

LIVING VALUES

An Educational Program



An Introduction to Living Values Activities for Children, Ages 3-7

Contents | **Introduction** | **Peace Unit**

These selected book segments from *Living Values Activities for Children, Ages 3-7* are for viewing by educators and people interested in LVEP's Living Values Activities.

- ❑ The Contents page is included to give viewers an idea of other materials within the book.
- ❑ The Introduction and one unit of values activities are available for viewing. The Peace Unit is the first of twelve values units.

- ❑ For a list of Trainings presently scheduled around the world - [click here](http://livingvalues.net/events) or go to <http://livingvalues.net/events>
- ❑ To contact the LVEP Coordinator or Contact Person in your country or region or to request information about future trainings - [click here](http://livingvalues.net/support) or go to <http://livingvalues.net/support>
- ❑ Health Communications, Inc. will be publishing five of the LVEP books in the Fall of 2000.

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INTRODUCTION

Teaching Values

These values-based activities for 3- through 7-year-olds incorporate a variety of ways to explore values. Learning new concepts, sharing and thinking, creating, and teaching social skills are combined with playing, art, singing, movement, and imagining. The values activities can be used by elementary school teachers, nursery and pre-school teachers, parents, caregivers and day-care center staff. Adults involved are integral to the success of the program, for children learn best by example and are most receptive when what is shared is experienced. Patience, love, and seeing the beauty of every child are important and invaluable aspects. These will be your gifts to the children as you do these activities – and your behavior will enable the children to experience these values as their own and to use them in their interactions with others.

Our experience has been that children of this age are especially receptive to cooperative ways of interacting and a values-based atmosphere. They enjoy learning about the values and learn positive social communication skills easily. Children function at their best in a nurturing environment of respect, patience, and clear rules rather than of blame, shame, and anger. They enjoy expressing their thoughts and feelings and being acknowledged. Their vocabulary, ability to think constructively, and critical thinking skills develop along with social skills, emotional growth, and self-esteem.

Three Core Assumptions

There are three core assumptions upon which **LVEP** is built. The first assumption, drawn from a tenet in the Preamble of the United Nations' Charter, "*To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . .*": 1) Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society. The second assumption: 2) Each student does care about values and has the capacity to positively create and learn when provided with opportunities. The third assumption is the basis for creating an educator training program: 3) Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care -- where students are regarded as capable of learning to make socially conscious choices.

LVEP Trainings

The creation of a values-based atmosphere facilitates the success of this program, making it more enjoyable, beneficial, and effective for both students and teachers. During Living



Values: An Educational Program trainings, educators participate in values awareness sessions. They are asked to reflect on their own values, offer their ideas on elements within a values-based atmosphere, and imagine an optimal classroom environment. After teachers discuss their ideas on best teaching practices, LVEP's theoretical model and the rationale behind the variety of values activities is presented. This is followed by one or more sessions engaged in LVEP values activities for children and/or young adults. The workshop then turns to skills for creating a values-based environment: acknowledgement, encouragement, and positively building behaviors; active listening; conflict resolution; collaborative rule making; and values-based discipline.

Where Do I Begin?

There are activities on 11 values in this book. They are **Peace, Respect, Love, Responsibility, Happiness, Tolerance, Cooperation, Honesty, Humility, Simplicity, and Unity.**

The LVEP values activities for children this age are short; twenty minutes is usually sufficient. The activities can be easily incorporated into opening time, circle time, or language arts. Values are naturally reinforced during the entire day when the school chooses to focus on a value a month and the educators are committed to a values-based atmosphere.

It is recommended that all educators begin with the Peace and Respect units. There are 22 lessons in each of these two units. The Quietly Being exercises and conflict resolution skills developed during these first 44 lessons are important building blocks in creating both a values-based atmosphere and positive social skills.

Recommended Order of Values Units for Children ages 3 through 7 is:

Peace
Respect
Love
Responsibility
Happiness
Tolerance
Cooperation
Honesty
Humility
Simplicity
Unity

The teacher may note that the other Living Values Educational Program Values Activities for Children or Young Adults contain lessons for a twelfth value, Freedom. It is felt that a values-based atmosphere itself will create the feeling of freedom for children of this age.



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Freedom is introduced more formally with LVEP Values Activities at the 8- to 14-year-old level. However, the LVEP Facilitator Guide for Parent Values Groups briefly addresses the value of Freedom and its application for 0- through 7-year-olds.

What If Our School Wants to Do the Values in a Different Order?

It is important for each teacher, school, and/or school system to look at the needs of children and develop a program tailored to the particular setting. Always, however, start with the Peace unit and follow that with the Respect unit, as these first 44 lessons contain essential skills used throughout the other lessons.

A Variety of Values Activities

It is not enough for children to hear about values. To really learn, they must experience them at many different levels, making them their own. And, it is not enough to feel, experience, and think about the values; social skills are needed to be able to use values throughout the day. The youngsters of today increasingly need to be able to see the effects of their behaviors and choices and be able to develop socially conscious decision-making skills.

Reflections Points

The Reflection Points define values in simple ways for young children. Different points are discussed during the lessons. The teacher may wish to add a few of his or her own or use favorite sayings from the culture of the community.

In addition to defining values, the Reflection Points offer a values perspective, that is, of valuing the dignity and worth of each human being. For example, one Reflection Point in the unit on Respect for ages 4-7 is: *Respect is knowing I am unique and valuable.* Another is: *Respect is knowing others are valuable, too.*

Imagining

A few values units ask children to imagine a peaceful world or a happy world. For example, students visualizing a peaceful world are asked to share their experiences and then draw or paint a picture. This imagination exercise not only elicits creativity of “good students” but also interests students often considered resistant or “unmotivated.”

Visualizations make the values more relevant to students as they find a place from within where they experience that quality and create ideas they know are their own. Many of the values exercises require positive acknowledgement of children’s responses.

Quietly Being Exercises

Very often children do not like “having to be quiet” in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as



something enjoyable but as something necessary to do in order to comply with adult requests.

The first values unit on Peace has a story about Peace Stars. The children are introduced to the practice of enjoying being silent and peaceful like the stars. The Respect and the Love units also have Quietly Being exercises. These are designed to help the children enjoy “feeling” the value. Teachers have found that doing these exercises helps children quiet down, be more content, and concentrate more successfully on their studies. After Lesson 44, it is suggested that the teacher do a Quietly Being exercise daily. As you continue, allow the children to make up their own Quietly Being exercises.

Artistic Expression

Children are encouraged to reflect about values and experience them artistically and creatively through the arts. They paint peace, create songs, and dance cooperation. Little children make wings representing humility and self-respect, then sing a related song as they move in a circle. While some songs are included within the educators’ kit, teachers are encouraged to bring in the traditional songs of their culture or the cultures represented in the area and to sing those with the children.

Self-Development Activities

In these activities, students explore the value in relation to the self or build skills in relation to the value. For example, in the Peace unit, children use puppets to enact their peaceful world. In the Respect unit, students look at their own as well as others’ positive qualities. During an activity in the Honesty unit, children examine their feelings when they are honest. There are a few stories about values, and teachers are invited to bring in their favorite stories on the unit of focus.

Social Skills

The Peace unit has several lessons on conflict resolution. The Respect and Love units continue developing these skills. In the unit on Love, children explore concepts such as “giving flowers rather than thorns.” The Cooperation unit’s games are fun yet also elicit social communication skills.

Developing Skills for Social Cohesion

The units on Tolerance, Simplicity, and Unity bring elements of social responsibility which are interesting and fun. Using colors of the rainbow as an analogy, children explore the variety of cultures. The unit on Simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity and then work together on a project of their choice.



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Incorporating Values Into the Existing Curriculum

Introductory sessions, circle time, language arts, and social studies lead easily to an exploration of values, as do the arts. Teams of teachers can brainstorm values applications at their particular site or in their subject areas. The values lessons are brief, however, and many teachers enjoy doing them at the beginning of the day.

These Values Activities Are Only A Beginning -- Emerge the Values of Your Culture

It is our hope that these activities will elicit ideas from teachers and parents as they explore with children the variety of ways to experience and explore values. This material is intended to be a stimulus. Adapt them to your group of students. Use your own resources and creativity. Bring in stories, songs, and games from your culture and the cultures within and around your country to illustrate values. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education.

A variety of songs are included. However, since some of your children may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world. Ask the children to create their own plays and songs. They might even want to do a skit. Perhaps older adults can tell traditional tales and teach ancient forms of music. Send us your favorite values stories and activities!

Using the Values Units

Peace and Respect Units – The First 44 Lessons

Begin with Lesson 1 in the Peace unit. Values activities on peace continue through Lesson 22. There are another 22 lessons on the value of Respect. In each lesson, there is a discussion time and an activity. Reflection Points, songs, and Quietly Being exercises are gradually introduced. By the end of Lesson 44, the children will know a few songs and be familiar with two Quietly Being exercises (the *Peace Star* exercise and the *Respect Star* exercise), as well as a variety of values activities.

After the Peace and Respect Lessons

- 1) **Sing** – Begin or end with a song, as you prefer. Sing songs on the theme of the value with the children, but include the Peace, Respect and Love songs occasionally.
- 2) **Quietly Being Exercises** – Do a Quietly Being exercise once a day. Initially the teacher may wish to alternate daily between the *Peace Star* exercise and the *Respect Star* exercise. After the class has completed the Love unit, do the *Filling Up With Love* exercise every third lesson. For your convenience, these exercises are also in the Appendix. As the values lessons proceed, other exercises are introduced – and you may wish to allow the children to make up some of their own.



- 3) Lesson --** Do one lesson daily – or whatever your schedule permits. Lessons often include a discussion as well as an activity. They are in the recommended order. Feel free to be creative and add your own ideas as well as activities from the culture(s) of the children. For this age group the values lessons can be very short; twenty minutes is sufficient.

Circle Time – Try to provide circle or sharing time once a day, or, if not possible, once a week. Circle time is an excellent beginning for values time. The children can sit in a circle if there are less than 15, or if more, they can be grouped in front of the teacher. Ask what they feel good about today or what they are proud of. Or, ask them to tell how they showed love or peace to someone. Positively acknowledge whatever they share. It is a good time to engage in collaborative rule changes and conflict resolution as needed.

Adapt the Level of Language to Different Ages

Educators will need to adapt the level of language, directions, and the amount of adult assistance to the age of the children. That is especially important for this age range, as language and directions for a 3-year-old are simpler and more concrete than for a 7-year-old. Some of the activities can also be adapted for 2-year-olds. One of the authors initially did some of the activities she developed with 2-year-olds, and they responded very positively.

Values Assemblies

If the entire school is exploring the same value for a period of time, a short assembly is often an excellent way to start. A few teachers could create the first program. After that, different classes of children could take turns doing a song and a skit. Or, the Principal may wish to tell a story and involve a few children from the audience.

Acknowledgment of Responses

Occasionally there are students who are resistant to school and/or schoolwork, and that may include values activities initially. Part of resistance may be the anger at not being heard and at not feeling adequate or valued. Part of the success of these values activities is acceptance of each student.

Acceptance and acknowledgment of students' responses are essential components of many discussions that take place as part of the values activities. This may pose a challenge to teachers who are accustomed to having only "right" or "wrong" answers in the classroom. While there are "right" and "wrong" answers in math and science, for instance, a student's emotional feeling about a concept is simply his or her own.



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Resistant students may initially test the acceptance of their answers by giving nonstandard responses. For example, when asked about a peaceful world, a student might say, “War has to be part of a peaceful world.” Or, in response to a question in the Happiness unit about what he or she likes to hear, a student might respond, “I like to hear that I am bad.” Simply consider these responses as reflections of the student’s unhappiness. Nod with respect, just as you did to the other students.

It is sufficient to nod, but a verbal response acknowledging the student’s answer and restating the content of his or her message is a more effective method of giving respect. Consistently receiving respect from an adult in this way frees the student from the trap of blaming the adult for not understanding. Actively listening to such responses allows the student to accept her or his emotions, and begin to process them. For example, if the child draws guns in her picture of a peaceful world, the teacher might say in an accepting manner, if the child’s face seems tense, “It must be a little scary if there are guns even in a peaceful world.” (Please refer to the section on Active Listening in the LVEP Training Guide for more on this topic.)

It is important for the educator to be consistent in modeling his or her own values. At some point in the lesson, you may wish to add your own positive answer and why you believe that. Students are generally curious about teachers and are interested in a teacher’s passion for something noble/good/true. When this is done, resistance does fade, and the student’s natural qualities begin to emerge.

Symbols Used Throughout the Lessons

- A Reflection Point follows this dot.
- ◆ This denotes asking a question.
- . . . An ellipsis (three dots) means to pause.

Educators – Share with the World!

Educators Share

Adults (and children) using Living Values: An Educational Program are also invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values web site. Visit www.livingvalues.net. Or, send in your contribution to the nearest LVEP Country Coordinator.

Annual Evaluation: An important part of any program is evaluation. Your evaluation of the program and observations about changes with children are very important. Kindly let the LVEP Coordinator in your country know you are using LVEP, and you will be sent an Educator Evaluation Form annually. Or, you may fill out this form on the web site.

We hope you enjoy Living Values. Thank you.



VALUES ACTIVITIES FOR CHILDREN
Ages 3-7



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Peace Points

- **Peace is being quiet inside.**
- **Peace is having good feelings inside.**
- **Peace is when people get along and don't argue or hit.**
- **Peace is having positive thoughts for myself and others.**
- **Peace begins within each one of us.**



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PEACE UNIT

Goal: To increase the experience of peace.

Objectives:

- ☐ To enable children to quiet down easily, cooperating with a quiet signal within one minute.
- ☐ To enable children to enjoy being quiet and peaceful.
- ☐ To help children increase their ability to concentrate.
- ☐ To express peace artistically.
- ☐ To sing a song about peace.

Goal: To increase knowledge about peace.

Objectives:

- ☐ To imagine a peaceful world and be able to communicate through words and/or drawing what it would look and feel like.
- ☐ To play with puppets, enacting peaceful interactions.
- ☐ To be able to talk about one or more Peace Points.

Goal: To build conflict resolution skills.

Objectives:

- ☐ For children who are able to verbalize complete sentences to say the phrase: *“Arms are for hugging, not for shoving.”*
- ☐ To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- ☐ To identify through words and/or drawings what they do and do not like others to do.
- ☐ To identify through words and/or drawings kind things they can do.

PEACE LESSONS

Peace Points can be used to help define this value. They are often used as the first focus during values time or can be a discussion point as part of language arts. Ask the children to share their thoughts and experiences. With very young children, the teacher may wish to use a hand puppet to share the Peace Points.

For 5- through 7-year-olds, the teacher can choose to use some of the words and sentences as content for reading, spelling, and writing. As the students continue with the unit, they can create their own Peace Points. They can draw or write the points, or make up short stories about them.



Peace Lesson 1

Imagining a Peaceful World

Peace is often the first value introduced in a school or classroom. If the entire school is supporting a values program, there already may have been an assembly on peace. To reinforce what was said in the assembly, or to introduce in the classroom the first lesson on peace, the teacher may wish to play a song about peace or play peaceful but happy music as the students enter.

Explain: *“In the next four weeks (or whatever length of time), we’re going to learn about something very important. We will learn about peace.”*

Discuss:

- ◆ *Who can tell me about peace?*
- ◆ *What is peace?*
- ◆ *What does it mean to have a peaceful world?*

Say, *“Wonderful answers.”* Acknowledge all responses and thank the children for sharing. Continue with *Imagining a Peaceful World* exercise.

Imagining a Peaceful World

Lead the children in this imagining exercise. Say the following, pausing at the dots:

“Each one of you is smart. An interesting thing about children is that each child already knows about peace. Today, you can use your imagination to make a picture of a peaceful world in your mind. But to do that you have to be very still for a few minutes. Let your body be comfortable and very still . . . Imagine a world in which all the people in all the towns of the world like each other and get along very well. There is only peace. And imagine in one of those towns a pretty garden, with trees, and flowers . . . It’s very nice in the garden, the grass is soft, and you can hear birds singing . . . You watch the birds fly slowly across the sky . . . There is a safe and peaceful feeling here . . . There is a little pond nearby with golden fish swimming slowly . . . You watch the fish . . . They are swimming slowly and peacefully . . . Now, in your mind, picture a swing (or a hammock; whatever the children are familiar with) . . . You sit on the swing . . . Now one of your favorite people comes up a path, and is happy to see you . . . That person is very peaceful today . . . and that person slowly pushes you on the swing . . . You enjoy watching the pretty garden from up high . . . When you get off the swing, feeling peaceful and full inside, you see yourself in this room . . .”

Share: Ask the children to share their experiences. Acknowledge their responses.

Activity: Ask the children to draw what they imagined.



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Sing a Peace Song

There are many children's songs about peace in different languages around the world. Pick one of your favorites to teach the children. Or, make up a song with a simple tune and words, such as the one below. Children really enjoy singing. Sing a peace song every day.

I Am a Peaceful Star

I am a peaceful star, I am,
I am a peaceful star, I am,
When we care together,
When we share together,
We are peaceful stars, we are! (Repeat)

Peace Lesson 2 The Star Story

Teacher Preparation: If you are working with 3- to 5- year olds, make a Peace Star out of blue- or rose-colored paper. (Use thick paper, or glue several pieces together so it is thicker.) Sprinkle the star with glitter -- or decorate it in any way you wish. With young children you may want to put in facial features and use the Peace Star as a puppet to say the Peace Point.

Begin with the peace song the class sang in Lesson 1.

Introduction: Say, *"Stars are so beautiful in the sky. They sparkle and shine. They can be seen, but we cannot hear them. They are so quiet and peaceful. One of the ways we can feel peace inside is to think of the stars and imagine ourselves to be just like them. But before we do that, I am going to read you 'The Star Story.'"*

Read "The Star Story" (Appendix, Item 1).

When finished reading, say: *"Okay, for a few moments, let's become like the Peace Stars . . . Relax your body and sit quietly . . . Sit so quietly that the little star inside of you can shine brightly . . . It's a very quiet and lovely little star . . . Shining its light and bringing silence and love into this room . . . Good."*

Discuss: "The Star Story" and the following Peace Point: *One of the meanings of peace is having good feelings inside.* Ask:

- ◆ *Who can tell me about a Peace Star that had good feelings inside?*
- ◆ *Can anyone give me another example?*



Activity: Ask the children to draw a picture about “The Star Story.” The 6- and 7-year-olds can add a couple of sentences about their picture.

Peace Lesson 3 **Stars**

Discuss: Say, “*One of the Peace Points is ‘Peace is feeling quiet inside.’ Can someone tell me what that means?*” Acknowledge all answers.

Introduction to the Peace Star Exercise: Say, “*One way to be peaceful is to be quiet inside. Today, let’s practice feeling peaceful a little more . . . One of the ways we can feel peace inside is to think of the stars and imagine ourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They can be seen, but we cannot hear them. They are so quiet and peaceful. Let’s practice being peaceful. I want everyone to be very still . . .*”

Peace Star Exercise

“For a few moments, think of the stars and imagine yourselves to be like them . . . quiet and peaceful. . . . Let the body be still . . . Relax your toes and legs . . . Relax your stomach . . . and your shoulders . . . Relax your arms . . . and your face . . . You are a peace star . . . What color of peace do you shine with today? . . . perhaps with a rose color that has a feeling of being safe and loved . . . perhaps a blue color that shines a light of peace and courage . . . We are peace stars . . . still . . . full . . . relaxed and peaceful . . . Whenever you want to feel peaceful inside, you can become very still and quiet inside and remember that you are a peace star.

Activity: Ask each child to make a star. If they are toddlers, you may wish to cut out the stars beforehand. Or, 6-year-olds can help the younger children cut them out. Print the first name of each child inside each star. (If this is a new class, you can use these as name tags for the next few days.) Ask the children to decorate the stars with the materials available.

End with a peace song.

Teacher Note: The *Peace Star* exercise can also be found in the Appendix.

Peace Lesson 4 **Peace Puppets**

Begin with a peace song.

Imagining Peaceful Children in a Peaceful World



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Lead the children in this imagining exercise. Say the following, pausing at the dots:
"Today, you can use your imagination to make a picture of a peaceful world in your mind. Let your body be comfortable and very still . . . Imagine a pretty garden, with trees, and flowers . . . It's very nice in the garden, the grass is soft, and you can hear birds singing . .

You watch the birds fly slowly across the sky . . . There is a safe and peaceful feeling here . . . There is a little pond nearby with golden fish swimming slowly . . . As you walk by the pond, you see a couple of children your age walking toward you. They wave and say hello . . . The children invite you to play . . . You picture yourself playing with them. What game do you play? . . . You play for a while and talk for a while . . . You see other children playing a game nearby, and everyone is happy. No one fights in this place . . . You continue to have a good time with your friends . . . And when it is time to go, you all say goodbye . . . And then you bring your imagination back here to our classroom."

Discuss:

- ◆ *What was the peaceful world like that you imagined?*
- ◆ *How did the children act?*
- ◆ *What kind of things did they say?*
- ◆ *What game did you play?*
- ◆ *How did the other children get along?*

Activity: Make peace puppets. Start to make peace puppets with the children. (You can plan to finish them during the next lesson if you wish.) Tell the children they are making peace puppets so the puppets can act out the peaceful world they imagined. Finger or hand puppets can be simple. They can be made with a little envelope of paper or cloth that fits over a finger or the hand. A face can be drawn at the top. Or, the children can draw a face on a little piece of paper cut in a circle and then pasted on a stick. Or, more elaborate ones can be made, adding yarn as hair and tiny paper circles or buttons for eyes.

Song

Something Kind

Chorus: ^{Bb}Can you find the time
to be a little ^Fkind.
It all comes ^{Bb}back to you
^{Eb}When you ^Fdo something kind.

Verse: ^{Bb}Share a toy ^{Bb}or some food.
^FInside you'll ^{Bb}feel so good.
^{Eb}Remember to ^{Bb}hold the door.
^FPeople will like you ^{Bb}more.
^{Bb}Draw a picture ^{Bb}for someone.
^FBeing kind is ^{Bb}so much fun.
^{Bb}Go out of your ^{Bb}way to say,



^F“How are you today?”

(Repeat Chorus)

^{Bb}If a friend's ^{Bb}about to cry,
^FYou might stop ^{Bb}and ask why.
^{Bb}Let him talk ^{Bb}it all out,
^FThat's what being kind's ^{Bb}about.
^{Bb}It won't cost ^{Bb}anything,
 But ^Fbeing kind will ^{Bb}always bring
^{Bb}A happy smile on ^{Bb}your face.
^FYou'll make the world a better place.

(Repeat chorus two times.)

(Say) So remind everyone. Be kind.

- Contributed by Max and Marcia Nass

Peace Lesson 5 **Playing With Peace Puppets**

Discuss the following Peace Point: *Peace is having positive thoughts for myself and others.*

- ◆ *What does that mean?*
- ◆ *What would peace puppets say?*
- ◆ *What do peace puppets do?*
- ◆ *What would they not do?*

Activity: Finish making the peace puppets. The teacher may want to demonstrate for the class with a peace puppet on each of his or her hands. Allow time for the children to play with their peace puppets. At sharing time, ask small groups of three or four children to stand together in front of the class and allow their finger puppets to interact. The teacher can ask the puppets questions about what they like to do. Perhaps the teacher's peace puppet can interact with the children's peace puppets. Continue to involve the peace puppets in conversation. Maybe the peace puppets would like to put on a play!

End the lesson with a peace song. Begin learning a second peace song.

Peace Lesson 6 **Paint Peace**

Lead the children in the *Peace Star* exercise from Lesson 3.



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Discuss:

- ◆ *What does being quiet feel like?*
- ◆ *When do you feel most peaceful?*
- ◆ *If peace were a color, what color would it be for you?*

Positively acknowledge all answers.

Activity: Provide finger paints and ask the children to paint peace. The teacher may wish to play relaxing, peaceful music as the children paint.

End with a peace song or two.

Putting Peace Into Practice: When you want to the children to pause quietly for a few moments, tell them, *“For a minute, let’s be as peaceful and full of quiet happiness as the stars . . .”* This can be done several times during the day if you like. Wait until they are quiet -- and a few moments longer so they can become peaceful -- then affirm their good efforts, saying quietly, *“You are peace stars.”*

Sometimes 3- and 4-year-olds like to hug the Peace Star during the day. They can hug the one made as an example just before the teacher read “The Star Story,” or a Star Pillow can be made.

Peace Lesson 7 Enact the Star Story

Tell “The Star Story” again, asking comprehension questions afterwards.

Activity: Allow the children to act out “The Star Story” using stars they have made previously as props. Assign roles, and ask the children to act out the story as the teacher slowly reads it again. Or with very little children, tell them to pretend to be a star from “The Star Story” and let them create a “Peace Star Dance,” creating peaceful movements as the teacher plays peaceful music.

Peace Lesson 8 Symbols of Peace

Discuss what represents peace to the children: Say, *“Today I want you to think of something that means peace to you. Perhaps it’s a star, a dove, a biscuit, a cat, a lake, or . . . ?”*

Activity: Instruct the children to draw an object that means peace to them.



When they are finished, the teacher can allow the students to take turns in front of a projector light or a lantern, moving their object in front of the light in a darkened room, and telling why it is something that means peace for them.

- Adapted from an activity by Dominique Ache

Ask the students to decide if they would like to hang the objects from the ceiling (or whatever is convenient for the setting).

Peace Lesson 9 Story

Tell a story about peace that is one of your favorites, or one that is from the culture of the children.

Discuss the story and have them draw a picture about it or act it out as you tell it again.

Peace Lesson 10 Arms Are for Hugging

Begin the session with a peace song.

Discuss the following Peace Point: *Peace is when people get along and don't argue or hit.*

Root Sentences: Ask each child to finish the sentence: "*In a peaceful world, _____.*" The teacher can start by explaining what they will be doing and giving a few examples. Include the example, "*In a peaceful world, arms are used for hugging.*"

Then ask each child to finish the sentence: "*In a peaceful world, there would not be . . .*"
Ask:

- ◆ *How do you feel when you are hugged or spoken to sweetly?*
- ◆ *How do you feel when you are shoved, pushed, or hit?*

Introduce the phrase: In peace, arms are used for hugging, not for shoving. Ask the children, "*What are arms used for?*" . . . (Hugging) "*That's right, hugging.*" Ask them to repeat after you, "*Arms are for hugging.*"

The teacher can give everyone a hug and/or ask the children to give each other a hug. (In some countries, it is important to ensure that girls hug girls and boys hug boys.)

Activity: Tell the children they can draw a picture about the things discussed today.

End with a peace song.



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Peace Lesson 11 Arms Are for Hugging Continues

Begin the session with a song.

Root Sentence: Ask the children to stand in a circle, and tell them that today you would like to hear more of their ideas about a peaceful world. You would like them to finish the same sentence they used the day before: *"In a peaceful world, _____."*

Review the saying: "Arms are for hugging," and then the longer sentence, "Arms are for hugging, not for shoving." Lead the children in saying these two sentences.

Add that an important part of peace is knowing when to say "no." When someone is hurting you, it is a good idea to let that person know you do not like that and want him or her to stop. Tell the children they can say, *"I don't like it when you do that. Arms are for hugging, not for shoving."* Lead them in repeating the sentences.

Activity: Instruct the children to write the word "PEACE" in large letters on colored paper and to decorate it with pictures of flowers or whatever they wish. For younger children, lightly draw the letter "P" or the word "PEACE" and ask them to trace it and then decorate it.

Teacher Notes Prior to Lesson 12 Putting Conflict Resolution Into Practice

If the adult observes one child pushing another, firmly but patiently say:

- *"Tell him/her what you don't like. Say, 'I don't like it when you hit me. Arms are for hugging, not for shoving.'"*

If you encourage the children to use this phrase, they will soon be able to apply it independently. Conflicts will decrease as their appropriate communication skills develop.

If there is a more serious conflict, ask both children to sit down.

- Ask one child to say how he or she feels while the other listens. Ask the second child, *"What did he or she say?"* After it is repeated, ask that child the same question (how he or she feels) and have the first child repeat that.
- Then ask each one to tell the other what he/she would like the other not to do. Ask the listener to repeat what the speaker says.
- Then, ask them each to say what they would like the other to do. Each listener is to repeat what the speaker says.



- Ask if they can do that for a certain amount of time. Set a short enough time so they will be successful. For very young children, ask, “*Can you do that while you play with the blocks?*” Or, “*Can you do that until recess or break?*”
- Praise them for playing peacefully when they have been doing that.

In the above interaction, it is important for the adult to encourage the children to speak directly to one another and repeat what the other says. As each child voices her or his feelings, the intensity will decrease automatically as each child repeats how the other feels and the teacher listens, too. As the adult, do not adopt the position of “judge.” Comments that criticize, moralize, and judge decrease the effectiveness of the above process. One of the purposes of the process is for the children to learn to communicate and come up with appropriate solutions.

Summarizing the Steps of Conflict Resolution:

The teacher questions each of the two children, asking the children to listen when the other speaks so he or she can repeat what was said.

Questions to each child:

<i>How do you feel?</i>	<i>What did he/she say? (Repeat)</i>
<i>What would you like (<u>name of child</u>) not to do?</i>	<i>What did he/she say? (Repeat)</i>
<i>What would you like _____ to do?</i>	<i>What did he/she say? (Repeat)</i>
<i>Can you both do that?</i>	

(Set a short amount of time for them to do that, and praise them both at the end of that time for doing that.)

Peace Lesson 12 Conflict Resolution

Practice: Ask students to repeat the sentences they learned last time.

- *Arms are for hugging.*
- *Arms are for hugging, not for shoving.*

And when someone uses their arms to hurt, they can say:

- *I don't like it when you do that. Arms are for hugging, not for shoving.*

Ask children to practice the above line several times, encouraging them to say it clearly and firmly.

Explain:



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- Sometimes it is important to talk to people when we feel sad, angry, or upset. If someone has a problem with someone else, that child can talk to the teacher or the teacher's helper, and often the adult will help the child resolve the problem with the other child.
- When we talk to each other, then we understand each other, and we can solve the problem.
- When there is a problem, three questions help:

How do you feel?

What would you like the other person not to do?

What would you like the other person to do?

Discuss: Post the first question on the board: *How do you feel?* Ask:

- ♦ *How do you feel when someone hits you?*
- ♦ *How do you feel when someone calls you a name?*
- ♦ *What else don't you like other students to do?*
- ♦ *How do you feel when they do that?*

Listen and acknowledge their responses. As they give you their answers, the teacher may wish to draw a sad face by the question, or an angry face, etc.

Post the second question: *What would you like the other person not to do?* Repeat what they have already told you they don't like during the last set of questions. Ask:

- ♦ *Is there anything else you don't like other students to do?*

Post the third question: *What would you like the other person to do?* Ask:

- ♦ *What do you like other students to do instead?*
- ♦ *What are friendly things you can do?*
- ♦ *What are kind things people can do?*
- ♦ *What are peaceful things people can do?*

Thank them for their answers.

Demonstrate Conflict Resolution: Ask two students to volunteer to enact a "pretend" problem-solving demonstration. Explain the process -- that each student will be asked the same question. Each student needs to listen carefully so he or she can repeat what the other student said. Model the process, asking the three questions and asking each child to repeat the other person's answer. (See Summarizing the Steps of Conflict Resolution on the prior page.)

**Song**Monster

Chorus: ^AI don't want to be a monster.
I want peace today.
I don't want to be a monster.
Monster go away!

Verse: ^AWhen the monster comes out,
^{B min}I scream and shout.
^DHow can I make it go a-^Away?
If I cool off awhile,
And ^{B min}put on a smile,
^DSoon everything will be o-^Akay.

The monster in me
Is ^{B min}always angry,
^DIt wants to fight and never ^Acares.
So I give myself a hug.
^{B min}Out comes the love.
And the monster disap-^Apears.

(Repeat chorus two times.)

- Contributed by Max and Marcia Nass

Peace Lesson 13

Feelings

Discuss the following Peace Point: *Peace is having good feelings inside.* Then, ask:

- ◆ *How do you feel when another child calls you names?*
- ◆ *How do you feel when another child says something nice to you?*
- ◆ *What do you feel when someone does something kind?*
- ◆ *What kind things do you like others to do?*
- ◆ *What kind things do you like to do?*

Lead the children in the *Peace Star* exercise (Lesson 3).

Activity: Ask the children to work in groups of two. Ask each pair of children to draw one picture about the kind things the children like to do and like others to do.

Peace Lesson 14

Conflict Resolution Posters

Review the sentence to use when a child is stopping a conflict with another child who is pushing or shoving:



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- *I don't like it when you do that. Arms are for hugging, not for shoving.*

Review the three things we talk about if there is a conflict:

- *How do you feel?*
- *What would you like the other person not to do?*
- *What would you like the other person to do?*

Discuss all three questions with the students as was done in Lesson 13. But, this time make a list of all their answers.

Activity: For little children, ask them to draw a picture about the things they want other people to do instead of fight. For 6- and 7-year olds, ask them to form small groups. Each small group can make a poster of things the children do not want other people to do, and then a poster of the things they want other people to do instead. Ask them to create one poster now and the second poster during Lesson 15.

End with a peace song. You may wish to enjoy moving in a circle at the same time.

Peace Lesson 15 Conflict Resolution Posters

Begin with a peace song.

Activity: Finish the posters from Lesson 14. Then ask each group of children to share its posters (or drawings) with the whole class.

Demonstrate Conflict Resolution with two student volunteers, as was done in Lesson 13.

End with the *Peace Star* exercise from Lesson 3.

Peace Lesson 16 Animal Peace Masks

Activity: Tell the children that today they can make a mask of an animal (or a drawing if that is more appropriate for your culture). Think of why that animal would like peace.

Root Sentence: After the children make their mask or drawing, they can share: "I am a _____, and I like peace because _____."

End with a peace song, or the children can dance a dance of peace with their masks on. Each animal is to be peaceful with the other animals.



Peace Lesson 17
Story

Begin with a peace song.

Activity: Tell another story about peace from your culture or the culture(s) of the children. Discuss it afterwards, and then do an artistic or expressive activity.

Peace Lesson 18
Peaceful World Pictures

Imagining exercise: Do the *Imagining a Peaceful World* exercise in Lesson Four.

Discuss: Ask the children what they imagined and about their feelings during the imagination exercise.

Activity: Divide the children in small groups and allow each small group to draw or paint a picture of a peaceful world on a large piece of paper. Play relaxing music and ask the children to enjoy feeling peaceful as they make the big pictures. These may take a couple of days to finish.

End with a peace song.

Peace Lesson 19
Peaceful World Pictures

Begin with a peace song.

Discuss the following Peace Point: *Peace is having positive thoughts for myself and others.*

Activity: Allow each group to continue working on its large picture. The children may wish to attach some of the things they have made previously during the unit on peace.

Peace Lesson 20
Dove Game

Begin with a peace song.

Discuss the following Peace Point: *Peace begins within each one of us.*

Activity: Make squares for the Dove Game or for an adaptation of a children's board game in your country. While a board game will be too complex for many 3- and 4-year olds, they would enjoy making the squares.



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The Dove Game is an adaptation of a game from Spain, called the Goose Game. The Spanish board game has squares that form a spiral. Small groups of children can make the board game, drawing objects on small pieces of paper that can be later pasted onto a larger piece of paper in the form of a spiral. Or each member of the entire class can make one square, and then the squares can be laid on the floor of the classroom or outside in a large spiral. In the former, children would use dice and markers when they play. In the latter, they would use dice, but then stand by the square on the ground as they advance toward the finish.

Discuss: Ask the children to think about what pictures they would like to make for their game. There should be doves and other symbols of peace. One out of every five pictures should be a dove. Two out of every five pictures can be something that disrupts peace. For these, ask the children to draw pictures about what things they do not like other children to do. Arrange the pictures so that the fifth square is a dove, and then the tenth, fifteenth, and twentieth, etc. The last picture should be a picture of a completely peaceful world.

Game Rules: To play, the child rolls the dice. When a child lands on a picture of a dove, she or he says *"Dove to dove, I fly above,"* and then moves to the next dove (five spaces up). If a child lands on a disrupting-peace square, she or he is to give a solution. For example, if it is a picture of someone calling a name, the child can say, *"I don't like it when you do that; I want you to stop."* Or, if it is a picture of someone hitting another, she can say, *"Arms are for hugging, not for shoving."* When a child thinks of a solution, the child advances to the next peace square. The game is over when everyone reaches the last square of a peaceful world. Allow the children to encourage and help each other. The teacher can lead the applause when all the children reach the last square.

- Adapted from an activity contributed by Encarnación Royo Costa

Peace Lesson 21 **Play the Dove Game**

Begin with the *Peaceful Star* exercise (Lesson 3).

Activity: Play the Dove Game that the children made in the previous lesson. First explain the rules, then ask the children to practice verbal responses for landing on the dove and the conflict squares. Then ask them to play the game.

End with a peace song.

Peace Lesson 22 **Celebrate Peace**

Begin with a peace song.



Discuss all the things you have done and what you have learned during your peace time.
Admire all your work around the room.

Do the *Peaceful Star* exercise.

Do a peace dance or play the peace game the class created.

End with a peace song. Perhaps share cookies or sweets in the form of stars.