

peace in your hands

Lopend Vuurtje II Pacea în mâinile Tale II La Paz en Tus manos

AN EDUCATIONAL PROGRAMME
FOR CHILDREN OF EARLY CHILDHOOD AND PRIMARY AGE



Supplement Peace in Your Hands
for the early 3-6 years old

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Peace in your hands can be downloaded at:
www.peace-education-in-action.org



INTRODUCTION TO THE EARLY CHILDHOOD EDUCATION MANUAL

We are very pleased to present you with this guidebook, designed to specifically support early childhood educators in adapting the "Peace in Your Hands" curriculum to the early years. We encourage you to first read the World Peace Flame Education package 'Peace in Your Hands' to have a solid foundation in understanding the vision and background information. However, as that manual was created for primary school aged children, many of the lesson suggestions and workbook assignments are not suitable for the early years. (3-6 years old). As many kindergarten teachers have expressed interest in applying the Peace Education project in early childhood education settings, this supplement has been created with developmentally appropriate suggestions for using the WPF Education package with 3-6 year olds.

The WPF Education package for primary school age also includes a workbook for children to use. The early years supplement does not include this workbook, but rather suggestions for hands-on exercises, sensorial experiences, drawings, games and stories which are naturally more suitable for this age group than written exercises.

WPF Educational package Peace in Your Hands


Children are born with a desire for peace. Peace in Your Hands aims to encourage children, parents, and teachers to realise that you can always find peace within yourself. The package provides lesson plans and methods to introduce the children to peacemakers in the world around them, and experience peace within themselves. We hope that light, a symbol of peace in all cultures, will spread quickly with the help of this package.

The aims of this supplement enhance the aims of the main WPF Education package which are to:

- enhance a safe and peaceful educational environment in the school
- support skills relating to citizenship and responding to diversity
- strengthen social and emotional skills
- give tools for working with children in stressful situations
- provide opportunities to discuss social themes
- develop empathic behavior towards other people, animals and plants

As children are forming their worldview in the early years, it is a key period for exposing them already to the socio-emotional skills and values needed for constructing a peaceful future on the individual and social level. Using the innate languages of childhood such as song, dance, storytelling and games, these values and skills can be transmitted in a fun, child-friendly manner.

It is also important to realise the direct connection between your own inner state and that of the children.



In order to nurture the child's love for the world, our actions carry more impact than our words when working with small children. Children are still quite dependent on others and easily affected by the behaviors they see in their daily lives. When the adults that care for them demonstrate kind, selfless and patient behavior, children will emulate similar qualities. Guiding the children using sensitive and empathetic language also helps children to feel loved and peaceful throughout the day.

Similarly, the atmosphere of the classroom impacts children's behavior, so teachers can think about ways to create a relaxing, calm atmosphere rather than a noisy, stressed environment. This includes making conscientious choices about colors, decorations, types and amounts of toys, organisation of materials, as well as ensuring that there are soft, quiet, comforting spaces where children can withdraw when they feel the need for a peaceful moment. An orderly and appealing classroom, with dolls, stuffed animals and pictures that express joy, love and happiness encourages peace in the classroom. Think about ways to create a pleasant, natural scent and ensure fresh air. Having a big plant (like a small tree) to play under, as well as some smaller plants that need care also enhance the atmosphere of the classroom.

Creating daily rhythms and rituals, such as a quiet time circle, or songs during transitions are ways to encourage a feeling of peace, unity and harmony amongst the children. On the personal level, developing reflective habits and cultivating peace within are also vital to the success of a peace curriculum. Together with children, we can create a peaceful world for the future: starting in the classroom, at home, and in their hearts.

The games and activities described in this package are meant to be playful, stimulate creativity and invite participation. We encourage you to flexibly integrate and adapt the suggestions in this manual into your work. Take inspiration from ideas from the package to invent your own variations rather than feeling compelled to use it like a recipe book. We also encourage you to experiment with placing the children in a circle when holding discussions or playing some of the games. Sitting in a circle encourages greater participation, unity and equality than sitting in rows facing the teacher or sitting at separate tables.

How to use this supplement?

First read the Teacher's Manual from Peace in your hands (download at www.peace-education-in-action.org). The lesson suggestions and workbook assignments in this supplement refer to the suggestions and assignments in the Teacher's Manual and the workbook for children. Also new suggestions, suitable for the early years, have been added.

Good luck with this important peace work: starting young is starting strong!

Activities in

BLUE FRAME: **SONGS**

PINK FRAME: **CREATIVE VISUALISATIONS**

YELLOW FRAME: **MOVEMENTS**

GREEN FRAME: **STORIES**

1.1 WHAT IS PEACE?



Read Part 1.1 Starting the project of the Teacher's Manual 'Peace in your hands'.

- **Group Discussion (ages 3 1/2 and older):**

Sitting in a circle with the children, encourage them to express their own thoughts by discussing the following open-ended questions: Have you ever heard the word peace? What do you think it means? Be curious and interested in the children's original thinking. Do not correct them, but rather facilitate them in deepening their thinking by asking additional clarifying questions such as "What else do you know?", "How do you know that?" Appreciate and validate their contributions to build a definition that uses their own words and thoughts. Recording the children's thoughts in their own words by writing them down demonstrates the function of writing, as you can then read back some of their good ideas from your paper. These quotes can later be added to a board with their drawings about peace or in class book that you assemble using their drawings.

- **Experiential learning by contrasts and discussion (4 years and older):**

Prepare recordings of busy sounds (traffic, crowds, music that has a fast beat or is chaotic) and peaceful sounds (peaceful ocean or forest sounds). Have the children listen to the sounds. You may want to warn children that are sensitive to sensorial input that they may want to cover their ears when you play the more stimulating, unpleasant, busy noises. You can invite the children to use their bodies to show how the music makes them feel. Contrast this by then playing peaceful sounds, again inviting the children to demonstrate with creative movement how the sounds make them feel. Follow up the exercise with a discussion, sharing your observations of what you noticed in their movements and inviting them to share their feelings. Continue the discussion with open ended questions that help them to contrast times when they like to be busy, excited and fast with times when they like to be peaceful, to relax, to slow down. Ask them "When do you feel peaceful? When do you feel agitated?"

- **Emotional intelligence exercise:**

Create or use a set of images that show different faces with different emotional expressions. Ask the children to guess what the people or children in the pictures are feeling. Ask them to put the pictures of peaceful feelings (happy, friendly, calm, loving etc.) in a pile and the pictures with agitated feelings (upset, angry, confused) in another pile. You can also ask them to identify how they are feeling by pointing to a picture that is similar to how they feel inside. Looking at the pictures with the negative emotional expressions, you can invite the children to brainstorm things they can do to help a friend or themselves to feel better when they feel like that. Validate the children's own thinking, "Yes, giving your friend a hug is a great idea! That would make me feel better too, if I was sad." Avoid imposing your own solutions "Isn't it nice to give someone who is feeling sad a hug?" Rather, elicit this from the children themselves by using questions.

- **Peace painting:**

Ask the children which colors make them feel peaceful and why. Ask them also which colors make them feel excited and why. Be prepared for some unexpected answers, but be sure to validate the children's own thinking and expression, even if it is different from your expectations. Record their reasons for their color choice. Offer each child the color they associate with peace and have them finger paint with that color (if small). If the children are older than five, you can ask them to first think of a time that they felt peaceful and discuss it. You can then invite them to paint that scene.



- **Peace book (4 years and older):**

Combine the children's paintings and the quotes that you recorded with their thoughts about peace, reasons for associating colors with peace, and peaceful memories. Spiral bind the book and then read it back to the children, so they can experience their written words being read back to them. In this way, they can take pride in having a book that they all helped to make.

For inspiration, please look online at the book "The Children's Peace Book: Children Around the World Share Their Dreams of Peace in Words and Pictures" <https://coloursofus.com/21-multicultural-childrens-books-about-peace/>

- **Making a light**

(see also Workbook assignment 02)

Decorate a clean glass jar (for example a small jam jar or a jar that contained baby food) to make a candleholder. One method is to fill a shallow bowl with non-toxic white glue mixed with food coloring. The children can then roll the jar in the colored glue so that it is evenly coated. Next they can add sequins, glitter, beads, twigs, leaves etc. to further decorate the jar. Alternatively the jar can be covered in layers of papier mâché made from colored tissue paper dipped in a mixture of flour, water and white glue. When the candleholder is thoroughly dried, then you can place a LED-candle inside, which is the safest option. The candle can now burn safely and it will look wonderful.

Be careful! Whenever you burn your peace flame either at school or in your home with a real candle, make sure that you put it in a safe place and NEVER leave a burning candle unattended.

- **The World Peace Flame**

(see also Teacher's Manual lesson suggestion 02)

Light a candle or LED light representing the world peace flame. Each child receives a lit tea light or LED light inside of the glass candleholder they have made themselves. If candles are used, the teacher then lights all the children's candles. Sing a peace song together from the options below. The melodies can be found on the website: www.neoumanism.org/resources

After singing, have the children put their lights in the middle of the circle. Then ask them to place a hand on their heart and one on their tummy. Show them how to breathe with their belly, deeply and slowly, exaggerating a little the sound of your breathing so that they copy you and breathe deeply to relax. Ask them to close their eyes, so that they can notice a feeling of happiness and peace glowing inside of their hearts. Make sure to experience this yourself, so that the child can learn by your example. Do not mind if they are restless. Small children may not close their eyes, and this is fine. Giving an example of peacefulness is a powerful lesson by itself.

- **Making a World Peace Flame**

Create your own Peace Flame of natural materials!



- **Peace songs:**

Song 1.

I walk in peace:

"I walk in peace, on the path of love, mother earth below, father sky above"

(melody available on youtube)

Song 2.

Deep peace

Deep peace of the running wave to you,

Deep peace of the silent stars

Deep peace of the flowing air to you

Deep peace of the quiet Earth.

May peace, may peace, may peace fill your soul

Let peace, let peace, let peace make you whole.

(melody available on youtube)

Song 3.

This little light of mine

This little light of mine

I'm going to let it shine

This little light of mine

I'm going to let it shine

Let it shine, let it shine, let it shine

(melody available on youtube)

Song 4.

Quiet place by Arun Jacobsen, Progressive School of Long Island

Quiet place, deep inside of me

Feel the love all around me

I've never been alone, since I've known

There's a place

Where I can go

Where love is all around

When I've found

How to hear

The deepest sound

(melody available on www.neoumanism.org)

- **Surprise a friend (*4 years and older)**

(See also Teacher's Manual lesson suggestion 03)

The teacher prepares folded cards with the children's photographs inside. Place the cards inside of a bag. Ask the children if they can keep a secret. This creates excitement and anticipation, as children love secrets! Tell them they will each pick a card that will have a picture of one of their friends and they must keep it secret and not show it to the others.

Pass the bag around the circle. Each child picks a card from the bag. Explain to the children that the rest of that day they will be a secret friend to the child whose name they picked. Talk about what kind things they can do for a secret friend to make them feel special and happy. Generate ideas together. You can add suggestions such as making a drawing, or finding a flower, a pretty rock or a leaf to offer to their friend, or something else that is small and special. They can also share a toy, or give a hug to their special friend.

CREATIVE VISUALISATIONS

- **Feeling peace**

Mountain Creative Visualisation (*5 years and older)

"Let's stand up. Lift up and wiggle your toes and then plant them deep into the earth. Lift up your shoulders to your ears and roll them back. Open your heart. Imagine a golden thread that lifts the back of your head up tall and strong. Take a big breath and slowly, slowly, breathe out."

Imagine you are a mountain and you are so heavy and strong that nothing can move you. Your feet are planted deep into the earth. You can ask the children if they want you to test them and see if they have become a mountain by gently pushing a shoulder. If they have let their center of gravity sink into the earth it will make them strong and stable. You can demonstrate this and invite them to push you. Once everybody has become a strong, stable mountain, then invite them to close their eyes. "Imagine you are a big rocky mountain. You are part of the earth. You cannot be moved. Strong windy, rainy storms come but you don't mind. Beautiful, cool, snowy white clouds cover your head. Now they are melting away as the sun comes out and warms your mountain peaks. You give shelter to many animals and birds. You are peaceful and strong."

CREATIVE VISUALISATIONS

Bubble Creative Imagination Game

Imagine you are sitting outside on soft, green grass. The sky is blue with a few puffy white clouds floating above you. The sun is warm and you feel happy. You have a jar and a wand and begin blowing magic bubbles. You slowly blow a bubble that is bigger and bigger, swirling with all of the colors of the rainbow. It soft

ly floats away. You blow another rainbow bubble and this time you blow even longer and more slowly and it is bigger and bigger. It floats away into the clear blue sky. You dip your wand again into the bubble water and get ready to blow the biggest bubble of all. You begin blowing softly and slowly so the bubble doesn't break and it is growing bigger, and bigger and bigger. It is even bigger than you are!! You then step inside the bubble, and it is a magic bubble, strong enough to hold you without popping. Inside the bubble you are safe and protected. A gentle breeze blows and lifts the bubble with you inside it up into the sky. You can enjoy flying in the sky as long as you like!! When you are ready, you can bring your bubble back down to the earth, and step outside of your bubble. You thank your bubble as it floats away into the sky!

MOVEMENTS

- Creative movements and breathing games

Interlock your fingers pointing downwards and then turn your palms around so that the fingers are pointing upwards, representing candles on a birthday cake. Take a big, big breath and the blow out all of the candles, slowly!

In candle pose everyone can pretend they are a candle, and their toes are the dancing flame. However, first have them prepare their bodies with the following exercises:

1. We are trees, blowing in the wind: stand with the palms together stretch up towards the sky. Feel the wind gently blowing our trees side to side. You can also experiment letting your tree grow roots into the ground, and balancing on one leg, slowly raise the other foot and place it on your strong trunk. Let your branches grow and reach out and then up to the sun.
2. Bridge - lie on your back. Now lift up your bottom and your back all the way up to the shoulders. Now the bridge slowly comes back down to the ground
3. Candle - lie on your back. Lift up your legs - up, up, up to the shoulders. Toes point straight to the ceiling and dance a little like a flickering flame
4. Blowing feathers - gather straws and little feathers for the children. The children sit in a circle: can you blow the feather into the middle of the circle? Can you blow as a soft wind? As a strong wind?

1.2 WORLD PEACEMAKERS

Read Part 1.2 of the Teacher's Manual 'Peace in your hands'.
This part 1.2. can be used with 5 and 6 years old.

- **What's enough?**

Gandhi: "There is enough for everyone's need but not enough for everyone's greed"
Experiential example: (See also workbook assignment 03) Show a bowl full of sweets, raisins, or fruit slices to the children. Ask them if they think it is enough for everyone. Now, as you give a big portion containing most of the fruits or sweets to a single child say, "If I were to give this much to (child's name) is there still enough for everyone?" Ask the child who you offered the big amount to "Would you like to get this much?" Ask the other children how they feel about their friend getting so much more than they would get. Ask the child who is receiving the big portion how does she feel when she listens to her friend's feelings?



- **Ubuntu Story (adapted)**

Once in a small village in South Africa, a visitor from another country came to teach the children sports. He saw that the children were fast runners and thought it would be fun to make a race. The children had never run a race before. He had some candies, which he thought would make a good prize for the winner. He put the bag of candies next to a tree, and then invited the children to run to the tree. Whoever got there first would be the winner and would receive all of the candies!! But what happened next, was a big surprise!! The children joined hands together and then the whole group of children walked to the tree and got the bag of candies. Then they opened the bag and shared the candies.

The visitor was very surprised! Why did they go altogether when the fastest one could have won all of the candies? The children just said one special word, which the visitor had never heard. "Ubuntu". Ubuntu means, how can one of us be happy if others are sad?

- **Discussion:**

What toys do we have here at the kindergarten? What toys do you have at home? Give scope for everyone to participate. What do they like most? Why is it special to them? Are there some toys that you don't play with? Explain that there are some children that do not have any toys, or only one or two toys. Sometimes their families don't have a lot of money, or they are travelling and looking for better country to live in.

- **Sharing Toys: (*ages 5 and older)**

As the children would they like to give away one of their toys to a child that doesn't have any? What toy could they share that would make another child happy?

The children can then bring toys from home to give to a shelter, children's home, children's hospital or another project for disadvantaged children. An important step is to invite the children to dictate a message that you write down and attach to the toy when it will be given as a gift about why the child decided to give it and what their hope is (for example, "Judy the Rabbit is a good friend to give hugs to and I hope it will make you happy when you are sad.")

Story:

Panda Gets a New Home (ages 5 and up) by Didi Ananda Devapriya

When Gabi was just a little baby, Panda arrived to keep him company in his crib at night. There was also Puppy and Penguin in the crib, but Panda got the most cuddles and hugs. Panda was a good friend. Panda was there with Gabi when he was sick or when he was sad. Panda's cuddles made Gabi feel better.

Gabi liked to take Panda in the car and Panda got to see lots of cars and buses outside the window. Sometimes Panda even got to come to Gabi's kindergarten, to help him take naps. Gabi also liked to snuggle with Panda when watching TV. But Panda wasn't allowed to come to the dinner table because he would get too messy with vegetables and soup.

Gabi was getting bigger and bigger. Once when he was learning to use a big boy toilet, Gabi had a bit of an accident and Panda got peed on by mistake. He had to take a trip to the washing machine that day which made him a little dizzy from spinning and swirling in the soapy water. That night he couldn't sleep in Gabi's bed as he was still hanging up to dry on the balcony of the apartment.

Gabi kept getting bigger, and Panda was still sitting and waiting every day on Gabi's bed, together with Puppy and Penguin for cuddles. But Gabi was bigger and didn't need as many cuddles. Gabi started to read books all by himself and fell asleep with his books instead of cuddling his toys. Panda missed the warm hugs and snuggles and cozy times he had had with Gabi. Now that Gabi was bigger, Panda, Penguin, and Puppy had a new resting place on the shelf in his room, across from the window.

One day, Panda could see through the window that a new family moved into the house next door. Gabi's mother came into his bedroom, where he was busy reading a book for school. She invited him to come with her to visit the new family next door. She said she saw that they have a little boy, Omar, who was only 3 years old. The family had come from a country very, very far away. There were big problems in their country and it was not safe to stay there. They had to leave very fast, and could only take a small bag of clothes. The little boy had left behind all of his toys and special things.

Panda could see the new little boy through the window. He seemed sad and lonely. Panda wished he could help him feel safe and happy. He knew just what to do to make little children feel good.

Gabi's mother said, "Let's go visit our new neighbours! Maybe you can choose a special toy to make the little Omar feel happy and welcome!" Panda was so excited and hoped that Gabi would choose him. Gabi looked at his shelf and thought carefully. He picked up Puppy, who was fuzzy and clean. But then he looked at Panda who seemed to be leaning forward eagerly.

STORIES

Panda wasn't quite as fuzzy and his colors were faded because of many trips to the washing machine and lots of loving. But he remembered what a good friend Panda had always been when he was sad. Omar needed a friend like that.

"I will bring him Panda!" Panda was so happy and excited! Gabi's mother also thought that it was a wonderful idea, and very kind. Gabi made a special card for Panda to take to Omar. He made a drawing of Panda and wrote a message. The message said that Panda had been his best friend when he was little, and always made him feel better when he was close by. He hoped that Omar would also become good friends with Panda. Gabi's mother gave Panda a special wash so that he would smell nice and clean, and they tied a bow around his neck to attach Gabi's message.

Once again, Panda got lots of cuddles and snuggles in his new home with his new special friend, Omar.

Reflection Questions for Discussion: some open-ended questions to introduce into discussion are:

- What do you like most?
- What would you like to give away?
- What do you like to keep forever? Make a drawing of what you want to keep forever.



- **Your Dream (Martin Luther King)**

Martin Luther King was born in Atlanta, Georgia in the USA, many years ago. He was a pastor and a special leader who did many things to make the world a better place.

Martin Luther King lived in the USA at a time when people with different skin colors lived, worked, and went to school in separate places. Even in restaurants and on the bus, white people and brown people and black people could not sit together. This was unfair, and Martin Luther King worked hard to make new rules that would be fair to all people, no matter what color of skin they had. Martin Luther King was a daddy and had four little children. He once said that he had a very beautiful dream. He was dreaming of a day when his four little children would not be treated unfairly or unkindly because of their skin color, but instead people would see what is inside their hearts and how they behave to understand if they are good or bad. He shared his dream with many, many people, and he helped to change many things to make the world more fair. He was very brave and inspired lots of people. In the USA there is a special day to remember him every year.

- **"I have a dream" Poster**

After reading the story, and showing them pictures of Martin Luther King, his children or him leading or speaking, and ask the children what is their dream for making the world more fair for everyone? Record their ideas. Create a big poster, writing at the top of the poster, "I have a dream!" Then add the quotes from the children. If the children are very young, have them make handprints onto the poster, or decorate doves. If they are older than five you can ask them to make a painting of their dream. When it is ready, read the quotes out to the children to further validate and appreciate their thinking.

- **Blowing Dream Bubbles**

What is your dream? Put your dream in an imaginary bubble and blow it in the air! It goes with the wind to become true!

- **Story: "The Lion and the Mouse"**

Tell the story of the lion and the mouse: You are never too little to help! (p 52 Teacher's Manual)

CREATIVE VISUALISATIONS

- **The Wishing Tree**

Close your eyes and imagine you are walking in a rose garden on soft green grass. It is a beautiful sunny day. There are many red, yellow, white and pink roses. You breathe in their perfume. You find a golden pathway and begin to follow it through the rose bushes. It leads you to the center of the garden, where a magical tree grows. It is the Wishing Tree, and listens to the wishes of your deepest heart. The trunk of the wishing tree is golden, and the edges of its green leaves are also golden and glitter in the sunlight with magic.

Three tree fairies appear. The first one has sunny yellow butterfly wings, and she says, "Let everybody be happy!" The second one has sparkling white butterfly wings and he says, "Let everybody be free of sadness", and the next fairy has bright shining orange wings and she says, "Let everybody always see the bright side of everything!" Together the fairies say "Peace, peace, peace" three times! They then invite you sit under the tree, with your back against its strong, golden trunk, and to let your mind become peaceful and quiet so that your heart can express its wish. A golden leaf floats down from the tree and lands softly in your lap. This leaf contains the magic of your wish. Hold it to your heart and imagine that it enters inside.

MOVEMENTS

- **Creative movement: enhance the story with movements**

"We are entering the garden of flowers!" Form a flower with your hands and breathe in its perfume. "We find a beautiful wishing tree". Let your roots go into the earth, lift up one leg to grow into a tree. Let your branches spread out and then reach to the sky! "The fairies have arrived!" Stretch out your wings, standing on one leg as you lean forward to fly and spread happiness and peace all around you!! "Let everyone be happy!! Let everybody be free from sadness! Let everyone see the bright side of everything!" "Now let's sit down under the wishing tree." Sit cross-legged with your back straight and tall like a tree. Sing together "Peace, peace, peace."

1.3 PEACE CLOSE BY

FAMILY, SCHOOL & SURROUNDING ENVIRONMENT

1.3

Read Part 1.3 of the Teacher's Manual 'Peace in your hands'.

- **Peace in the Classroom:**

Discussion - Rules for a Peaceful Classroom. What rules help us stay safe and happy?

- What rules help us to be good friends?
- Make a list of rules generated from the discussion and check which ones everybody thinks are a good idea and why or why not.

- **Opportunity in conflicts**

"We teach our children how to behave by what we allow, what we stop, what we ignore, and what we reinforce." (falmouth.k12.ma.us)

There are many small, everyday conflicts that occur between small children, usually around sharing, taking turns, and expressing feelings appropriately rather than with hitting, biting, etc. These moments offer valuable opportunities for teaching children practical problem solving and conflict resolution skills, as well as training emotional intelligence. Using a few simple, clear and consistent steps for resolving conflicts on a regular basis helps children internalize healthy ways to solve their own problems. The following steps are based on the "Restorative Justice" model, adapted to early childhood. Much more learning occurs when applying this model, rather than simply punishing behaviour. This system also addresses the needs of the person who was harmed, and encourages the harmer to directly find a way to repair the relationship.

1. "What happened?" ask both the child who harmed and the one who was harmed the same question, in order to tell the story of what happened.
2. "Who or what was hurt?" Explore the story and encourage the children to think about the feelings of anyone that was hurt, or what are the consequence of an object being damaged or destroyed. Give space and encouragement for the hurt child to say how they feel. This step encourages empathy and is very important.
3. "How can we fix it?" Have the child who harmed think about what they can do to make the other person feel better again, or repair the damage done. Also find out if they would like you to help them. Ask, "What can we do to make sure this doesn't happen again?"

Giving moral guidance and solving problems in a loving way helps children to connect to their inner understanding of fairness. When children are under 4 years old they need good examples from adults in order to develop their own sense of discrimination. Understanding the following three stages in the moral development of children between 4-6 years old can help teachers to support this process:

- 1) Becoming aware of their sense of discrimination regarding fairness / unfairness, right / wrong (4-5 years old)
- 2) To take the responsibility for that sense of discrimination (5-6 years old)
- 3) To be able to stand up for what is right despite opposition, and to be able to take appropriate action (6 and older)

Listening practice (*4 years and older):

Make sets of cards: one with a picture of an ear, and one with a picture of a mouth. Have the children each choose a partner. One partner receives the ear, and the other partner receives the mouth. The one with the mouth gets to talk, and the one with the ear is the listener. Have them take turns being the talker or the listener and give them something simple to talk about, like "Who is my favourite person and why?" or "What I did this morning" or "Tell about your family". Once the children are used to switching roles with the help of the cards, they can also be used to facilitate listening when children have conflicts.

- **Kindness Circle**

Discuss with the children examples of how they can be kind to each other. For example:

- How can we help someone who is hurt? (Getting help from a teacher, giving a hug, rubbing the sore spot)
- How can we help each other? (sharing colors, serving meals, showing someone how to play a new game)
- What are kind things we can say? ("I like you," "You are my friend," "Will you play with me?" "Please," "Thank you," etc.).

Then go around the circle, and for each child have the whole group (including the teacher) think of moments when they noticed that child doing something kind. At the end of the circle, conclude by singing a simple song where each child is recognized by the group such "We love Alex, we love Andrea, we love Razvan", or "Thank you Alex, Thank you Andrea," etc.

MOVEMENTS

- **Exercises for being strong:**

Salute to the Sun (see also workbook assignment: ...)

Follow the illustrations in the workbook. Use the following statements with each movement:

1. I love the Sun (lift your arms, open your heart to the sky)
2. I love the Earth (touch the earth)
3. I am brave (become a warrior!)
4. I am kind to animals (dog, cobra)
6. I am a protector of Nature (become a warrior)
7. I love the Earth (touch the earth)
8. I love the Sun (open and lift your heart to the sky)

1.3

CREATIVE VISUALISATIONS

- **Creative Visualisation: Charging up your heart battery**

Lie down and close your eyes. Relax. Imagine that in your heart is a big battery that gives you lots of energy and love to share with everyone. Breathe in and imagine that you are charging your battery with lots of light energy. Imagine your heart is getting brighter and brighter, warmer and warmer. Feel the love from your heart spreading out all around you like a beautiful, bright light.

MOVEMENTS

- **Exercise in Pairs: Strong as a bear (ages 5 and older) (see workbook assignment 08)**

Get together in twos, preferably with someone about the same height. Face each other and decide who is the Bear and who is the Wind.

1. The bear stands firmly with both feet on the ground, feet slightly apart. Then the Wind starts to lightly push against the bear's shoulders. How firmly does the Bear stand?

2. Repeat, but this time, first ask the Bear to think of something sad (give concrete examples). Give the Bear a few moments to think about this. Then the Wind pushes the Bear's shoulders to see how strong is the sad Bear.

3. Now, have the Bear think of something happy, giving concrete examples (when did you have a special surprise, eat your favourite food, or give a hug to someone you love). Allow a few moments for this and ask the Bear to breathe in deeply and stand as firmly as possible, while the Wind again pushes against the Bear's shoulders. How strong is the happy Bear?

Are the Bears stronger when they are happy or sad?

4. Then swap roles.

- **A story to read: Love really makes a difference (from the Teacher's Manual page 61)**

- **Circle discussion (*4 years old and up): What do you like about . . . ?** (See Teacher's Manual lesson suggestion 12.) To create a positive and kind climate in the classroom, invite the children to sit in a circle and ask each child to name something they like about the child to their left, or to describe something this child is good at. For instance: Andreea has nice hair, Geani is good at drawing.

- **A peace gift:** the children paint a "Thank You" card and send it to someone they want to thank.



- **Make a family wall** (See the Teacher's Manual lesson suggestion 17, p 26 and 41)

A family wall is a wall in the classroom where you display photos of all the children's families. This wall can lead to conversations with parents and children. It makes children and parents feel valued as a family. With a family wall you don't exclude anyone—everyone belongs.

Remember that family structures may vary, so when explaining the concept of family, it can be helpful to use an open, inclusive definition, such as "our families include all of the people that love and care about us and that we love and care about. Some of those people may live in the same house with us, and some may live far away, but it is love that makes a family a family." This type of definition is more sensitive to the fact that not all children have a mother, father, sister, brother, grandparent structure. Some children may be living with a single parent, or a grandparent for example. Some children may wish to include family pets in their collages, and that is ok. Validate the diversity that is present so that all children feel that their families are important and included.

The teachers take the initiative to start conversations near the family wall. Parents and children decide which photos they want to put on the wall and what story they want to tell. A family wall provides more information about the children's home situations. The photos make it easier for you to engage in conversation with the parents and also for parents to ask you questions. Parents are then more likely to come into the school, and subsequently might offer help or make suggestions.

Take the following steps:

- Ask parents for family photos.
- Each child can help to make a collage of photos and drawings about their families. You can also include text dictated by the children describing their families.
- Put the collages on the family wall (or in the corridor or some other central area).
- Invite parents to come and have a look at the family wall. Make sure the children are involved—they enjoy seeing each other's families and showing other children their own family.
- Make sure there are photos of each family on the wall. If children leave the class, give them their own family collage to take with them. When a new child comes into the class, immediately ask for a family photo for the family wall. 2

The Family Wall Project. Chapter 9 in Diversity and Equality in Early Childhood. Colette Murray & Mathias Urban. Gill & Macmillan, Dublin, 2012.

CREATIVE VISUALISATIONS

- **Creative Visualisation: Little star**

Imagine it is night time, and there are many twinkling star children in the sky. You are one of the little stars, shining down on the blue earth. Imagine how your glittering star clothes twinkle and sparkle in the darkness. The earth is round and a beautiful, shining blue. Send your starlight down to the earth.

1.3

SONGS

- **Earth Hug**

Imagine that you are with all of your friends, holding hands with all of the other children in the world, in gigantic circle that is hugging the whole earth! This can be acted out by standing in a circle around a globe or picture of the planet. Sing together:

"We take care of the earth, we take care of each other
We take care of the earth,
We take care of each other
And we share, share, share
With everyone, everywhere"

(by Didi A. Devapriya, find the melody on www.childreninpermaculture.com)

MOVEMENTS

- **Creative movement exercises:**

Pair exercise: Caring monkeys: Sit in a line on the ground with your legs like the letter "V". Someone will be sitting in your "V". Everyone begins picking through the hair of the child in front of them and then gives a gentle rub of the shoulders and back of the child in front of them, like little monkeys!!

Roley Poley: Bring your knees up to your chest, curling up into an egg. Then let your egg roll back and forth and side to side!!

Bridge: Lying on your back lift up your bridge starting from your bottom all the way up to your shoulders. Slowly, slowly lift the bridge up, keeping your chin towards your chest!

Happy Baby: Lie on the floor on your back. Then lift your legs up into the air and catch your big toes with your hands. Bring your toes close to your face and play with your feet like babies do, rocking side to side.

Baby Bath: Now the baby is ready for a bath and Mommy is going to rub you everywhere with a nice, warm, soft, fluffy towel. (Each child does their own self massage, with the teacher demonstrating. This is very calming and self-nurturing). First let's rub our heads, then our faces, now arms. A nice rub on our tummies. Now let's dry off our legs and finally our little feet and toes!

Sleepy Baby: Now baby is ready for a rest. Curl up in "child's posture" with your knees tucked under your tummy and head on the ground. Rest like this for a few minutes, as the teacher sings a lullaby.

STORIES

- **Story: 'The Old Woman and the Ants'**

This story is about taking care of things.... World caring begins with caring at home!

It is a delightful story that I first heard in an Educare playgroup in Cape Town. It was from an anonymous source and has been re-written for this book. It was being told as a puppet show to three-year olds. It has a simple message for all ages about taking care of the smallest details in life!

There was once an old woman who always left the top off her sugar jar. Every day when she was taking tea, she spooned the sugar into her cup and then left the sugar jar open on the cupboard. This old woman had a pet tortoise who lived in her house. The tortoise often said, 'Take care, old woman, or the ants will come one day and steal your sugar!'

But the old woman just laughed and carried on drinking her tea.

The days and weeks went by, and then one day the tortoise's prediction came to pass.

The ants, that normally kept politely to themselves out in the garden, came into the kitchen, up onto the cupboard and into the sugar jar. Grain by grain they started to carry off the sugar.

The next day, when the old woman was making her tea, she put her spoon into the sugar jar and was surprised to find that not one grain of sugar was left.

The tortoise was tempted to say, 'I told you so', but he was too wise for such comments. Instead he told the old woman that he had watched the ants taking the sugar and knew where their hiding place was. The woman followed the tortoise to a little hole under the steps, and sure enough, when she looked inside, there was a pile of sugar grains.

The old woman was able to reach in with her spoon and get just enough sugar for one cup of tea.

Later that day she took some coins from her drawer and walked to the shop to buy a new bag of sugar.

As soon as she reached home, she went straight to the kitchen and poured the sugar into the jar.

Then, do you know what the old woman did? She screwed the lid tightly onto the jar and never again did she lose her sugar to the ants. The ants stayed in the garden and the sugar stayed in the jar.

'Healing Stories for Challenging Behaviour' page 126, by Susan Perrow published by Hawthorn Press, UK, 2008 (reprinted with permission from the author)

- **Peace stones:** the children paint little stones, each child put one stone in a little box as a gift to another child or to someone they love.

1.4 PEACE WITHIN YOURSELF

Read Part 1.4 of the Teacher's Manual 'Peace in your hands'.

- **Quiet time:**

Small children easily shine with the purity of love, sweetness and joy that are qualities of the innate peace in the core of our being. They also exude seemingly boundless energy, which may contrast with adult ideas about peace. However, children can experience moments of deep, fascinated absorption observing puddles, stones, water, leaves or other natural elements that would quickly bore busy adult minds. Yet, this spaciousness and ability to slow down and connect to nature and enjoy its soothing peace is under threat in modern childhood. There is an increased level of continuous sensory stimulation present in children's environments from screens and other technological devices. More than ever, small children have a need for quiet, sweet, relaxing moments to balance stimulation. This allows them space to develop their own inner resources and sense of self.

Quiet time: Integrating structured "quiet time" moments into the day, as a regular routine, creates moments of sacred space and allows children to develop an appreciation for the soothing qualities of silence. It gives space for the development of imagination and creativity as well as encouraging skills in focus and concentration.

To create a **quiet time circle**, start with songs that create a sense of unity, joy and love. It is good to use a few songs consistently, so that children, in time, already know to expect a quiet moment when the songs begin. Practice a few exercises to help them to breathe deeply, such as breathing in and then making a long, open vowel sound together. Long, slow exhales calm body and mind, so encouraging them to hold the sound as long as they can, helps them to relax. Slow, gentle movements such as raising their arms upwards and gently swaying in an imaginary breeze, help to release physical tensions, stretch and prepare the body to be still.

Bring the children to sitting and encourage them to sit with their backs straight and tall like a tree, as you demonstrate. This can be nice to do on the floor, with legs crossed, which help children to maintain their flexibility. Some are even able to sit in half lotus or lotus, and enjoy the challenge of trying to do so. Connecting to the ground can help children to center their energy.

Sing a special quiet time song that is very simple and repetitive, ideally containing only a few words like "Peace within" or "Love all around". Sing more and more softly and slowly until you are whispering. Then ask the children to close their eyes and continue the music in their own hearts. You may offer some very simple instructions to help them relax. Do not be concerned if some of the children have their eyes open. Use a soft, calming voice. Exaggerate your own breathing in and out so that it is audible to the children, saying, "Breathe in and then breathe out slowly, slowly, slowly." Use affirmations, such as "I am peaceful and full of light and happiness," or creative visualisations that match the lesson or theme of the day.

There are several examples in this guide. Allow for a few moments of silence, in which you are no longer speaking, but breathing slowly and deeply. Relax your own face, releasing any tensions and gently allow a smile to blossom. Your own ability to enjoy a moment of peaceful silence communicates directly to the children more than your words. Ease out of the silent moment with another special song about peace or love, such as those presented earlier, or make up your own.



Sharing quiet time together creates a magical, special feeling of peace. The children are more receptive and open for wisdom stories after quiet time, so this is a perfect opportunity to introduce one of the stories from the resources in the teacher's Manual.

- **Songs: "This little light of mine"**

MOVEMENTS

- **The Slow Motion Tortoise Race:**

This exercise helps even very hyperactive children slow down their movements and become very concentrated and mindful. Line the children up on one side of the room and establish a "finish line" some distance away. The winner of this "race" will be the last person to reach the finish line. The rule is that the children must continue to move forward, they cannot freeze or go sideways or backwards, they must continue to advance forward. However, the object of the game is to see who can go the most slowly, like a tortoise.

Feather drawings:

Fill a tray with sand, cornmeal or salt, and offer the children a feather. Using the feather tips, the children can gently draw in the sand. The delicacy of a feather helps the children to slow down and relax. This exercise can help an over-stimulated child to settle down.

- **Transforming negative emotions (5 years and older):** (see Teacher's Manual lesson suggestion 20)

If children are stuck in a particular negative emotion, like anger or jealousy, help them to channelize it into something creative. They can model a figure from clay or plasticine that is angry or sad, and then change it into a figure that is happy and strong. Or they can do the same with drawings. Ask:

Are you angry sometimes?

What do you do (kicking)?

How is your face looking?

Change your face

- **Who am I? (5 years and older)**

Each child looks at their face in the mirror, and then uses shaving cream to paint a happy or angry or sad expression on the surface of the mirror on top of their reflection. Then the child can wipe off the shaving cream and "try on" another emotion by re-painting a new expression with the shaving cream.

1.4

MOVEMENTS

- Walking with awareness

Gather the children together to go for an imaginary walk in the forest that you act out together as you are speaking.

Let's imagine that we are walking in a quiet forest. There are so many big trees (everyone stands on one leg with the arms raised overhead) with branches of leaves reaching to the sky. There are many animals hidden in the forest, but if they hear any noises, they get scared and hide away. We are exploring, looking for their tracks in the soft ground. Let's walk very softly and carefully.

Place your feet on the earth carefully and quietly. After walking for some time, suddenly ask the children to stop and listen. An animal is coming! What animal is it? Invite the children to participate and act out different Creative Movement poses for forest animals that you find together--the snake, bird, rabbit, deer, butterfly etc.

Try to use the different senses: walk with bare feet, walk in the sand, walk in the water.

CREATIVE VISUALISATIONS

- The Bird's Nest Creative Visualisation:

Imagine you are walking through the forest, listening to the sounds of birds. You follow the forest path until it ends at the edge of a green lake. You sit down to look at the still water of the green lake, and enjoy the sunbeams that are warming your back, while you listen to the happy chirping of birds in the trees. You feel very calm and peaceful, and your heart is singing a quiet song as you look at the water. You are so still that a little bird gently lands in the palms of your hands! You stay very, very, still and quiet so that little bird won't fly away. The bird feels safe, because she can hear the love song in your heart. You can feel the soft heartbeat of the bird and she flutters her wings. The bird stays nestled in the cradle of your hands. Now the bird spreads open her wings and flies to the sky, but it seems she misses you, so she comes back to settle on your shoulder. Listen, as she sings a beautiful birdsong in your ear and then flies away.

CREATIVE VISUALISATIONS

- The Flower Creative Visualisation (see Workbook assignment 10)

I am going to take you to a beautiful large garden. It is a bright summer's day and all the flowers are in bloom. It's very quiet in the garden and all you can hear is the soft buzz of insects and the gentle rustle of the wind in the tree tops. You walk around the garden. Every now and then you stop to look at the flowers and smell the scent of one of them. Then you decide to pick a flower for someone that you love very much. Think of somebody who is very dear to you and pick a special flower for him or her. It is the most beautiful flower that you can find. Imagine giving this flower to that person.

Then think of somebody you don't like very much, somebody you often argue with, or someone who may have been unkind to you. Think of him or her while you choose a very beautiful flower and then imagine giving it to them.

Finally, you decide to pick a flower for yourself. You feel relaxed and at ease as you walk past all those beautiful flowers. When you find the most beautiful flower of all, pick it for yourself. With this flower in your hands walk out of the garden.

Once again become aware of where you are, your feet on the ground or sitting on the chair or the floor. Breathe in and out a few times deeply and gently, then slowly open your eyes. How do you feel now?



CREATIVE VISUALISATIONS

- Breathing exercises for small children:

Young children are usually not yet aware of their own breathing. The following creative games help them to slow down their breathing and breathe deeply, which is the key to relaxation and releasing tension.

1. Spaghetti game (5 years and up)

Ask the children to lie down on their backs on a carpeted area, or on blankets or mats. Help them to relax by making your breathing audible and guiding them to breathe out slowly, slowly, slowly. After a few rounds of breathing, tell them to imagine that their arms and legs are so relaxed that they are like spaghetti noodles that get soft when cooked. Come to each child to test if their noodles are cooked yet! Lift up an arm (ask permission first: “may I test your spaghetti?”) and see if the arm is rigid or completely loose and relaxed. You can help them to relax and cook the spaghetti by gently bouncing their arm or leg until it softens. Give them verbal encouragement when you see that they are relaxing and letting go.

2. Popping a big balloon (5 years and up)

Have the children form a big circle with joined hands. As you breathe in everyone lifts their hands up high to imagine they are blowing up the balloon to become bigger and bigger. Then suddenly, make a popping noise and use the whole body to exhale, imagine the air releasing from the balloon noisily with a sputtering sound made by letting the air blow past your loose lips.

3. The sound of the wind

Standing up, all of the children lift their arms above their heads and as they slowly blow out, they sway their arms in the breeze like the branches of trees, swaying in the wind.

Teddy Bear breathing

This is a good way to end a session of Creative Movement exercises, when it is time to rest and calm down. Have the children lie on their backs in a comfortable place, such as on a carpet, mat or blanket. If they wish, you can cover them with blankets. Place a teddy bear on their bellies and ask them to help the teddy bear (or any other stuffed toy) to rise up and down on the waves of the sea, with their breathing. Demonstrate the first time so they understand. Remind them of the sound of breathing in and breathing out with your own audible breathing - through your nose, not through the mouth.

MOVEMENTS

- Calming down Creative movement poses

Poses where the body is folded forward or when the head is lower than the heart, help to relax and calm down children. On the other hand, poses where the back is arched, and the heart open tend to be energizing and stimulating.

1. Child pose : This is the position that many small babies and children sleep in. It is a very safe, secure and calming position. The child starts on all fours and then kneels back on their heels and folds over with the chest on the knees. Hands by the heels and one cheek resting on the ground.

2. Downward facing dog: Start on all fours like a dog. Then lift up your bottom and push on your hands, let your head drop down and stretch like a dog!! You can bark like a dog too!

3. Plough pose: The children start lying on their backs. They then lift their legs up over their heads to rest their toes behind them on the floor, supporting their backs.

4. Crocodile exercise: (Workbook assignment 14) - for 6 years and older

Not feeling so peaceful and quiet just now?

Do the Crocodile!

Have you ever seen a crocodile sunbathe? He is completely still and stretched out on the ground. He does not bat an eyelid. He is awake, alert and still.

We are now going to copy him.

Lie flat on the ground on your stomach, preferably somewhere outside, but if that is not possible, indoors.

Open your legs as far apart as you can and let your heels turn in towards each other. Place your hands on top of each other and place your forehead down on top of them. If this feels uncomfortable, put your forearms on top of each other with your forehead resting on them. Close your eyes and breathe in and out deeply three times.

Feel your stomach expand against the floor when you breathe in and relax again when you breathe out. Continue breathing and following your breath. Feel the contact your stomach makes with the ground underneath you.

Imagine that with every out-breath, a bit of your tension or anger flows out of you towards the earth. Feel yourself become quieter each time you breathe out. After a while, move your feet back together, place your hands underneath your shoulders and push yourself up. Just sit quietly for a few moments.

- Song:

There is a butterfly inside me ("Little Star" R. Taminga)
There's a butterfly, a butterfly inside me
And a butterfly, a butterfly I'm going to be

Love and joy inside (from "Joyful Things"- Ananda Marga River School)
We are sitting on the ground
With the Love and Joy inside (2x)
Now we will laugh and sing and clap our hands
and spread the Love and Joy around (2x)



1.5 PARTY

‘Read part 1.5. in the Teacher’s manual of Peace in your Hands

- **Light party (Teacher's Manual lesson suggestion 26)**

Creating a festival is a memorable way to conclude the project, while bringing in the multicultural dimension enriches the whole experience. For younger children, rather than talk or describe the traditions in various cultures, find ways to make the experience more concrete and vivid, ideally introducing authentic aspects of Diwali, Chanukah etc. into the classroom by inviting a guest from that culture. The guest can talk about their childhood memories of that festival and can show pictures or the types of candles or lights traditionally used.

- **Making decorated lights (Workbook assignment 15)**

You need: 3 night-lights; tempera paint. Also things like sequins, beads or other materials for decorating. Glue. The children decorate strips of paper and have the teacher write a wish for peace on each one that they dictate. Glue the strips around a night-light. One light is for the child; the other two are to give away and spread messages of peace and light.

- **Passing on the light (ages 6 and older) (Teacher's Manual lesson suggestion 28)**

Invite children from another school or kindergarten and have the children pass on their messages of peace and light to the other children. The children can sing peace songs, do circle dances, tell about their peace drawings and give decorated lights to their guests.

CREATIVE VISUALISATIONS

- **Balloon Creative Visualisation (5 years and older):**

Imagine that you are in a park, and you see an old man who has many, many colorful balloons with all of the colors of the rainbow. There are red balloons, yellow balloons, green balloons, blue balloons, pink balloons and purple balloons. He invites you to help blow up one of the balloons. You choose one of your favourite colors. You take a big breath and then slowly blow up the balloon. It gets bigger and bigger. You take another breath and blow again - this is a gigantic balloon. It is getting bigger, and bigger, and bigger. Again you take another deep, deep breath and blow it up bigger, bigger, bigger and bigger. Now the balloon is huge!! The old man ties a colorful string to the end of the balloon, and gives it to you to hold. The balloon begins to float up in the sky and invites you to come on a balloon ride up, up into the sky. You float up into the blue sky waving to the old man down below with all of his colorful balloons. You enjoy the cool clouds brushing your cheeks as you rise up. Now it is time to come back down to the ground. You can take your balloon wherever you like, and land in a special place where you feel happy. Land your balloon and look around to explore your secret place.

1.5

- **Happy Birthday Candles**

Interlock your fingers, and then turn the palms facing upwards so that your finger standing up straight and can wiggle. This represents candles on a birthday cake. The children each prepare their birthday cake, sing happy birthday and then take a big breath in and blow out the candles.

SONGS

- **Song:**

This little light of mine (see above)

Song:

I've got joy like a fountain (3x)

In my soul

I've got love like an ocean (3x)

in my soul

I've got peace like a river (3x)

in my soul



2.0 CHILDREN IN STRESSFUL SITUATIONS

Read Part 2 of the Teacher's Manual 'Peace in your hands'.

Dolls like us:



Persona dolls: (See Teacher's Manual Lesson Suggestion 29)

In the "Persona Dolls" approach, the doll tells a story in response to questions the teacher asks. For example— there is one child who is not allowed to join in games. By making a shared problem out of this, you can look for solutions together. The doll is a 'friend' in the group. It has its own character and is visiting the school. The doll can raise unpleasant issues, but can also do things that are fun, such as singing songs from a different country. It's important that the doll looks as authentic as possible, and that the information it provides is in line with 'real life'. First you think up a character and a biography for the doll, and then you introduce it to the group. Encourage the children to ask questions. Each story the doll tells has an open ending. You and the children complete the story together by interacting with the doll who is often seeking the children's opinions. After the children offer their thoughts, the doll integrates their suggestions into a conclusion. Persona Dolls provides children with recognition and strengthens their ability to empathise and to solve problems.

Here are a few examples of the background stories for a character and some of the situations she can discuss with the children. Not all of the details of the background are necessarily told directly to the children, rather they come up casually in conversation as the children get to know more about Catalina and find out what similarities they share with her (favourite toys, games etc.).

Catalina is 5 years old. Her daddy is a policeman and her mommy is a doctor. She likes to eat fried potatoes and beetroot salad because it is pink. She likes to play with cars, especially police cars like her daddy. She also has a soft black bunny toy that has been a good friend to her since she was a tiny baby and she always sleeps with it. She has many friends at school. Geani is the same age as she is and they like to run outside together and play with balls. Catalina is Roma and her grandmother tells her that that means that a long, long, long time ago her family walked from very far away in India to come to Romania. Her grandmother speaks a special language called Romanes. She likes to help her grandmother make apricot jam, and to pick strawberries from the garden.

Examples of situations that Catalina wants to discuss with the children (ages 5 and older):

1. Tomorrow is Geani's birthday and he invited Catalina to his birthday party! She is wondering what she can give him as a present. Maybe you can give her some good ideas?
2. Catalina was going to bed last night, and she couldn't find her black bunny anywhere! How do you think she felt? What did she do?
3. Catalina got some new paints. She was getting ready to paint, but Geani came over and knocked over the paints spilling them on her paper. How do you think she felt? How do you think Geani felt? What can they do to fix it?

You can introduce other characters, that help to illustrate different aspects of diversity. For example, a little boy that has a wheelchair, or a little girl who lives with her grandparents because her parents live in another country. Be careful when inventing the character's backstory, to include many details that the children will easily be able to relate to and empathize with. Be careful to avoid stereotypes, or to focus the character's identity around a disability, ethnicity, or other issue. Situations and the backstory of the doll should be parallel to situations that children in your group face, but they should not be identical. Those aspects are simply one of many characteristics of the doll and the overall the message is that the character is a child, just like me. Once the children get to know the doll, then she can introduce discussions on various topics that reflect actual situations arising in the classroom. This offers the children opportunities to engage in creative problem solving and to develop empathy and emotional intelligence. Make sure to support any children whose real-life story may have vulnerabilities similar to that of the doll.

More resources about the Persona Doll method are available on <https://personadoll.uk/>

- **Finding similarities (5 years and older - Teacher's Manual lesson suggestion 32)**

Have the children stand in a circle. Let's find out what things we have or like that are the same! Start with something easy, like colors. Whoever is wearing yellow can take a step inside of the circle. The other children clap for them. Repeat with other colors, so that all children have a chance to be in the center. Then you can start with other preferences --who likes carrots, who likes apples, who likes cats. Who has a dog at home? Who has a little sister? Who has a grandmother living with them? Invent different questions so that children can see who else has something similar to them, and so that all of the children are included in the game. At the end of the game, you can ask them, "what did you find out about your friends? What surprised you? What made you happy?"

- **Little peace stone in your pocket:**

ask the children to look for a beautiful little stone and then paint a smiley face on it. Each moment they feel angry, sad or not so peaceful, they can feel the stone in their pocket or take it out to look at it to help them to remember happy thoughts and smile again.



- **Cooperative games for kindergarten:**

- **Hula-Hoop Squeeze**

Place many hula-hoops on the ground. Play music, and when it stops, all of the children have to be inside of a hula-hoop, encouraging them also to share the space inside of the hoop. Each time you play the music, remove one of the hoops. Continue playing until there are so many children squeezed into the remaining hoops that more would not fit.

- **Allies**

Explain that some children and grown-ups have a hard time to see properly and they need a friend to help guide them. Demonstrate that the right way to do this is to stand next to the person and hold their elbow, also telling them which way they need to go, and when there are things like steps, to step up or down, etc. Then have the children make pairs. One of the children is blindfolded, and the other is their helper. Give them different tasks to do together. For example to walk across the room and get a drink of water, or to make a painting, or to put on a coat.

STORIES

- **Story about Cooperation: 'The Doves and the Hunter ' (5 years and older)**

This story carries a strong message of co-operation. It has been transcribed from a traditional Indian Tale with the wonderful theme of 'union is strength'.

One morning a flock of doves was flying across the land in search of food. Suddenly the leader of the doves saw some white grains of rice scattered on the ground under a banyan tree. He flew down towards the rice, with his flock following behind. Overjoyed at their good luck, they alighted on the ground.

The hungry doves started picking the grains, but within minutes they found their feet trapped in a net spread by a hunter. The next moment, they looked up from their trap and saw the hunter coming towards them. He was carrying a big club in his hand. The doves were sure that their time of living would soon be over.

But the leader of the doves was very wise and very brave. He spoke to his flock. 'Listen to me, my fellow doves. We are surely in serious trouble, but we need not lose hope. I have an idea. We can still get away unharmed if we all fly upwards together, carrying the net with us. We are small creatures and separately we can do little. But together we can easily lift the net and fly away with it'.

The doves were not sure of this idea but in fact they had no choice. So each one picked up a part of the net with their beak. Then they all flapped their wings and rose together away from the tree and high in to the air. The hunter watched helplessly as the doves made their escape.

When they had flown a safe distance, the leader said to the rest of the doves, 'Half our troubles are over. But we are still not out of danger. We cannot pull our feet out of the net. I have a friend, a little mouse, who lives in a hole at the foot of the next hill. Perhaps he can gnaw at the net with his sharp little teeth and set us free'.

The doves welcomed yet another good idea from their leader, and off they flew to the place where the mouse lived. They landed on the ground in front of the mouse's home. 'What is the matter, my friend? You look worried', the little mouse enquired of the leader of the doves. 'Can I help you in any way?'

'As you can see, we have been caught in this net', said the leader. 'We have managed to fly together and bring it so far. Can you please help us now and set us free.' 'You are most welcome', said the mouse and soon got down to doing his work. With his sharp teeth, he slowly chewed the cords of the net to pieces. One by one, all the doves were set free.

The doves thanked the mouse for his help. They also thanked their leader for saving them from an almost certain death. They were proud of such a wise dove that had taught them how to face problems by being united in strength. With a song of joy in their hearts, they flew up together across the open blue sky.

Healing Stories for Challenging Behaviour', pages 195/196 by Susan Perrow published by Hawthorn Press, UK, 2008 (reprinted with permission from the author).



MOVEMENTS

- **Cooperative activities**

Doing activities together with a shared purpose can encourage cooperative skills, for example: partners work on a puzzle together, build a block tower together, look at a book together, paint together etc.

Cooperative Movement Games:

Big Row-Boats:

The children sit on the ground facing each other and place the soles of their feet together. They then lift up their feet at the same time and balance. Then they can put their feet down, and hold hands together to row the boat back and forth, leaning forward and back.

Goofy Twin Monkeys:

Stand back to back with a friend. Step your legs wide apart. Bend down, down, down and then reach with your hands between the legs to grab the hands of your friend. Now what song shall we sing as we sway our hands to the rhythm?

Forest (6 years and older):

Everyone stands in a circle and with arms outstretched to the sides to touch palm to palm with the child next to them. When the circle is connected, then everyone takes a big breath to be calm and steady and then gently raises up one leg into the tree posture. Count to 8 together! Now slowly come down and try on the other side. How long do you think we can hold the forest altogether? Make a collective goal.



2.0



REFERENCES



This could inspire the teachers to make something similar with their groups
https://www.amazon.co.uk/What-Does-Peace-Feel-Like/dp/0689866763/ref=sr_1_1?ie=UTF8&qid=1543066809&sr=8-1&keywords=what+does+peace+feel+like
<https://coloursofus.com/21-multicultural-childrens-books-about-peace/>

www.livingvalues.net:

Download FREE part of Living Values Education Activities for Children Ages 3–7, Book 1 now
Download FREE Songs in mp3 format

A variety of songs are included in the LVE lessons for children ages three to seven. You can download the songs to hear the melody or to play them for the children. Children benefit in many ways from learning and singing the songs together — and doing so builds feelings of happiness and belonging.

- I Am a Peaceful Star
- Something Kind
- These Little Hands
- Each One of Us Is Beautiful
- In Your Shoes
- True Blue Friend
- Share
- If Someone Says I Love You
- Happy Children
- Smile
- The Rainbow Song
- The Happy Stars
- Star Song
- My Wings
- Friends Make the World Go ‘Round
- Let Us Clap Together

Download FREE Stories used in Living Values Education Activities for Children Ages 3–7, Book The creators of the Joy of Reading Project kindly gave permission to the Association for Living Values Education International for the posting of some of their stories on this website. The stories below were chosen because of their relevance to a particular value. Each pdf file states the values unit in which the story is included; the name of the story and author are stated in the relevant lesson of the book.

- Understand and Care – Peace 3-4
- Because of You – Peace 3-7
- Simon's Hook – Peace 3-7



Yoga for You and Your Child: The Step-by-step Guide to Enjoying Yoga with Children of All Ages
by Mark Singleton 2004 Duncan Baird Publishers.



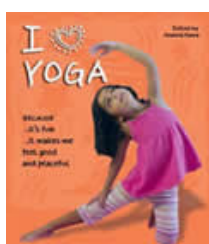
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Publisher: Our
Street Books**



Deer-lightfull children's yoga book
The Children's Peace Book: Children Around the World Share Their Dreams of Peace in Words and Pictures" <https://coloursofus.com/21-multicultural-childrens-books-about-peace/>
<https://druyoga.com/au/shop/books/deer-lightful>



I Love Yoga – Temporarily out of Print
Edited by Didi Ananda Rama
This beautiful book contains a vast and varied collection of yoga poses especially adapted for children. Each posture is fully described and photographed to make it easy to teach and share yoga with children of all ages. This book also contains other useful sections including: Yoga Principles, Benefits of Yoga for Children, Science of Yoga, Yoga Methodology for the Developing Child, Breathing Exercises, Creativity in Yoga, Yoga Stories and Yoga Lifestyle Tips. All the suggested yoga activities are well tested in our classrooms.

Peace in your Hands can be downloaded at
www.peace-education-in-action.org

