

Grade: 3 – 5 Curriculum Area: Remembrance Day, World Peace Day; Language Arts		Topic: Freedom of Expression Title: Understanding Leads to Peace Page 1 of 2	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> All children have a right to live. Governments should ensure that children survive and develop healthily. (Article 6) Children have the right to think and believe what they want, and to practise their religion, as long as they are not stopping other people from enjoying their rights. Parents should guide their children on these matters. (Article 14) Children have a right to learn and use the language and customs of their families, whether these are shared by the majority of people in the country or not. (Article 30) 		Teaching Strategies	
Information Studies: Overall Expectations <ul style="list-style-type: none"> explore information using a variety of group activities select information appropriate to needs using a variety of strategies synthesize findings and formulate conclusions revise product appropriate to purpose, audience and format 		<p>Session 1 Begin by reading <i>Peace Begins With You</i> (it is long, some areas can be summarized). Discuss what it is that can cause conflict between people, between communities, between countries. Introduce ideas of faith, race, and economic need if the students do not bring these up by themselves. Create a three way T-Chart that outlines areas of conflict brainstormed. Leave the students with a thinking question: 🤔 “What do we need to understand about each other to help us deal with disagreements and conflicts?”</p> <p>Session 2 Refer to the T-Chart for some of the areas where conflict can arise. Why do these things cause conflict? What can we do to bring understanding to these areas? What do we need to know about each other to help stop conflict, or at least find a way to deal with and resolve conflict? Introduce the books, <i>Children Just Like Me</i>, <i>A Life Like Mine</i>, and <i>A Faith Like Mine</i>. Skim through each of them to show the way they are organized, emphasize the titles. Ask the students what they think the authors were trying to illustrate with the way the books are organized and the choice in titles. Divide the class into three groups, one for each book. (If your board has purchased the Cancopy license, you may photocopy up to 10% of each book for educational purposes, which would make the following lesson easier). Assign each group 4 or 5 specific profiles to read with the following questions to answer: What have I learned that I didn't know before? How does that help me to understand that person/culture better? How will that help when there is a conflict with someone from this culture/religion? (See black line master). Each profile should have no more than 2 or 3 students working on it.</p> <p>Session 3 – 4 Read <i>A Prayer for the Twenty-first Century</i>. Discuss the impact and message contained in the book. Going back to the work done in session 2, have each group discuss the notes they took from their reading. What is the most important message of understanding that came from reading about other children's lives from around the world, both from their culture and from their religious beliefs? Continued on next page.</p>	
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).			
Resources: <ul style="list-style-type: none"> <i>The Skin You Live In</i> <i>Children Just Like Me</i> <i>A Faith Like Mine</i> <i>A Life Like Mine</i> <i>Peace Begins With You</i> <i>If the World Were a Village</i> <i>A Prayer for the Twenty-first Century</i> Black Line Masters: <ul style="list-style-type: none"> Building Understanding Peace Begins with Me 			
BE THE CHANGE... <ul style="list-style-type: none"> Create a “Peace Begins with Me” action plan that each student can fill in and follow Circulate the book to the homes of the students so they can use it as a basis for discussing what they have learned Send copies of the book (or pages from the book) to local newspapers, magazines, world leaders with a letter from the class about building understanding 			

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Teaching Strategies

Have each of the profiles discussed as a whole group. Then break down into the smaller groups of two or three students for each profile. Each of these groupings will develop a page for the class book, "A Prayer for Understanding in the Twenty-first Century" (or whatever title the class deems appropriate). Each page should reflect the culture and/or religion of the child in the profile read. Once the writing is finished and edited, revisit the book ***A Prayer for the Twenty-first Century*** to explore the variety of art found in the illustrations. Invite the students to employ new and different techniques in illustrating their page of the book. Encourage them to experiment with and research some of the art expressions of the culture they were learning about. Publish the book and catalogue into the collection in the school library. Present it to the class.

Session 5

Read ***The Skin You Live In*** and discuss this book in light of the other work that has been done. Are the messages the same? Are the messages as powerful, more powerful or less powerful? Which book has made a more lasting impression on the students? What is more influential, photography or drawings in building understanding? Leave the students with the following thinking question: 🤔 "What would you use (photography or drawings) to try and sway someone's opinion and get a special message across about understanding, peace and celebrating our differences?"