

BE THE CHANGE

Grade: 2/3		Topic: Be cared for, Be protected, Survival and Development	
Curriculum Area: Communities around the World, Language Arts		Title: Peace One Day Celebrating International World Peace Day, September 21	
U.N. Rights of the Child Article(s): <ul style="list-style-type: none"> All organizations concerned with children should work towards what is best for each child. Governments should ensure that children are properly cared for, and protect them from violence, abuse and neglect by their parents, or anyone else who looks after them. All children have a right to live. Governments should ensure that children survive and develop healthily 		Teaching Strategies	
Information Studies: Overall Expectations <ul style="list-style-type: none"> explore information using a variety of group activities collaborate with others to share findings and ideas synthesize findings and formulate conclusions transfer new information skills and knowledge to solve problems and make decisions 		Note: The book, <i>Can You Say Peace?</i> is written to be read on International World Peace Day, September 21. To extend the usefulness of this book, change the first sentence to read, "September 21 is Peace Day all around the world."	
For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).		Session 1: Read the book, <i>Can You Say Peace?</i> to the class. Record how many ways the children can remember to say peace. Re-read the book and add to your list. Using "Role on the Wall" (<i>The Treasure Chest</i> , 114) trace or draw an outline of a figure on a large piece of paper. Record inside the figure (internal environment) the answers the students give to the question, "What does peace feel like?" (you may want to use some pictures as well as words). Towards the end of the book the author explores activities children like to do in peace and free of violence. Record these ideas outside of the figure (external environment) and ask the students to add some other ideas of their own ideas as well. Ask the students the following thinking question: 🤔 "What is the difference between feeling peaceful and acting peaceful?" Discuss their responses.	
Resources: <ul style="list-style-type: none"> <i>Can You Say Peace?</i> <i>The Treasure Chest</i> 		Session 2: Revisit <i>Can You Say Peace?</i> and the Role on the Wall poster. Ask the students to choose one of the feelings from the inside of the figure. They are to stand in a circle and demonstrate with their bodies that feeling. Ask them to choose another feeling and do the same. Explain to the students that they are going to use all the information they have learned to create hands of peace. Give each child an outline of a hand (black line master) or trace each child's hand. On the palm will go one of the words for peace along with the language it represents. On each finger will go one action or feeling. The students will then colour the hands with different shades of skin colour (packages can be purchased with the different skin tones). As this is an activity that could be challenging for younger students, ask an older grade in the school to join you and pair the students up with older buddies. This also allows the students to practice cooperation and peaceful problem solving. See below for different ways of using the finished hands of peace.	
Black Line Masters: <ul style="list-style-type: none"> Outline of hand 			
BE THE CHANGE... Suggestions for Action <ul style="list-style-type: none"> Create a chant using the words for peace, perform it for another class Use the hands to create a chain of peace around a room, bulletin board, or school hallway Use the hands to create handshakes (two intertwined together at the fingers) and deliver them to each classroom in the school. 			