



May Howard Elementary School

Peaceful Communities for All

AN EARLY CHILDHOOD UNIT (GRADES PRE-K TO 2)



We would like to thank May Howard Elementary School in Savannah, GA (USA), for welcoming us into their classrooms and for providing feedback and additional resources for *Peaceful Communities for All*. We are grateful to educators Lindy Aiken (Pre-K), Rob Amonette (Visual Arts), Suzanne Fruits (first grade), Mary Beth Hannan (second grade), Anna Pierce (Guidance Counselor), and Dr. Ethel Bowles (Principal), who dedicated their time, talents, and ideas to the creation of this unit.

Thank you also to Jonathan Osborne, Director of Working Class Studio, a Division of the Savannah College of Art and Design, Savannah, GA (USA), for volunteering his time, expertise, and materials for the printing of T-shirts and tote bags to benefit the May Howard Elementary School UNICEF fundraiser, the Dove of Peace Café.

TABLE OF CONTENTS

Introduction	1
Background Information	
Unit Overview	
National Standards Alignment	
Creating a ‘Peaceful Place’	11
Peaceful Communities for All Framework	
Lessons and Enrichment Activities	15
Lesson 1: A Place of Peacefulness in Me	
Lesson 2: Celebrating All of Us!	
Lesson 3: Peacefulness in the Places We Live	
Lesson 4: Peacefulness Makes a Better World	
Appendix	31
I. Letter to Families	
II. Pre-/Post-Assessment Activity	
III. Sample Photos	
IV. Sample Student Journal Entries	
References	49

Author: Elizabeth O. Crawford, Ph.D., and Dana Shelit, M.A.
The University of North Carolina Wilmington

TeachUNICEF was created by the U.S. Fund for UNICEF’s Education Department. © 2012

Unless stated otherwise, the source for all charts, figures, maps, and statistics used in this unit is United Nations Children’s Fund (UNICEF), New York. Additional sources are noted when they are required. Website addresses (URLs) are provided throughout this unit for reference and additional research. The authors have made every effort to ensure these sites and information are up-to-date at the time of publication, but availability in the future cannot be guaranteed.

Unit Overview

Peaceful Communities for All includes four lessons designed

1. To foster students' self-awareness and development of social and emotional literacy skills by recognizing their own feelings and perspectives.
2. To enhance students' understanding of human conflict, including why it sometimes occurs, as well as how to prevent or resolve it.
3. To explore how organizations, agencies, and individuals are working to promote peaceful communities through nonviolence and education.
4. To empower students as citizens to contribute to and sustain a more peaceful global community.

Enduring Understandings

Students will understand that

- Peace begins within each individual.
- People are more alike than they are different. People share common needs and abilities and experience similar feelings, emotions, and perspectives.
- People are part of a community. People share a sense of belonging, well-being, and connection to others and the natural world.
- An individual's choices and actions can have a positive impact on others. There are many ways of acting and working together to make a positive difference to help make peaceful communities for all.

Lesson 1: *A Place of Peacefulness in Me* — This introductory lesson emphasizes that citizens can create peace within themselves — intrapersonal peace. Children will develop self-awareness and social and emotional literacy skills by recognizing their own feelings and perspectives.

Lesson 2: *Celebrating All of Us!* — In this lesson on interpersonal peace, children are introduced to the concept of human diversity, as well as shared human feelings, personalities, perspectives, and interests. As a result of this lesson, children will determine how they can value human differences and treat all persons with dignity, respect, justice, and equity.

Lesson 3: *Peacefulness in the Places We Live* — This lesson introduces children to the concept of community. Students will learn conflict resolution strategies and proactive approaches to fostering peace within their communities. As a class, children will discuss the characteristics of peaceful communities and how they, the children, can contribute to creating a peaceful community locally. Children will develop awareness that an individual's choices and actions can have a positive impact on others, and that all people share a sense of belonging, well-being, and connection to others and the natural world.

Lesson 4: *Peacefulness Makes a Better World* — In this culminating lesson, students will explore how adults, children, and organizations like UNICEF promote peaceful communities globally. As a class, children will determine how they, too, can be active, engaged participants in order to contribute to an equitable, just, and peaceful world. Children will create a peace flag or other artifact to communicate their ideals and will be encouraged to further explore how to make a positive difference in the lives of others, such as through a service project.

Background Information

Peaceful Communities for All is designed for children in preschool through second grade. This resource guide is intended to foster children's self-awareness and positive self-concept, respect for human diversity, and development of global awareness. Education "for peace" is increasingly being recognized as a foundation to education for global citizenship. Recognizing that education for peace in early childhood is not so much teaching children "about peace" as it is about helping them to "be peaceful," *Peaceful Communities for All* actively engages children's minds as they determine how they can contribute to creating and sustaining peaceful communities. Through authentic, meaningful learning activities, children will acquire the foundation blocks of peacefulness: basic trust, self-awareness, a positive self-esteem, confidence, initiative, autonomy, and creativity. Reflective of TeachUNICEF resources, this unit takes an interdisciplinary and multicultural approach to exploring the concepts, values, and skills of global citizenship as reflected in the *Convention on the Rights of the Child*, beginning with the self and extending to the local and global community. Each lesson may be administered using a variety of student grouping methods and supplemented with learning center activities and opportunities for home learning.

Peaceful Communities for All is a guide created for youth by TeachUNICEF, which aims to empower young people as global citizens to contribute to fostering peaceful relationships in a diverse world. The unit provides background information about the *Convention on the Rights of the Child*, the *Millennium Development Goals*, and more. Included are ways UNICEF is working to ensure children's basic needs are met in countries experiencing natural crises and conflict. The unit can be used with families, in after-school programs, classrooms, and more. It is meant to be the foundation for discussion, debate, and action. Please see the reference section, which includes more information and ways to extend the discussion. Please let us know at teachUNICEF@unicefusa.org how you used this guide and how we can make it a more valuable resource for you.

United Nations Children's Fund (UNICEF) <http://www.unicef.org/about/index.html>

UNICEF, the United Nations Children's Fund, was founded in 1946 to help children in postwar Europe, China, and the Middle East and is sustained completely by voluntary contributions. Now operating in over 150 countries and territories, it has saved more young lives than any other humanitarian organization. The U.S. Fund for UNICEF supports UNICEF's work through fundraising, advocacy, and education in the United States. To learn more, visit www.unicef.org and www.unicefusa.org.

Peace Education and UNICEF

Articles of the Convention on the Rights of the Child

The work of UNICEF is informed by the United Nations Convention on the Rights of the Child (CRC). This significant human rights treaty outlines the basic needs and rights of children. Adopted by the United Nations General Assembly in 1989, the CRC has been ratified to date by 194 nations.

The entire Convention can be downloaded at http://www.unicef.org/rightsite/sowc/pdfs/SOWC_Spec%20Ed_CRC_Main%20Report_EN_090409.pdf.

The CRC reinforces that every child has certain civic, social, cultural, economic, and political rights, including the right to life, the right to be cared for by adult guardians, the right to one's own name and cultural identity, the right to express opinions, and the right to be protected from abuse, exploitation, and violence. The Preamble to the CRC states: "recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world."

Specific to peace education, Article 29 of the Convention on the Rights of the Child (1989) states: "...the education of the child shall be directed to...the preparation of the child for responsible life in a free society, in the spirit of understanding, peace, tolerance, equality of sexes, and friendship among all peoples...."

UNICEF's *Life Skills-Based Education for Violence Prevention and Peace Building* has provided strategies for developing children's knowledge, skills, and attitudes needed to prevent conflict and to create conditions of peace. These commitments to achieving the rights set forth in the CRC underscore the importance of peace education beginning in the early years.

Among the greatest gifts adults can give children is to raise them in a culture of peace, a culture that demonstrates respect for human rights and nurtures well-being, especially the rights of children as reflected in the CRC. Imagine a world in which the vision of the right for all children to be brought up in a spirit of peace, dignity, tolerance, and equality was the first priority. Imagine a world where the values of peacefulness were so deeply ingrained in the culture that they were routinely expressed in ways that held human rights and the well-being of everyone, especially the world's children, as the most important concerns of humanity.

The 1990 World Declaration on Education for All

As stated in *World Declaration on Education for All*, “Only a stable and peaceful environment can create the conditions in which every human being, child and adult alike, may benefit from the goals of this Declaration.” This important document outlined the knowledge, skills, and dispositions necessary to live peacefully in an interconnected world, calling for the collaboration of all nations to resolve conflicts and to permit displaced persons to return to their native lands. Only when creating peaceful, stable environments would opportunities exist to fulfill the basic learning needs of a nation’s citizens.

UNICEF’s Anti-war Agenda as outlined in the State of the World’s Children (1996)

In 1996, UNICEF declared that “...Disputes may be inevitable, but violence is not. To prevent continued cycles of conflict, education must seek to promote peace and tolerance, not fuel hatred and suspicion.”

Peace education is a natural tool to prevent conflict and to promote social, economic, and political justice among a nation’s youngest citizens. As such, it should be integrated seamlessly throughout the curriculum as a learning process, equipping young children and adolescents with conflict resolution skills, respect for human diversity, and awareness of our interconnected world.

Millennium Development Goals

A decade ago, the United Nations crafted a set of eight goals, the Millennium Development Goals (MDGs), calling for nonprofit organizations, governments, research and policy institutions, and advocacy groups on a global level to improve the living, learning, and working conditions of the world’s most vulnerable, namely children and the poor.

Included in the MDGs are universal access to primary education, gender equality and the empowerment of women, maternal health, and environmental sustainability. Poverty has historically been a barrier to all of these goals.

The Millennium Declaration has resulted in a global commitment to improve the lives of billions of people living in poverty and to create “an environment that contributes to peace and security” (The Millennium Goals Report 2010, p. 5).

Learn more about and download resources about the Millennium Development Goals at www.teachunicef.org.

Peaceful Communities for All

Peaceful Communities for All takes a developmental approach to teaching young children about concepts related to peace, conflict, and sustainability at local and global levels — beginning with the self and extending to relevant micro and macro systems. Accordingly, the unit begins with the intrapersonal (i.e., peace within oneself), extends to the interpersonal (i.e., peace between individuals), and finally encompassing relationships at a global scale (i.e., involving organizations, agencies, and individuals at a global scale).

Peaceful Communities for All aims to reinforce that an individual's choices and actions can have a positive impact on others. Raising a generation of children committed to working toward the creation of peaceful communities for all should continue to be an urgent priority. As parents and educators, we are positioned to continue this important endeavor through helping to increase awareness of the work of UNICEF and other organizations toward the MDGs to create conditions that foster well-being in peaceful communities for all.

National Standards Alignment

The TeachUNICEF lesson plans are designed in line with National Content Standards. Using the National Content Standards as a guide, these lessons can be aligned with State Standards.

National Association	Lesson			
	1	2	3	4
National Association for the Education of Young Children (Pre-K–K)¹				
Curriculum: Essential Characteristics				
Materials and equipment used to implement the curriculum reflect the lives of the children and families as well as the diversity found in society, including a. gender, b. age, c. language, and d. abilities. (2.A.08)	✓	✓	✓	✓
The curriculum guides teachers to incorporate content, concepts, and activities that foster a. social, b. emotional, c. physical, d. language, and e. cognitive development and f. integrate key areas of content, including literacy, mathematics, science, technology, creative expression and the arts, health and safety, and social studies. (2.A.10)	✓	✓	✓	✓
Areas of Development: Social-Emotional Development				
Children have varied opportunities to engage throughout the day with teaching staff who a. are attentive and responsive to them. b. facilitate their social competence c. facilitate their ability to learn through interacting with others. (2.B.01)	✓	✓	✓	✓
Children have varied opportunities to recognize and name a. their own and b. others' feelings. (2.B.02)	✓	✓	✓	✓
Children have varied opportunities to develop skills for entering into social groups, developing friendships, learning to help, and other pro-social behavior. (2.B.05)	✓	✓	✓	✓

¹ National Association for the Education of Young Children. (2008). *Curriculum: A guide to the NAEYC early childhood program standard and related accreditation criteria*. Washington, DC: Author.

	Lesson			
National Association	1	2	3	4
Children have varied opportunities to a. interact positively, respectfully, and cooperatively with others. b. learn from and with one another. c. resolve conflicts in constructive ways. (2.B.06)	✓	✓	✓	✓
Children have varied opportunities to learn to understand, empathize with, and take into account other people's perspectives. (2.B.07)	✓	✓	✓	✓
Areas of Development: Language Development				
Children have varied opportunities to develop competence in verbal and nonverbal communication by a. responding to questions. b. communicating needs, thoughts, and experiences. c. describing things and events. (2.D.03)	✓	✓	✓	✓
Children have varied opportunities to develop vocabulary through a. conversations, b. experiences, c. field trips, and d. books. (2.D.04)	✓	✓	✓	✓
Children are provided varied opportunities and materials that encourage them to engage in discussions with one another. (2.D.07)	✓	✓	✓	✓
Curriculum Content Area for Cognitive Development: Early Literacy				
Children have opportunities to become familiar with print. They are actively involved in making sense of print, and they have opportunities to become familiar with, recognize, and use print that is accessible throughout the classroom. (2.E.03)	✓	✓	✓	✓
Children have multiple and varied opportunities to b. be read to regularly in individualized ways including one-to-one or in small groups of two to six children. d. have access to various types of books, including storybooks, factual books, books with rhymes, alphabet books, and wordless books. g. engage in conversations that help them understand the content of the books. h. be assisted in linking books to other aspects of the curriculum. (2.E.04)	✓	✓	✓	✓
Children have multiple and varied opportunities to write: a. Writing materials and activities are readily available in art, dramatic play, and other learning centers. d. Children are provided needed assistance in writing the words and messages they are trying to communicate.	✓	✓	✓	✓

	Lesson			
	1	2	3	4
National Association				
Children are given the support they need to write on their own, including access to the				
e. alphabet and				
f. to printed words about topics of current interest, both of which are made available at eye level or on laminated cards.	✓	✓	✓	✓
g. Children see teaching staff model functional use of writing and are helped to discuss the many ways writing is used in daily life. (2.E.05)				
Curriculum Content Area for Cognitive Development: Creative Expression and Appreciation for the Arts				
Children are provided varied opportunities to gain an appreciation of				
a. art,				
b. music,	✓	✓	✓	✓
c. drama, and				
d. dance				
in ways that reflect cultural diversity. (2.J.01)				
Children are provided opportunities to respond to the art of				
a. other children and	✓	✓	✓	✓
b. adults. (2.J.07)				
Curriculum Content Area for Cognitive Development: Social Studies				
Children are provided varied learning opportunities that foster positive identity and an emerging sense of				
a. self and	✓	✓	✓	✓
b. others. (2.L.01)				
Children are offered opportunities to become a part of the classroom community so that each child feels accepted and gains a sense of belonging. (2.L.02)	✓	✓	✓	✓
Children are provided varied opportunities and materials to build their understanding of diversity in				
a. culture,				
b. family structure,	✓	✓		
c. ability,				
d. language,				
e. age, and				
f. gender				
in non-stereotypical ways. (2.L.03)				

	Lesson			
	1	2	3	4
National Association				
Children are provided varied opportunities to engage in discussions about a. fairness, b. friendship, c. responsibility, d. authority, and e. differences. (2.L.06)	✓	✓	✓	✓
Children are provided varied opportunities and materials that allow them to contribute to the well-being of a. their classroom and b. the community, including care for the social and physical environments in which they live. (2.L.09)			✓	✓
National Council for the Social Studies²				
I. Culture Students come to understand that human cultures exhibit both similarities and differences, and they learn to see themselves both as individuals and as members of a particular culture that shares similarities with other cultural groups, but is also distinctive.		✓		
III. People, Places, and Environments In the early grades, young learners draw upon immediate personal experiences in their neighborhoods, towns and cities, and states, as well as peoples and places distant and unfamiliar, to explore geographic concepts and skills. They learn to use maps, globes, and other geographic tools. They also express interest in and concern for the use and misuse of the physical environment.				✓
IV. Individual Development and Identity The study of individual development and identity will help students to describe factors important to the development of personal identity. They will explore the influence of peoples, places, and environments on personal development. Students will hone personal skills such as demonstrating self-direction when working towards and accomplishing personal goals, and making an effort to understand others and their beliefs, feelings, and convictions.	✓	✓		✓
V. Individuals, Groups, and Institutions Young children should be given the opportunity to examine various institutions that affect their lives and influence their thinking. They should be assisted in recognizing the tensions that occur when the goals, values, and principles of two or more institutions or groups conflict. They should also have opportunities to explore ways in which institutions (such as voluntary associations, or organizations like health care networks) are created to respond to changing individual and group needs.			✓	✓

2 National Council for the Social Studies. (1994). *Curriculum standards for social studies*. Silver Spring, Maryland: Author.

	Lesson			
	1	2	3	4
National Association				
IX. Global Connections Through exposure to various media and firsthand experiences, young learners become aware of how things that happen in one part of the world impact other parts of the world. Within this context, students in early grades examine and explore various types of global connections as well as basic issues and concerns. They develop responsive action plans, such as becoming e-pals with a class in another part of the world.		✓		✓
X. Civic Ideals and Principles In the early grades, students are introduced to civic ideals and practices through activities such as helping to set classroom expectations, examining experiences in relation to ideals, participating in mock elections, and determining how to balance the needs of individuals and the group. During these years, children also experience views of citizenship in other times and places through stories and drama.			✓	✓
U.S. National Geography Standards³				
Element 1: The World in Spatial Terms Standard 1: Students understand how to use maps and other geographic representations, tools, and technologies to acquire, process, and report information from a spatial perspective.	✓			
Center for Civic Education⁴ National Standards for Civic Education				
I. What Is Government and What Should It Do? D. What are some of the most important things governments do? (e.g., manage conflicts so that disputes between people can be settled peacefully)				✓
II. What Are the Basic Values and Principles of American Democracy? A. What are the most important values and principles of American democracy? (e.g., diversity, individual rights) B. What are some important beliefs Americans have about themselves and their government? (e.g., importance of education and equality) D. What are the benefits of diversity in the United States? (e.g., new ideas and perspectives, cultural richness) E. How should conflicts about diversity be prevented or managed? (e.g., communication, working together, etc.)		✓	✓	✓
IV. What Is the Relationship of the United States to Other Nations and to World Affairs? A. How do nations interact with one another? (e.g., conflict resolution)				✓

3 National Geography Standards, Geography Education Standards Project. (1994). *Geography for life: The national geography standards*. Washington, DC: National Geographic Society Committee on Research and Exploration.

4 Center for Civic Education. (2009). National standards for civics and government K-4. Retrieved from <http://www.civiced.org/index.php?page=k4toc>

Creating a 'Peaceful Place'—for Contemplation, Rest, and Resolution

The concepts of peace and peacefulness are valuable, tangible, and worthy of learning. They may be introduced by creating early primary learning environments that empower children to be caring citizens who will contribute positively to creating peaceful communities.

While such environments, or learning communities, will be different as each reflects the community in which it is embedded, the living-and-learning environment needed to foster a climate of peacefulness does embody certain beliefs, such as:

- An enduring value of childhood as a special time in human development
- The richness of relationships, partnerships, and connections
- The abundance of the natural environment, learning spaces, resources, experience, and knowledge
- The dignity of every human being
- The spirit of community with journeys of beginnings and possibilities yet to be discovered.

This type of learning environment can promote through design, curriculum, and interactions the views that the early years are important in laying the foundation for success in life and learning; that all children are competent and capable learners; and that each child and his or her aspirations are honored.

The aim of a Peaceful Place is to help children gain an understanding that each person can find a place of inner calmness by identifying feelings and emotions, and when calm, can work out conflicts and problems together, as well as enjoying the surrounding world.

A Peaceful Place is one of the most effective additions to an early childhood classroom. This special place is some quiet, out-of-the-way spot where anyone can go to experience a sense of peace and well-being. The Peaceful Place provides a refuge where a child can choose to go to find inner calm after becoming upset, take a moment to relax and reconnect with his or her natural self, and to work out conflicts. The physical space is meant to be a comfortable area that communicates the value that peacefulness is viewed as worthy and that identifying feelings and emotions, resolving conflicts, and finding inner calmness contribute to creating peaceful communities for all. The Peaceful Place is never used for a "time out" or for any other kind of discipline or punishment.

Engage children in the planning and design of this special area, which can be created inside, outside, or both. Inside, the location might be a quiet corner of the room, large enough to accommodate both a Peace Table where conflicts may be worked out, and a spot for quiet relaxation and reflection. Outside, it might be an entire garden area, or part of a larger garden with special places to sit under.

Discuss with children the value of the area and how to use it: how you know when to go to the Peaceful Place, what you can do there, and how to know when you are ready to leave. Invite children to decide what to call this area. Invite them to bring objects to the area that give them a sense of inner calmness and connection, which might include books, other objects, and quiet music that will help them reflect and resolve conflicts. Include a journal book, or a supply of paper, with writing and drawing materials in the Peaceful Place so that children can reflect on whatever has brought them to the spot. Include a place to display their writings and drawings or the journal book so everyone can enjoy and learn from the reflections.

Encourage everyone to keep the Peaceful Place clean and fresh, with new objects added from time to time. Help them feel that this is their place and to care for the space for themselves. Use the Peaceful Place yourself so that children will see how you value it.

It is recommended that you consult with your school counselor and principal before creating your Peaceful Place. Their insights and support will help to reinforce the initiative.

Peaceful Communities for All **In action at May Howard Elementary School**



Prekindergarten students designed and painted their own Peaceful Place.



Prekindergarten students role-play in their Peaceful Place.



Prekindergarten students enjoy sharing books in their Peaceful Place.

Finding Space for Your Peaceful Place

"Today we discussed our classroom Peaceful Place. I have ZERO room in my classroom. However, the kids were pretty creative. We decided to use triptychs to put around our carpet "gathering area" when we are having our lessons. When we are not having a lesson, we will have them set up in a corner with some beanbags in front of them. It will sort of look like a little "cubbie" area. The students are going to think about what to call our space tonight and we will decide on a name tomorrow. I am also going to put a little tub in there for their peace journals so they will be able to write or draw in them when they are in the Peaceful Place."

Ms. Mary Beth Hannan — Second Grade Teacher, May Howard Elementary School



A Peaceful Place created by a first grade class. Students selected their favorite books to read inside their Peaceful Place and decorated the outside with artwork evoking peaceful experiences.



Second grade students represent what peace means to them through their watercolor paintings. The large triptych that displays their work is their portable Peaceful Place.

Peaceful Communities for All Framework



LESSON 1

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

A PLACE OF PEACEFULNESS IN ME

Overview

This lesson introduces students to the concept of intrapersonal peace and how to find a sense of inner calm and well-being.

Lesson Goals

Students will understand that

- Peace begins within each individual.
- People are more alike than they are different. We share common needs and abilities and experience similar feelings, emotions, and perspectives.

Objectives

Students will be able

- To describe qualities of peacefulness within oneself (intrapersonal peace).
- To demonstrate understanding that humans are diverse, yet share common needs and abilities and experience similar feelings, emotions, and perspectives.

Materials Needed

- Optional: Letter to Parents (see Appendix I)
- Materials for the Peaceful Place
- Picture books on concepts related to peace and self-awareness (see below for examples)

Lesson 1 provides a foundation for young students' subsequent understanding of human rights and responsibilities in a diverse world. According to the Universal Declaration of Human Rights adopted by the United Nations General Assembly, education "shall be directed to the full development of the human personality" (Article 26). UNICEF promotes this development through the support of educational initiatives that foster a peaceful, respectful learning environment.

Note: Educators may wish to provide each student his or her own peace journal to maintain throughout this unit.

Introduction

- Introduce the classroom Peaceful Place outlined earlier in this unit.
- Establish the mood by playing soft music, such as nature sounds or classical songs.
- Ask students to join you in the area of the Peaceful Place.
- Explain that the Peaceful Place will represent a safe environment where we can find our inner calmness, resolve conflicts and problems together, and enjoy the world around us.
- Ask questions such as:
 - What should a “peaceful” place look like?
 - What should it feel like?
 - What should it sound like?
- Explain that today we will explore inner peace, or the peace inside each of us, and that we will enjoy this special place throughout the year.



A second grade teacher reads *The Peace Book* to her class.

When asked what a peaceful place means to them, prekindergarten students in Lindy Aiken’s class (May Howard Elementary School, Savannah, GA) replied:

- Meeting someone without being mean to each other
- A family being quiet
- A house with love
- Sleeping “good”
- Happy

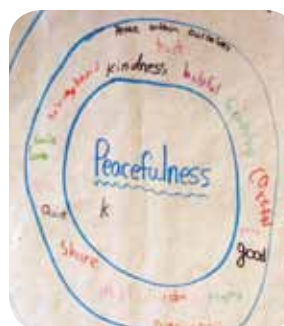
Development

- Read aloud an appropriate children’s book on concepts related to peace and self-awareness. Some appropriate texts:
 - Kerley, B. (2007). *A little peace*. Washington, DC: National Geographic Children’s Books.
 - Parr, T. (2004). *The peace book*. New York: Little, Brown Books for Young Readers.
 - Radunsky, V. (2003). *What does peace feel like?* New York: Atheneum/Anne Schwartz Books.
 - Scholes, K. (1990). *Peace begins with you*. Melbourne: Little, Brown Books for Young Readers.
 - Thomas, S. M. (1998). *Somewhere today: A book of peace*. Morton Grove, IL: Albert Whitman & Co.
- During and following the reading aloud, discuss ideas, feelings, and qualities that describe a state of peacefulness.

Circle Map of Peacefulness

- In the middle of a piece of chart paper, write peacefulness. Draw one circle around the concept, followed by another circle several inches larger in diameter, creating a circle map.
- As a class, generate a list of descriptive words, adding them in the open space between each circle outline. Ideas include:
Nouns: freedom, friendship, forgiveness, love, respect, serenity, tolerance, trust, well-being
Verbs: to belong, to rest
Adjectives: calm, gentle, quiet, safe
- Reinforce that peacefulness can mean different things to different people. Highlight similarities and differences in students' perceptions.

Optional: Create a hand-drawn and illustrated poster or computer-generated (e.g., using Wordle) graphic displaying students' perceptions of peacefulness for the Peaceful Place.



A second grade class generated this list of descriptive words in their circle map "Peace Within Ourselves." This map shows three circles which will be explained in the next lesson.

Application

- Based upon at least one of the shared readings, circle map of peacefulness, and class peace graphic, ask students to draw or write about a time they feel or have felt peaceful.
- Create a class mural of peaceful moments for the Peaceful Place.



A second grade class generated this list of descriptive words in their circle map "Peace Within Ourselves." This map shows three circles which will be explained in the next lesson.

Closure

- Encourage a share-aloud of student writing and illustrations.
- Note similarities in student perceptions of peacefulness.

Assessment

- Note student written and oral responses concerning
 - The qualities associated with intrapersonal peace.
 - Similarities and differences in perceptions of peace or peacefulness.

Extension Ideas

- Create a “Peace Pool” (see illustration below) replicating the Circle Map of Peacefulness. Adhere labels on the bottom of the pool in a concentric pattern (see unit framework) and fill with water. Give each child a clean stone on which to paint his or her name. As a class, discuss how peace begins with each individual. Take turns dropping stones in the middle of the pool, noting the ripple effect of the waves created. Discuss how this simulation mirrors the actions of individuals and their effects on others.



- Ask students to write individually a metaphor or simile about peace, such as “Peace is like...,” “Peace feels like...,” “Peace sounds like...,” or “Peace is....”

Discuss symbols of peace, such as the dove, and how they represent qualities or characteristics evoking peacefulness. Later in the unit, create a peace flag with symbols of peace for the Peaceful Place.

Play Mr. Rogers’ (1968) song “What Do You Do with the Mad that You Feel?” Establish “Talk and Listen” chairs or a “Peace Table” and have children express how they can respond positively to different feelings.

Discuss the meaning of quotes about peace or poetry about the concepts related to peace.



LESSON 2

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

CELEBRATING ALL OF US!

Overview

This lesson introduces students to the concept of interpersonal peace achieved through the protection of universal human rights and fulfillment of one's responsibilities. Students will learn to demonstrate value of and respect for human similarities and differences.

Lesson Goal

Students will understand that

- People are more alike than they are different. We share common needs and abilities and experience similar feelings, emotions, and perspectives.

Objectives

Students will be able

- To describe qualities of peacefulness within one's relationships (interpersonal peace).
- To demonstrate understanding that humans are diverse, yet share common needs and abilities, and experience similar feelings, emotions, and perspectives.

Materials Needed

- Peaceful Place picture books and other materials (e.g., photographs and works of art) on concepts related to human diversity and peace
- Appropriate children's book on concepts related to human diversity and peace (see examples below)

Ensuring the rights and well-being of children is the key to sustained development in a country and to peace and security in the world.

**-Carol Bellamy, former Executive Director,
United Nations Children's Fund**

The Convention on the Rights of the Child (CRC) is the most universally accepted human rights treaty charter. The articles of the CRC outline the rights of every person under the age of 18 and how these rights may be met. The CRC provides a values framework for schools as they develop mission and vision statements, school goals, and citizenship education initiatives. Through this framework, students learn to value and respect human diversity necessary for protecting human rights. They also learn that with rights come important responsibilities.

Introduction

- Ask students to join you in the classroom Peaceful Place. Establish the mood by playing soft music, such as nature sounds or classical songs.
- Briefly discuss how peace begins with each individual.
- Referring to the circle map and children's art from the previous lesson, review ideas, feelings, and qualities that describe a state of peacefulness.
- Introduce the day's activities in this way: "Today we will explore peace between ourselves, including how we can show we respect and value all people."

Development

- Read aloud an appropriate children's book on concepts related to human diversity and peace, such as:

Ajmera, M. (1999). *To be a kid*. Watertown, MA: Charlesbridge Publishing.

Fox, M. (2006). *Whoever you are*. Orlando, FL: Harcourt, Inc.

Katz, K. (2006). *Can you say peace?* New York: Henry Holt and Co.

Kerley, B. (2007). *A little peace*. Washington, DC: National Geographic Children's Books.

Morris, A. (1994). *Loving*. New York: HarperCollins.



Students in a prekindergarten class discuss what it means to be similar and different.

- Alternative: Show photos of children around the world playing, spending time with their families, and going to school (e.g., UNICEF Photo Essays at www.unicef.org/photoessays).
- Discuss how we are unique individuals, rich in culture, ideas, experiences, and knowledge. We also share common basic needs (e.g., food, shelter, health care, love) and abilities, and we experience similar feelings, emotions, and perspectives as explored in the previous lesson. Reinforce that while human diversity enriches our lives, it is our commonalities that unite us as people.

- Explain that rules and laws require that people should be treated fairly and equitably, no matter their differences. Adults' and children's rights are protected by such rules and laws. Introduce an international human rights resource as appropriate to children's ages, such as:
 - Amnesty International. (2008). *We are all born free: The Universal Declaration of Human Rights in pictures*. London: Frances Lincoln Children's Books.
 - Castle, C. (2000). *For every child*. New York: Phyllis Fogelman Books.
 - National Geographic. (2008). *Every human has rights: What you need to know about your human rights*. Washington, DC: Author.
- Or, create your own slideshow with images and text by simplifying the language included in United Nations' Universal Declaration of Human Rights or the Convention on the Rights of the Child, as appropriate to your students.
- Discuss briefly the history of human rights charters, such as the United Nations' Universal Declaration of Human Rights and the Convention on the Rights of the Child.
- Explain how these rights are outlined in Articles specifying how, by virtue of being human, each individual has rights to freedom, safety, work, play, and education, and rights of expression, and more. All humans are valuable and have rights no matter who they are or where they live.
- Discuss, as appropriate, specific Articles, such as:
 - Universal Declaration of Human Rights (from Amnesty International, 2008):
 - *Nobody has the right to hurt, use, or torture us.* (Article 5)
 - *The law is the same for everyone. It must treat us all fairly.* (Article 7)
 - *We all have the right to belong to a country.* (Article 15)
 - *Everyone has the right to own things or share them. Nobody should take our things from us without a good reason.* (Article 17)
 - Convention on the Rights of the Child (from Castle, 2000):
 - *Understand that children are precious.... Give us the things we need to make us happy and strong, and always do your best for us whenever we are in your care.* (Article 3)
 - *Keep our families together, and if we have no family, look after us and love us just the same.* (Article 9)
 - *Allow us to tell you what we are thinking or feeling.... [L]isten to us and hear what we say.* (Article 13)
- Ask students how these rights promote peacefulness. Explain that achieving these rights requires peace between people, or collaboration.

To learn more about the United Nations Universal Declaration of Human Rights and the Convention on the Rights of the Child visit
<http://www.un.org/en/documents/udhr/index.shtml> and
<http://www.unicef.org/crc/>.

- Lastly, ask students how having these human rights requires that one has certain responsibilities as well. Differentiate *right* and *responsibility*:
 - *right*: a freedom that is protected (e.g., expression)
 - *responsibility*: a duty or something you should do (e.g., follow rules to ensure everyone is safe)
- Discuss how we all have a *responsibility* to protect the *rights* of others.

Circle Map of Peacefulness

- Refer to the circle map with *peacefulness* at its center, prepared in the previous lesson. Draw a second circle around the existing two in the map. Explain that this circle represents our peaceful interactions with others, or *interpersonal* peacefulness.
- Briefly discuss examples of behaviors that promote peace between people. Throughout the day, ask children to share examples of positive, peaceful interactions between their peers.
- Record these on the circle map.



Closure

- Discuss the importance of interpersonal peace.
- Ask students to turn and talk to a peer and explain what they can do to promote peace between people — for example, make up with a friend.

Assessment

- Note student written and oral responses concerning
 - The qualities associated with interpersonal peace.
 - How humans are more similar than different.

Extension Activities

- Create a “basket of kindness” in the classroom where children’s kind words and actions toward each other can be collected and celebrated. Explain and model for children how to notice acts of kindness and peacefulness among everyone, such as showing empathy and caring, lending a hand to help others, sharing a smile, making friends, and working things out.
- Encourage children to celebrate kind words and peaceful actions by communicating to others what they noticed. For example, “I liked how Damar helped Zoe stand up when she fell down. That was very kind.” Help children record their observations on a small heart-shaped paper to represent “kindness,” and on a “hand-shaped” paper to represent “action.”

Place them in the basket (or other container that signifies a special place). At the end of each day, gather everyone together and read and celebrate the words and actions of the children by discussing how these contribute to creating a peaceful classroom community. Post them somewhere in the Peaceful Place. As an example, see the student-created sample peace note below.

- Use “Suitcase Stories,” as explained below, as an extension activity to help children understand our uniqueness, differences, and similarities.

Materials needed: a small suitcase or enough totes — such as backpacks, baskets, or paper bags — for each child

Development: Introduce the ideas of “how we are unique individuals, rich in culture, ideas, experiences, and knowledge,” and that “we all come from some place,” and “we all have many things special about us” by reading a book related to human diversity and peace, or using photos of children from around the world.

Introduce the idea of the “suitcase” as a way to collect an artifact or artifacts from home that can tell a story of who we are, about our family, heritage, special things we like to do with our family, etc., including the things that help us be calm and peaceful inside. These things might be left in the Peaceful Place. One child might be chosen to take the suitcase home each day, or everyone could take the chosen tote home and bring them back the next day.

As the suitcase or totes are unpacked (either one a day, or several at a time), the child is given the opportunity to share the items and tell his or her stories. The idea is to reinforce and embrace the uniqueness of each person and identify the commonalities.

LESSON 3

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

PEACEFULNESS IN THE PLACES WE LIVE

Overview

This lesson introduces children to the concept of community. Students will learn conflict prevention and resolution strategies and proactive approaches to fostering peace within their communities.

Lesson Goals

Students will understand that

- People are part of a community who share a sense of belonging, well-being, and connection to others and the natural world.
- An individual's choices and actions can have a positive effect on others.

Objectives

Students will be able

- To describe qualities of peacefulness within one's communities (interpersonal peace).
- To analyze causes and effects of human conflict.
- To identify conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating peaceful communities.

Materials Needed

- Any needed for the Peaceful Place
- Materials to create a "café chat" setting
- Picture books and other materials on concepts related to conflict resolution

Introduction

- Ask students to join you in the classroom Peaceful Place. Establish the mood by playing soft music, such as nature sounds or classical songs.
- From a previous lesson, share an example of a behavior that promoted a peaceful classroom community. Ask students how this makes them feel.
- Introduce the day's activity in this way: "Today we will explore how we each can create and sustain peace within the local community."

Development

- Discuss what people feel when they are peaceful. Review the children's artwork in the class mural and ideas generated through the circle map.
- Ask: What do people need to feel peaceful? Review briefly common human needs such as food, water, shelter, and nurturing. Explain that having what one needs can create a sense of peacefulness.
- Ask: When do people not feel at peace? What feelings are associated? (e.g., anger, discomfort, nervousness)
- Introduce the concepts of conflict, or disagreements that result when people's needs or interests are not satisfied, and violence. Preventing conflict and violence is about trying to realize and fulfill needs in ways that are useful and beneficial to everyone.
- Discuss briefly the causes and effects of conflict in the children's local community.
- As a means to discuss students' ideas about conflict prevention and resolution, create a "café chat" in the classroom:
 - Set up tables seating three or four each.
 - Place tablecloths on each table with one sheet of chart paper on top. Optional: Place a decorative centerpiece in the middle of each table.
 - Place one writing utensil at each table (for older children who will record ideas).
 - Optional: Play soft music.
 - Explain the format of the café chat, whereby students will discuss (and/or record) their ideas about a specific question. One student will serve as a facilitator at each table and will remain at that table for the duration of the café chat. Following discussion of the first question, students will rotate to a new table for each subsequent question, providing a new diverse group of students to generate new ideas and perspectives.

- Pre-write specific questions on each piece of chart paper and discuss their meaning before beginning. Questions may include:

How can one prevent conflict from happening?

If you have a conflict with a friend, what can you do to resolve it?

What are some ways of helping others to meet their needs and interests in ways that are fair to all?

What are ways we can create peacefulness in our community?

- Debrief and discuss conflict prevention and resolution ideas generated by the class.

Note: For young children, it is recommended to conduct the café chat only when there are enough adult volunteers to oversee each small table. An alternative to the whole group café chat is to set up one learning center for the café, at which an adult facilitates the discussion with a few children.



A second grade teacher facilitates a discussion about conflict prevention.



Second grade students engaged in a café chat discussion about how to help others while being fair to all.

Application

- As a class, identify a conflict facing the local community. Determine how to implement a peaceful solution to the conflict. As appropriate, invite parents to become involved.
- Monitor the implementation and outcome of the conflict resolution strategies.

Closure

- Review what we need to be peaceful and why conflict sometimes occurs.
- Reinforce how peace begins with an individual, and that by working together, we can create peaceful communities for all.

Assessment

- Note student written and oral responses concerning
 - The qualities associated with interpersonal peace.
 - The causes and effects of human conflict resolution strategies through nonviolent means.

Extension Activities

Create a Peace Pole to place at the entryway of the classroom as a reminder that everyone is working together toward peacefulness in the community.

Create "Our Classroom Community": Make a large puzzle of everyone in the classroom community. Use large sheets of tagboard cut into a giant puzzle with enough pieces for each child. Children could draw a picture of themselves and when assembled, everyone could see a representation of the classroom community and how "everyone has an important role in connecting the whole." Children may work on their individual pieces at any time during the day when classwork is completed.



May Howard Elementary School students proudly display their class peace puzzle.

LESSON 4

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

PEACEFULNESS MAKES A BETTER WORLD

Overview

This lesson introduces children to the concept of global connections and the relationships that we share, including how we can work together to create a better world for everyone.

Lesson Goals

Students will understand that

- People are part of a community. We share a sense of belonging, well-being, and connection to others and the natural world.
- An individual's choices and actions can have a positive impact on others. There are many ways of acting and working together to make a positive difference to help make peaceful communities for all.

Objective

Students will be able

- To determine how adults, children, and organizations like UNICEF promote peaceful communities globally, including how they can contribute to an equitable, just, and peaceful world.

Materials Needed

Any materials — e.g., photographs, works of art, and picture books — that convey concepts related to individuals and organizations that help to create a more peaceful global community

Introduction

- Ask students to join you in the classroom Peaceful Place. Establish the mood by playing soft music, such as nature sounds or classical songs.
- Discuss how individuals of all backgrounds and abilities have contributed to making the world a better place. Engage children in naming people they know who help to create peaceful communities.
- Ask: “How can children, too, become peacemakers?”

Development

- Read aloud a picture book about an individual or organization that has contributed to creating a more peaceful global community, such as:
 Gilley, J. (2005). *Peace one day*. New York: G. P. Putnam’s Sons.
 Milway, K. S. (2008). *One hen: How one small loan made a big difference*. Tonawanda, NY: Kids Can Press.
 Morris, A., & Larson, H. (2005). *Tsunami: Helping each other*. Minneapolis, MN: Millbrook Press.
 Suen, A. (2002). *Helping organizations: UNICEF*. New York: The Rosen Publishing Group, Inc.
 Winter, J. (2007). *Wangari’s trees of peace: A true story from Africa*. Orlando, FL: Harcourt, Inc.
- During and following the read-aloud, discuss what motivated these individuals or organizations to make a difference.

Circle Map of Peacefulness

Refer to the circle map with peacefulness in the center.

Draw a third circle around the map. Explain that this circle represents peacefulness around the world and how people’s individual actions, in collaboration with others, help to create a more peaceful world.

Add examples of individuals and organizations from the reading that help to create a peaceful community. Record these on the circle map.



Application

Discuss what we, as a classroom community, can do to promote peacefulness in the world. Relate to examples discussed earlier.

Ideas include:

Design a peace garden in the school or community.

Create a peace flag to build awareness about the importance of world peace.

Fundraise to support the work of UNICEF or other local or international organizations.

Monitor the implementation and outcome of class service-learning projects.

Closure

Congratulate students on becoming global peacemakers by promoting positive actions locally. Reinforce that the daily kind words and actions of children in your classroom mean that they are true global peacemakers!

Throughout the year, determine ways of enhancing intrapersonal, interpersonal, and international peacemaking.

Assessment

Note student written and oral responses concerning

- How individuals and organizations are contributing to a more peaceful world (international examples of peacemaking).

Extension Activities

The Nobel Peace Prize is an international honor that recognizes the work of individuals and institutions who work to promote peace. Engage students in discussing or researching peacemakers who have contributed to creating a more peaceful global community, such as Mahatma Gandhi, Mother Teresa, Anne Frank, Eleanor Roosevelt, Ellen Johnson Sirleaf, Muhammad Yunus, Wangari Muta Maathai, and Nelson Mandela. UNICEF won the Nobel Peace Prize in 1965 for “the promotion of brotherhood among nations.”⁵ Discuss what influenced their decision to become a peacemaker. How can we learn from these visionaries? For a full list of Nobel Peace Prize winners, visit http://www.nobelprize.org/nobel_prizes/peace/laureates/.

⁵ http://www.unicef.org/about/who/index_history.html

LETTER TO FAMILIES

Dear Parents or Guardians:

Our class is beginning to study how to create peaceful communities. Children will be engaged in a variety of learning activities that reinforce self-awareness, awareness of others, and conflict resolution. These are the primary goals of the unit:

- To foster students' self-awareness and development of social and emotional literacy skills by recognizing their own feelings and perspectives.
- To enhance students' understanding of human conflict, including why it sometimes occurs, as well as how to prevent or resolve it.
- To explore how organizations, agencies, and individuals are working to promote peaceful communities through nonviolence and education.
- To empower students as citizens to contribute to and sustain a more peaceful global community.

During the unit, children will explore ways to foster a sense of inner calmness, how to get along well with others, and ways to create a better world for everyone. Children will also learn about the work of UNICEF and other organizations and communities that promote the health, safety, and well-being of the world's children. I encourage your participation and invite you to visit the classroom to observe what the children are learning. A primary learning tool during our unit includes the Peaceful Place. If you are interested in creating your own Peaceful Place at home, I welcome our sharing ideas together.

As we progress in our learning, please share any family photos, pictures from magazines or other publications, and other items that evoke a sense of peacefulness. Children may also bring in special mementos to place in the classroom Peaceful Place.

Sincerely,

PRE-/POST-ASSESSMENT

Awareness of students' prior knowledge and experiences related to the unit's main concepts will inform the educator's implementation of the learning activities. Pre-assessment results may also be used as a baseline to determine student learning at the completion of the unit (post-assessment).

Peaceful Communities for All includes the following student learning objectives:

Objective #1: Describe qualities of peacefulness within oneself, one's relationships, and communities in the world.

Objective #2: Demonstrate understanding that humans are diverse, yet share common needs and abilities and experience similar feelings, emotions, and perspectives.

Objective #3: Analyze causes and effects of human conflict.

Objective #4: Identify conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating peaceful communities.

Objective #5: Determine how adults, children, and organizations like UNICEF promote peaceful communities globally, including how they can contribute to an equitable, just, and peaceful world.

Assessment activities may be conducted with individuals, small groups, or as a whole class. Assessment activities may be completed in one session or broken into separate segments by objective measured. Older students may record their answers to each prompt, whereas the responses of younger students may be transcribed by an adult. Templates may be created to assess each objective within a portfolio (see samples). Suggested photographs are provided to accompany each assessment activity; however, the educator may wish to select additional or different photographs, artworks, or pages from new or familiar children's literature that relate to each prompt.

Materials Needed

- Pre-/Post-Assessment data sheet
- Photographs of children and adults in diverse countries and sample work of UNICEF in promoting peace located in Appendix III

Essential Questions:

- What does peace or peacefulness mean to me? How do others view peace?
- How can peacefulness be achieved?
- How are people similar? Different? How are we more similar to each other than different?
- What are the causes of human conflict? What are the effects?
- How might conflict deny an individual his or her rights?
- Why is the protection of human rights important to creating peace in the world?
- How can I resolve conflicts using nonviolent means?
- How do individuals and organizations contribute to creating peaceful communities?
- In what ways can I contribute to creating an equitable, just, and peaceful world?

Procedures

1. Explain that the purposes of the questions are to help your instruction and to meet the students' instructional needs. Encourage students to answer to the best of their abilities, recognizing that they may not be familiar with some of the questions asked.
2. Display the suggested or educator-selected photographs for each prompt.
3. Complete each pre-assessment activity using the provided prompts. (Note: Based on the receptive and expressive language abilities of each student, the educator may wish to adjust the wording of each prompt.)
4. Record the score that most accurately matches the student's response.
5. Transfer the student's baseline scores to the post-assessment scoring sheet for before-and-after comparison at the completion of the unit.

Objective #1: Describe qualities of peacefulness within oneself, one's relationships, and communities in the world.

SAMPLE PROMPT:

Together, we will be learning about peaceful communities. First, I would like to learn what you think about peace or being in a state of peacefulness.

- What does peace or peacefulness mean to you? How do others view peace?
- How can peacefulness be achieved?

Display photos that may evoke a sense of peacefulness from Appendix III and ask the following questions:

- How do you think the children or adults feel in this photograph? Why? (Repeat for each photograph selected.)
- Do you think they may feel a sense of peace or peacefulness? Why or why not? What evidence do you have?
- What do people need in order to feel peaceful?

Notes

<input type="checkbox"/> No Evidence 0 points	<input type="checkbox"/> Some Evidence 1 point	<input type="checkbox"/> Strong Evidence 2 points
With or without viewing photographs as prompts, the student demonstrates no understanding and/or misconceptions of the concept of <i>peace</i> or <i>peacefulness</i> .	Without viewing photographs as prompts, the student demonstrates little to no understanding of the concept of <i>peace</i> or <i>peacefulness</i> . Viewing photographs as prompts, the student demonstrates some understanding of the concept of <i>peace</i> or <i>peacefulness</i> (see <i>strong evidence</i>).	Without viewing photographs as prompts, the student accurately describes his or her conception of peace or peacefulness, including the qualities associated with interpersonal and intrapersonal peace. Examples include: <ul style="list-style-type: none"> • Peace is associated with a sense of calmness; the opposite is feeling worried, stressed, scared, or uncertain. • People feel peace when they are nurtured, cared for, and loved, and when they get along with one another. • Peace means that people have what they need (e.g., basic needs for survival, emotional needs met, rights protected).

Objective #2: Demonstrate understanding that humans are diverse, yet share common needs and abilities and experience similar feelings, emotions, and perspectives.

SAMPLE PROMPT:

As we learn about peaceful communities, we will discover human diversity.

- How are people similar to each other? Different?
- How are we more similar to each other than different?

Display photos from Appendix III of diverse peoples around the world. Now look at these photographs.

- In these photos, where do you see examples of human similarities? Differences?
- What human similarities or differences might exist that you cannot see, or that are invisible to the eye?

Notes		
<input type="checkbox"/> No Evidence 0 points	<input type="checkbox"/> Some Evidence 1 point	<input type="checkbox"/> Strong Evidence 2 points
The student demonstrates no understanding of <i>human diversity</i> and/or demonstrates misconceptions about how humans are similar and/or different.	The student demonstrates some understanding of <i>human diversity</i> with an emphasis on external characteristics. For example, the student may remark upon similarities and/or differences in skin color, clothing, or other visible features. The student does not remark upon invisible traits (e.g., belief systems) that contribute to human diversity.	<p>The student accurately identifies <i>human similarities</i>, such as:</p> <ul style="list-style-type: none"> • Basic human needs (food, shelter, health care, love) • Human character traits, such as interest in learning, desire to belong to a group, and more. • Hobbies or interests, such as participation in sports, enjoyment of music, and more. • Similar feelings, emotions, and perspectives. <p>The student also describes how humans may <i>differ</i> (e.g., in family structure, language, belief systems, and more).</p>

See Appendix IV for student samples related to this objective.

Objective #3: Analyze causes and effects of human conflict.

SAMPLE PROMPT:

We will also be learning about human conflict, including why it occurs and what the effects are.

- What is conflict?
- What are some causes of human conflict? What are some effects?

Display photos from Appendix III illustrating human conflict. Now look at these photographs.

- What do you think is happening in these photos? How do they demonstrate conflict?
- How might conflict deny an individual his or her rights?
- Why is the protection of human rights important to creating peace in the world?

Notes		
<input type="checkbox"/> No Evidence 0 points	<input type="checkbox"/> Some Evidence 1 point	<input type="checkbox"/> Strong Evidence 2 points
The student does not identify or incorrectly explains causes and effects of human conflict.	<p>The student demonstrates some understanding of the causes and effects of <i>human conflict</i>.</p> <p>The student is unable to relate human conflict and the denial of human rights to contributing to the creation of a peaceful community.</p>	The student accurately identifies the causes and effects of <i>human conflict</i> . For example, the student may note that conflict occurs when people do not get what they need, or they want more than they can have. The student may further explain that this causes people to disagree or to fight verbally or physically. Human conflict may deny a person his or her basic rights to safety, education, health, or more. By protecting human rights, people are more likely to experience peacefulness.

See Appendix IV for student samples related to this objective.

Objective #4: Identify conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating peaceful communities.

SAMPLE PROMPT:

Conflict resolution is important to creating peaceful communities. To create peaceful communities, we must first find peaceful solutions as individuals.

- How can you resolve conflicts using nonviolent means? In other words, what solutions can you find to solve problems with others? (For example, if you have a disagreement with a friend)

Display photos from Appendix III demonstrating peaceful communities. Now look at these photographs of people getting along.

- What are some ways of helping others to meet their needs and interests in ways that are fair to all?
- What are ways we can solve problems in order to create peacefulness in our community?

Notes		
<input type="checkbox"/> No Evidence 0 points	<input type="checkbox"/> Some Evidence 1 point	<input type="checkbox"/> Strong Evidence 2 points
With or without viewing photographs as prompts, the student demonstrates no understanding of conflict resolution strategies through nonviolent means.	With or without viewing photographs as prompts, the student demonstrates some understanding of conflict resolution strategies through nonviolent means, including ways to meet human needs and wants in ways that are fair to all (see <i>strong evidence</i>).	With or without viewing photographs as prompts, the student demonstrates some understanding of conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating more peaceful communities, such as: Conflict Resolution Strategies: <ul style="list-style-type: none"> • Compromise • Cool off • Describe feelings • Listen respectfully Contribution to Peaceful Communities: <ul style="list-style-type: none"> • More peoples' rights are protected • Diverse perspectives are respected

Objective #5: Determine how adults, children, and organizations like UNICEF promote peaceful communities globally, including how they can contribute to an equitable, just, and peaceful world.

SAMPLE PROMPT:

Lastly, we will learn about individuals and groups that work to ensure all people, including children, have their basic needs met and their rights protected. This will create a more equitable, just, and peaceful world. We will call these individuals and organizations “peacemakers.”

- Do you know any peacemakers? If so, who are they? Describe what they do.

Display photos from Appendix III showing the work of community helpers or organizations that work to ensure people have their rights protected and needs met, ensuring peaceful communities. Look at these photographs of people helping others.

- How do think these individuals and organizations contribute to creating peaceful communities?
- In what ways can you be a peacemaker?

Notes		
<input type="checkbox"/> No Evidence 0 points	<input type="checkbox"/> Some Evidence 1 point	<input type="checkbox"/> Strong Evidence 2 points
With or without viewing photographs as prompts, the student demonstrates no understanding of peacemakers.	Without viewing photographs as prompts, the student does not identify the work of peacemakers. Viewing photographs as prompts, the student demonstrates some understanding of peacemakers (see strong evidence).	Without viewing photographs as prompts, the student recognizes and describes the work of peacemakers. Community Helpers: <ul style="list-style-type: none"> • Children and adults in their communities What They Do: <ul style="list-style-type: none"> • Ensure people have basic needs met (e.g., clean water, food, safe shelter, etc.) • Ensure the rights and diverse viewpoints of people are protected.

See Appendix IV for student samples related to this objective.

Grading Table

Objective #1: Describe qualities of peacefulness within oneself, one’s relationships, and communities in the world.

Objective #2: Demonstrate understanding that humans are diverse, yet share common needs and abilities and experience similar feelings, emotions, and perspectives.

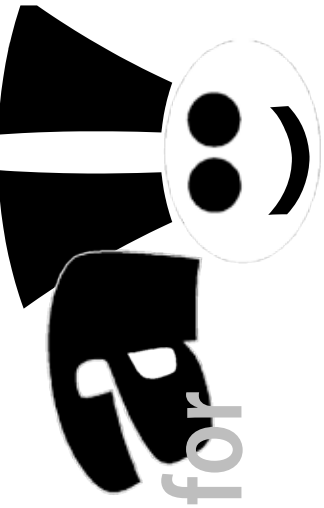
Objective #3: Analyze causes and effects of human conflict.

Objective #4: Identify conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating peaceful communities.

Objective #5: Determine how adults, children, and organizations like UNICEF promote peaceful communities globally, including how they can contribute to an equitable, just, and peaceful world.

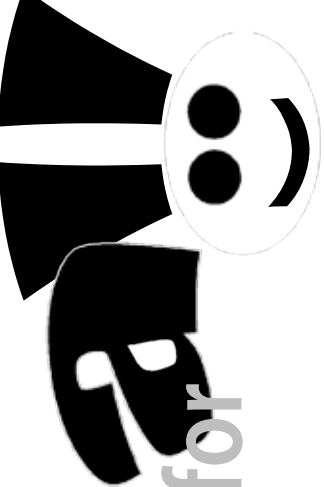
[illegible]

Peaceful Communities

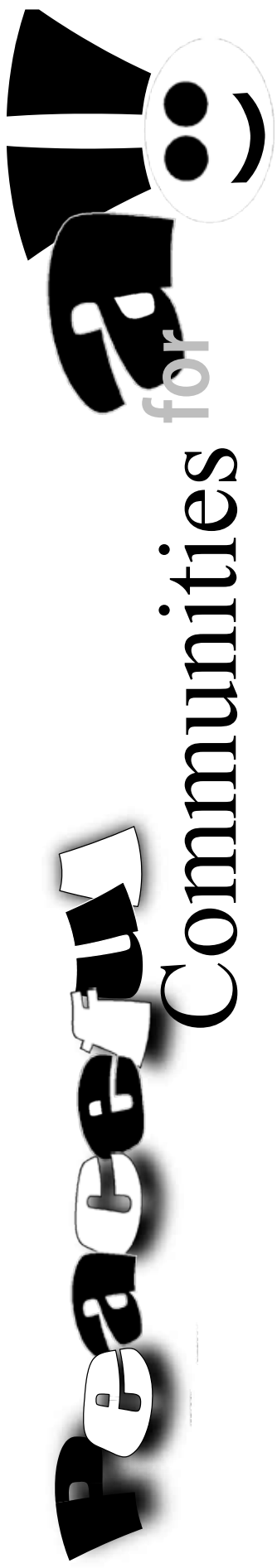


What does peace or peacefulness mean to you?

Peaceful Communities



How are people similar to each other? Different?

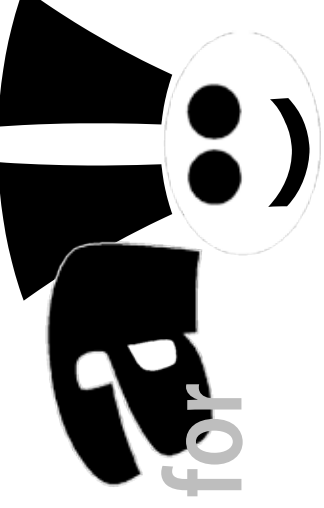


What is conflict? What are some causes and effects of human conflict?

Peaceful Communities for all!

What are ways that people can resolve conflict without hurting themselves?

Peaceful Communities



Do you know any peacemakers? If so, describe what they do.

APPENDIX III

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

SAMPLE PHOTOS

Objective #1: Describe qualities of peacefulness within oneself, one's relationships, and communities in the world.



© UNICEF/NYHQ2005-1646/Palani Mohan
Thailand, 2005

Two boys stand laughing in the rain outside Baan Bang Muang school in the southern Pang Nga Province. While the building itself was not damaged, the school suffered the most tsunami-related deaths—and has the most orphans—of any school in the country. UNICEF has provided the school with a water and sanitation system, funds for electricity and water bills, books and sports equipment. UNICEF has also hired teachers, assisted in psychosocial recovery efforts and offered education grants to orphans and other vulnerable children.



© UNICEF/NYHQ2006-2543/Giacomo Pirozzi
Solomon Islands, 2006

Children smile, laying in a circle at the UNICEF-supported Lunga Primary School in the village of Lunga, outside Honaira, the capital, on Guadalcanal Island.

Objective #2: Demonstrate understanding that humans are diverse, yet share common needs and abilities and experience similar feelings, emotions, and perspectives.



© UNICEF/NYHQ2005-2385/Anita Khemka
India, 2005

Women and children stand outside a primary health centre in Dinajpur District in West Bengal State. The women are lactating mothers who have come to the centre for an education session on breastfeeding.



© UNICEF/NYHQ2005-1051/Radhika Chalasani
Niger, 2005

On 7 August, carrying two-year-old Harea in a sling pouch on her back, Saiibou returns to her home in the village of Tsaki in Maradi Region. Balanced on her head is the sack of millet that she just bought at a cereal bank. The family sold one of their cows in order to buy the grain, a staple in Niger, which UNICEF purchased and provides to villagers at highly subsidized prices. If families have no funds they are given the grain on credit, on the understanding that they will reimburse the cereal bank when they can. Maradi Region is one of several in the country affected by the current food shortage.

Objective #3: Analyze causes and effects of human conflict.



© UNICEF/NYHQ1997-0179/LeMoyne
Zaire, 1997

During the time that relief agency access to Rwandan refugees was cut off, a Zairean rebel soldier and a girl, with other civilians behind them, stand silhouetted against the evening sky, near the ferry service that crosses the river between the city of Kisangani and the refugee camps to the south.



© UNICEF/NYHQ2009-0671/Marta Ramoneda
Pakistan, 2009

On 1 June, a girl attends school in a tent classroom in the Chota Lahore camp in Swabi District, in North-West Frontier Province (NWFP). An estimated 877 children are enrolled in the school. UNICEF is helping to provide education support for displaced children in camps and host communities. The Chota Lahore camp is one of many created in the last few weeks to accommodate people fleeing the current conflict.

Objective #4: Identify conflict resolution strategies through nonviolent means, explaining how these strategies contribute to creating peaceful communities.



© UNICEF/NYHQ2006-2268/Giacomo Pirozzi
Mozambique, 2006

Children, holding hands to form a circle, play during recess at Mulemba Primary School in Maganja da Costa, one of the poorest districts in Zambezia Province. UNICEF works with the government to create 'child-friendly' schools, which call on all sectors - education, health, water and sanitation, social welfare and communication - to help improve students' retention and performance, even in the poorest areas. For example, safe water points and separate latrines boost girls' attendance.



© UNICEF/NYHQ2006-1413/Giacomo Pirozzi
South Africa, 2006

Austin and Kurt embrace in front of their foster mother Rose Closeen's home in Philippi Township in the city of Cape Town. Rose is the chairperson of the Sinethemba Hope Organization, a neighbourhood group that provides support for children have been abused, neglected, abandoned or orphaned by AIDS. Some of the children are also HIV-positive. Of the 22 children she fosters, 10 currently live with her.

Objective #5: Determine how adults, children, and organizations like UNICEF promote peaceful communities globally, including how they can contribute to an equitable, just, and peaceful world.



© UNICEF/NYHQ2008-0362/Myo Thame
Myanmar, 2008

UNICEF workers distribute water chlorination kits and other supplies from the top of a truck to members of the Myanmar Red Cross Society, who will deliver them to temporary camps for those displaced by the cyclone in Bogalay Township in the south-western Irrawaddy Division. The workers' T-shirts and caps, as well as the truck, bear the UNICEF logo



© U.S. Fund for UNICEF/Giacomo Pirozzi
Malawi, 2006

APPENDIX IV

Peaceful Communities for All

An Early Childhood Unit (Grades Pre-K to 2)

SAMPLE STUDENT JOURNAL ENTRIES

1. What does peace or peaceful mean to you?

① Being calm and clear your mind of everything.

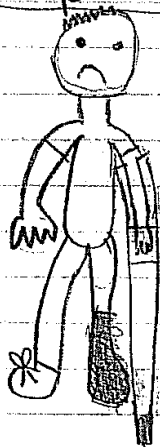
2. How can peacefulness be achieved?

② You have to help others with their needs.

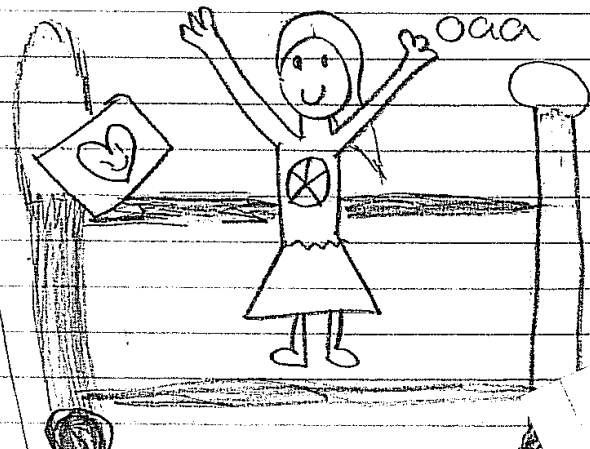
③ What do people need in order to feel peaceful?

④ The things you need to be peaceful is shelter, food, water, family and more.

Not peaceful



Peaceful



REFERENCES

Peaceful Communities for All An Early Childhood Unit (Grades Pre-K to 2)

Children's Books about Peace

Fiction

- Fox, M. (2006). *Whoever you are*. Orlando, FL: Harcourt, Inc.
- Lionni, L. (1970). *Fish is fish*. New York: Pantheon.
- Katz, K. (2006). *Can you say peace?* New York: Henry Holt and Co.
- McPhail, D. (2005). *The teddy bear*. New York: Henry Holt and Co.
- Muth, J. J. (2002). *The three questions*. New York: Scholastic Press.
- Parr, T. (2004). *The peace book*. New York: Little, Brown Books for Young Readers.
- Preus, M. (2008). *The peace bell*. New York: Henry Holt and Company.
- Radunsky, V. (2003). *What does peace feel like?* New York: Atheneum/Anne Schwartz Books.
- Root, P. (2001). *One duck stuck*. Candlewick Press.
- Scholes, K. (1990). *Peace begins with you*. Melbourne: Little, Brown Books for Young Readers.

Nonfiction

- Ajmera, M. (1999). *To be a kid*. Watertown, MA: Charlesbridge Publishing.
- Amnesty International. (2008). *We are all born free: The Universal Declaration of Human Rights in pictures*. London: Frances Lincoln Children's Books.
- Castle, C. (2000). *For every child*. New York: Phyllis Fogelman Books.
- Gilley, J. (2005). *Peace one day*. New York: G. P. Putnam's Sons.
- Kerley, B. (2000). *A cool drink of water*. Washington, DC: National Geographic Children's Books.
- Kerley, B. (2000). *You and me together: Mom, dads, and kids around the world*. Washington, DC: National Geographic Children's Books.
- Kerley, B. (2007). *A little peace*. Washington, DC: National Geographic Children's Books.
- Kerley, B. (2009). *One world, one day*. Washington, DC: National Geographic Children's Books.
- Montanari, D. (2001). *Children around the world*. Toronto: Kids Can Press.
- Morris, A. (1989). *Bread, bread, bread*. New York: Lothrop, Lee & Shepard.
- Morris, A. (1989). *Hats, hats, hats*. New York: Lothrop, Lee & Shepard.
- Morris, A. (1994). *Loving*. New York: HarperCollins.
- Morris, A. (1998). *Play*. New York: Lothrop, Lee & Shepard.
- Morris, A. (1999). *Teamwork*. New York: Lothrop, Lee & Shepard.

Morris, A. (2000). *Families*. New York: HarperCollins.

Napoli, D. J. (2010). *Mama Miti: Wangari Maathai and the trees of Kenya*. New York: Simon & Schuster Books for Young Readers.

National Geographic. (2008). *Every human has rights: What you need to know about your human rights*. Washington, DC: Author.

Spier, P. (1980). *People*. New York: Doubleday.

Thomas, S. M. (1998). *Somewhere today: A book of peace*. Morton Grove, IL: Albert Whitman and Company.

Music Compositions

Bach, J. (1741). The Goldberg variations. [Recorded by G. Gould]. On *A state of wonder: The complete Goldberg variations*. [CD]. New York: Sony. (1981)

Barber, S. (1936). Adagio for strings. [Recorded by St. Louis Symphony Orchestra]. On *Music of Samuel Barber: Adagio for strings, Op. 11/orchestral music*. [CD]. New York: EMI Classics. (1990)

Grammer, K. and Grammer, R. (1993). *Teaching peace songbook and teacher's guide*. Chester, NY: Smilin' Atcha Music, Inc.

Massenet, J. (1898). Méditation de Thaïs. [Recorded by J. Bell]. On *The Best of Joshua Bell*. [CD]. London: Decca Music Group Limited. (2009)

Rogers, F. (1968). "What Do You Do with the Mad that You Feel?" Retrieved from <http://pbskids.org/rogers/songLyricsWhatDoYouDo.html>.

Satie, E. (1898). Gymnopédies — No.3. [Recorded by Jacques Loussier Trio]. On *Satie: Gymnopédies gnossiennes*. [CD]. Cleveland, OH: Telarc (1998)

Schubert, F. (1883). Adagio string quartet in C. [Recorded by Mstislav Rostropovich and the Emerson String Quartet]. On *Schubert: String Quintet in C, D. 956*. [CD]. Hamburg, Germany: Deutsche Grammophon. (1992)

Williams, R. V. (1914). Lark ascending. [Recorded by Academy of St. Martin-in-the-Fields]. On *Vaughn Williams: Fantasies; The Lark Ascending; Five Variants*. [CD]. London: Decca Music Group Limited. (1990)

Works of Art

Celmins, V. (1969). Untitled (Big sea #1) [graphite on acrylic ground on paper]. Retrieved from <http://www.pbs.org/art21/images/vija-celmins/untitled-big-sea-1-1969>

Chagall, M. (1964). The peace window [stained glass]. Retrieved from <http://www.peacewindow.org/window.html>

Church, F. E. (1861). The icebergs [oil on canvas]. Retrieved from [http://dallasmuseumofart.org:9090/emuseum/view/objects/asitem/People\\$00402094/0?t:state:flow=c4be248c-92e6-4956-baf1-6881e9380657](http://dallasmuseumofart.org:9090/emuseum/view/objects/asitem/People$00402094/0?t:state:flow=c4be248c-92e6-4956-baf1-6881e9380657)

Hicks, E. (1833). The peaceable kingdom [oil on canvas]. Retrieved from <http://www.worcesterart.org/Collection/American/1934.65.html>

Mizuno, K. (2004). *The hidden gardens of Kyoto/photographs by Katsuhiko Mizuno*. Tokyo: Kodansha International.

- Monet, C. (1919). Le bassin aux nymphéas [oil on canvas]. Retrieved from <http://www.musee-orsay.fr/fr/collections/catalogue-des-oeuvres/notice.html?nnumid=1175>
- Nechita, A. (1998). Sprinkle the joy of peace [lithograph]. Retrieved from http://www.allucra.com/work_nechita_sprinklethejoy.htm
- Picasso, P. (1949). The dove (La Colombe) [lithograph]. Retrieved from http://www.moma.org/collection/browse_results.php?object_id=60633
- Picasso, P. (1962). The world without weapons [lithograph]. Retrieved from <http://www.arthistoryimages.org/cubism/picasso/flat/9/>
- Sera, R. (1998). Pickhan's progress [steel]. Retrieved from http://www.artnet.com/magazine_pre2000/news/wrobinson/wrobinson9-4-22.asp

References

- Center for Civic Education. (2009). National standards for civics and government K–4. Retrieved from <http://www.civiced.org/index.php?page=k4toc>
- National Association for the Education of Young Children. (2008). *Curriculum: A guide to the NAEYC early childhood program standard and related accreditation criteria*. Washington, DC: Author.
- National Council for the Social Studies. (1994). *Curriculum standards for social studies*. Silver Spring, Maryland: Author.
- National Geography Standards, Geography Education Standards Project. (1994). *Geography for life: The national geography standards*. Washington, DC: National Geographic Society Committee on Research and Exploration.

Teacher's Resources

- Breskin Zalben, J. (2006). *Paths to peace: People who changed the world*. New York: Dutton Children's Books.
- Condon, C., & J. McGinnis. (1984) *Puppets for peace*. Institute for Peace and Justice.
- Edutopia. (2011). Peace helpers become classroom problem solvers. Retrieved from <http://www.edutopia.org/conflict-resolution-peace-helpers-video>
- Fountain, S. (1999). Peace education in UNICEF. Working paper series. Retrieved from www.unicef.org/education/files/PeaceEducation.pdf
- Gonzalez, E., Roderick, T. & Van Woerkom, M. (2009). *Beginning with the children: A guide to creating a peace helpers program*. New York: Morningside Center for Teaching Social Responsibility.
- Levin, D. E. (2003). *Teaching young children in violent times: Building a peaceful classroom*. Cambridge, MA: Educators for Social Responsibility.
- Nhất Hạnh, T. (2005). *Being peace*. Berkeley, CA: Parallax Press.
- Nhất Hạnh, T., & The Plum Village Community. (2001). *Planting seeds: Practicing mindfulness with children*. Berkeley, CA: Parallax Press.

United Nations. (1948). The United Nations' Universal Declaration of Human Rights. Retrieved from <http://www.un.org/en/documents/udhr/index.shtml>

United Nations. (1989). The Convention on the Rights of the Child. Retrieved from <http://www.unicef.org/crc/>

United Nations Children's Fund (UNICEF). (2007). Violence prevention and peace building. Retrieved from http://www.unicef.org/lifeskills/index_violence_peace.html

United Nations Cyberschoolbus. (1996–2011). Peace education. Retrieved from <http://www.un.org/cyberschoolbus/peace/index.asp>

United Nations Educational, Scientific, and Cultural Organization. (UNESCO). (1995–2011). Retrieved from <http://www.unesco.org>

Winter, J. (2009). *Peaceful heroes*. New York: Scholastic, Inc.

May Howard Elementary Students Take Action



After learning about issues affecting children and families worldwide, second grade students decided to take action. This student-initiated and student-led campaign culminated in a fundraising effort entitled the Dove of Peace Café. Students designed a menu as well as T-shirts and tote bags with a student-designed logo. Following a two-day event to which parents and the community were invited, students evaluated the success of their efforts and calculated the café earnings. Donations were made to UNICEF's water and immunization programs, thereby helping to create *Peaceful Communities for All*. Way to go, May Howard students!

