I. ABSTRACT
A. Young children need to see, learn and practice appropriate social behaviors in order for these skills to become a meaningful part of daily behavior. The foundation for a peaceful classroom is an environment where children feel safe, are loved, learn to cooperate, and learn long conflict resolution skills. As teachers of young children, we hold a powerful position --- our actions leave a lasting impression on every child we educate. Teaching peace and social skills will enable students to function and work constructively in group settings.

II. OVERVIEW
A. Use peace making strategies for young children.
B. Function and work constructively in a group setting, using appropriate social skills.
C. Use conflict resolution skills.
D. Develop independent work habits.

III. BACKGROUND KNOWLEDGE
A. For teachers:
B. For students:
   1. Establish a sense of self and personal responsibility - CK Preschool Sequence, pp.9
   2. Develop listening skills - Skillstreaming In Early Childhood
   3. Develop a sense of community by getting to know children in the class - Peacemaking Skills for Little Kids, pp. 4-10

IV. RESOURCES
A. Materials:
   1. I-Care Rules for Little Kids
   2. I-Care Puppet
B. A/V Materials:
   1. CD Player or Tape Player
   2. Overhead projector or chart paper and markers
C. Children’s Literature:
   1. The Wonder of Hands by Edith Baer
   2. Helping by James Levin and Jackie Carter
   3. The Cleanup Surprise by Christine Loomis
   4. The Land Of Many Colors by the Klamath County YMCA
   5. My First Martin Luther King Book by Dee Lillegard
D. Music:
1. Jack Hartman, *Getting Better at Getting Along*
2. Jack Hartman, *Learning to Love*
4. Red Grammar, *Teaching Peace*
5. Grace Contrino Abrams, *Peacemaking Skills For Little Kids - I Care Presentation*

V. LESSONS

Week One

A. **Lesson One:** Introduction: Peaceful Hands

1. **Objective:**
   a. Children will learn to work and function constructively in a group setting, using appropriate social skills and peace making strategies.

2. **Materials:**
   a. I-Care Cat Puppet
   b. Washable paint
   c. Pre-cut fabric squares
   d. Jack Hartman, *Getting Better at Getting Along*

3. **Key Vocabulary:**
   a. helping
   b. cooperating
   c. hurting
   d. quilt

4. **Procedures/Activities:**
   - **Circle Time:** Bring out your I-Care Cat Puppet and have him briefly talk about his last visit when he introduced rule # 1 – “We listen to each other.” Then introduce I-Care Cat rule #2 – “Hands are for helping, not hurting.”
   - **Music and Movement:** Play Jack Hartman, “Hitting Hurts” from *Getting Better at Getting Along*. Encourage the children to sing along and act out the words to the song.
   - **Small Group Time:** Place some washable paint within children’s reach. Encourage them to dip their hands in the paint, making a hand print on a fabric square labeled with their name. Tell the children that by placing their hand print on the square, they are promising to do their best to use their hands peacefully. When the fabric squares are dry, sew them together to make a class Peace Quilt.

5. **Evaluation/Assessment:**
   a. Teacher observation of student participation
   b. Anecdotal records

B. **Lesson Two:** Hands Are For Helping, Not Hurting

1. **Objective:**
   a. Children will brainstorm a variety of ways that hands can help/hurt others and
2. Materials:
   a. Chart paper or overhead projector for teacher use
   b. Writing materials
   c. Four small pieces of paper
   d. The Wonder of Hands by Edith Baer
   e. Jack Hartman, Learning to Love
3. Key Vocabulary:
   a. pushing
   b. hitting
   c. taking
   d. breaking
   e. littering
   f. sharing
   g. cooperating
   h. caring
4. Procedures/Activities:
   Circle Time: Read The Wonder of Hands by Edith Baer. On chart paper or an overhead projector write the following questions. (1) How can you use your hands for hurting others? (2) How can you use your hands for helping others? (3) How can you use your hands for hurting the environment? (4) How can you use your hands for helping the environment? Then ask each question individually, recording the children’s responses.
   Music and Movement: Jack Hartman, “I Can Do That” from Learning to Love
   Small Group Time: Have children each make one hand print on four pieces of paper. Staple the paper together to make a Helping Hands coupon book. Have children give the coupon book to a family member. Encourage them to redeem a coupon when they need a helping hand.
5. Evaluation/Assessment:
   a. Teacher observation of student participation
   b. Anecdotal records

C. Lesson Three: Helping Hands
1. Objective:
   a. Children will apply their prior knowledge and illustrate positive and socially acceptable ways they can use their hands.
2. Materials:
   a. Construction paper
   b. Drawing materials
   c. Helping Hands bulletin board
   d. Helping by James Levin and Jackie Carter
e. Jack Hartman, I’ve Got Music In Me

3. Key Vocabulary:
   a. helping
   b. cooperating
   c. responsibility

4. Procedures/Activities:
   **Circle Time:** Read Helping by James Levin and Jackie Carter.
   **Small Group Time:** Ask the children to illustrate different ways they use their hands for helping. Take dictations on their papers. Display their work on the Helping Hands bulletin board.
   **Music and Movement:** Jack Hartman, “Give It Your Best” from I’ve Got Music In Me

5. Evaluation/Assessment:
   a. Teacher observation of student participation
   b. Anecdotal records

D. Lesson Four: Cooperation
1. Objective:
   a. Children will learn that working and playing together is called cooperation. Cooperation helps get the job accomplished.

2. Materials:
   a. The Cleanup Surprise by Christine Loomis
   b. Chart paper or overhead projector for teacher use.
   c. Paper trash bags.
   e. Glue, tape, etc.
   f. Jack Hartman, Learning to Love

3. Key vocabulary:
   a. helping
   b. cooperating
   c. beside
   d. beneath
   e. along
   f. around
   g. below
   h. behind

4. Procedures/Activities:
   **Circle Time:** Read The Cleanup Surprise by Christine Loomis. On some chart paper or an overhead projector, take dictation of your student’s responses to the following questions: (1) What are some ways we help and play together at school? (2) Why is it more fun to work and play with someone else?
   **Music and Movement:** Jack Hartman, “Working Together” from Learning to Love
   **Outside Time:** Take the children for a cleanup walk around the school campus to collect garbage.
**Small Group Time:** Supply your students with glue, tape, paper, and whatever else they may need to have fun and work together to make *Garbage Art*, cooperating as a group.

5. Evaluation/Assessment:
   a. Teacher observations of student participation
   b. Anecdotal records

---

**E. Lesson Five: Peaceful Lives**

1. Objective:
   a. Children will learn that even though we are all different, we can live in peace with love and harmony and all be friends.
   b. Children will learn through hands-on experience how to work together and have fun.

2. Materials:
   a. *The Land Of Many Colors* by the Klamath County YMCA Family Preschool
   b. Chart paper or overhead projector for teacher use
   c. Writing materials
   d. A variety of fresh fruit
   e. Plastic knives
   f. Cutting boards
   g. Bowl
   h. Red Grammar, *Teaching Peace*

3. Key Vocabulary:
   a. fighting
   b. hurting
   c. war
   d. different
   e. same
   f. feelings
   g. helping
   h. trading
   i. friendship
   j. peace
   k. love
   l. sharing

4. Procedures/Activities:

   **Circle Time:** Read *The Land of Many Colors* by the Klamath County YMCA Family Preschool. On some chart paper or overhead projector, take dictation of your students’ responses to the following questions: (1) What are some ways we can teach others about peace? (2) How can we encourage others to be peaceful?

   **Music and Movement:** Play Red Grammer, “Teaching Peace”
from Teaching Peace. Encourage children to march and sing along with the song. Teach children how to make a peace sign with their hand to hold up as they march.

**Small Group:** Have each child bring in a fresh fruit that they like. Encourage children to bring a variety of fruit. Have each child first wash their hands, then their fruit if needed. Have each child cut their fruit into bite sized pieces. When they’re finished, have them put their share into a colander. Rinse and drain all the fruit, then dump into a bowl to make a *Friendship Fruit Salad*. Enlist the children’s help in cleaning up.

**Snack Time/Food Experience:** Have the children help set the table. Have the children serve themselves and pass the bowl around the table. Encourage the children to use I-Care Language (example: “Here you go Casadie. Would you like some *Friendship Fruit Salad*?” “Yes, thank you, Mrs. Fitzsimmons.” “You’re welcome Casadie.”)

5. **Evaluation/Assessment:**
   a. Teacher observations of student participation
   b. Anecdotal records

**F. Lesson Six:** Martin Luther King Jr. - A Man of Peace

1. **Objective:**
   a. Children will learn about an important American leader who used peace to change things, instead of violence.

2. **Materials:**
   a. My First Martin Luther King Book by Dee Lillegard
   b. Chart paper or overhead projector for teacher use
   c. Writing materials
   d. Poster board
   e. Construction paper
   f. Multicultural colored crayons or markers
   g. Jack Hartman, Getting Better at Getting Along

3. **Key Vocabulary:**
   a. peace
   b. violence
   c. civil rights
   d. dream
   e. leader
   f. Nobel Peace Prize
   g. freedom

4. **Procedures/Activities:**

   **Circle Time:** Before reading your story, prepare a KWL chart. Ask your students to tell you what they already *Know* about M.L.K. On some chart paper or an overhead projector, take dictation of your students’ responses (example: K Tommy said,
“He’s a king.”) Next ask the children what they want to know about M.L.K. Take dictations in same manner. Then read My First Martin Luther King Book by Dee Lillegard. After reading the story, ask the children what they learned about M.L.K.

**Music and Movement:** Play Jack Hartman, “Bells of Peace” from Getting Better at Getting Along. Encourage children to sing along and hold hands while swinging their hands to the bells of peace.

**Small Group:** Have children draw a picture of themselves. Remind them to include all their body parts. While they are coloring, think of a peaceful thought and write it in the middle of your poster board (example: “Martin Luther King had a dream. Together we can make it come true.”) When they are done, cut out their drawings and glue around the edge of the poster. Post for all to enjoy.

**VI. CULMINATING ACTIVITY**

A. Suggested Children’s Literature:
   1. **Bang Bang You’re Dead** by Louise Fitzgh and Sandra Scoppettone
   2. **Tim, the Peacemaker** by Uwe Friesel
   3. **A Bargain for Francis** by Russell Hoban
   4. **Swimmy** by Leo Lionni
   5. **I Am Better than You** by Robert Lopshire
   6. **A Peaceable Kingdom** by Alice and Martin Provenson
   7. **The Animal’s Peace Day** by Jan Whal
   8. **Pooh, Just Be Nice ...and let everyone play!** by Leslie McGuire
   9. **Pooh, Just Be Nice...and not to rough!** by Eleanor Fredmont
   10. **Pooh, Just Be Nice...and say you’re sorry!** by Catherine McCafferty
   11. **Making Friends** by Fred Rogers
   12. **Friends** by Helme Heine
   13. **We Are All Alike...We Are All Different** by the Cheltenham Elementary School Kindergartners

Peace making skills, social skills, and conflict resolution skills need to be evident in your classroom everyday. The world we live in today can be a better place because you taught a child how to be peaceful.

**V. BIBLIOGRAPHY**

