



CURRICULUM CONNECTIONS:

Teaching Children to Live and Act Peacefully



**PEACE
STUDY
CENTER**

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Peace Study Center Curriculum Guide
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Peace Study Center Curriculum Guide Introduction

The following pages include specific lessons to be used with our Peaceful Classroom Posters. Here are a few pointers for using these posters and the curriculum plans that go with them:

- Each poster has a set of lessons. Most of these can be used either sequentially or non-sequentially. If the lessons need to be used in order, it is indicated at the top of the page.
- Each lesson includes an objective, materials, activities and an assessment.
- Most lessons make use of one or more books; all of the books are available at the Peace Study Center. Many of these books are also available at the Enoch Pratt Free Library or the Baltimore County Public Library System. When they are available at either of these libraries, this is indicated on the form with EP or BC after the book's first appearance in the lesson.

I Like Myself

Overall Goals

1. Children will be able to articulate reasons why they like themselves.
2. Children will be able name three ways they can take care of themselves: eating healthy food, getting enough sleep, exercising, saying kind things about themselves.
3. Children will be able to articulate why being kind to themselves is related to being kind to others.

Lesson One

Objective: Children will be able to name two ways they can take care of themselves: getting enough sleep and exercising.

Materials:

Exercise and Rest (Healthy Choices) by Sharon Dalglish
Paper and crayons for each child

Activities:

- 1) Read *Exercise and Rest* to the children, stopping often to talk about the different ideas in the book.
- 2) After discussing the book with the children, have each child draw and color a picture depicting them doing something they learned about from the book.
- 3) Follow up activity: have children do a simple exercise together (jumping jacks or running in place). Talk about exercising enough to make you “puff, but not so puffed you cannot talk.”

Assessment: Children will be able to talk about the picture they drew and name two or more things they can do to take care of themselves.

Lesson Two

Objective: Children will be able to identify healthy foods versus foods that are not healthy.

Materials:

The Gulps by Rosemary Wells (EP & BC)
Pictures of a variety of foods (can be taken from internet or advertising flyers), may need scissors
Mats (or poster boards) for sorting pictures (could be used just to move pictures around, or could be used for a collage of healthy and unhealthy foods)

Activities:

- 1) Read *The Gulps* to the students, talking about why the Gulp family eats so much unhealthy food (This book is an excellent example of how we are all

influenced by advertisements and the world around us. It can lead into great discussions of being aware of how the advertising world is influencing us.)

2) Have students cut pictures of food from advertising flyers or magazines. (Or have the pictures already pre-cut for them to manipulate. Ask students to sort the pictures into two groups: healthy foods or unhealthy foods. As they are sorting the pictures, be sure to ask them why a food goes into the healthy group or the unhealthy group.

3) *The Gulps* is written in a very non-judgmental way, so be sure to follow this format in your discussion. Eating unhealthy foods is not a “bad” thing. But, eating healthy foods can mean that we are taking better care of our bodies. Be sure to explain that there are times when we can eat some unhealthy foods for special celebrations so children know that it is important to eat these foods in moderation.

Sorted pictures can be made into a collage to be hung in the classroom.

Assessment: children are able to correctly sort the foods and to say why a certain food is healthy or unhealthy.

Lesson Three

Objective: Children will practice Yoga exercises and articulate why this is good for their bodies

Materials:

Children’s Book of Yoga: Games and Exercises Mimic Plants and Animals and Objects by Thia Luby (EP)

Space for children to spread out, preferably with exercise mats on the floor

Activities:

- 1) Following the guidelines of the book, teacher will lead the children in a series of exercises in which they imitate plants, animals and objects.
- 2) After exercising together, teacher will lead children in a discussion of how these exercises are good for their bodies.

Assessment: Children will be able to articulate why the exercises are good for their bodies.

Lesson Four

Objective: Children will be able to list three reasons why they should eat healthy foods.

Materials:

Gregory the Terrible Eater by Mitchell Sharmat (EP)

Collages from Lesson Two

Activities:

- 1) Read *Gregory the Terrible Eater* and discuss his eating habits. In this book, the goat is a good eater (by human standards), but a poor eater by the goat parents' standards. So, it becomes a bit of a puzzle for the children to work through.
- 2) Refer back to the collages, or food sorting activity conducted with Lesson Two and have children again identify foods that are good and not so good for them to eat.
- 3) Discuss why it is important for children to eat healthy foods.

Assessment: Children will be able to differentiate between good foods and not so good foods and articulate why they should eat mainly good foods.

Lesson Five

Objective: Children will be able to articulate why they like themselves.

Materials:

Just Because I Am: A Child's Book of Affirmation by Lauren Murphy Payne

Blank sentence strips, at least two per child, writing implements and for those children who cannot yet write, scribes to help with the writing

Activities:

- 1) Read *Just Because I Am: A Child's Book of Affirmation* with the children. You may want to read one section a day over a period of days and discuss it with the children, asking what does it mean to affirm yourself? What good things can you say about yourself?
- 2) After reading and discussing the affirmation book, give children an additional opportunity to articulate positive affirmations about themselves. Then show the children how these affirmations can be written onto sentence strips, by giving them two or three examples. Have each child write at least two affirmations on sentence strips, using scribes if necessary. Keep one of these in the classroom displayed on a bulletin board and send one or more home with each child.

Assessment: Each child will be able to articulate one or more reason why they like themselves.

Lesson Six:

Objective: Children will be able to articulate why being kind to themselves is related to being kind to one another.

Materials:

Exercise and Rest (Healthy Choices) by Sharon Dalglish
The Gulps by Rosemary Wells

Children's Book of Yoga: Games and Exercises Mimic Plants and Animals and Objects by Thia Luby
Gregory the Terrible Eater by Mitchell Sharmat
Just Because I Am: A Child's Book of Affirmation by Lauren Murphy Payne

Activities:

- 1) Review the books with your students, even rereading sections of them. Together with the children, make a list of things that they can do to be nice to themselves, including eating right, getting enough sleep, exercising and being positive about themselves.
- 2) Ask children to think about how being nice to themselves will help them to be nice to others. Give them a few minutes to think about this and then share their ideas with one other person. Have some of the children (or all of them if there is time) share with the larger group. Accept any answers, but be sure to emphasize those who talk about how being healthy helps us to be more kind and helpful to others.

Assessment: Children can list reasons why being kind to themselves helps them to be kind to others.

On-going work in this area:

Teacher can make note of when children are being kind to themselves and comment to them on this, or keep a list in the classroom where students' names are added when they are eating right, exercising, or getting enough rest.

One day a week can be set aside for positive affirmations about themselves, giving students an opportunity to tell others what they like about themselves. These affirmations can be extended to having students say positive things about their classmates as well.

I'm a Good Friend

Overall goals

1. Children will begin to identify all others as potential friends
2. Children will learn to express themselves with helpful words rather than angry words or actions
3. Children will learn to take turns with possessions, actions, and words.

Lesson One: I share

Objective: Children will learn to take turns with possessions, actions, and words

Materials:

The Bear Who Shared by Catherine Raynor (EP & BC)

Activity:

Read the book to children and talk about why Norris shared and why Tulip and Violet did not want to share. Ask how they think Norris, Tulip, and Violet felt at different points in the story.

Assessment:

Watch for sharing moments in the classroom. Be sure to emphasize turn-taking as a form of sharing. Have a special Norris the Bear Hat (made from a baseball hat with a picture of a bear on it) for the children to wear when they are being especially sharing with their friends.

Lesson Two: I make friends

Objective: Children will learn how to share with those in the classroom who are not their "best" friends.

Materials:

Four Feet, Two Sandals by Karen Lynn Williams (EP & BC)

Scissors, outlines of footprints, tape

Activities:

- 1) Introduce the book by talking about the refugee camps in Pakistan and other places in the world. Ask the children to think about the hardest thing they have ever had to share. Read the book to children and talk about how Lina and Feroza become friends. Ask the children to think about how it would feel to not have shoes to wear and to have to share one pair of shoes for two people.
- 2) Put the children into pairs, deliberately separating those who are "best" friends. Give each pair of children one pair of scissors and outlines of footprints to cut out. As they share the scissors to cut out their footprints, ask

them to talk about how it feels to take turns and to wait for their turn with the scissors. Depending on the age of the children, you may want to set some boundaries or give specific times when the turn taking has to take place. Once all the footprints are cut out, tape them in place to make a line where the children normally line up to get ready to leave the classroom. These will stay on the floor for a few days as a visible reminder of sharing, both the scissors and the sandals from the story.

Assessment: Observe the children sharing the scissors. Watch for examples of sharing in the classroom and call attention to these.

Lesson Three: Sharing with friends

Objective: Children will learn to share with their friends and classmates.

Materials:

Mushroom in the Rain by Mirra Ginsburg (EP)

Mushroom pattern, construction paper, scissors, crayons or markers

Activities:

- 1) Read the book to the children, pausing to stop and talk about the ideas of sharing, making room for others and the consequences of sharing or not sharing.
- 2) Depending on the age of the students, either provide each with a cutout of a mushroom that they can glue onto a piece of construction paper, or provide them with the materials to make a mushroom shape that they can then glue. Once the mushrooms are glued to the construction paper, have the children draw all the animals that crowded under the mushroom while they talk about sharing in small groups.

Assessment: Role-play a mushroom, perhaps under a classroom table. Help children use words to invite others into their shelter.

Lesson Four: Sharing even when it is hard to share

Objective: Children will learn to use words to encourage sharing.

Materials:

One Winter's Day by Christina Butler (BC)

Winter hats, mittens, and scarves

Activities:

- 1) Read the story to the children. Discuss the sequence of the story with the children, emphasizing how Hedgehog felt as he gave away more and more of his winter clothes.
- 2) Divide the class into groups of five, giving one child a set of mittens, a hat and two scarves. Ask each group to act out the story, with the child who has all the winter clothes sharing them gradually with his/her friends.

Discuss the feelings each had when sharing or receiving the shared clothing.

Assessment: Ask each child to name one thing that would be difficult for them to share and tell when or why they might choose to share this item with another.

Lesson Five: Learning to take turns

Objective: Children will learn to use words in a positive way in order to share with one another.

Materials:

It's Mine by Leo Lionni (EP)

Activities:

- 1) Read the story with the children, taking time to identify the behaviors of the frogs. Talk through the solution to the problem of their selfishness.
- 2) Have children act out the parts in the book, first as frogs and then as people wanting to possess things in the classroom like the floor, the windows, the door. Allow children to develop their own solutions as the toad did for the frogs.

Assessment: Observe the children in the classroom, praise those who are using words in a positive way.

Final Assessment and follow up ideas:

Watch for moments when the children are sharing well, either with the toys, books, etc. in the classroom, or with the objects they bring from home. Have a class reward for good sharing and the teacher can give out positive feedback by putting objects into a jar, or filling in squares on a grid printed on a large piece of poster paper. Once the jar grid is filled, the class reward could be a gift that will be sent to a refugee camp or something of a similar nature. By sharing together, the class, will have made this gift possible.

Other stories that can be shared

Stone Soup by Marcia Brown or other versions (EP)

The Mitten Tree – Candace Christiansen (EP)

Llama Llama time to share by Dewdney, Anna (EP & BC)

The Mitten by Jan Brett (EP & BC)

I Can Help Others in Need

Overall Goals:

1. Children will identify basic physical human needs
2. Children will identify emotional psychological needs
3. Children will empathize with those whose needs are not being met
4. Children will differentiate between needs and wants
5. Children will create a way to help others in needs

Lesson One:

Objective: Students will share with others what they identify as basic physical needs.

Materials:

Uncle Willie and the Soup Kitchen. By Dyanne Disalvo-Ryan (EP)
Fly Away Home by Eve Bunting (EP & BC)

White paper to cover walls: One wall simply says “basic physical needs”

Crayons, markers,
Magazines, glue, scissors

Activity:

After reading one of these two books to the class, have children go to the “Needs” wall and draw, write or paste pictures of things they think are basic needs. You may choose to continue this activity by reading the second title on another day.

Assessment: Teacher will determine if class has included all the basic physical needs and coach the group if needs are omitted.

Lesson Two:

Objective: Students will share with others what they identify as basic emotional or psychological needs.

Materials:

Something Beautiful by Sharon Wyeth (EP & BC)
The Other Side by Jacqueline Woodson (EP)

Activity:

After reading one of these two books to the class, children will go to the “basic emotional needs” wall and write or draw or paste pictures of things they identify as basic emotional or psychological “feelings” needs. Children may listen to the second title and continue with the activity.

Assessment: Teacher will determine if class has included the needs seen in the books and coach the class if basic emotional or psychological “feeling” needs are omitted.

Lesson Three:

Objective: Students will try to empathize with those whose needs are not being met.

Materials:

Uncle Willie and the Soup Kitchen. By Dyanne Disalvo-Ryan
Fly Away Home by Eve Bunting
Something Beautiful by Sharon Wyeth
The Other Side by Jacqueline Woodson (EP)

Another wall covered with paper – labeled “How do I feel?”
Markers

Activity:

Remind children of the story from each of the books. If much time has passed, you may need to re-read one or more of the stories.

Make a column for each book and then list the main one or two characters under the title.

Ask children to identify how each character “feels” at the point when his/her needs are not being met.

Ask individual children to choose a character and “charade” how it feels when needs are not met; Let class members guess which character in which book the students are “charading”. (Be prepared for students wanting to share how it feels when their individual needs are not met.)

Assessment: The teachers and the class can discuss if they understand how it feels not to have needs met.

Lesson Four

Objective: Students will understand the difference between wanting something and needing something.

Materials:

Picture cards of objects:

Activities:

1) As children hold up picture cards; the class gives thumbs up to needs and thumbs down to wants.

2) Each child can share orally one thing he or she would want but knows he or she doesn't need.

Each child can then select in addition to his or her wished for item; one other item that would be nice to have but isn't needed. (Thumbs up; for that additional item/ could be graphing a math lesson here!)

Assessment: Students can explain how they determine what something they need is vs. something they want.

Lesson Five

Objective: Students will understand that they can help others in need and that even middle class families use public services to have needs met.

Activity:

Ask someone who works with people in need to speak to the class. (This could be a yearlong program.) If possible arrange for a tour of a soup kitchen, homeless shelter, clothes closet, library, police or fire station (we need books and laws!!); take public transportation for the tour if this is appropriate for the children.

Assessment: Students may want to collect something to share with others: food, clothing, toys, personal care items or they may want to help others by performing a service such as a litter pick up or making "thinking of you cards" for people in nursing homes.

I can be kind to animals

A Five week series to help children interact in a positive way with animals.

Overall Goals

1. Children will approach an animal in the right way.
2. Children will be kind and gentle with animals.
3. Children will listen to what an animal is communicating.
4. Children will provide what animals need.
5. Children will provide special care for special needs animals when necessary.

Each lesson will be based on a book and includes songs, movement and fingerplays, book discussions and the creation of a take home project to share with families.

Lesson One: Approaching animals

Objective: Children will approach an animal in the right way and be kind and gentle with animals.

Materials:

Tails are Not for Pulling by Elizabeth Verdick
Stuffed animals for practice
Magnets and faux fur to be glued onto the magnet
Animal-rabbit

Goal: To teach positive ways to handle animals
To help children listen to animals to know what they want

Activity:

Read the book and then practice petting a stuffed animal.
Practice petting a real animal. Make an animal magnet with faux fur as a reminder to be gentle with animals

Assessment:

1. The children will demonstrate how to pet an animal.
2. The children will identify positive or negative sounds that animals make to show whether they are happy or sad
3. The children will share one positive way to treat an animal.
4. The children will share one reason you should not pull a tail or poke an animal.

Lesson Two: Providing for animals

Objective: Children will be able to provide what animals need.

Materials:

Buddy Unchained by Daisy Bix
Animal- Cat or chicken
Paper and crayons for making a small book

Activity:

Read the book and discuss the things that all animals need. Make a booklet to take home showing all the dogs need food, water shelter, exercise, pet care and love.

Assessment:

The children will be able to name 4 things that animals need.

Lesson Three: Being Kind to animals

Objectives: Children will be able to approach an animal in the right way and be kind and gentle with animals.

Materials:

May I Pet Your Dog? By Jan Ormerod (EP)

Puppet of an animal, preferably a dog, but any animal puppet would work

Animal – Dog

Recipe for making dog biscuits and ingredients for the biscuits

Activities:

1) Read the book and then practice how to pet a dog with a puppet and then with a real dog.

2) Children can act out being a dog and take turns petting each other.

Children will practice saying: May I pet your dog before they approach or pet the puppet, each other or the real dog.

Optional activity: Group will make dog biscuits to send a shelter.

(see recipe attached)

Assessment: Children will pet the puppet and the dog gently

Lesson Four: Being kind to animals

Objective: Children will be kind and gentle to animals; children will be able to name what a duck needs

Materials:

Lemon the Duck by Laura Backman

Duck

Camera

Activities:

1) Have the children remember what a dog needs and change it to what a duck needs

2) Take the children's picture with a duck

3) Show children that ducks have oil glands to keep their feathers dry when they swim.

Assessment: Children are able to name four things that a duck needs and relate this to what a dog needs. Children pet the duck gently.

Lesson Five: Review Session

Objective: review previous objectives from first four lessons

Materials:

Pictures of each child with a duck
Simple wood frames for a picture
Decorating materials such as markers, glue, stickers, pieces of felt, etc.
Basket for collecting donations for local animal shelter

Activities:

- 1) Children will bring their favorite stuffed animal to introduce to the class.
- 2) Children will be invited to bring something for the animal shelter – can of food, old towel, blanket, toy and newspaper
- 3) Children will show/tell us what they remember about the previous lessons, what animals need, how to pet a dog
- 4) Children will decorate a frame to hold the picture of the duck and child as a reminder of the previous lessons.

All books will be available for loan through the Peace Study Center.

I Can Help to Take Care of the Earth

Overall Goals

1. Children will identify simple things that they can do to take care of the earth such as putting trash in trash cans, using water sparingly, turning off lights when not in use.
2. Children will be able to give definitions for reduce, reuse and recycle.
3. Children will be able to identify times in their lives when they reduce, reuse and recycle.
4. Children will identify ways that they can work together to take care of the earth.

Lesson One: Gain an appreciation for the earth

Objective: Children will gain an appreciation for the earth, both its beauty and its vulnerability.

Materials:

Our Big Home by Linda Glaser

Optional: video of Reading Rainbow for this book:

<http://vimeo.com/6371119>

Pictures of local sites, could be taken by the teacher, or could come from internet searches. For Maryland, could show pictures of local hiking areas with trees, streams, etc., pictures of the ocean, either in the harbor or on the Maryland Coast.

Paper and pencils for each child

Activity:

1) Read *Our Big Home* with the children and discuss the beauty of the earth as well as the earth's vulnerability to things like trash. Children identify ways that they can take better care of the earth.

Assessment: Children are able to name three things they can do to take care of the earth.

Lesson Two: Ways to take care of the earth

Objective: Children will identify ways that they can work together to take care of the earth.

Materials:

Shota and the Star Quilt by Margaret Bateson-Hill

Paper and pencil for each child

Activities:

1) Read *Shota and the Star Quilt* and discuss the central problem (Shota's family's block is threatened by developers) and the solution (Lakota traditions are used to save the homes of families on the block).

- 2) Children discuss with the teacher ways that they can work together to take care of the earth.
- 3) Children either write or draw a story that includes ways to work together to save the earth.

Assessment:

Children's stories have some element of working together to save the earth.

Lesson Three: Recycling a home

Objective: Children will learn the meaning of recycle.

Materials:

A House for Hermit Crab by Eric Carle (EP & BC)

Tissue Paper, preferably brought from home, ask parents to save tissue paper from birthday and Christmas gifts for the classroom

Construction paper, glue and paintbrushes

Activities:

- 1) Read *A House for Hermit Crab*, discussing the idea of re-using someone else's house for your own. Introduce the word recycle to the children's vocabulary.
- 2) Working with recycled tissue paper, make tissue paper collages. For younger children, you can start with an image of a crab and encourage children to make a "home" for the crab. For older children, you can let them make any image they want. It is important to emphasize the recycled nature of this artwork.

Assessment: As the children are working on the craft, ask individuals what their definition of recycle is and ask them to identify something that they can recycle in their home or their school.

Lesson Four: Taking care of the earth

Objective: Children will learn ways they can take care of the earth.

Materials:

The Wump World by Bill Peet (EP)

Large cardboard boxes that can be cut into poster size pieces

Recycled materials to use on the posters

Activity:

- 1) Read *The Wump World* to the children. Discuss what happens when the Pollutians come to their planet. How do the Wumps act to save the planet?
- 2) Introduce the words reduce, reuse and recycle. Have students work in small groups to come up with ways that they can reduce, reuse and recycle to keep our planet healthy. Working with used cardboard and

other “saved” materials, have each group make a poster to illustrate their ideas.

Assessment

As the groups are making their posters, walk around the room and ask various students to describe how they will “reduce, reuse and recycle.” Make a note of students who are not able to use these words correctly. Use this opportunity to reteach the concepts.

Lesson Five: working together to take care of the earth

Objective: children will be able to identify simple things they can do together to take care of the earth.

Materials:

For the Love of Our Earth by P. K. Hallinan

Activities:

- 1) Share *For the Love of the Our Earth* with the students. Allow small groups of students to look at this book during their free time.
- 2) Bring the whole class together and discuss some of the activities that are shown in the book. As a class, select one or two activities that they can do together to take care of the earth.

Assessment:

As students are working on their group project, through listening and guided questions, assess which ones understand how the project is helping the earth.

Other stories to share:

Exploring the Environment Through Children’s Literature: An Integrated Approach by Carol M. Butzow

One Child by Christopher Cheng

I solve differences with words, teamwork and patience

Overall goals:

1. Children will use kind words to express how they feel.
2. Children will allow others to express how they feel even when others are angry.
3. Children will ask for help to solve hard problems.
4. Children will think about and listen to ideas that are different from their own.

Each lesson will be based on a book and includes movement, discussion, fingerplay and the creation of take home projects to share with families.

Lesson One: Introduce the idea of differences with an easily understandable concept

Objective: children will think about and listen to ideas that are different from their own.

Materials:

Two Eggs Please by Sarah Weeks (EP)
Restaurant Play Area, tables, menus, dishes, etc.

Goal: To teach children that we may all like our eggs served in different ways, and it's okay to be different.

Activities:

- 1) Before reading the book, ask children how they like their eggs cooked; if they are hesitant, give them some examples: scrambled, hard boiled, etc. Make a list of different ways to cook eggs and talk about likes and dislikes.
- 2) Read *Two Eggs Please* and discuss together what the different animals order. See if all the kinds of eggs mentioned in the book are on the class list. During free play time, allow the children to pretend in a restaurant. Encourage them to order different kinds of eggs.

Assessment:

Children will demonstrate that they are listening to each other when they are talking about eggs. Children will be able to express their own opinions without having anyone make fun of them.

Lesson Two: Helping children express anger

Objective: To help children express anger

Materials:

Poems About Anger, edited by J. Sweeney
Paper and Pencil

Activities:

- 1) Ask children if they ever feel anger. Allow each child time to express what makes him/her angry.
- 2) Read two or three poems from the book *Poems about Anger*. Tell the children that these poems were all written by children just like them.
- 3) For younger children, work as a group to write a poem about anger, based on some of the ideas they expressed earlier in the lesson.
- 4) For children in third grade and up, help them to brainstorm ideas for a poem and then have each child write a poem about anger. Children could also work in pairs to do this.

Assessment:

Children will be able to express their own ideas about anger.
Children will be able to listen to others read their poems about anger.

Lesson Three: Helping children express anger

Objective: Children will use kind words when expressing anger

Materials:

Poems About Anger, edited by J. Sweeney

Activities:

- 1) Remind children about the different things that make us angry. Share two or three poems from the book with the children. If children are willing, you could also share some of the poems that they have written.
- 2) Put children into groups of three or four. Give each group a scenario from a poem, or from their discussion of what makes them angry. (Scenarios could be: My brother ate all the potato chips that we were supposed to share; a child from class called me a name out on the playground; my mother makes me come in when I want to stay outside and play, etc.) Each group will discuss the scenario and then come up with a short play to show how to use kind words when expressing anger. (Teacher may have to model this for the children.)

Assessment:

Children are able to use kind words in their role-playing situations. Teacher will watch for times in the classroom when children are following this objective. She will call attention to students who use kind words when they are angry and reference the work with *Poems About Anger* that the class has been doing.

Lesson Four: Solving Problems

Objective: Children will ask for help in solving hard problems

Materials:

Is it My Turn Now? by Catherine Lukas (EP)
Art paper and crayons or markers

Activities:

- 1) Read the book, *Is it My Turn Now?* Discuss with the students the ways that the children in the story solve their problems. Ask children for ideas to for problem solving.
- 2) Divide the class into groups of three or four. Give each group a problem that may arise on the playground or in the classroom. (Problems could be: someone is bullying/name-calling on the playground; one child always cuts in line when going to or from the classroom; items are missing from locker or desk; one or more children are causing problems on the bus.) Ask each group to develop a way to solve the problem and draw the steps they would take. Encourage students to think of which problems need the help of an adult and which problems can be solved by using kind words.

Assessment:

Students are able to differentiate which problems can be solved on their own and which problems need the help of an adult. Students' scenarios indicate when an adult will be asked for help.
For additional assessment, the teacher will monitor when the students come to her for help solving a problem. S/he will encourage children to ask for help when appropriate.

Lesson Five: Listening to ideas that are different

Objective: Children will recognize the need to listen to ideas that are different from their own.

Materials:

Galimoto by Karen Lynn Williams (EP)
Pipecleaners for crafting

Activity:

- 1) Read *Galimoto* to the children. Discuss with them what Kondi was trying to do and why others would not listen to him. Ask children to describe a time when they had an idea that others would not listen to. Ask them to tell how they felt when no one would listen.
- 2) Give each child a set of 6 pipe-cleaners. Ask them to design and build a toy from these simple pieces. (You may want to put them into pairs, depending on the age of the group.)

Assessment:

In the discussion, children are able to articulate that it is important to listen to everyone's ideas even when we don't agree with them.

Lesson Six: Extension of Lesson Five for older students

Objective: Children will recognize the need to listen to ideas that are different from their own.

Materials:

Fish for Jimmy: Inspired by One Family's Experience in a Japanese American Internment Camp by Katie Yamasaki (EP)

Activity:

Read the book to the children and explain the time and events of the Japanese Internment Camps. Tell children that you do not believe that our government made a good decision and have them talk about examples when those in charge may make the wrong decision. What is our responsibility as citizens?

The Peace Pledge

I pledge to use my words to speak in a kind way.
I pledge to help others as I go throughout my day.
I pledge to care for our earth with my healing
heart and hands.
I pledge to respect people in each and every land.
I pledge to join together as we unite the big and
small.
I pledge to do my part to create peace for one and
all!

The Kids for Peace "Peace Pledge" ©2012
www.KidsforPeaceGlobal.org

How to set up a Peace Table

Conflict resolution is an important skill that is taught in the Montessori classroom. Parents often ask how to accomplish this in their homes. [Set up a peace table](#) in a peace corner in the home for the whole family to use. We recommend that you do this in your classroom, just follow the directions listed below.

Designate a particular area to be the peace corner. It can be a small table and chair set, special cushions, or whatever will stand out from other furniture and areas of the home. This area should only be used for conversations about conflict resolution.

Find some sort of peace pole, peace stick, peace flower, or other designated symbol. This symbol should only be used for conflict resolution conversations at the peace table.

When one person is upset with another, she needs to invite the offending part to the peace table by saying, "I invite you to the peace table." The person who does the inviting is the one who gets the peace flower. She then needs to calmly tell the other person why she is upset, focusing on "I" phrases. "I am feeling sad because you took my toy."

She then has to pass the peace flower to the other person, to give him an opportunity to speak. They keep passing the peace flower back and forth to take turns sharing what is on their minds. Only the person who is holding the peace flower is permitted to speak at a time.

Discussions at the peace table are meant to be calm, using kind words. Name-calling is not allowed. Yelling is not okay. If participants cannot stay calm, then the conversation needs to be briefly postponed, but never cancelled.

A conversation at the peace table should continue until the two parties can come to some kind of resolution. On occasion, a third party may need to help mediate, but ideally, only the people involved should be in the conversation.

While this is a technique primarily used in a Montessori classroom between two students, teachers can also use it when talking to children. Parents and siblings can use the peace table at home to inspire conversation and conflict resolution, instead of resorting to shouting.

Copied from the website:

<http://www.examiner.com/article/set-up-a-peace-table-at-home>