

# BE THE CHANGE

<p><b>Grade:</b> K - 2</p> <p><b>Topic:</b> Cared For, Freedom of Expression</p>	
<p><b>Curriculum Area:</b> Social Studies: Grade 1, Relationships, Rules and Responsibilities, Grade 2, Communities Around the World</p> <p><b>Title:</b> What does peace feel like?</p>	
<p><b>U.N. Rights of the Child Article(s):</b></p> <ul style="list-style-type: none"> <li>All organizations concerned with children should work towards what is best for each child. (Article 3)</li> <li>Children have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account. (Article 12)</li> <li>Children have the right to think and believe what they want, and to practice 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)</li> </ul>	<p style="text-align: center;"><b>Teaching Strategies</b></p> <p>Session 1 Read <i>The Peace Book</i> to the class. Ask the children what they think peace is. Record their answers. Have the students form a circle. Use the "Magic Hand" exercise (students follow the gestures of the leader - the leader can change throughout the exercise - as they move their hands and body, having music playing can add to the experience - <i>The Treasure Chest – Teachers Resource pg 126</i>) to illustrate, in a concrete way, the student's brainstorming ideas about what peace is. For "homework" ask the students to do one peaceful thing today and record it some way (picture, journal, letter).</p> <p>Session 2 Read <i>You and Me Together, Moms, Dads, and Kids Around the World</i> to the students. Using sorting hoops and index cards create a Venn diagram comparing the scenarios found in the book with their own lives. What do they do that is the same, what seems different?</p> <p>Session 3 Read <i>Hello World</i> to the class. This book introduces the children to many ways of saying hello in different languages. Ask the class if any of the words were familiar. Create a chant using some of the ways of saying hello that are the most familiar, ending with "We all say hello". Practice it with movement and clapping. Look for similarities, more ways to say hello. Ask: "How does saying hello in another language make someone feel? How does it promote friendship? Peace? Have the students ask friends and family members for more ways to say hello and bring them back to school.</p> <p>Session 4 Read the book <i>What does Peace feel like?</i> Ask the students the same questions. What does peace feel like? Taste like? Smell like? Sound like? Look like? Have them act out in frozen shapes their way of interpreting peace, its smells, taste, appearance, sounds etc. As a whole class, write your own version of the book, have each student or pair of students illustrate one page. Bind it into a book.</p>
<p><b>Information Studies: Overall Expectations</b></p> <ul style="list-style-type: none"> <li>explore information using a variety of group activities</li> <li>collaborate with others to share findings and ideas</li> <li>analyze and evaluate the nature and importance of information in personal life and society</li> </ul>	
<p>For specific grade-level expectations, refer to <i>Information Studies: Kindergarten to Grade 12</i> (OSLA 1999).</p>	
<p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><i>The Peace Book</i></li> <li><i>Hello World</i></li> <li><i>You and Me Together</i></li> <li><i>What Does Peace Feel Like?</i></li> <li><i>The Treasure Chest – Teachers Resource</i></li> </ul>	
<p><b>BE THE CHANGE... Suggestions for Action</b></p> <ul style="list-style-type: none"> <li>Create a class book, circulate the book home with the children</li> <li>Create bold posters with the student's thoughts about peace</li> <li>Cut out peace "cranes" or doves to hang in the library, each with a special word from one child in the class</li> <li>Using the <a href="#">Peace Begins with me</a> black line master, complete contracts to be peaceful and share them.</li> </ul>	