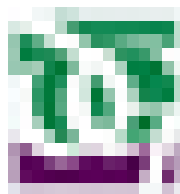


Juniper Peace Education Programme for Schools: *an invitation to relationship*

Final Report: September 2007 . June 2008

A joint project supported by UNIPAZ-UK and Dumfries
& Galloway Education Authority



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and

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My class really enjoy everything that we do. . . . They are beginning to see (like me) that Juniper is part of the day . not as a separate lesson. I am working on it and getting better at integrating Juniper principles into the weekly timetable so that it becomes part of the way that we think and relate to each other.+

Karen Scriven, Infant Teacher, Amisfield Primary School (2008)

Juniper is a brilliant workout.+

P7 pupil, Noblehill Primary School

HIGHLIGHTS:

- **More than 200 pupils have participated**
- **Training and support to more than 30 teachers**
- **Involvement of parents and non-teaching staff**
- **Evidence of whole-school integration**
- **Raised self-esteem, improved behaviour and academic performance**
- **Supporting transition from primary to secondary school**
- **Contribution to health and well-being of pupils and staff**

INTRODUCTION:

The Juniper Peace Education Programme for Schools invites children to experience and talk about peace: peace with oneself, peace with others and peace with Nature. Juniper offers skills and techniques- meditation, positive affirmations, deep relaxation and group work to name a few- to help children develop healthy relationships with themselves, others and the world around them. The programme reflects the global aspirations of the United Nations peace education charter as well as national education visions such as Scotland's Curriculum for Excellence.

The programme has been running in schools in England for the past 15 years through the Peace Foundation Network and in Scotland directly under the auspices of UNIPAZ-UK for the past 5 years. In 2005 a 3-session Juniper Leavers programme was offered to P7 pupils in 7 schools within the Dumfries & Galloway Education Authority. These sessions were aimed at helping children approach the transition from primary to secondary school more positively and with greater self-confidence.

The following year (2006/07) two other schools- Amisfield Primary and Nethermill Primary - took up a full 6-week programme as part of their Healthy Schools promotion. In both cases, the Head Teachers (Sheila Grant at Amisfield and Mark Valentine at Nethermill) were convinced and committed to having the programme embedded within school life and in the daily teaching practice of the school. Thanks to their commitment and the involvement of their class teachers, support staff, parents and pupils, the programme was a success. Both schools won Outstanding Achievement awards from the Determined to Succeed programme for their work (see Appendix for full report and evaluation). As a result, Dr Janice Rough, Education Officer from Determined to Succeed in Dumfries & Galloway, expanded the programme to a cluster of 11 schools, funding the programme over two years. This report summarises the first year's work (September 2007 - June 2008).

SUMMARY:

Phase 1: The initial phase of the programme (Sept 07 . Dec 07) focused on training and preparing the ground for the programme's implementation. Twilight and other training workshops were offered to teachers, support staff and parents in which the principles and practice were introduced. Participants had the opportunity to experience the programme first-hand and to discuss how to integrate it into their teaching practice.

Phase 2: During this phase (January 08 . June 08), schools took up either a 6-week or 3-week 'Transition' or 'Leavers' programme. Each was aimed at P6 and P7 pupils. To date, more than 200 pupils have been involved. In addition, training sessions have continued for teachers, support staff and parents. Particular focus has been given to training Infant teachers from the cluster. One teacher, Karen Scriven (Amisfield Primary) has taken an instrumental role in working with the programme facilitators David Keith and Michael Williams in adapting the programme for infant pupils and their teachers. The aim is to introduce the programme early in class life with the hope of building a strong foundation of practice and a positive ethos from an early age.

The programme invites children to participate in small groups for an hour a week. Here, they discuss and experience the nature of peace and conflict, with particular focus on managing conflict and nurturing positive relationships with self, others and the world around them. Through discussion, active listening, role-play, visualisation and storytelling pupils learn basic skills and techniques for stress-reduction, deep relaxation, creating positive affirmations, building self-confidence and esteem and nurturing healthy relationships in class and at home.

The Juniper Peace Education Programme reflects the principles and values inherent in the Scottish Curriculum for Excellence and aims to help children become more compassionate, confident, considerate and competent. Rather than being offered as an additional programme or subject the Juniper Programme seeks to integrate its principles and practices within the school's curriculum and daily teaching practice. It seeks to enhance teaching practice and encourage pupils and teachers to become more reflective and critical learners. Above all, it encourages participants to assume responsibility for their own well-being as well supporting the well-being of others.

To summarise, then, there have been 3 main areas of focus: (1) Delivering the Juniper programme to more than 200 P6 and P7 pupils; (2) Training of teachers with a particular focus on Infant Teachers; and (3) orientation workshops for support staff and parents.

Juniper Project Management Team

Aims: to manage overall implementation of Juniper programme; analyse and assess impact of programme and training. The group reported to Dr Janice Rough, Education Officer, Dumfries & Galloway Education Authority.

Name	Role
David Keith	Unipaz-UK, Programme Director and Group Chair
Michael Williams	Unipaz-UK, Development Officer and Juniper Facilitator
Linda Russell	Learning and Teaching Development Officer, D&G
Christine Whipp	Education Officer, D&G
Janie Riddett	Parent and Community Development Officer, D&G
Sheila Grant	Head Teacher, Amisfield Primary
Karen Scriven	Infant Teacher, Amisfield Primary
Christian Taylor	Class Teacher, Georgetown Primary
Dorothy Logan	Head Teacher, Noblehill Primary

PARTICIPATING SCHOOLS:

1. Amisfield Primary (6 sessions) . 10 pupils
2. Caerlaverock Primary (3 sessions) . 10 pupils
3. Calside Primary (3 sessions) . 32 pupils
4. Collin Primary (1 bespoke session) . 5 pupils
5. Georgetown Primary (6 sessions for 2 X P6 classes (42 pupils); 3 sessions for 2 X P7 classes (45 pupils))
6. Lochaberbriggs Primary (teacher training) . 2 teachers
7. Mouswald Primary (3 sessions for P7 (5 pupils))
8. Nethermill Primary (3 sessions) . 5 pupils
9. Noblehill Primary (self-funded) (6 sessions for P7 class (32 pupils))
10. Torthorwald Primary (teacher training) . 1 teacher
11. Tundergarth Primary (3 sessions) . 10 pupils

Pupils involved in Juniper Programme . 200+

Dumfries High School has expressed an interest through teacher Ann Brown who will attend the next Juniper Management meeting with a colleague. An enquiry of interest has also been received from Kirkcudbright Academy.

MILESTONES:

September 2007 . December 2007

Ongoing twilight and other training workshops for teachers and support staff.

January 2008

14/01 . Infant Teacher twilight session

21/01 . Support Staff training

28/01 . Infant Teacher training day

February 2008

Noblehill Primary begins 6-week programme

March 2008

3/03 . Parents Evening

4/03 . Parents Evening

17/03 . Infant Teacher twilight session

27/03 . Parents Evening

28/03 . Georgetown Primary begins 6-week programme

April 2008

Amisfield Primary, Caerlaverock Primary, Nethermill Primary, Tundergarth Primary begin programme

May 2008

Calside Primary, Mouswald Primary begin programme

June 2008

First year Juniper Programme concludes

Interest expressed by Dumfries High School and Kirkudbright Academy

Contribution to Dumfries High Health Promotion Day

In addition, training & mentoring sessions as well as experiential workshops have been offered to teachers, support staff and parents.

September 2008

At the time of writing (Sept 08) we are pleased to note that D&G Education Authority has confirmed that Karen Scriven is allocated one day per week to **support Health and Well Being with the focus** on teaching colleagues in the development of the Juniper Programme throughout the Cluster.

There has been a particular focus this year on working with Infant teachers in the cluster with a Training Day taking place on 28 January 2008 and a follow-up meeting on 17 March 2008.

A: INFANT TEACHER TRAINING

SCHOOLS INVOLVED:

Amisfield Primary - Karen Scriven
Calside Primary - Lynn McCormick & Hazel Hubbert
Collin Primary - Marion Leyva
Georgetown Primary - Carla Marchetti
Locharbriggs Primary - Joan Pearce & Karen Wright
Mouswald Primary - Elly Dick
Noblehill - Heather Cluckie
Torthorwald Primary - Jill Bromilow

GOALS:

- to understand the principles and values of the Juniper programme (David Keith);
- to appreciate its context within the Curriculum for Excellence (Michael Williams);
- to experience its value to teachers and pupils (Linda Russell);
- to implement aspects of Juniper in classroom practice and to reflect on impact (Karen Scriven);

Teachers committed to trying to implement aspects of the programme in their classrooms; in a subsequent follow-up questionnaire all teachers reported positively on their application of various skills and techniques in the classroom (see Appendix).

Karen Scriven, Michael Williams and David Keith are available external support persons; Karen Scriven and David Keith have also produced Affirmation Cards for particular use with infant pupils. These can be made available to other Infant teachers.

17/03 . twilight session allowed teachers to meet and share good practice and reflections.

FEEDBACK FROM INFANT TEACHERS ON TRAINING DAY:

- 100% said they had a 'good' to 'excellent' comprehension of the Juniper principles;
- 100% said they felt Juniper had a 'good' to 'very good' relevance to their teaching;
- 80% said they felt confident to try out Juniper in the classroom after the training;
- 100% said they felt relaxation techniques were important to their own and their pupils' well-being;
- 80% found the training relevant and useful and inspired them to begin applying the principles in their classroom.

INFANT TEACHER COMMENTS ON TRAINING DAY:

%have thoroughly enjoyed today because all the teachers, being Infant Teachers, share common experiences within their own classroom & children. Also being part of the Cluster will hopefully allow a continuity of similar practice & an opportunity to share practice and experiences.+

%Very enjoyable day which has given me lots to think about.+

%The practical aspects of how these ideas were introduced and used in the classroom

were most useful.+

I am keen to experience the pupils' reaction to some of the practices. Enjoyed today. Thank you.+

All other 'twilight' stuff fell into place today. Karen Scriven helped this greatly.+

Further Evaluation following 2 months of practice in the classroom:

The majority of teachers endorse their previous training day experience as 'essential' to enhanced practice. All teachers report feeling confident in applying the Juniper principles and techniques. The majority have also indicated a desire for further training and/or support.

Virtually all teachers found that their pupils enjoyed relaxation, visualisations, affirmations and the 'What's Your Weather?' exercise. One teacher commented that when used first thing Monday morning, the 'What's Your Weather?' exercise was indicative of [the children's] weekend news. . . . Pupils were keen to say why they are 'sunny', 'foggy' etc. [and] enjoyed writing and drawing about this.+

Another teacher pointed out how the affirmation cards encourage[d] us to compliment each other+and summed up: The Juniper Programme has given me the opportunity to discover how my class and myself can reflect upon our relationships and emotions. . . . [It] is a project which has complimented the techniques I use to create a holistic environment in my class.+

B: SUPPORT STAFF ORIENTATION

Support and non-teaching staff from all the schools involved were offered an opportunity to attend a Juniper orientation session in order to experience the programme first-hand and to ask questions.

FEEDBACK:

%Found the programme to be very thought-provoking and made me think more about myself and others: relaxing, open, friendly.+

%Makes you think more about your position in life- yourself and others. Always talk to the children and ask how they are.+

%Peaceful, Reflective, Thought-provoking, learned I need to relax.+

%Good, relaxing. Making me think of ME more and realising it's not selfish to do so.

Therefore making me a more relaxed person in work and home.+

C: PARENTS EVENINGS

Parents represented the following schools:

Caerlaverock (2), Calside (4), Collin (2), Georgetown (5), Mouswald (2), Nethermill (1), Tundergarth (4)

Facilitated by David Keith, Michael Williams, Karen Scriven and Janie Riddett;

GOAL: to understand and experience principles and practice of Juniper Peace Education Programme.

Challenges: to make as many parents aware of the programme as possible so as to embed the principles and practices within whole school community.

Initial feedback has been positive; further work to continue.

D: IMPACT OF JUNIPER PROGRAMME ON WHOLE SCHOOL

From the beginning, Head Teacher Sheila Grant and her staff at Amisfield Primary were convinced that the principles and practices of the Juniper Programme be embedded in school life. Thanks to their commitment and belief that Juniper could contribute positively to a healthy school ethos, this has been achieved in a variety of ways as outlined below by Sheila Grant:

- whole school assembly . all staff and pupils engaged, have shared affirmations and use the Pause [quiet sitting/meditation] for reflection
- each class has a peace bell and pupils have ownership
- senior class had a break from affirmations and relaxation *but* requested a return to these with a strong emphasis on relaxation
- all Support Staff have attended training and show understanding and respect for the programme
- a member of the Support Staff suggested a notice to be put on the class door to indicate the class were not to be disturbed during relaxation/Juniper time
- all pupils from P1 . P7 use affirmation cards and very good discussion has developed, with quite a bit of depth to the discussion
- all pupils and staff appreciate the need for calmness and realise this can be achieved easily with the support of the peace bell
- everyone is developing their ability to listen to others in more depth and respond appropriately.

The P7 children in Amisfield and Nethermill both requested, through their teachers, that we offer an extra session to them to bridge the many weeks' gap between the first three and last three sessions. Each of the children wrote a letter to us indicating what they were missing . and included some quite new areas they hoped we might cover in their relationships with themselves and others. As a result, we are looking into creating some research 'conversation' time, while some aspects of the Juniper Programme are transferred to the teachers and ordinary class time.

Sheila Grant and P7 Class Teacher Jennifer Goldie of Amisfield Primary included in the school's "Standards and Quality Report" comments on the impact of the Juniper Programme. Below, are some extracts from that report:

The Juniper Programme has had an impact on the P7 pupils, particularly the boys who have embraced this programme and value the strategies to support their independence. This was evident when the HT met recently with the Senior class and a strong request was made by the pupils for the Juniper sessions to be brought forward+

The [Middle and Senior class] now have the space and peace and quiet in order to enhance their learning and opportunity to further develop the Juniper programme, including Relaxation and Circle time.+

All pupils have a voice which is valued and are given opportunity to express themselves at House meetings, Circle time (including use of Juniper affirmations), Assemblies, etc. . . . Good use of the PSD and Health programmes, supported by Circle time and the Juniper Programme have improved pupils' self esteem, confidence and awareness of personal safety.+

The Infant teacher (School / Cluster Health Co-ordinator) has worked with the Lead tutor of the Juniper Project to develop Affirmation cards for the infants. The Affirmation cards allow the children to explore their own feelings and relationships with others. She has developed the programme within the infant class to include Relaxation, Visualisation and Circle Time where children are encouraged to express their emotions through a 'What's Your Weather?' exercise. The Infant teacher has taken a lead role in sharing practice of the Juniper Programme to other infant colleagues within the cluster.+

See also Karen Scriven's 'A little bit of peace and a little bit of quiet', her report on using Juniper techniques in her Primary classes at Amisfield Primary School, which has appeared in the April edition of *Link* magazine.

CHILDREN'S FEEDBACK:

The following feedback arises from children's questionnaires administered halfway through a 6-week programme with P7 children from Noblehill Primary School. After 3 sessions and close work with class teacher Helen Lee, 75% of the children expressed overall satisfaction with the programme. Of the children that scored 7/10 or higher the average was 83%.

69% of the class recorded an increase in personal quality of life in class

62% spoke of an easing in the relationship they had selected for improvement

76% indicated a high uptake of use of their Affirmation Cards, using them at home, with and without family members and in class.

62% felt that the class had increased its 'peaceful class' score from a 4/10 to an average of 6/10. Their target by the end of the course is an 8.

COMMENTS FROM P7 PUPILS AT NOBLEHILL PRIMARY:

- %am happier speaking in front of people.+
- %don't fiddle as much.+
- %am happier with Maths, I do it better now.+
- %talk to my Mom more.+
- %Talking with my Dad . . . having dinner together.+
- %We [the class] have got more friendly with each other.+
- %The class] is more peaceful.+
- %We work together more.+
- %Everyone is trying their best to do more stuff.+
- %Juniper is a brilliant workout.+

Feedback was consistent throughout the programme. In fact, all groups of pupils reported an 80% or better satisfaction rate with the programme.

NEXT STEPS:

- to evaluate first year's work
- to plan with Juniper Management Committee the following year's work
- to complete a Pupil's Workbook and Teacher's handbook and other resources
- to begin a Juniper Programme book which will provide an introduction to the programme and an outline of its principles and rationale (with contributions from David Keith, Michael Williams, Linda Russell and Karen Scriven)
- to secure future funding
- to plan future training sessions and ongoing support for teachers, support staff and parents.

David Keith and Michael Williams
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