

RISE of Peace® 2018 NATIONAL PEACE EDUCATION AWARD™

“Lighting A Pathway with Peace”©

*Authorized by Jeffrey H. Teitel, Founder***

RISE of Peace Inc.

www.riseofpeace.org

1 201 248-2211

Your high school has been selected and invited to participate in a national essay contest with a \$5,000 award for the winning student essay and a \$1,000 stipend for the supporting faculty member.

Purpose

RISE of Peace Inc.® (“RISE”) is a Vermont 501(c)3, non-profit corporation. Its web site at www.riseofpeace.org discusses educational peace programs as an adjunct to traditional high school curricula. The subject essay and attendant awards discussed below focus on guiding high school students away from violent behavior.

The “RISE of Peace Inc. 2018 National Peace Education Award”™ seeks to encourage students to incorporate a peacebuilding mindset at a time when violence seems to be a thoughtful or thoughtless response to real or perceived conflicts. Consistent with a grant provided by Goldman Sachs, RISE is offering **five thousand dollars (\$5,000)** to a student whose essay best evaluates and encourages peaceful alternatives to violent behavior. RISE believes that the solicitation of a well drafted essay can be an effective educational vehicle.

High school students are at cross-roads in life where choices they make now can have great impacts later. Cultivating coping mechanisms and relationship skills that help them navigate this complex time is essential to their health and success. Students will have multiple opportunities in their lives, both in school and beyond, to choose peaceful solutions over violence when faced with real world problems. Giving youth the tools they need to choose non-violence is empowering.

Learning how to be aware of the pre-conditions of conflict can help students and faculty avoid violence. Victims of violence often notice that they were aware of the red flags that indicated a threat even before the violence occurred. Identifying warning signals, examining pre-conditions and investigating pre-existing tensions in context can help. More subtle forms of violence, internalized or outwardly expressed in language, often precede external aggression.

People may choose violent behavior as a result of many factors, including rejection, intimidation, insecurity, addiction, and radicalization. Sometimes those who choose violence are the powerless and

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most vulnerable. In choosing violence they may be asserting will, identity, a desire for control or belonging. The result can be as harmful and dangerous as violence perpetrated by the powerful and well-connected.

This essay competition presents an opportunity for students to share what they have witnessed, their own perspectives, potential solutions, and tentative conclusions about peacebuilding.

Strategy

The “RISE of Peace Inc. 2018 National Peace Education Award”™ is focusing on high school juniors (third-year students) in the “Class of 2018”. The winning student author of the essay discussed below will receive five thousand dollars (\$5,000).* All grading decisions will be made by RISE Advisors. The biographies of these Advisors are described, in brief, at www.riseofpeace.org.

Procedurally, each participating high school will designate a faculty member to judge or grade student essays at their local high school. Faculty evaluation of these voluntarily submitted essays may be based on the quality of student research, problem analysis, and various factors offered to reach credible conclusions. The faculty review of candidate essays will lead to one winning school essay which will be submitted to RISE. RISE will acknowledge and grade all winning school essays from each high school.

RISE will then determine the winning essay from each state. All essays from state finalists will be further scrutinized by RISE to determine the final “2018 National Peace Education Award”™ recipient. A formal presentation will follow.

Essays should be at least 500 words but not more than 800 words. The word count should be placed on the last page of the essay, near the lower right corner. This number of words should not include those words that have been used to reference a source, idea or statement or to serve as authority for one or more authoritative statements. A bibliography is required following the content section of the essay.

NOTE TO HIGH SCHOOL FACULTY. Because this essay competition is premised on an educational experience and will require a designated high school faculty member to evaluate and grade essays, RISE understands that this will add to traditional teaching responsibilities. Only school administration can determine the educational value of this competition. That stated, RISE will try to add value to this mutual endeavor. First, RISE will publicize the efforts of participating schools in appropriate media sources. The National Award will lead to a stipend or prize, applicable term governing, of \$1,000 for the supporting faculty member. RISE will seek to have participating faculty recognized at the local and state levels.

Participating high school faculty members or designated staff will be recognized as an official interface between a participating school and RISE of Peace Inc. Participating high schools must email their student’s single, best essay, as determined by the designated faculty member, to RISE at lawyer1env@aol.com by 11:59 pm, June 1, 2018. On a cover page of the submitted essay, please include the student name, high school name and address, supporting faculty member name and email address, and a named school administrator with title.

No faxed transmissions will be accepted. Essays must be uploaded in Microsoft Word (.doc or .docx) file with the original essay, in English, with a title, including properly cited references in a bibliography, typed, double spaced, in a 12-point Times New Roman font with a one-inch margin on each side of the page. RISE Advisors will favor content and style based on the current MLA Handbook for Writers of Research Papers. This means proper form for citations will be given preference. References relying on or using “Wikipedia” will result in a disqualified essay.

RISE offers some educational starting points for high school faculty under “Discretionary Guidance,” included below. This guidance can be used at the discretion of a participating high school faculty member who is responsible for guiding, teaching or supporting the third-year, class of 2018 students.

Discretionary Guidance

A student should begin the essay by asking why peaceful solutions should prevail over violent behavior and how relevant guidance may be offered or implemented in school. The “2018 National Peace Education Award”™ arose as a response to the increasing levels of violence in high schools raising several concerns which range from student safety to national security. RISE understands that this essay challenge may be a novel learning approach. Students may question specific roles of high schools, community leaders, government agencies and private organizations that may be able to support peacebuilding at the high school level.

Arguably, there may be many professionals in the educational field all too willing to provide counsel. There are likely few who have the eyes, ears and focus of students often located at or near potential conflict zones. This consideration has been a significant motive for presenting this essay competition, and driving students to think.**

The following guidance may be helpful to faculty who choose to discuss these relevant issues with students. In turn, students may elect to consider these issues when considering peace from the initial planning to the final implementation stages of the essay, including research, evaluation and conclusions.

Learning and Innovation Skills - Creativity and Innovation

- Demonstrating originality and inventiveness in the thinking about how peaceful solutions can strategically counter violence.
- Showing or telling how to communicate new ideas to others.
- Coming up with a new perspective on how to present a particular view or position.
- Taking a creative idea and showing how to make it happen.

Critical Thinking and Problem Solving

- Discussing sound reasoning and understanding of your position about peaceful rather than violent behavior.
- When faced with a choice between peace and violence, discussing how difficult choices and decisions may be made.
- Understanding the interconnections between what our society sees as good versus bad, right versus wrong, and the good guy versus the bad guy.
- Identifying and asking the big questions of yourself and others BEFORE making a decision such as whether the decision is a solution or merely a response.
- Figuring out what to do with information that you get that may be used to solve or resolve uncertainties in your mind.

Communication and Collaboration

- Putting your thoughts and ideas into clear sentences.
- Demonstrating the ability to work effectively with your teacher or perhaps, developing the essay on a team basis.
- Exercising flexibility and willingness to be helpful if you decide to work as a team, embracing a common goal or goals in the essay.
- Telling how you shared responsibility for your collaborative work.

Information, Media and Technology Skills

Information Literacy

- Telling or showing how you accessed and evaluated information, efficiently and effectively, in your essay.
- Showing or telling about how you gained a fundamental understanding of the ethical or legal issues contained in your essay.

Media Literacy

- Understanding how you may have used media messages in your essay and your purpose of using these tools.
- Looking and telling how you versus others may have interpreted one or more of these messages differently; how your values may have caused you to arrive at a particular point of view; and how the media message appeared to influence your beliefs, behavior or thinking..
- Asking the question if there were any ethical or legal issues involving the social media that I did or did not understand, particularly in terms of what you thought the information was saying.

ICT (Information, Communications and Technology) Literacy

- Describing if and how you may have used digital technology, communication tools and/or networks to access, manage, integrate, evaluate and create information.
- Telling about how you may have used some kind of technology as a tool to research, organize, evaluate and obtained information including your understanding of any ethical or legal issues involving access or use of information.

Initiative and Self-Direction

- Monitoring one's own understanding and learning needs.
- Going beyond basic mastery of skills and/or curriculum to explore and expand one's own learning and opportunities to gain expertise.
- Demonstrating initiative to advance skill levels towards a professional level.
- Defining, prioritizing and completing tasks without direct oversight.
- Utilizing time efficiently and managing workload.
- Demonstrating commitment to learning as a lifelong process.

Social and Cross-Cultural Skills

- Working appropriately and productively with others.
- Leveraging the collective intelligence of groups when appropriate.
- Bridging cultural differences and using differing perspectives to increase innovation and the quality of work.

Productivity and Accountability

- Setting and meeting high standards and goals for delivering quality work on time.
- Demonstrating diligence and a positive work ethic (e.g., being punctual and reliable).

Leadership and Responsibility

- Using interpersonal and problem-solving skills to influence and guide others toward a goal.
- Leveraging strengths of others to accomplish a common goal.
- Demonstrating integrity and ethical behavior.
- Acting responsibly with the interests of the larger community in mind.

Implementation Method

The state semi-finalists and national winner of the "2018 National Peace Education Award"™ will be determined by RISE faculty in September 2018. This will allow the class of 2018 applying for college

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admission the opportunity to include any contest recognition in their admission (or employment) applications.

The National Award presentation will likely be held at the winner's high school or at a mutually agreed upon location, date and time. RISE will reimburse student and faculty member for travel costs to the presentation site (which will be arranged by RISE). RISE Treasurer Alan Greenspan will assist in the award presentation and expense reimbursement. Public Relations Advisor Sebastian Von Bulow, a representative from Goldman Sachs, RISE Executive Director Dr. Leo Sandy, and selected school administration and designated political officials will also be invited.

Student essays received by RISE will become the sole property of RISE of Peace Inc. There will be no essay returns. One or more of the essays received may be published by or shared with a third-party entity without requested permission.

****Appropriate RISE of Peace certificates will accompany all notifications of winning state selections and for the national peace education awards.***

*****Jeffrey H. Teitel, Founder of RISE, is a Vietnam veteran (medic) who subsequently, practiced environmental law for over 40 years. He lost his office on 9/11 while with Deloitte at New York's World Financial Center. Some past and present affiliations include Habitat for Humanity, Rotary International, The Explorers Club, and the Board of Visitors at Lewis & Clark Law School. He resides in the mountains of southern Vermont.***

<p>National 2018 Peace Education Award™ Proposed Scoring Grid for Essay Grading RISE of Peace Inc. <i>Scoring Grid for Summer 2018 State and National Submissions</i></p>	<p>Advisors of RISE of Peace Inc.® will evaluate and grade each essay submitted using the following scoring grid.</p>
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Student: _____

Teacher: _____

School: _____

- Please note that the shaded areas are worth up to 20 Pts.

<i>Criteria</i>	<i>Score (0-20)</i>	<i>Comments</i>
The student's work clearly exhibits a deep understanding of the need to address conflict with peace-making. (10)	/10	
The student's essay is clearly articulated and connects the need for nonviolent peacemaking to address the growing anger and conflicts within and across our communities (10)	/10	
The applicant demonstrates an appropriate amount of research and makes appropriate references as needed. (10)	/10	
The applicant considers and adequately addresses the appropriate risks for this project. (10)	/10	
The student's project provides an innovative and creative approach to increasing peace-making and conflict resolution within and across different communities. (20)	/20	
The student project's content clearly connects the revised 21 st Century Peace Making Skills included in the project's materials. (20)	/20	
Overall impression of the student's essay: 1) understanding the need, 2)an understanding of what can be done to address this need, 3) realistic plan to engage other youth in this project (20)	/20	

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<i>Total</i>		
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Notes for other readers (optional)