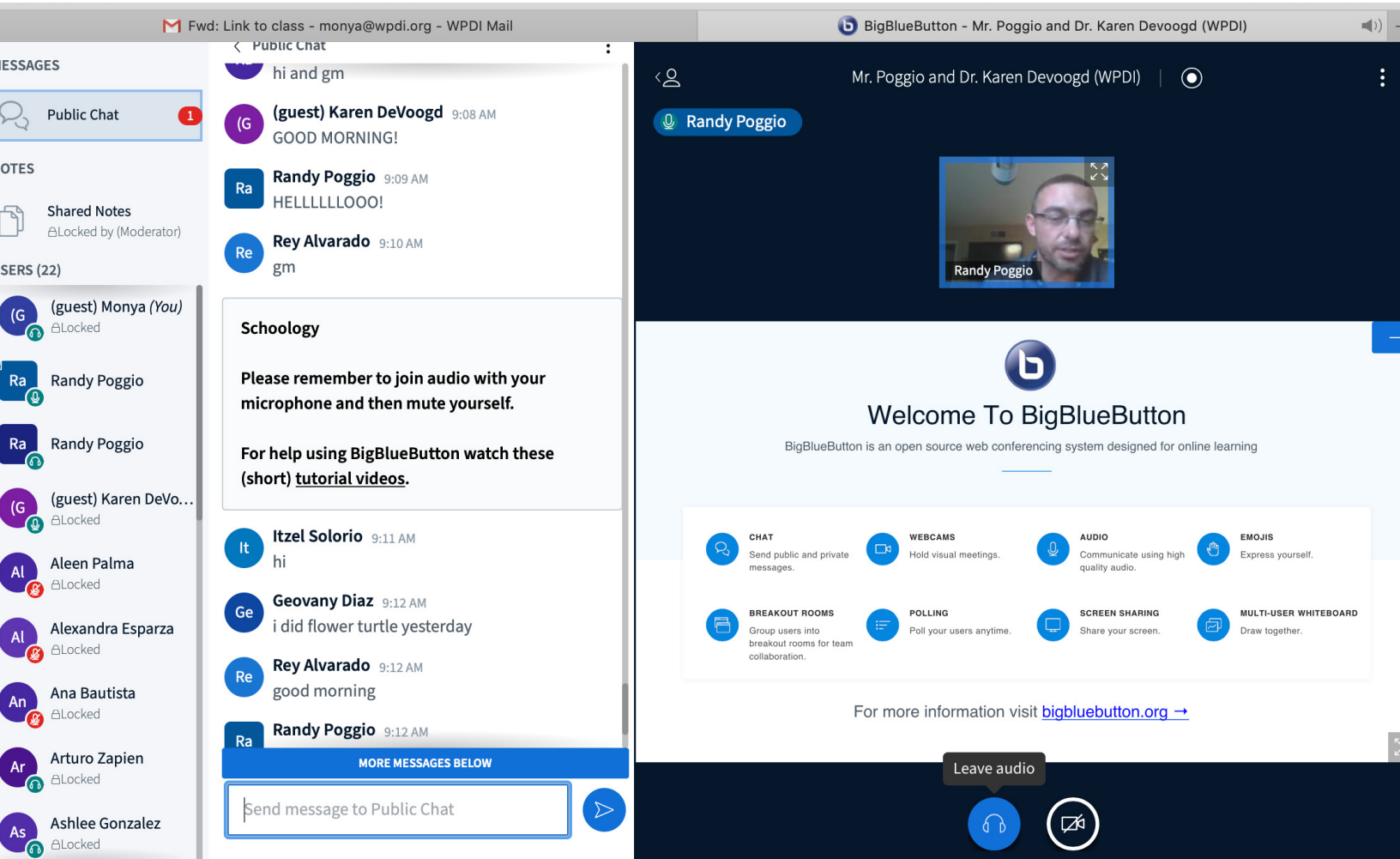
2020 Overview and the Impact of COVID-19

Prior to the school closures to in-person instruction as a result of the COVID-19 crisis, WPDI trained and routinely worked with a total of **70** peer mediators across Stephen White and Ball, as well as at our original partner school, Carnegie Middle School. We also held monthly professional development trainings reaching **106** educators across both partner schools, conducted in-person demo lessons in a wide variety of academic subjects, and enjoyed opportunities to observe and network with various prospective school partners. In January and February alone, before the school closures, WPDI held numerous in-person instructional classes at both of our partner schools as follows: Science and horticulture classes reaching **270** students, art class collaboration reaching **70** students, math class demonstration lessons reaching **60** students, and history classes reaching **28** students. All of these sessions included project-based learning assignments, meaning that students created projects connected to the DHP curriculum and their academic classes. These guest training sessions by the DHP team were in addition to the work that teachers did on their own to infuse the DHP in their teaching practice.



WPDI delivering DHP content to a classroom of students at Stephen White Middle School and S.T.E.A.M. Magnet.

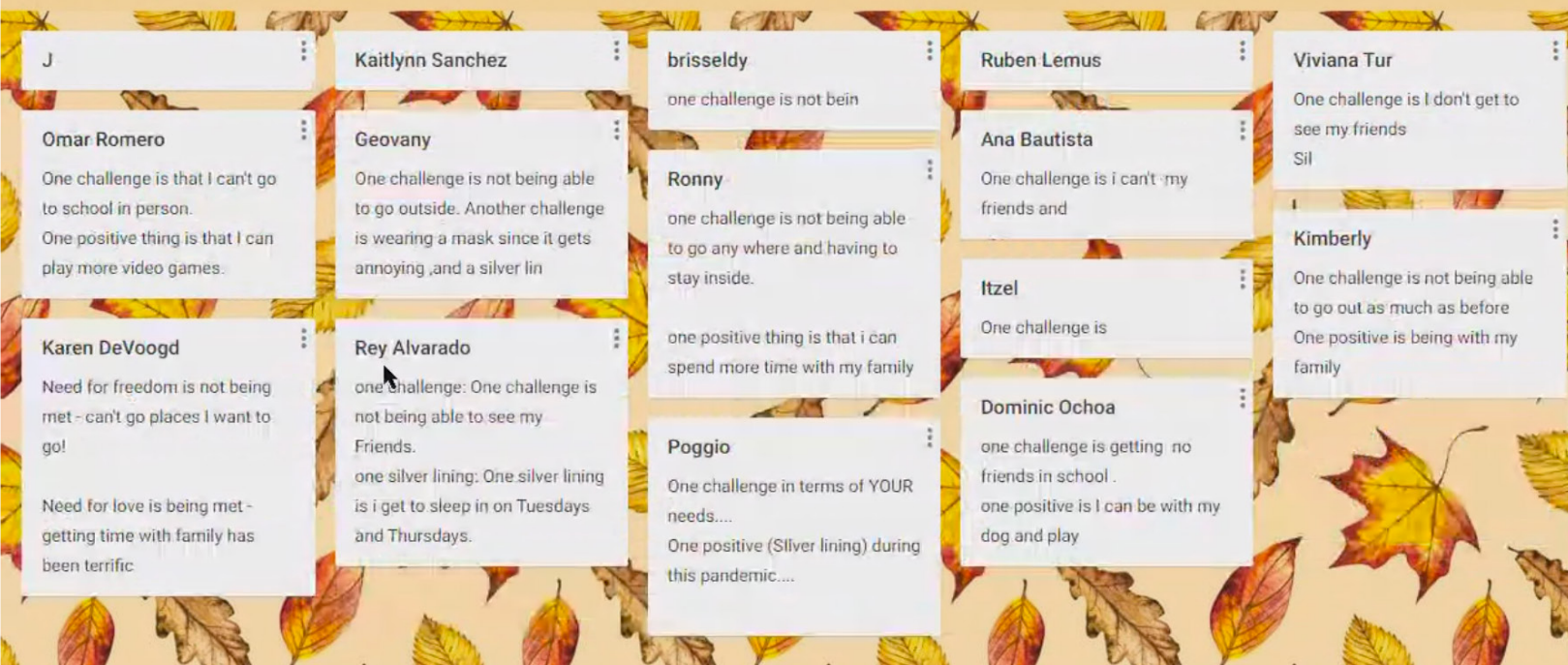
In the spring, once the schools transitioned to distance learning methods, WPDI continued to deliver support virtually, and delivered conflict resolution education training to advisory classes at Stephen White and S.T.E.A.M. Magnet, as well as AVID, science, leadership, and peer mediation to students at Ball Jr. High School. During that uncertain time – which continues to the writing of this report – the DHP has remained flexible to adapting our program model and approach to meet the needs and capacity of our school partners. The abrupt transition to virtual learning, and unprecedented event in schools across the United States, has been incredibly challenging for students, teachers, and parents. Teachers have had the herculean task of adapting their content to an online format and adapt their teaching methods to a way that they were never trained to do. Students, on the other hand, lack the tutoring support they had from their teachers, and in some instances, face a digital divide that inhibits them from accessing the internet, and therefore, their classes. While some of these same challenges persist in the fall of 2020, teachers at our partner schools have adapted their teaching styles, and students are learning to adjust as well.



An online class with a group of 7th grade science students at Ball Jr. High School looking at underlying needs and the COVID-19 crisis.

Remake of WPDI - Human Needs and Human Conflict

Share your thoughts on human needs and human conflict.... how does it effect your own life? Your own family?



An online class at Ball Jr. High School looking at the intersection between human needs and conflict

This past year was like none other for everyone around the world due to COVID-19, and certainly, these circumstances impacted schools across California, including WPDI's partner schools. In March, Stephen White Middle School and S.T.E.A.M. Magnet, and Ball Jr. High School both had to shutter their doors to in-person instruction to protect the health and safety of students and teachers due to the pandemic. This forced WPDI to halt all classroom guest lecturing opportunities, peer mediation trainings, and professional development trainings with educators. We also had to cancel the DHP launch event at both schools, which included important guests and partners from around the world. Unfortunately, as the pandemic persists, schools remain closed to in-person instruction through 2020 and have adapted to virtual learning methods.

It is important to note that this transition to online learning has also exposed socio-economic gaps in schools across California and the country as a whole. In fact, many of our students have reported during online classes their worries and fears brought on as a result of the pandemic, including fears of their family's financial security, the health of their loved ones, and uncertainties in general. Students have told us how the pandemic has caused them to feel that many of their needs are not being met, such as lack of connection with their friends, frustration with their coursework, and fear for what tomorrow will bring. We have witnessed students cry during the online classes, and heard many teachers tell us about the stresses that families are facing during these unprecedented times. Unfortunately, the student populations with whom we work are already dealing with other personal traumas brought on by personal histories and socio-economic conditions. The COVID-19 pandemic exacerbated these traumas for many of these students and their families. For this reason, WPDI aims to include beginning next year a trauma healing and support services as a part of the DHP to support students and teachers heal after such a turbulent time.

While we have all faced a great deal of stress brought on by this pandemic, it is also important to note some of the differences in how some school communities in low-income areas are coping versus those in more affluent areas. In high-income areas, parents are able to send their children to private schools, and those attending public schools sometimes secure the help of private tutors to help their children learn and keep up with their schoolwork in the absence of in-person classroom support. However, in lower-income areas, including those where partner schools are located, some students do not even have access to the internet or working computers. This reality as well as the fact that the pandemic has harshly impacted lower-income families, African American families, and Latinx communities brings to light why some students in our partner schools have been unable to access their online classes on a regular basis, if at all. While our school partners report that the majority of students do connect online and are pushing through these challenging times, there are some students from whom they have not heard at all. Another noteworthy factor to point out is that the school districts with which WPDI has partnered, along with most others in California, do not require students to turn on their cameras during online classes. This is to protect the privacy of students at home and not showcase their living quarters. For this reason, many of the photos shown in this report lack students' faces on camera.

Peer Mediation

Prior to the transition to distance learning due to COVID-19, WPDI recruited and trained **75** student peer mediators across 3 middle school campuses: Stephen White Middle School and S.T.E.A.M. Magnet, Ball Jr. High School, and Carnegie Middle School. These peer mediators routinely demonstrated their earnest interest in learning about the peer mediation process as well as leadership in resolving conflict on campus. After students completed their 12-hour intensive training in peer mediation conducted by the DHP team, they also engaged in monthly refresher trainings with WPDI and received the support of their school counselors. Unfortunately, with the closure of schools to in-person interactions, we had to pause the peer mediation program but WPDI is making efforts with the schools to create virtual peer mediation clubs.



A group of students at Carnegie Middle School in January 2020 receiving intensive peer mediation training.

“ The peer mediation program has been amazing because it is teaching students how to resolve conflict with one another. It is allowing students to communicate and resolve the issue with each other without getting any adults involved. The program has not only been amazing for the students whose conflicts are being resolved, but also the student mediators who have been taught the skills to lead these discussions. These are skills that can carry on and be beneficial later down the line.

**— Mr. Hill, Counselor
at Stephen White Middle School and
STEAM Academy**

“ Peer Mediation is a process that leads people to a compromise that will satisfy both people in the conflict. At my age, I already know that in the future I would like to study psychology and pursue it as a job. I want to help people through their problems and help them as much as I can and being a peer mediator is a great way to practice psychology. Even if I don't study psychology in the future, I know that this will still benefit me in the future. It teaches me things like active listening and body language, and these are things that are going to be useful for my future.

**— Cindy, Peer Mediator
at Ball Jr. High School**

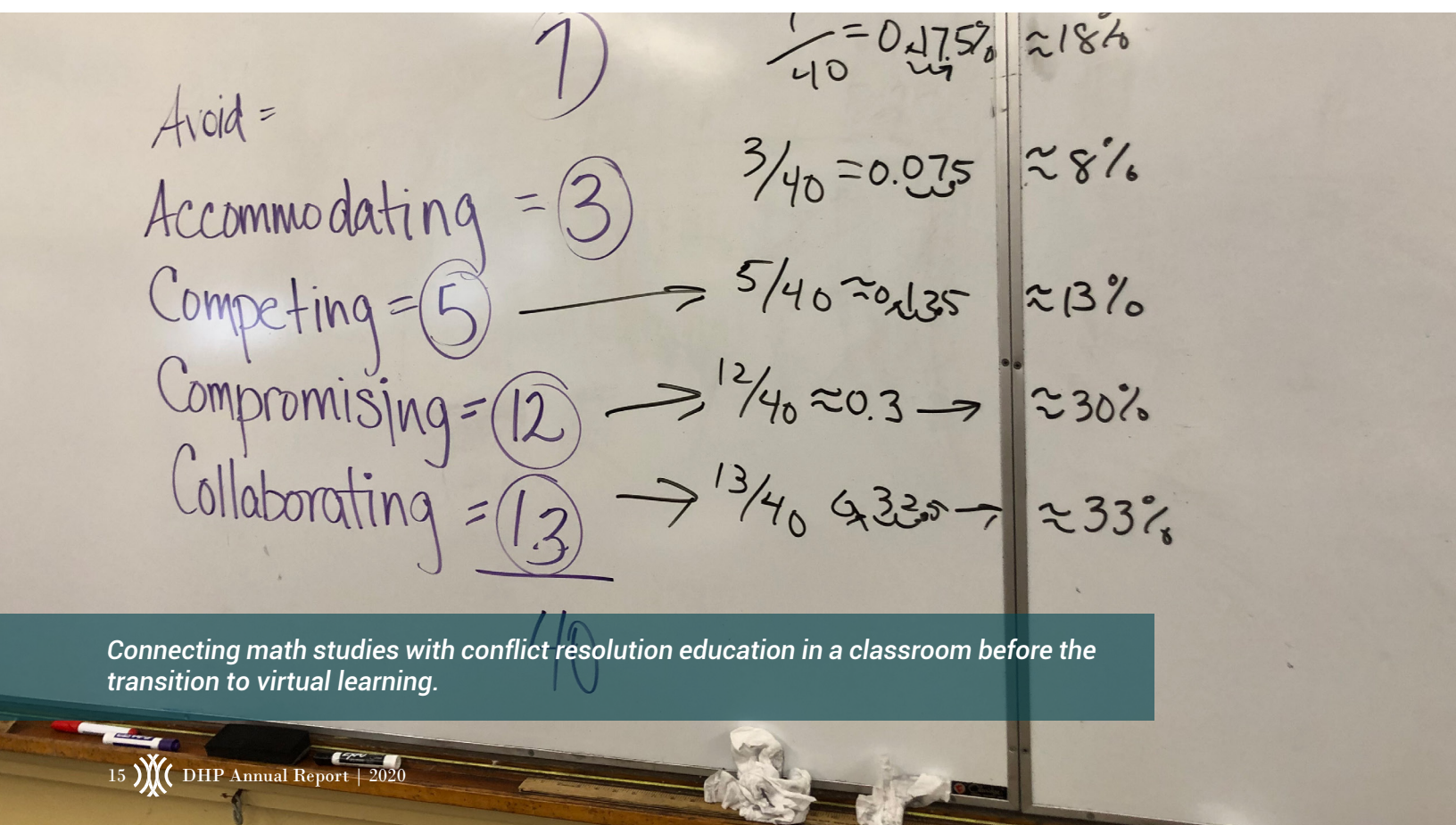
Professional Development Trainings and Demonstration Lessons

In the early months of 2020, prior to the school closures to in-person instruction, WPDI delivered several professional development trainings to **90** educators at Ball Jr. High School and Stephen White and S.T.E.A.M. Magnet. The trainings focused on building educators' depth of knowledge on restorative practices, and the ways in which educators can embed the DHP curriculum in their core classes. To support teachers even further, WPDI worked closely with a number of teachers at both schools to demonstrate how the DHP can be seamlessly implemented in any classroom. For example, at Ball Jr. High School, WPDI worked with a science teacher and his **210** students to teach the dialogue process, and apply these tools to an environmental justice issue, specifically the decommissioning of the Huntington Beach oil rigs, requiring negotiation among a number of stakeholders such as the local municipality, environmental groups, state government, and private companies. WPDI then supported these students to create a 3D model of what the decommissioned oil rigs should look like.



All educators at Stephen White Middle School and S.T.E.A.M. Magnet receiving professional development training from WPDl.

WPDl also conducted a social studies demo lesson with approximately **30** 7th graders, who looked at ancient Greek history using restorative frameworks, and produced written reports and posters that showed the conflicts that took place during that era. Another example was a math class we taught to approximately **60** students looking at the students' conflict styles by having them take a survey, and then charting their statistical results graphically. The DHP team was routinely implementing the DHP in classrooms and engaging with teachers at monthly professional development trainings prior to the transition to online-teaching.



Connecting math studies with conflict resolution education in a classroom before the transition to virtual learning.

Virtual Learning Transitions

In the fall of 2020, WPDJ worked closely with our school partners to accelerate distance learning DHP lessons. We worked in our usual classes – science, social studies, math, and English – but we also expanded our reach to support teachers in other subject areas, including Advisory, AVID, student leadership, and special education. These additional opportunities to connect with teachers and students has been mutually rewarding for the WPDJ team and the school partners, and we intend to continue offering these additional options for DHP implementation once in-person classes resume. Below is a chart that details the online classes delivered by the DHP team to our school partners during the fall semester, as well as the number of students impacted by each class.

Arthur Valeriano is presenting

Lorelei Garcia and 2 more

14

11:10 AM

Let's find out more about conflict styles

FACTORS THAT EFFECT HOW WE HANDLE
HANDLE CONFLICT

- Culture
- Gender
- Life Experiences

Click on this image to watch a video about conflict styles. <https://www.youtube.com/watch?v=nMhoTg>

Period 4 AVID Excel Gr. 8

Turn on captions

Arthur Valeriano is presenting

An AVID class at Ball Jr. High School, where WPDJ encouraged students to consider how they handle conflict.

Subject	School	Number of Students Impacted
Advisory – classes in general conflict resolution education and restorative practices. These sessions are delivered over the course of a week every month. Each monthly theme varies.	Stephen White Middle School and S.T.E.A.M. Magnet	1,800 students (entire student body)
Science – a project-based learning initiative that involved students learning about human needs during the COVID-19 pandemic, and creating a coding project.	Ball Jr. High School	190 students
Special Education/Learning Center – supporting several groups of students in learning about conflict resolution in day-to-day life.	Stephen White Middle School and S.T.E.A.M. Magnet	60 students
Science – 7 th grade classes engaged in understanding the human brain during conflict, and creating a project-based learning initiative about how to improve existing measures of tracking human emotions.	Stephen White Middle School and S.T.E.A.M. Magnet	150 students
Science – 8 th grade classes engaged in learning about the importance of environmental justice and observing the earth's needs.	Stephen White Middle School and S.T.E.A.M. Magnet	82 students
Advancement Via Individual Determination (AVID) classes – DHP delivers monthly classes in general CRE to 7 th and 8 th grade students to provide them essential life skills.	Ball Jr. High School	150 students
Leadership – working with a group of leadership students on learning about restorative practices to bring people with opposing views together.	Stephen White Middle School and S.T.E.A.M. Magnet	15 students

Subject	School	Number of Students Impacted
Associated Student Body – working with a group of 7 th and 8 th grade students to advance their leadership skills and learn about conflict as an opportunity. This is a monthly training.	Ball Jr. High School	25 students
Science – 8 th grade science class focused on Environmental justice unit from DHP curriculum	Stephen White Middle School and S.T.E.A.M. Magnet	45 students
English - Special needs students. Analysis of human emotions and poem: "Life Doesn't Frighten Me At All," by Maya Angelou	Stephen White Middle School and S.T.E.A.M. Magnet	10 students
Math – Implementing the DHP's mathematical reasoning with the logic and prime number challenge of "The 18 th Camel"	Stephen White Middle School and S.T.E.A.M. Magnet	40 students
English Language Arts - 8 th grade. Expository text - close reading. Analysis of CRE elements of human needs and impact of mindfulness	Stephen White Middle School and S.T.E.A.M. Magnet	61 students
Peer Mediation – extension class on the topic of peer mediation	Stephen White Middle School and S.T.E.A.M. Magnet	55 students
History – Integration of the DHP with themes in history studied by the class	Stephen White Middle School and S.T.E.A.M. Magnet	30 students

Add Human needs to your narrative about Covid 19 throughout your study

Here is an excellent excerpt from Mr. Poggio's narrative. Let's add to it, + human needs...

. The world will lose life, but the Human Spirit will be invigorated, awakened to our connection to one another, but most importantly with nature and mother earth. 2020 will be known for the virus for humans, but for Mother Earth for the beginning of new life and the awakening. Science will be of more value. Poggio Tribe, remember "Rewilding!" Stories of endangered sea turtles laying eggs on empty beaches....this will be but a glimmer of this new life and awakening. Habitat loss, food sources, and our connectivity with Mother earth will be re-evaluated. And that this virus that took human life, gave life back to nature, and gave humans a new mindset, a new spirit.

We are all connected, so always be compassionate and always be prepared.

I hope that by the end of the COVID-19 pandemic, humans emerge from their homes with a new understanding for their relationship with the natural world and each other. #teamhumans

I

WPDI's virtual classes often look at the COVID-19 pandemic through the lens of unmet human needs, and helps students process what is happening.

“ Working with WPDI and team has been a wonderful experience. WPDI worked with my curriculum and PBL instruction on Decommission of Oil Rigs and Coding Corona (Simulating and hypothesizing the spread of Coronavirus in a population), to help Ball Jr. High students on a deeper understanding of learning and civic engagement. Truly customizing the Domestic Harmonizer Program and science NGSS curriculum to a REAL human experience for my students. WPDI helped to highlight the challenge of human needs, understanding, and Peace. Being able to team up with Monya and Karen on designing curriculum was quite the pleasure and opened my eyes to how conflict management, human needs, and resolutions can be integrated into so many of today's issues and scientific advancements. Thanks again for support our Ballhawk family! Your passion and support motivated me to SCUBA dive our local Southern California Oil Rigs to Bring this issue to light conceptually and to LIFE visually for my students.

— Randy Poggio, Science Instructor, Ball Jr. High School

“ The Domestic Harmonizer Program works well with my Advancement Via Individual Determination (AVID) classes. The lessons create great discussion and thinking. Our last lesson on dealing with conflict hit home for many students. I am lucky to be working with the program.

— Arthur Valeriano, AVID Teacher and Coordinator, Ball Jr. High School

“ *There are not enough glowing words to express my joy in working with Karen and Monya from the Domestic Harmonizer Program! Both ladies exude LOVE and kindness in a way that ALL people respond positively to, especially middle school students! At Ball Junior High School, Karen and Monya took a class full of unsure, timid "tweens" and transformed them into courageous peer mediators! Over the last two years, it has been amazing to see each cautious mind open up to the positive, respectful, patient leadership of these lovely women! Everyone in the room became better humans because of our interactions with Karen and Monya. Thank you Domestic Harmonizer Program for recognizing and sharing such beautiful souls with the world, working together for peace.*

— **Adrienne Cross, Counselor, Ball Jr. High School**

Expansion Through Technology

Given the success of the DHP in reaching students and educators to the critical goals of peace and unity across school campuses, WPDI is working on innovative ways to expand the program by using technological tools. This is the most current and efficient way that we aim to reach more youth and educators, not just in California but across the country. To this aim, we began developing an educational game earlier this year, and we are in the early stages of designing a virtual center that will merge all of our DHP assets.

Educational Game

Given the prominence and popularity of apps and video games among youth and adults, WPDI is working to design a game that is engaging and fun. While many video games on the market are driven by violence, this video game will be centered on promoting peace. The game will be engaging and fun, and will also be educational as it is focused on elements featured in the DHP curriculum. The game will have single and multi-player functionalities will have many customizable features, such as building one's own avatar, community, school, and more. The game will include multiple avatar choices having pink, purple, or green skin colors will therefore both create a fun experience and allow for reflexivity on skin colors and ethnic differences, without the risk of racial profiling. In total, the game will have 10 different levels, each one looking at different conflict scenarios and scenes for players to play through and figure out. For example, one scenario put the avatar in a situation where a friend is being cyber-bullied and challenges the player to serve as an upstander. Another situation looks at a group of protestors in opposition, and the avatar needs to help the

groups of people find common ground. Throughout each game, mini-games and challenges will also be presented, and as players solve each of those challenges, they will be awarded with prizes for the avatar that they created. Presently the game is in mid-level development, and will be available on the App Store and Google Play in early 2021.



Snapshots of the educational games in development.

The idea of creating an educational game came about during conversations with teachers who implanted our work and collaborated closely with us at our partner schools. Given the reality that most youth play and enjoy video games, we saw this as an opportunity to create a unique innovation in the gaming space centered on peace and conflict resolution. WPDI's hope is that this game will be played by students at partner schools as well as Youth Peacemakers in WPDI's programs around the world. In fact, with the game's availability on the App Store and Google Play, we hope that members of the public will play this game around the world. For schools that are a part of the DHP, we will embed this game in our online and in-person trainings as an additional layer of fun and learning.

Virtual Center

Another way WPDl aims to expand the DHP to other schools across the country is through a virtual center, that will serve as central site that will merge all DHP assets in one space. These assets include, but are not limited to, the existing DHP curriculum for educators and teachers, educational animation videos, the forthcoming educational game, and new features such as instructional videos and webinars. We aim to make this website accessible to school districts and teachers, and provide these materials to them in a way that ensures that we monitor their implementation and use so that the restorative practices and tools are implemented appropriately and with fidelity. Also, we wish to monitor the impact that our materials have and build rapport with the schools and teachers who use these materials. In this way, we can provide routine support to them.

The notion of building this virtual center was prompted by the COVID-19 crisis as all educators at our partner schools immediately sought access to middle school educational content, but faced the reality of little resources to support their needs. Given that our world is becoming ever-more reliant on digital resources and tools, this virtual center for CRE and restorative practices tools will fill a void in the educational arena. It will also enable the DHP team to work in school districts and areas that are in need of peace education tools but may have no other viable options. Our goal is to debut the virtual center in 2021 with clear parameters for users and measures to track the number of teachers and schools we will impact.

[illegible]

Educational Conferences

In December, the DHP team presented the program at two distinct educational conferences in order to showcase our model, work and results. The first conference presentation occurred at the 2020 International Conflict Resolution Education Conference, hosted by the Ohio Peace and Conflict Studies Network – an annual conference that brings together educators, students, conflict prevention specialists, as well as national and international policymakers. The second presentation was held at the California STEAM Symposium, hosted by the Californians Dedicated to Education Foundation (CDE Foundation) – an annual conference that brings together teachers, administrators, students, and non-profit education organizations to engage in STEAM strategies and resources. These conferences gave WPDI the opportunity to promote the program among educators, students, and administrators from across the United States and the world. The DHP team presented information and images about the program, including the program's key objectives. The team also shared information about the results of the recent program evaluation, demonstrating its impact both on the students and the teachers. At the California STEAM Symposium, WPDI held a virtual information booth over the course of three days so that other organizations, educators, and government officials could learn about the DHP and network.

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California STEAM Symposium 2020 CDE Foundation Time Left 1d:3h:56m

Whitaker Peace & Development Initiative Toggle to turn on live sessions

Restorative Practices & Academics

WHITAKER PEACE & DEVELOPMENT INITIATIVE

- Rooted in restorative practices, the DHP routinely works with students and teachers to build a deep understanding of conflict, and how to resolve it constructively in various contexts.
- By helping create peaceful opportunities for exchange and learning, schools can reduce incidents of conflict on campus.

Why is Peace important?

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An image used during WPDI's presentation at the 2020 California STEAM Symposium

The Way Forward

WPDl mandate of promoting peace in conflict areas has probably never been more important than today. As we enter 2021, we know that the period is mired with countless challenges stemming from the COVID-19 pandemic and those that existed prior, such as socio-economic inequalities, healthcare constraints, and racial tensions. While continuing to provide tools to schools to address these issues including at Stephen White Middle School and S.T.E.A.M. Magnet, and Ball Jr. High School, it is our ambition to build on our experience to expand the reach and scope of the program. To this effect, we will expand the program to two other schools in the Greater Los Angeles Area. To reach even more people in an innovative way, we will pursue the digitization of our programs to ensure that 2021 is a year of heightened success.

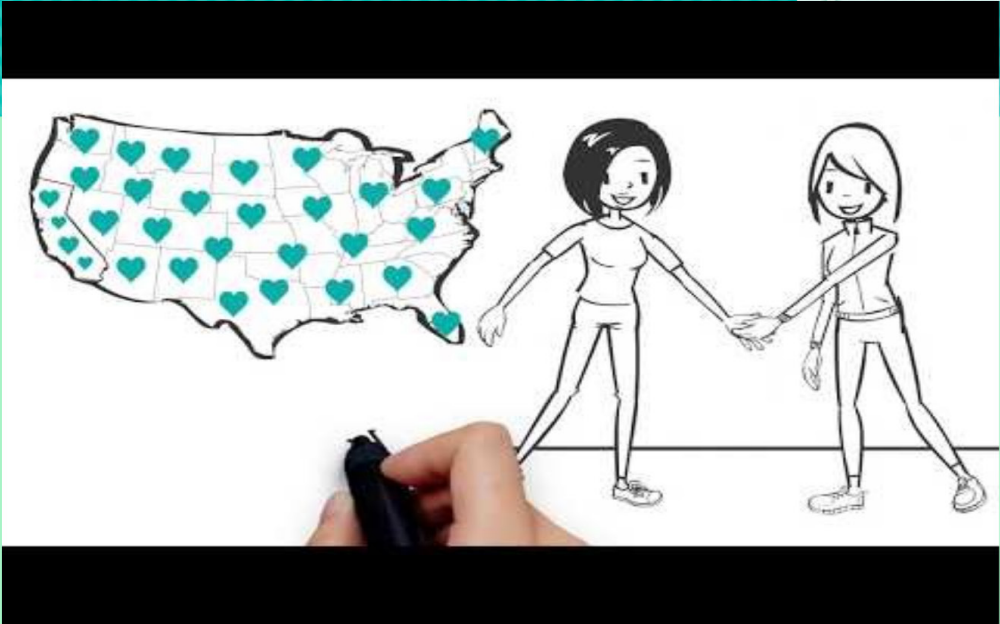
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Presentation Session Student

Yahoo

WELCOME!! Domestic Harmonizer

WHITAKER
PEACE & DEVELOPMENT
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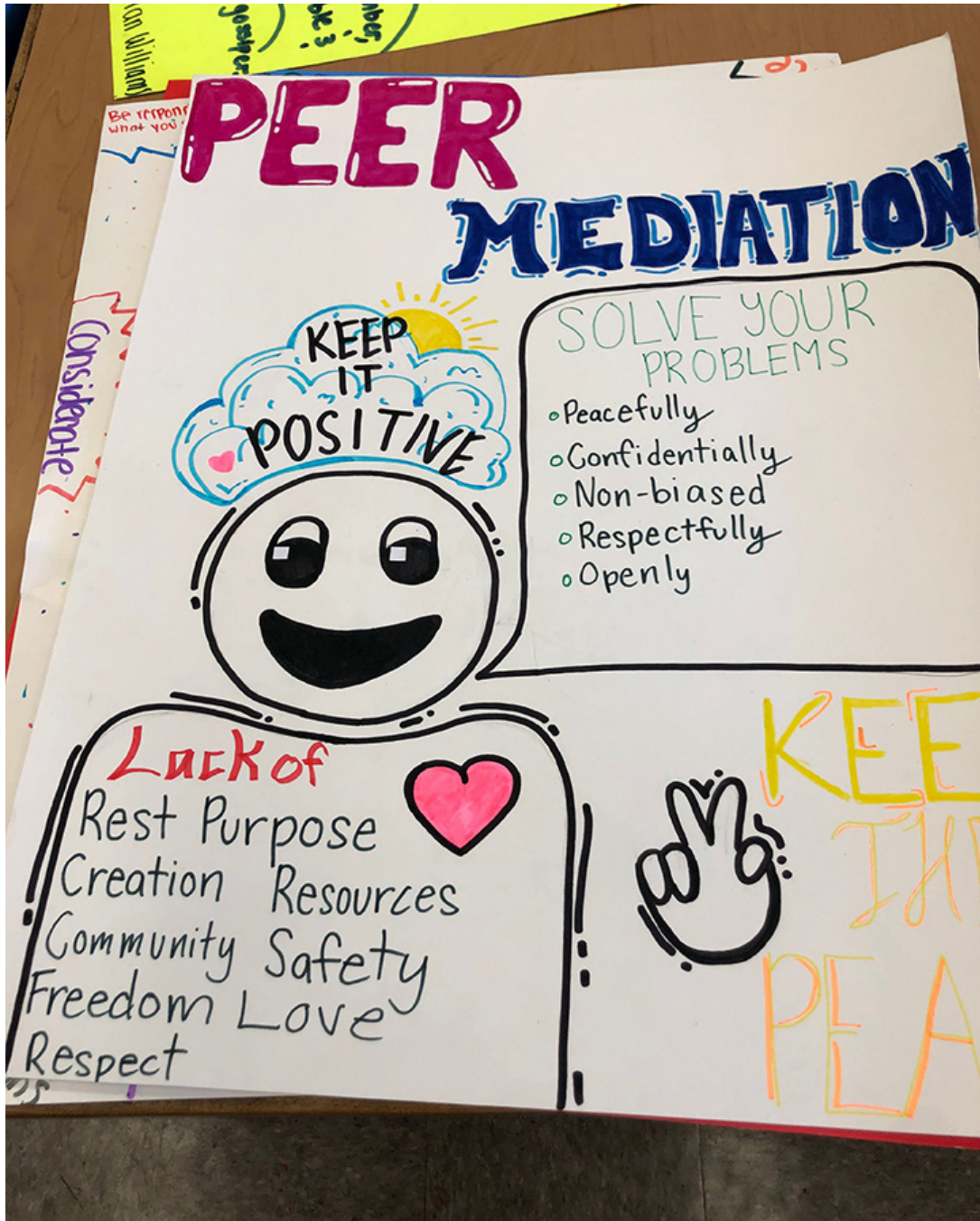
Slide 9/24



WPDl delivering online classes to students at Stephen White Middle School and S.T.E.A.M. Magnet on the intersection between conflict and human emotions.

Another way we will enhance the DHP in 2021 is by including trauma-informed healing and support to our partner schools. In fact, we will be adding trauma healing tools to the existing DHP curriculum to support students and teachers who have endured many traumas as a result of the COVID-19; traumas that have piled onto the previous challenges and traumas they endured prior to the pandemic.

In times like these, when the world seems to have been turned upside-down by a pandemic, social divisions, and general uncertainty, turning towards education and our youth will never disappoint. What these circumstances have shown to us is that despite all of the challenges, youth are resilient and the work of WPDI is indispensable.



Our Partners



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About Bank of the West

At Bank of the West, we know money deposited in a bank has the power to finance positive change. So we are taking action to ensure our activities help protect the planet, improve people's lives, and strengthen communities. We are redefining banking for a better future by focusing on areas where we believe we can have a real impact: supporting energy transition, helping enable women entrepreneurs, and financing innovative start-ups. As the bank for a changing world, Bank of the West is committed to sustainable finance along with our parent company BNP Paribas. Through Digital Channels and offices across the U.S., Bank of the West provides financial tools and resources to more than 2 million individuals, families and businesses.



About Verizon Foundation

Verizon Communications Inc. (NYSE, Nasdaq: VZ) was formed on June 30, 2000 and is celebrating its 20th year as one of the world's leading providers of technology, communications, information and entertainment products and services. Headquartered in New York City and with a presence around the world, Verizon generated revenues of \$131.9 billion in 2019. The company offers voice, data and video services and solutions on its award-winning networks and platforms, delivering on customers' demand for mobility, reliable network connectivity, security and control.



About Ball Jr. High School (Anaheim, California)

Ball Junior High School is an inclusive community of students, educators, and families who are committed and involved. Together we forge a path toward college and career readiness through meaningful learning experiences. Our goal is to promote creativity, collaboration, critical thinking, character, and communication skills that prepare our students for lifelong success in a global society. The school operates within the Anaheim Unified High School District (AUHSD).



About Stephen White Middle School (Carson, California)

Our mission at Stephen M. White Middle School is to provide a nurturing environment that will motivate, challenge, and guide students through collaborative discovery, multiple perspectives, and high expectations.

The school operates within the Los Angeles Unified High School District (LAUSD) the nation's second largest school district.



About Carnegie Middle School (Carson, California)

Andrew Carnegie Middle School is to "educate, prepare, and inspire all students to achieve their full potential as lifelong learners, critical thinkers, and peaceful, productive contributors to our global society." The school operates within the Los Angeles Unified High School District (LAUSD) the nation's second largest school district.



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