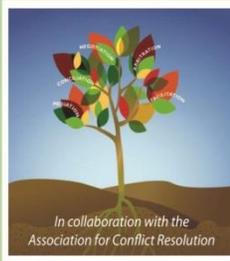


# READERS GUIDE 2014

## *World Peace and Other 4<sup>th</sup> Grade Achievements*

BY JOHN HUNTER



October is

**Conflict Resolution Month**

in Colorado

**Listen. Talk. Work It Out.**

[www.conflictresolutionmonth.org](http://www.conflictresolutionmonth.org)

Each year, Conflict Resolution Month in Colorado selects a book as recommended reading for the community at large, with a goal to spread information and encourage conversation on ways to resolve conflicts at all levels of society. Although *World Peace and Other 4<sup>th</sup> Grade Achievements* describes the process that John Hunter, a 4<sup>th</sup> grade teacher in Virginia, developed to teach his students about world issues, the book conveys many lessons that individuals, families, groups, communities, and schools may apply to their own challenges. During each World Peace Game session, students face and overcome fifty global problems, many of which mirror problems we face today such as land disputes and climate change. The World Peace Game is not a traditional zero-sum game; it is only won if, at the end of the game, each and every group is better off than they were at the start. This is but one lesson contained in this book: in order to create a lasting solution to a conflict, all parties must benefit in a meaningful fashion that may (and will) vary across groups, families, cultures, or nations.

### THE GUIDING QUESTION:

How do we step out of well-established (or well-entrenched) conflict resolution and problem-solving patterns to develop effective, creative, and mutually beneficial solutions that leave all parties better off?

### INDIVIDUALS

We are all members of multiple communities, and our actions have effects that reach far beyond us. Interconnectedness is a recurring theme in this book. As you read, consider the many communities of which you are a part (i.e. school, workplace, neighborhood, faith, service club), and how interconnected we are within and among our various communities. Do you see ways you can strengthen your connections to your own groups? Are there opportunities for you to create new connections among groups?

### FAMILIES

Although success has many different definitions, all parents want their children to succeed. In Chapter 3, Hunter discusses the importance of experiencing failure and the lessons it teaches that are so vital to future success. As you read this chapter, consider the possibility that one must sometimes allow a child to fail in order to build the strength and resilience needed for future successes. How can failure become a learning opportunity, and how can parents create safe spaces for failure?

### WORKPLACES

As you read Chapter 6, consider how choices and the consequences of those choices are weighed in the workplace. The student entrepreneurs in this chapter have powerful realizations about their business strategy, and we see how they shift their strategy accordingly for the long-term benefit of all. In your workplace, do you see opportunities for mutually beneficial strategic shifts? Are there steps you can take to create these opportunities?

### COMMUNITIES

Consider how power is perceived and exercised while reading Chapter 5. This chapter speaks to the power of collaboration and the value of intentionally including the strengths, abilities, and perspectives of every team member in the development of strategies and solutions. As a community member or leader, what can you do to ensure that a wide variety of voices or perspectives are included in decision-making processes?

### SCHOOLS

Think about the value of confusion as it is expressed in Chapter 2, as well as the importance of allowing “empty space” for the development of creative solutions. As a teacher or as a parent, do you see ways this may be incorporated into the teaching of lessons, either in the classroom or at home? How can we facilitate these valuable learning moments?

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