

# Making Peace

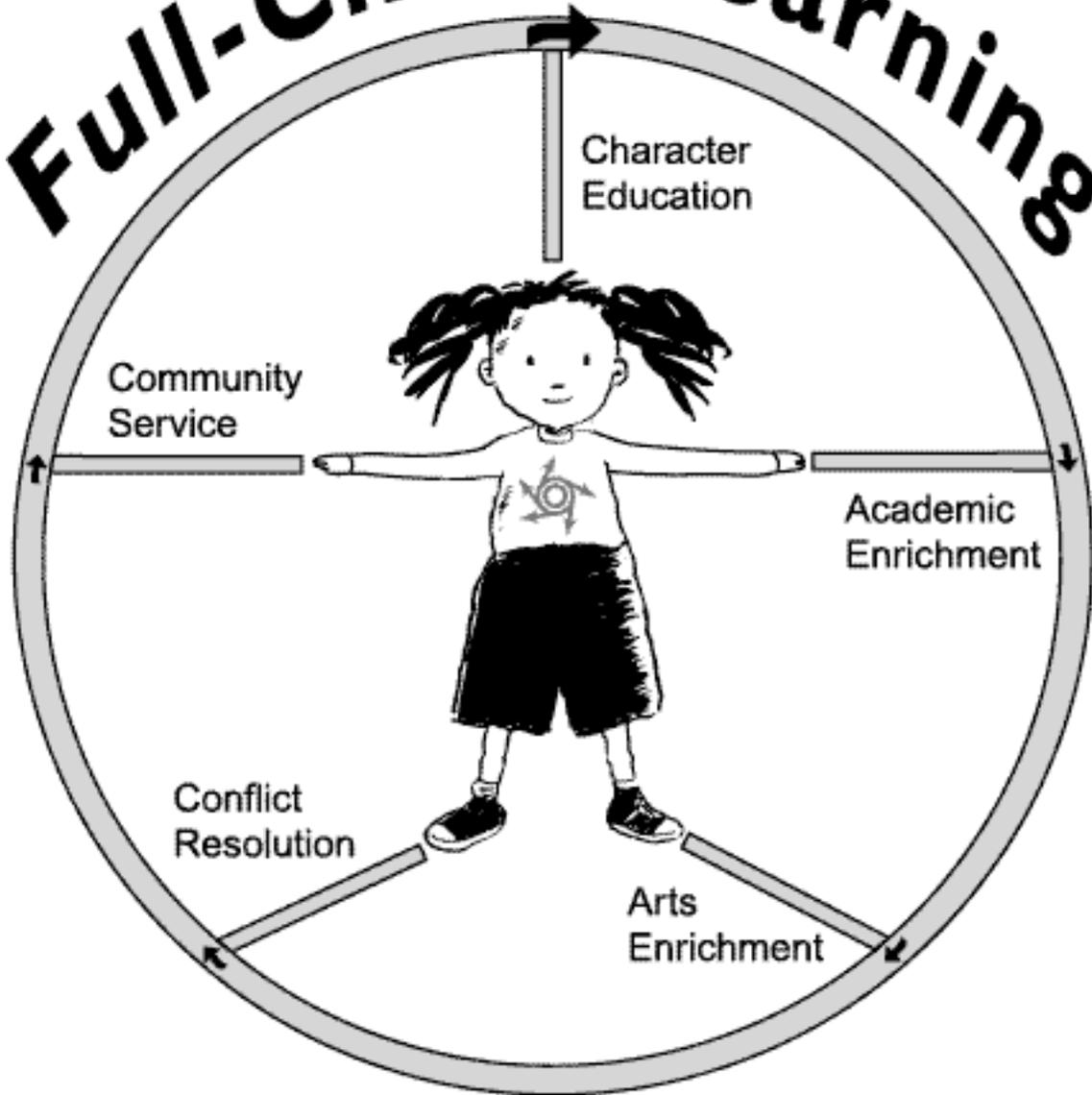
A Full-Circle Learning  
Conflict Resolution Supplement

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**For Use With Every Module**

*Geared to academic standards and diverse learners!*

# Full-Circle Learning



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# Part I

## Introduction

### Full-Circle Learning Overview

Full-Circle Learning helps students in their formative years discover ways to apply their unique talents and acquired skills and personal traits in service to humanity. The *Book Reader* in its fall edition, 2002, reviewed *Full-Circle Learning*, Volume One as “a fine course of education” for cultivating social responsibility.

The curriculum provides educators and community or school groups with lesson plans that infuse character education, conflict resolution training and community service into academic and arts projects. It was developed by the non-profit organization Children's Enrichment Program, whose mission is to help children embrace their role as society's helpers and healers.

Full-Circle Learning evolved in Los Angeles, California in the years since 1992.

Organizations around the world have found the lesson plans useful in summer schools, in-school programs, after-school programs, home schools and community-based development projects.

### The Need for Integrated Education

We are enjoying a renaissance in human history for our ability to bring people together to address the needs of a global humanity. When the social goals of humanity align with its technological advances, we can create a world in harmony on many levels. Yet we can only create and sustain such a world by imbuing the next generation with a great deal of humanity, compassion and other-directedness, and with the desire to contribute to such a world

through their work, their interpersonal relationships and their involvement in local and global communities. If we want students to grow into the kind of community leaders who will positively shape our increasingly global society, we need to put a lot of thought into the learning environments we create for children during their formative years, when altruistic identities take seed and sprout.

The emphasis on assessments in many schools helps students know what they are expected to learn. Some schools do well at teaching them how to learn. But do we teach them why to learn? Do they see the connection between the personal attributes and skills they develop and the world they are creating—even now, as children? The purpose of the full-circle learning model is to help children embrace their role as society's helpers and healers now and to work toward a future role as enlightened, socially responsible leaders, whether in their families, their workplaces, their communities or the world. Full-Circle Learning provides tools that make this goal achievable. The curriculum can influence both attitude and aptitude simultaneously, whether the progress is administered by a public school, a private school, a non-profit or non-governmental organization, a city government or a home school.

### How It Works

Each unit of study focuses on a habit-of-heart, which becomes the theme for academics, arts, conflict resolution and community service projects. The activities are diverse and interactive enough for the students to absorb the interpersonal, community-based and more

global applications of the habit-of-heart and practice it on several levels. For an example of a full-circle learning unit, see the Chart, CEP's Model of Integrated Curriculum: Full-Circle Learning.

This volume provides an introductory unit to assist teachers in integrating conflict resolution into the full-circle learning module from the start. After introducing these projects and activities, you may begin any full-circle learning module and be off to a good start.

(Lesson plan modules may be used for intensive five-week summer schools, for weekly or daily use in the classroom or for other applications as well.) You will also find recommendations for creating a culture conducive to full-circle learning in the back of this book.

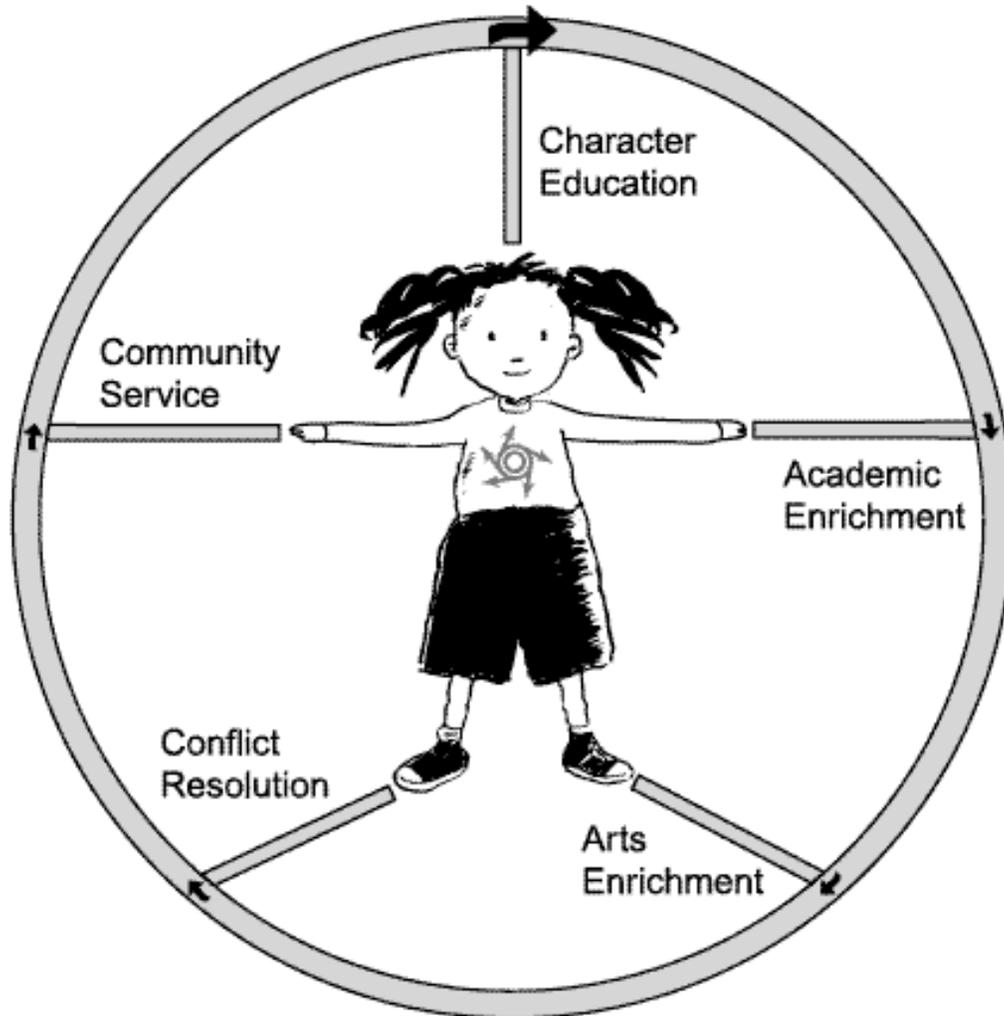
When striving for high ideals and social skills becomes deliberate and when educational programs link those ideals to the cultivation of academic and artistic capacities, students feel a greater motivation to learn. Children's Enrichment Program's independent academic assessments have repeatedly shown that at least three out of every four students enrolled in a full-circle learning after-school program increase their grade equivalency in the basic content areas. More than half of those tested who remained in the program for two years or longer increased their grade equivalency by multiple grade levels. Parent surveys also indicate that students universally improve their social skills, ability to resolve conflicts, global awareness and motivation to learn, as well as developing new skills. Public school teachers also report that the program builds leadership skills and accountability. Full-Circle Learning projects are sprouting across America and around the world, to help create a future generation of benevolent and capable leaders dedicated to the oneness of humanity. Thank you for participating in this process in your own setting and community.

## To Learn More

To become more familiar with the Full-Circle Learning model, you will want to take one or more of the following steps:

- View the workshop Full-Circle Learning: An Integrated Approach to Fostering Future Leaders, on video or DVD, and use the accompanying manual to conduct a workshop with your group. The tape and accompanying manual, as well as a range of helpful resource materials, are available through the Children's Enrichment Program, whose address is listed in the front of this book and whose pilot site is located at the Los Angeles Baha'i Center. If you do not have access to this material, read the material in the appendix of this book.
- Preview the theoretical underpinnings and implementation strategies found in printed materials such as Full-Circle Learning, Volume One.
- Look up Full-Circle Learning or Children's Enrichment Program on the web.

When you are familiar with the model, browse through this section and use the planning tools to make your program the best it can be.



CEP's Model of Integrated Curriculum:

## FULL-CIRCLE LEARNING

### Example

#### Springboard: Character Education

In this example, children study ways to apply two habits of heart—compassion and appreciation of diversity—in their daily interactions. They include diverse abilities in their definition of diversity. They

define and spell the words. They role play real and hypothetical examples. They receive homework assignments that involve parents in documenting the children's application of these habits at home.

## Related Academic Enrichment

- ✦ **Reading/Language Arts Activities:** Read-aloud book assignments and discussions include examination of characters who find meaningful ways to show compassion. They also include books about people with diverse disabilities. Silent reading assignments include books on themes of compassion or on people compensating for physical limitations. To feel compassion for blind children and also to respect their strengths, students go through a class period blindfolded and write about their learning with the blindfolds still on. Students create blind fictional characters who cultivate many strengths as a result.
- ✦ **Math Activity:** A standards-based lesson on statistics and data gathering challenges students to chart the number of community health care workers needed to stem the epidemic of river blindness in Cameroon. The math writing assignment includes letters to compassionate Health for Humanity physicians assisting with this work in the real world.
- ✦ **Science Component:** Students learn about and discuss the cause of river blindness and the importance of sanitation in environmental planning.
- ✦ **Social Studies Lesson:** Presentation on conditions in rural Africa prepares students to write culturally sensitive letters to a disadvantaged child in such a region.

## Related Arts Enrichment

- ✦ **Art Activity:** Students make three-dimensional cards or art objects for blind children, attaching appliques or other kinesthetically appealing materials.
- ✦ **Music Activity:** Music teacher teaches a song about the habits of heart for students to perform for blind children.

- ✦ **Literary Activity:** Poetry workshops prepare students to write original poetry about the habits of heart. They customize the poems for blind beginning readers, to help them hear word and letter patterns and to encourage their phonemic awareness, as they cannot rely on visual cues to a word's spelling.

## Conflict Resolution Applications

- ✦ **Conflict Resolution Assignment:** Students apply compassion and appreciation of diversity while following the steps of conflict resolution. Students work in teams, using a laminated conflict bridge to exercise these qualities as they resolve real-world labor issues occurring around the world, based on disputes documented in recent newspaper articles. They later perform role plays for parents to showcase their learning.
- ✦ **Acting-on-convictions Component:** Students tour UCLA's Jules Stein Eye Center to interview researchers about how they chose their careers.

## Culmination: Community Service

- ✦ **Service project:** Students recite their original poetry at a party hosted by the Braille Institute Library. They also sing to the Braille Institute's students and give them the hand-made cards or art objects. To ensure reciprocity, they accept an invitation to engage in joint art and dance activities with the Braille Institute children. Even the shy students try to mingle, to establish collaborative relationships between sighted and sightless children.

This example illustrates the implementation of one of five themes developed during Summer School 2000 in Los Angeles. Each year, planners customize themes and projects to reflect current community needs, student development and global events.

## Part 2

### Tips for Short- and Long-term Planning

1. The groundwork you lay in the beginning will save you time and improve the quality of your Full-Circle Learning program. Decide whether you will stretch each habit-of-heart over a week, two weeks, three weeks, a month, or longer, based on the nature and scheduling of your program. Some activities may span several sessions or may provide opportunities for extended activities, so carefully think through the entire plan. Then, using the most appropriate of the two planning calendars as a model, fill in the blank calendar at the end of each habit-of-heart to prepare for your activities.
2. As you plan your calendar for each habit-of-heart, read through the listing of possible activities. Look at the full-circle learning icon to see what spokes of the wheel the activity addresses. You may not choose to conduct every activity listed, but do provide the introductory exercises and at least some of the exercises that address each spoke of the full-circle learning wheel.
3. In addition, you will want to include activities that tap the diverse learning styles and unique potentials of your students. Look at the symbols in the Key for Identifying the Potential-tapping Value of an Activity. This will help you create a balanced calendar of activities that engage all students and strengthens their capacities.
4. Remember that effective project-based learning requires interaction with the community. Often the connections you establish weeks or months in advance will blossom into field trips, service projects or guest presentations that leave a lasting impression on students and create meaningful bonds between the older and

younger generations in your community. Always plan ahead, but do take advantage of spontaneous opportunities to add a guest presenter or unexpected service opportunity to the lesson plan.

5. A class that participates in developing its own code of ethics is more likely to abide by high group standards and self-expectations. Use the instructions for Introducing a New Session on the first day of any session, before beginning the lesson plan activities. Also review everyday procedures for entering the classroom, being seated, sharpening pencils, using the restroom, etc.

#### Key for Identifying the Potential-Tapping Value of an Activity

There are many ways to measure the value of a learning exercise. The icons that accompany each activity will help you sense both the tangible and intangible aspects of the learning.

The full-circle learning symbol highlights the primary goal areas of an activity, i.e. character education, academic enrichment, arts enrichment, conflict resolution and/or community service. (For a list of US educational standards addressed, also see the listing at the end of the unit.)

The other icons refer to the potential-tapping value of the activity. Remember that providing students with a varied range of activities will help them develop more expertise and, ultimately, make better independent choices for themselves. Refer to the following key to help you plan this varied menu for your group. You may incorporate all the activities or, if your time is limited, choose only those most conducive to your particular students and locale.

## POTENTIAL-TAPPING VALUE OF THE ACTIVITY

### Collaboration Connector: **CC**



Helps students learn to work together and appeals to students who learn best by interacting with others.

### Imagination Stoker: **IS**



Increases visionary, creative and hypothetical thinking skills and appeals to students who may otherwise seem to be daydreamers.

### Memory Builder: **MB**



Helps students understand patterns and contexts and appeals to students who base their learning on prior knowledge.

### Movement Maker: **MM**



Gives restless students a chance to simultaneously stretch their minds and bodies.

### Oratory Appeal: **OA**



Helps the shy child overcome self-consciousness and engages the storyteller in the verbal learner.

### Critical Thinking Incubator: **CTI**



Challenges students to use reasoning power, strategic thinking or organizational skills.

### Visual Vistas: **VV**



Taps the artistic potential of students whose esthetic sense can enhance their capacity to learn and contribute.

### Cadence Kernals: **CK**



Strengthens phonemic awareness or sense of the musicality of language and taps audio learning, which influences abilities in language arts as well as in math and performing arts.

### Leader Lurer: **LL**



Helps students work out solutions to issues they will face as future community leaders and envision their potential to improve conditions in the world.

### Empathy Escalator: **EE**



Helps students feel compassion and find joy and fulfillment in service.

# SAMPLE Making Peace Lesson Planner For Partial-Day Enrichment Program

This example shows how an after-school program or a one-class-period in-school program might look. The habit-of-heart activities fill a one-month period using this plan.

<b>Date: 10/2</b> Activities:	<b>Date: 10/3</b> Activities:	<b>Date: 10/4</b> Activities:	<b>Date: 10/5</b> Activities:	<b>Date: 10/6</b> Activities:
<p><u>Introduce Code of Ethics</u></p> <p>Preparation Needed: Prepare paper and pens for charts Begin arranging field trip for 31<sup>st</sup>.</p>	<p>#1, #2</p> <p>Preparation Needed: Bring magazine pictures (1 for every pair of students), conflict bridge</p>	<p>#3, #4</p> <p>Preparation Needed: Worksheets, pencils</p>	<p>#4 Follow-up guest presenter</p> <p>Preparation Needed: Contact Mr. Gonzalez, Human Relations Director</p>	<p>#5, #16</p> <p>Preparation Needed:</p>
<b>Date: 10/9</b> Activities:	<b>Date: 10/10</b> Activities:	<b>Date: 10/11</b> Activities:	<b>Date: 10/12</b> Activities:	<b>Date: 10/13</b> Activities:
<p>#6 Guest presenter</p> <p>Preparation Needed: Get Ms. Lucas materials list in advance</p>	<p>#7, #12</p> <p>Preparation Needed: Get prior permission to do project; get materials donated</p>	<p>#7, continued</p> <p>Preparation Needed:</p>	<p>#8, #9</p> <p>Preparation Needed: Collect materials for anger management watches; bring Sweet Dreams</p>	<p>#10</p> <p>Preparation Needed: Bring reading books, worksheet/s</p>

<b>Date: 10/16</b> Activities:	<b>Date: 10/17</b> Activities:	<b>Date: 10/18</b> Activities:	<b>Date: 10/19</b> Activities:	<b>Date: 10/20</b> Activities:
#10, continued  Preparation Needed:  Bring reading books, worksheet/s	#9, 10, continued  Preparation Needed:  Bring reading books/worksheets	#11  Preparation Needed:  Bring materials for paper cranes	#12  Preparation Needed:  Bring CD to rehearse songs	#13  Preparation Needed:  Bring blank paper, pencils, storytelling books and copies of stories
<b>Date: 10/23</b> Activities:	<b>Date: 10/24</b> Activities:	<b>Date: 10/25</b> Activities:	<b>Date: 10/26</b> Activities:	<b>Date: 10/27</b> Activities:
#13, continued  Preparation Needed:  Bring Storytelling books	#13, continued  Preparation Needed:  Bring Storytelling books	#12, 13, continued  Preparation Needed:  Bring paper for students to diagram their personal stories	#14  Preparation Needed:  Make arrangements with agency in advance	#9, #15  Preparation Needed:  Find address of Peace Corps office in community studied
<b>Date: 10/30</b> Activities:	<b>Date: 10/31</b> Activities:			
#16  Preparation Needed:  Prepare athletic equipment	#17, #18  Preparation Needed:  Prearrange transportation, bring paper cranes, reflection sheets			

# SAMPLE Making Peace Lesson Planner

## For Full-Day Educational Program

This example shows how an academic summer-school or winter-school program might look, covering all the lesson plans for the habit of peacemaking in just one week. Note that activities are arranged so that guest presenters and high-concentration work is done in the morning with the most physical activities in the afternoon.

<b>Date: 7/6</b> <i>Activities:</i>	<b>Date: 7/7</b> <i>Activities:</i>	<b>Date: 7/8</b> <i>Activities:</i>	<b>Date: 7/9</b> <i>Activities:</i>	<b>Date: 7/10</b> <i>Activities:</i>
9:00 Introduce Code of Ethics  10:00 #1  11:00 #2  12:00 Lunch  1:00 #12  2:00 #12  Preparation Needed:  Prepare paper and pens for charts  Bring magazine pictures (1 for every pair of students), conflict bridge	9:00 #3  10:00 #4  11:00 #5  12:00 Lunch  1:00 #8, #9  2:00 #13  Preparation Needed:  Sweet Dreams tape, anger management watch supplies, copies of stories, worksheet copies, math materials	9:00 #5  10:00 #10  11:00 #10, continued  12:00 Lunch  1:00 #11  2:00 #16  Preparation Needed:  Books, copied worksheets, pencils  Paper crane materials  Athletic equipment	9:00 #6  10:00 #4 Follow-up guest presenter  11:00 #15  12:00 lunch  1:00 #9, #12  2:00 Build cabinet  Preparation Needed:  Contact Ms. Lucas, cabinet maker two weeks prior  Prepare building materials, bring CDs, student-written thank yous for presenters	9:00 #7  10:00 #17  Picnic lunch  1:00 #18  2:00 #16  Preparation Needed:  Mr. Gonzalez, Human Relations Director two weeks prior  Prearrange field trip transportation and permission slips; prepare reflection worksheets; present athletic equipment

# Full-Circle Learning Unit Planner

**(Plan here for up to 25 activities or class periods.)**

**Habit-of-Heart:**

**Community Needs or Issues to Address:**

**Human Resources/Guest Speakers to Engage:**

<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>
Preparation Needed:				
<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>	<b>Date/Time:</b> <i>Activities:</i>
Preparation Needed:				



# Planning Calendar

<i>Monday</i>	<i>Tuesday</i>	<i>Wednesday</i>	<i>Thursday</i>	<i>Friday</i>

## Part 3

# Making Peace Lesson Plans

### Objectives

#### Character Education Goals

Students will:

- Consider how each member of society can contribute to a peaceful society.
- Monitor their own feelings, thoughts and actions to contribute to inner peace and to more peaceful relationships.
- Strive to help others act peacefully by setting an example as peacemakers.
- Discuss how heroes establish peace by helping others rebuild in times of need.

#### Academic Goals

Students will:

- Understand that math skills can help us participate in the rebuilding process in meaningful ways.
- Learn various cultures' and nations' approaches to resolving personal and societal conflicts.
- Become familiar with grade-appropriate geometry concepts and other math concepts. (See the math standards in the appendix.)
- Apply geometry skills through practical building projects.
- Learn grade-appropriate language arts vocabulary words as well as new habits-of-heart related vocabulary lists.
- Practice organizing ideas in writing.
- Learn through literature to see how individuals seek peace and comfort in times of conflict.

#### Artistic Goals

Students will:

- Learn at least one new art form from another culture.
- Turn visualizations into drawings.
- Practice storytelling and storyboarding techniques.
- Learn new songs about living in harmony with self and others.
- Perform the songs and stories and give the art in service to others.

#### Conflict Resolution Goals

Students will:

- Practice effective communication, consultation, collaboration, mediation and anger management as important aspects of peacemaking.
- Consider the importance of developing peacemaking skills as an important aspect of a future profession.
- Commit to peacemaking not only by negotiating conflicts but by rebuilding after a conflict.
- Consider how engaging everyone in the rebuilding process can provide a healing, efficient way to guide a community toward a more peaceful mindset.

#### Service Goals

Students will:

- Apply math, language arts, art, music and conflict resolution skills to authentic service projects.
- Make new connections locally and globally to set an example as peacemakers in the world.

## **Habit-of-Heart Vocabulary Words**

ethics

peacemaking

mediator

commissioner

agency

ambassador

tangible

intangible

hypothetical

council

impeccable

meditate

assumptions

Additional grade-specific Language Arts  
vocabulary words listed in Activity #10.

# Introducing a New Code of Ethics

Tell the class you are very excited about the projects you will be engaging in together.

Students already enrolled in the program are accustomed to practicing habits-of-heart. These habits, such as love, courtesy, forgiveness, empathy, compassion, responsibility and integrity, are latent within each of us, if we study them and practice them. We have many opportunities to do so in the program.

Many of these habits are also the habits of peacemakers, because they help us live together in harmony. When people live together in harmony, it is often because they agree on the things they value. Challenge students to list some intangible things the whole class might value.

Write student input on the board. Underline the comments appropriate as class rules and paraphrase them in a clear, positive way. Choose no more than four major values and no more than four behaviors under each value.

For example:

## **We value respect.**

We speak respectfully to others.

We exercise good listening skills without interrupting.

We keep hands and legs to ourselves and walk quietly inside.

We follow the teachers' instructions.

## **We value learning.**

We speak when called upon and layer our responses.

We complete assignments and projects to the best of our ability.

We apply our learning to our lives.

We work cooperatively and quietly so others can learn as well.

## **We value caring.**

We look for opportunities to help others.

We look for opportunities to share the work load.

We show kindness in our words and deeds.

We value people who are different from ourselves.

## **We value peace.**

We manage our anger and our impulses.

We resolve our conflicts using the conflict resolution steps.

We help others peacefully resolve their conflicts.

We return unkind words with silence or with compliments.

Have students copy these down in their notebooks. At the top of the page, they may write: **Our Code of Ethics.**

Define a code as a system or agreed upon communication, and define ethics as values that take into account the good of others.

Next, review the schedule for each day of the week, so students will know what to expect. Practice procedures such as moving from one room to another and serving food. Review the policy of students nominating each other as snack servers based on the positive habits they exhibited that day or week.

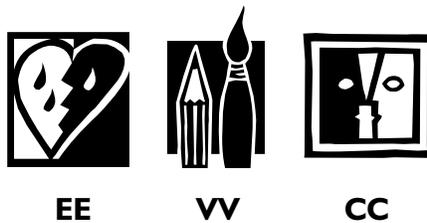
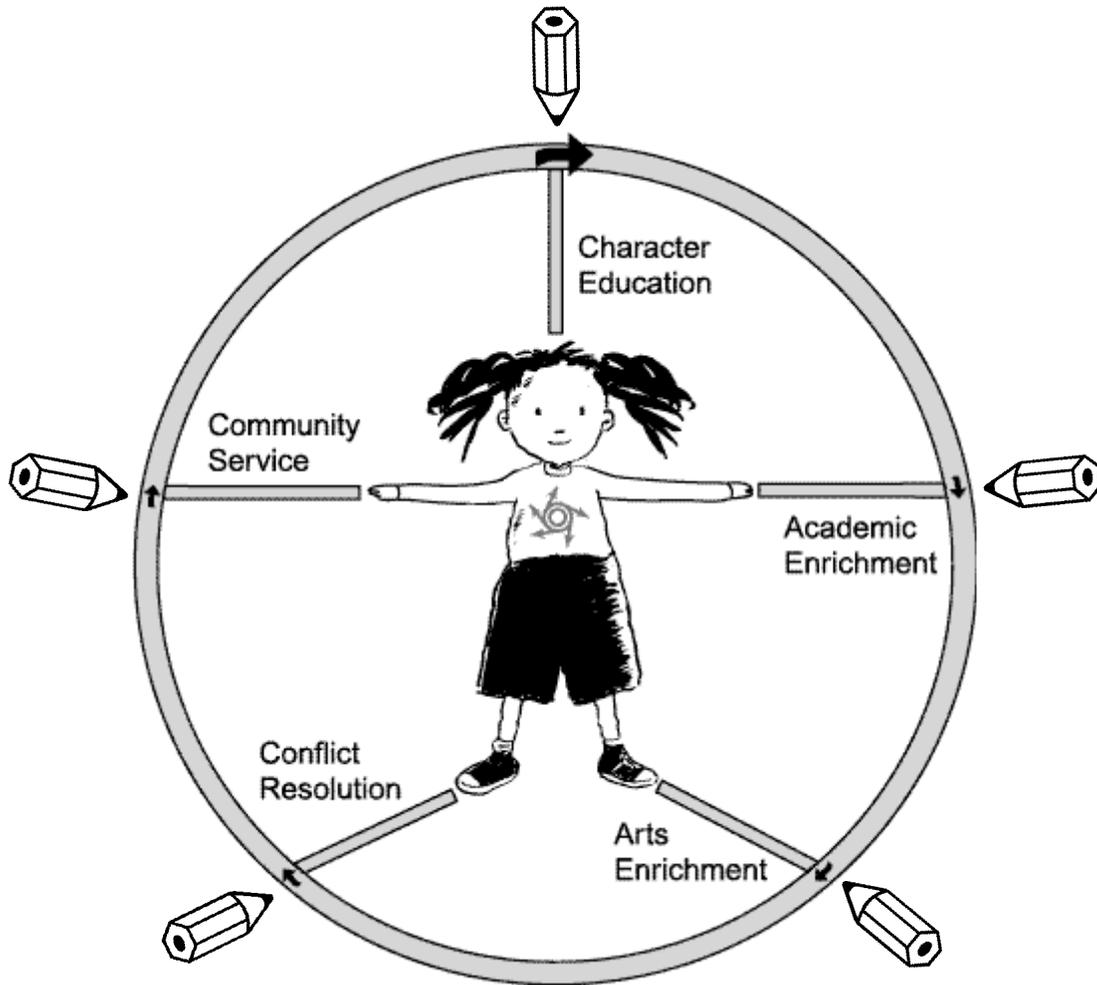
Assure students you are glad they decided to join the group. Have them each take the class pledge:

*I will practice peacemaking and live by our class code of ethics.*

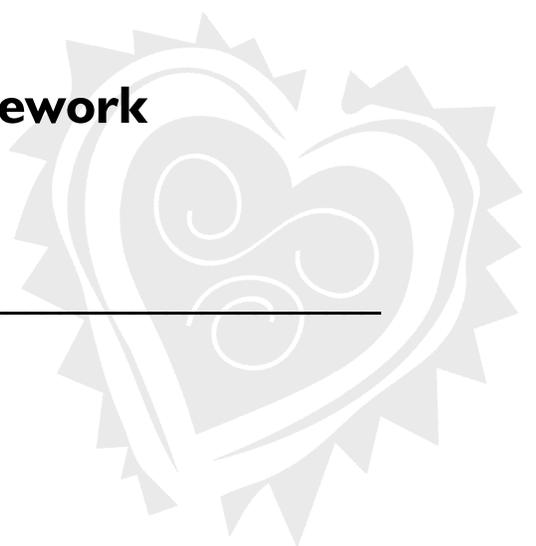
Thank them for helping create this code with the class and challenge them to continually recreate it.

# Pre- and Post- Activity: Habits of Heart Homework

Remind students to write about or draw one act of peacemaking they completed at home and have their parents sign off on it before the end of the week.



# Habits of Heart Homework



Habit of the Week \_\_\_\_\_

**Name:**

**Grade:**

**Date:**

This week I showed \_\_\_\_\_, the habit of the week, by:

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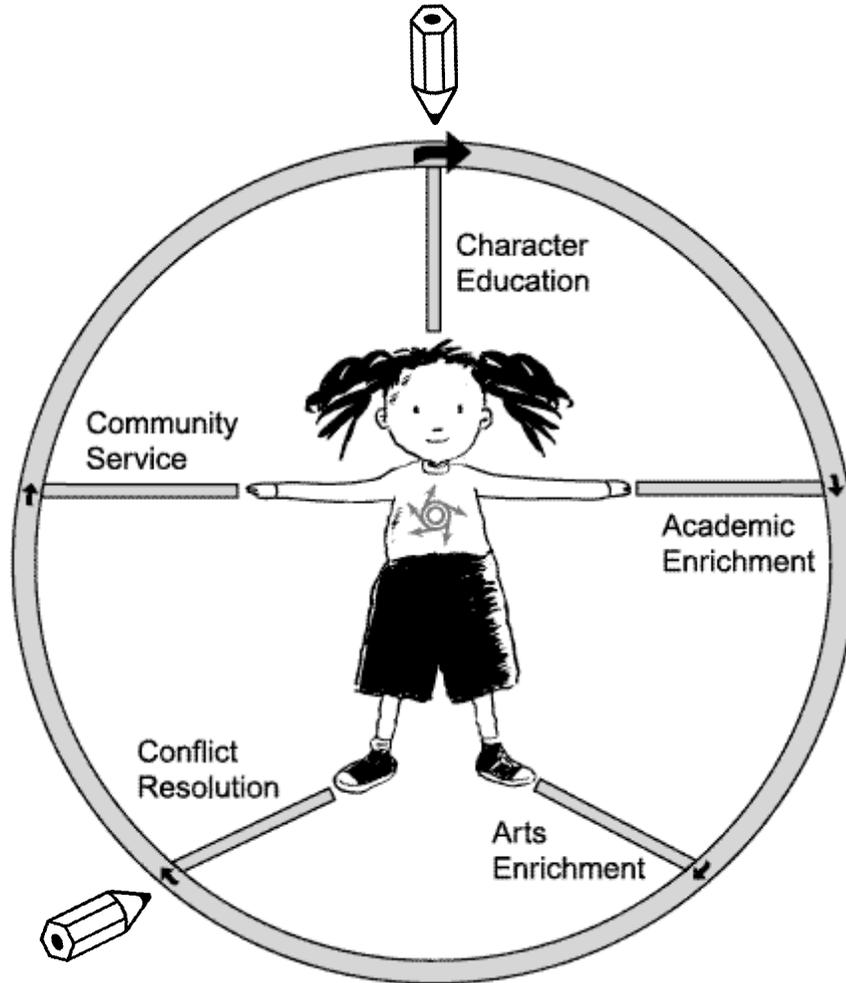
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Parent's signature/date: \_\_\_\_\_

# Lesson Plans

## Activity I: Puzzle Pairs



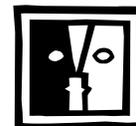
IS



MB



LL



CC



MM



CTI



OA



EE

## Phase 1: What it Means to Make Peace

Write *Make Peace* on the board. Challenge students to describe what this means, using examples they have seen or experienced.

Examples:

- a mother helping her children find a solution to a disagreement
- someone using the conflict bridge
- someone asking forgiveness
- someone counting to ten when angry
- two leaders agreeing on a solution that will prevent war
- people making peace with themselves by thinking about what they have done and committing to correct a mistake.

## Phase 2: Making a Metaphor

Bring in a jigsaw puzzle depicting a peaceful environment or a serene landscape. Dump the box of puzzle pieces onto an activity table that can remain at the side of the room. Set aside two pieces that fit together. (If you do not have a puzzle, draw puzzle pieces on the board.)

To tap into metaphorical thinking, ask students how these puzzle pieces might represent a need for peace. (They might represent chaos or a world where nobody feels like they belong.) Show the two pieces that fit together. Ask what this first step could represent. (Two people connecting, helping create a common vision or starting a trend toward peace.)

Point out that if no one takes that first step to come together in a common vision, it may never happen. Once we start, we can begin to create a peaceful world. Show the picture on the puzzle box. Challenge students to put together the pieces in their spare time, to help recreate a peaceful world. Write on the board:

*When it comes to making peace, I can be a piece of the puzzle.*

Have students recite the motto several times and memorize it over the course of the week.

Ask:

- If you apologize to someone and make up for how you hurt them, are you making peace?
- If you further the understanding between two cultures, are you making peace?
- If you speak with respect, are you making peace?
- If you manage your anger, are you making peace?

Let students generate other examples.

## Phase 3: Teamwork

Give each student a magazine picture. Have them quickly cut it into ten puzzle pieces and put the pieces into an envelope, then pass their puzzle on to the next person. That person will turn to the next person seated on the other side of them. They will have three minutes to put together the puzzle created by their neighbor. At the end of the activity, ask all the groups:

- Was it easier to assemble the puzzle by working together than it would have been by working alone?
- Why or why not?
- What specific methods did you use that made it easier or harder?

Let the students deduce whether, as a class, they are using peacemaking skills to improve their learning or whether the lack of skills detracts from their learning.

Note that the connections between the puzzle pieces were important in improving the big

picture. Define "the big picture" as seeing how everyone's needs connect rather than just seeing our own.

#### **Phase 4: The Respect Game**

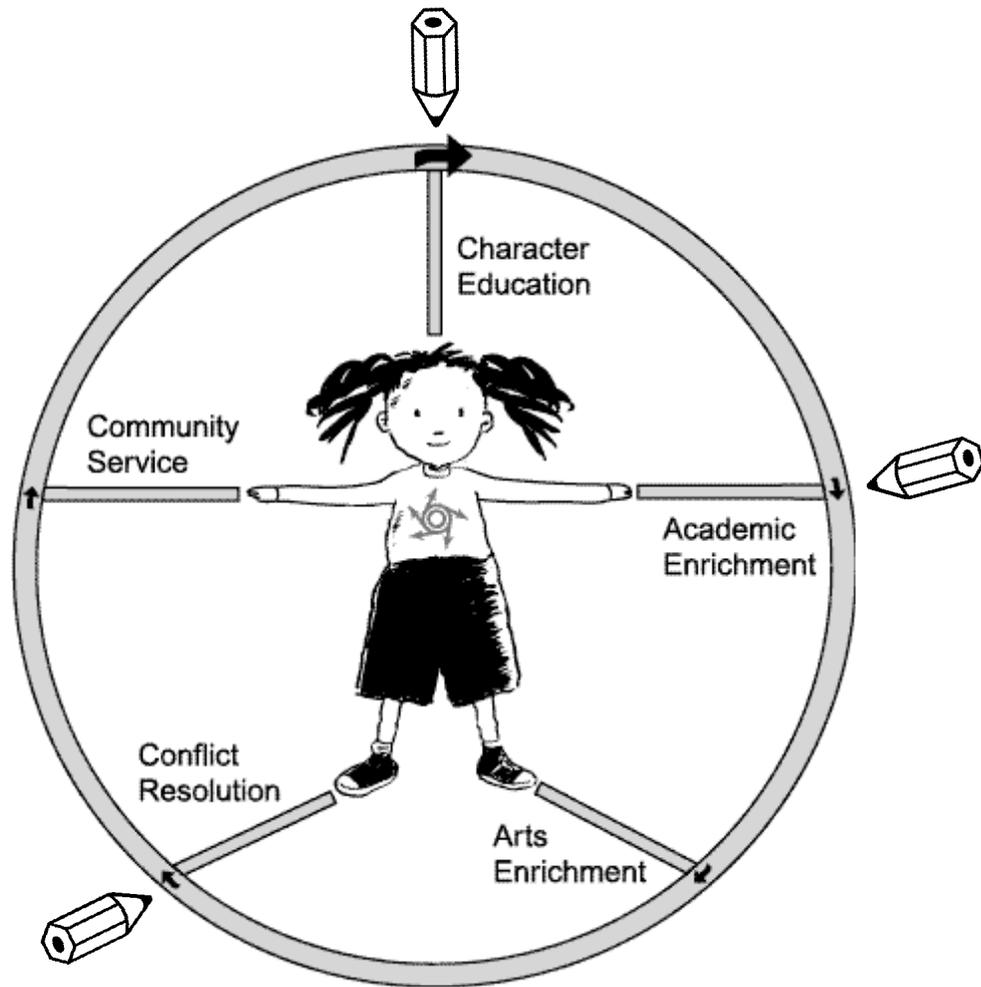
Point out that peacemaking usually begins with the belief that the needs of others are just as important as your own needs. To recognize this, we must respect and value each person as an equal member of society.

Starting at one end of the room, one person says, "I need....(insert a word.)" The need could be something tangible, such as "I need breakfast," or "I need a pencil," or it could express an emotional need, such as "I need friends." The next person in line has ten seconds to respond with a similar need, such as "I need lunch," or "I need a pen," or "I

need teammates." The third person must, again, vary the need only slightly, as in "I need vegetables," or "I need to write," or "I need others." The students should begin to see how many ways there are to express similar needs. By the time the last student speaks, he or she can choose to repeat what the first student said.

Discuss the lesson students learned through the activity. We each have different ways of expressing ourselves, and we each live in slightly different environments, but we all have almost the same basic needs. Now go back to two people who had similar responses. If one said, "I need a pencil," and the other said, "I need a pen," what would happen if they traded, so they each had what they had asked for? Then each one would fulfill the need to write. Find other examples based on the students' interchanges.

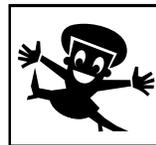
## Activity 2: Peacemaking on the Conflict Bridge



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## Phase 1: Introducing the Bridge

Originally presented by educator David Johnson, the conflict bridge provides opportunities for endless practice exercises when overlaid with an emphasis on the current habit-of-heart. Students tend to enjoy the challenge, no matter how many times they have been on the bridge. Students may use this conflict bridge to resolve real interpersonal conflicts, hypothetical interpersonal conflicts, real issues in current events or dramas in history and literature.

Begin by rolling out the vinyl conflict bridge on the floor and explaining the steps for using it:

- Two people with a disagreement stand on each side of the bridge.
- Their goal will be to make a special effort to apply the current habit-of-heart as they engage in the traditional steps of conflict resolution. They must think about this habit as well as listening with empathy to what their partner is saying.
- Each partner completes the statement on the first step before moving on to the next step.
- In the middle, they choose a mutually beneficial solution and shake hands.
- A third person may serve as mediator and stand on the sidelines to coach them. (The teacher may also serve this role.) The mediator's job is:
  - ▼ To encourage empathy and make sure neither party is judgmental. (For instance, if a person says, "I feel that you are selfish because you don't think of others," the mediator should remind the person of the difference between a feeling and a judgment and paraphrase the comment to say, perhaps, "I feel hurt because you took the best fishing spot when my family

depended on me to bring home dinner." A feeling statement rarely includes the word "that."

- ▼ On the empathy step or the solution step, the mediator may ask both parties to freeze and get class input in order to layer responses or provide options in search of the most effective approach.

## Discussion

Ask which step helps us recognize the needs of another. (The empathy step, "My understanding of you is...".)

Ask students if they have ever noticed that often people want and feel the same things. Once they find a way to meet others' needs at the same time, they generate peace for themselves as well.

Challenge students to explain the reasoning behind the steps on the conflict bridge:

- I want... (or My position is...)
- I feel...
- I feel this way because...
- My understanding of you is...
- Maybe we should try...(Choose solutions that meet the needs of both parties.)

Elicit that unless we hear each others' needs and feelings and the reasons behind those feelings, it may be difficult to feel empathy for the other person's position. Empathy is what helps us seek mutually beneficial solutions. Without empathy, compromise seems like defeat. With empathy, it seems like success. When we sincerely want everyone to be happy, we feel gratified by our efforts to help both sides find a satisfying solution.

### **Phase 3: Role Playing Conflicts on the Bridge**

Show examples of conflicts described in recent newspaper or magazine articles. Assign students to role play the conflicts using the conflict bridge. Include a third person as the mediator, to coach the two parties along each side of the bridge. Determine who acted as a peacemaker in the role plays. [Each of the three people was responsible for contributing to a peaceful solution.]

Ask whether peacemaking is something that only happens between countries or communities. Challenge students to practice peacemaking in several contexts as they role play the following conflicts on the bridge. Appoint a mediator. When a student is stumped, either the teacher or the mediator may freeze the players and ask for audience input and ideas, to help them make the best possible decisions.

#### **Situation A:**

Your brother wants very much to borrow a soccer ball that belongs to you. He has been invited to join an informal ball team if he will bring the ball. You fear he will lose it if you let him take it to the field to play with his friends. He has told you how important it is to him to borrow it. Now he is beginning to break your pencils to punish you for not letting him borrow it. You need those pencils for school. You feel your heart pounding as you rush toward him.

#### **Situation B:**

The community where you live has only one source of water. A chemical factory is located near the water. You have noticed that the water often tastes funny. After an outbreak of disease, the townspeople are angry. They say the chemicals are making everyone sick. They want to burn down the factory. Instead, you and

some of the other townspeople go to the chemical company to ask them if they are dumping waste into the water. You can see that the ground is very soft there. The landfill where they dump the dirty water quickly drains into the soil and runs off into the river.

#### **Situation C:**

A teacher sees two students fighting. The students each want to sit in the same seat in the front row. One student has poor eyesight and cannot see the chalkboard. The other student is hard-of-hearing and cannot hear from the back of the room. The teacher must mediate their conflict.

#### **Situation D:**

Two cultural groups claim the same piece of land. One says their ancestors have been there longest. They have come to reclaim their farm land. The other says their people won the land in a war several years ago and have cultivated the farms and deserve to keep them. The two groups are about to start another war over the land.

Challenge students to analyze the role plays and explain how each person was an essential piece of the puzzle in creating peace.

### **Related Homework Assignment**

Copy, cut and send home the assignments on the following page. Include a copy of the steps of conflict resolution for students to share with their families.

# Role Play Sheet: Practicing Peace and Teaching Peace

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**Ages 6-7:** Please practice this role play at home with friends and family.

## Role Play: Being a Friend

**Student #1:** You are on the playground when you see a child from another class. This child seems different somehow. You begin talking with the child and see that this child comes from a different country and has different beliefs and customs than you do. You hear the other students teasing this child. You want to join in, so the other kids won't think there's something wrong with you. Uh, oh, the child is coming toward you. The child is looking for someone to play with who won't make fun of them. Explain the conversation you will have in your head as you decide what to say to this child.

**Student #2:** Show how you can help the other student decide to be your new friend.

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Ages 8-10: Please practice this role play at home with friends and family. First teach your partners the steps used on the conflict bridge.

## Conflict: Sharing Land and Tradition

**Student #1:** You are the political leader of your people. You live in a land very important to your people. They feel it is sacred land. That means it is very special or holy. *You want people who don't share your beliefs to go live somewhere else.*

**Student #2:** You are the leader of another group of people who share the same land. Your people were here first. You feel the land is sacred to your people too. *You want the freedom to live here as you once did.*

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**Ages 11-16:** Please practice this role play using at home with friends and family. First teach your partner the steps involved on the conflict bridge.

## Conflict: Resolving the Past Without War

**Student #1:** You are not part of a government but just someone who has gathered together with some of your countrymen. The people around you have a hard life. Your group is mad at a much larger group of people for wars and power struggles that began a long time ago. Some of these wars ended up making life more difficult for those in your part of the world. You think and act differently than the larger group does anyway. You wish they were more like you are. You want to show them your power by starting a war.

**Student #2:** Your country has been very successful in the world. You don't always understand the feelings of smaller groups around the world who act out in anger for things you may have done to hurt their people over the years. You don't understand what they've gone through, but you wish they were more like you. You could call on other nations to help you understand and make a wise move toward resolving the conflict. You want peace, but you want to keep your power.

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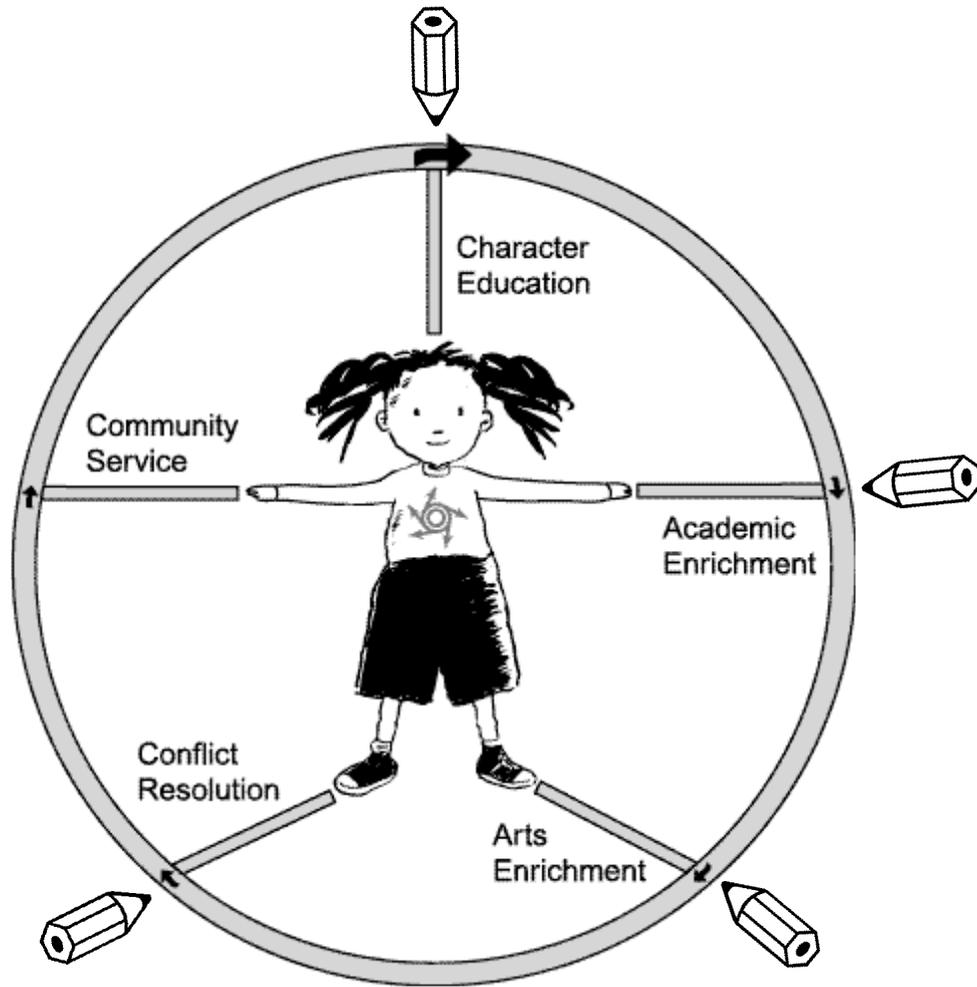
Assignment completed on: \_\_\_\_\_ Parent's signature: \_\_\_\_\_

# Sample Conflict Bridge

I WANT (OR MY POSITION IS)...
I FEEL...
I FEEL THIS WAY BECAUSE...
MY UNDERSTANDING OF YOU IS..... (THE EMPATHY STEP)
MAYBE WE SHOULD TRY TO...
<b>CHOOSE THE BEST OF THREE SOLUTIONS.</b>
MAYBE WE SHOULD TRY TO...
MY UNDERSTANDING OF YOU IS... (THE EMPATHY STEP)
I FEEL THIS WAY BECAUSE...
I FEEL...
I WANT (OR MY POSITION IS)...



# Activity 3: Professional Peacemakers



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## **Phase 1: Role-Playing Peacemaker Professions**

Ask by a show of hands how many students are peacemakers. Point out that every person can make peace in some special way. Ask if anyone made peace in some special way in the past 24 hours. (Allow them to share their stories.)

Remind students that in addition to making peace in their personal lives, some people choose professions as peacemakers. Ask students to cite examples. Add the examples listed below. For each example, have students conduct the role play associated with it.

**Teacher of languages:** Helps people who otherwise would not be able to communicate their needs and their concern for each other.

**Role Play:** A person comes to this country as a refugee, to escape war in their own country. At first, they feel frightened and alone. The teacher helping them learn the language gives them tools to share information and express needs to workers or classmates, until they feel comfortable in making friends.

**Dispute mediator for a school or a police department:** Helps people who are fighting learn to compromise.

**Role Play:** A policeman gets a call about two violent neighbors arguing because one plays his music too loud. The dispute mediator sees that the disagreement is really because the neighbors are from two different places and don't trust each other. He helps them see their common needs and interests.

**Student peer mediator at school:** Teaches other students how to use the conflict resolution steps.

**Role Play:** A student sees two other students arguing over a basketball game at recess. He

asks them if they would like a peer mediator. They say they would, so he guides them across the conflict resolution bridge.

**Principal at a school:** Solves problems and makes sure everyone's needs are met.

**Role Play:** One student accuses another student of stealing his books. The teacher has sent them both to the office. The principal helps them take accountability for their actions.

**Manager of a company or agency:** Sees that employees are treated fairly and treat each other fairly.

**Role Play:** At a nursing, one employee is tired and does not want to work overtime. Another employee gets a call that her child is sick and she must go home early. They both have needs. The manager must solve the problem.

**Human relations commissioner:** Helps people of different backgrounds get along in a city or county or country.

**Role Play:** Students do not want to celebrate the holiday of one culture unless their cultural holiday is celebrated as well. They hold a protest during the celebration and begin tearing down the decorations put up by the first group. The human relations commissioner meets with both groups to work out a compromise.

**Ambassador:** Visits other countries to represent his or her own country and to spread understanding and achieve common goals.

**Role Play:** An ambassador goes to another country to share information and to make friends with people of other cultures. The foreign country is full of conflict. The ambassador has to speak at a school assembly in the foreign country. The students there ask the ambassador's views on peace. What will the ambassador say to the students?

**Teacher:** Helps students get along.

**Role Play:** Two students begin talking during study time, each one angry because the other is too noisy. What can the teacher do to help them practice peacefulness?

**Parent:** Makes sure each child's needs are met and helps children get along.

**Role Play:** One child feels jealous that a baby sister is getting all the attention. What does the mother do?

## **Phase 2: Putting Peacemakers on Paper**

Distribute the worksheet, **Professional Peacemakers**. Ask students to write or draw how each professional person makes peace in the world. (If they draw, they can base their examples on the role play.)

## **For Added Value:**

Invite a guest presenter or panel of guest presenters as part of this lesson. If possible, choose one or more of the people in the professions listed. Have the presenter/s discuss what they each do for a living, or you may choose to have each one come on a different day and give lengthier presentations. Stories, visual aids, and interactive activities can make their presentations more meaningful to students.

# Worksheet: **Professional Peacemakers**

Write or draw how members of each profession make peace in the world.

Teacher of languages:

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Dispute mediator for a school or a police department:

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Student peer mediator at school:

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Principal at a school:

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Manager of a company:

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Human relations commissioner:

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Ambassador:

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Teacher:

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Parent:

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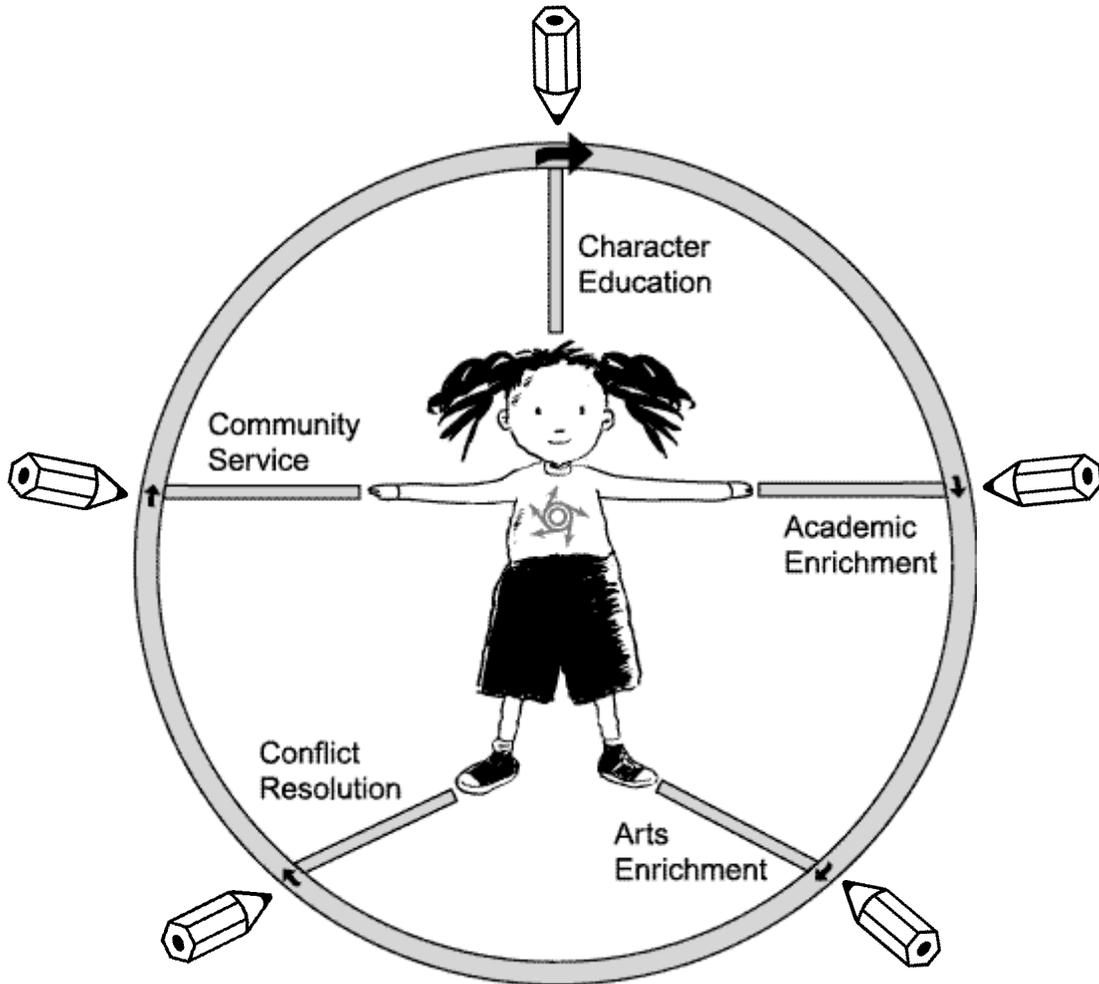
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Do you have other professions to add?

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# Activity 4: Practical Peacemaking



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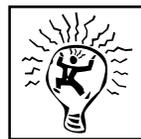
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## Math Materials Needed:

Three-inch paper squares in colors to represent crops and building supplies; rulers or tape measures for each table; items supplied by guest presenter; brick, stone or other materials for pathway/building project.

## Phase 1: Peacemaking After a Conflict

Ask two groups of students to come to the front of the room. One group will play the role of a group of Peace Corps workers. The other group will play the role of a family returning to their war-torn town to find that their home and neighborhood have been bombed. They sit dejectedly wondering what to do when the Peace Corps workers come along. They must consult and decide how best to exercise their peacemaking skills.

Let students play out the parts for awhile. If necessary, guide them to the conclusion that when peacemakers enter a situation after the peace has been lost, they can still help with the rebuilding effort. In a sample classroom, the students decided that among them they had building skills and access to materials. They offered to help the dejected family rebuild their home and teach them the skills to help their neighbors rebuild. This was an ideal response to the situation. Offer it as a second alternative to whatever students come up with.

## Phase 2: Understanding Needs

Now ask students to take out a piece of paper to play a word association game. Have them quickly write down the first word that comes to mind when they think of something destroyed in a war. After they've written down one word, challenge them to think of a second word representing something destroyed in a war. Continue the process several times to make sure they have had a chance to write several quick thoughts.

Have each student pass his or her paper to the person or their right and add to their list anything they wrote that the other student did not include. Now have the students pass to the right again and add any item not on that student's list. Next, have two students come to the front of the room.

Introduce the word tangible (something you can touch or see). Write *Tangible* on one side of the board and *Intangible* on the other side. Ask two students to come forward. One will serve as the scribe for Tangible and the other for Intangible items that war can destroy. As those in the audience list the items they mentioned, the scribes will record them on the appropriate lists. (The intangible list might include items such as peace, trust, hope, joy, lives and unity. The tangible list might include homes, towns, cars, schools and businesses. Items such as lives or countries could go on either list, depending on how you frame them.)

Ask students what tools they would use to rebuild the items on the intangible list (i.e., the steps of conflict resolution, anger management skills, forgiveness, kindness, humility, etc.).

Ask what tools they would use to rebuild the items on the tangible list. (i.e., lumber, adobe, hammers, nails, shovels, brick, roofing, metal, glass, etc.)

Ask students whether they think both types of tools are needed to repair the damage done by disunity. Give examples of nearby communities struck by a natural disaster such as a fire, tornado or earthquake, and which have been rebuilt. A war can have the same effect. Ask, How do cities rise up again? (Someone has to rebuild them.)

Emphasize the following: *For people to achieve happiness and a sense of well-being, they must use the practical tools as well as the emotional tools to recreate peace.*

Have students write and discuss this sentence. It can become an essay topic for a public presentation or a letter to thank someone in the world who is using practical skills to help people rebuild their lives.

### **Phase 3: Bringing People Together**

The activities of peacemaking include the practical act of rebuilding. It restores hope and builds collaboration when people work together to rebuild something that has been lost. Offer students the following challenge:

Let's create a hypothetical situation. You are a builder. You have been asked to go to a country that has just suffered a war. Your job will be to help people rebuild what they lost. One of the first projects is to rebuild a vacant nursing home that fell down. The seniors in the town who do not have younger members of their families to take care of them must have a place to go. You must begin work right away.

Why will it be important to go about the task in a way that will help the townspeople participate? (It will take their minds off their problems and help them work together for the good of their elderly. It will help everyone feel united and make good use of their time and materials to rebuild the town together.)

How will you begin to include everyone?

[Elicit ideas such as the following.]

- Hold a town meeting and see who has each skill needed to complete the project;
- Ask people to help with the nursing home rebuilding in exchange for getting help rebuilding their own homes;
- Give building materials to anyone who will help with the rebuilding efforts;
- Look at the industries and land resources and purchase items locally rather than shipping them in, to help rebuild the economy.

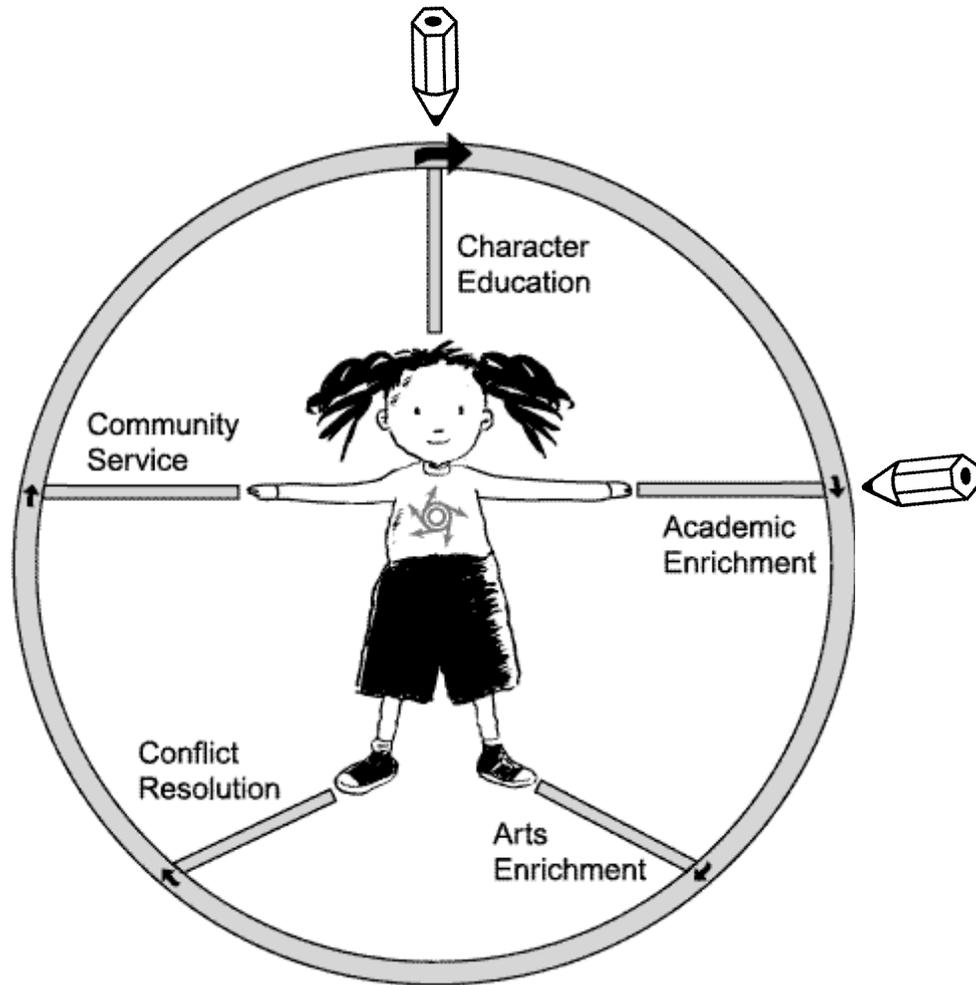
Once everyone has become involved, you will need to take certain steps to get the project started. What are some of questions we need to ask to take those steps?

[Elicit the following questions and write some of them on the board.]

Identify needs and available materials:

- How many beds and rooms will the nursing home need?
- Can it be rebuilt where it stood before? If so, how big is the lot size?
- How many additional rooms, such as kitchens and gathering places, will the building need?
- How big should they be?
- How many square feet are left?
- How many rooms can fit into this space?

# Activity 5: Planning on Paper and in Person



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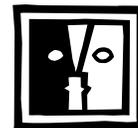
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## Phase 1: Prepare for the Activity

Allow more than one session for this activity, and plan ahead. After the discussion in Activity #4, divide students into two groups. Explain that these two teams must now plan the project on paper, presuming the lot size allows for a building of 5,000 square feet, with a little plot for a vegetable garden outside. One group of students will plan how to use the space. The other group will determine how to use the garden. Students may work in pairs or small groups with several assisting each other. Group students of mixed abilities, so the older ones can help the younger ones.

## Phase 2: Problem-solving in Construction

Distribute the worksheet **Turning a Plot into a Place**. Give each table blocks or three-inch paper squares to move around on a larger sheet of paper as they respond to these questions. Use of the manipulatives or sketches to show their work is optional, but they must write an equation or else a sentence explaining how they found the answer. (Make graph paper available.)

### Answer Key:

1.  $5,000 \div 500 = 10$
2.  $5000 \div 10 = 50$
3.  $5,000 - 1,000 = 4,000$
4.  $4,000 \div 10 = 40$
5.  $10 \times 10 = 100$
6. Review each student's blueprint.  
Allow for creativity.
7. No.

## Phase 3: Adding Food to Shelter

Distribute the worksheet **Garden Variety**. Ask students to imagine that the nursing home is in a mild climate where food can be grown to help feed the seniors who live there. Let them determine what foods might grow in the chef's garden. Briefly discuss the nutritional value of each. Are they all vegetables or all fruits? Is there any protein?

If students are younger, distribute squares in different colors to represent different foods. Students may use these as manipulatives to experiment with before writing the equation and drawing the picture to determine the answer to a given question.

Now challenge students to complete the worksheet, using only rough sketches to record their answers. (If you prefer, you may complete the exercise individually or as a class, allowing time for the students to work with the paper squares.)

### Answer Key:

1.  $2 + 2 = 4$   $4 \times 50 = 200$
2.  $5 \times 10 = 50$  or  $50 \div 5 = 10$   
(Draw on the board 10 bunches of carrots and help the students count them by fives.)
3.  $300 \div 50 = 6$   
(Draw on board a picture of 6 rows of pears with five pears per row and explain that in this drawing, each pear represents 10 pears.)
4.  $100 \div 25 = 4$ , so you would only need one row. (Draw a row of grapes. Divide it equally in fourths to show how much would be needed for each meal.)
5.  $6 \times 2 = 12$   
(Draw two griddle cakes with six nuts each inside them.)

6.  $30 \times 6 = 180$

7.  $12 \times 180 = 2,060$   
(Remind students that there are 12 months in a year and roughly 30 days in a month, so you can just multiply the last answer times 12.)

8.  $2,060 \div 2 = 1,030$  nuts

**Follow-up Service Component:**

Discuss the fact that even when we haven't had a recent conflict, we need to care for the elderly in the community. Plan a day to cook breakfast for the elderly in the community, using fruits and nuts and practicing the math learned in this lesson. Students may also practice the storytelling skills addressed in Activity 13.

## Worksheet: Turning a Plot into a Place

1. We are rebuilding a nursing home that was ruined in a conflict. If 500 patients will live in the nursing home and we have 5,000 square feet of space, how many square feet will be allocated to each patient? Show an equation that will help us determine the answer.
- 

2. Patients not only need room space. They need a dining space or central gathering place. If the gathering space is 10 percent of the total 5,000 square feet, how many square feet will it be? Show an equation that will help us determine the answer.
- 

3. If the kitchen, laundry and dining spaces total 1,000 square feet, how much is left for the bedrooms? Show an equation that will help us determine the answer.
- 

4. If we deduct that 1,000 square-foot space from the total, and each patient room must be 10 square feet, how many patients will the nursing home hold now? Show your equation.
- 

5. If the laundry room is ten feet long and ten feet wide, what is the square footage? Draw a picture to represent your equation.
- 

6. Using these dimensions, draw a blueprint on a piece of graph paper. Mark off boxes to indicate each foot of space.
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7. What if each patient room was 8 feet long and 12 feet wide? Would the size of the nursing home need to change? Why or why not?
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## Worksheet: Garden Variety

1. We need to grow food for a nursing home with 50 patients. Each one will eat two fruits and two vegetables per day. How many items will each one eat per day? How many items will the whole group eat each day? Show two equations that will help you find the answer.
- 

2. If you plant carrots, they come up in a bunch, and each bunch serves five people. How many bunches of carrots will you have to pull to feed all the patients once? Show an equation or draw a picture that will help you find the answer. You may use the back of the paper to draw the pictures.
- 

3. If you plant trees, you can grow a lot more servings at once. Let's imagine the climate will support a pear tree. The tree gives pears for only a month out of the year, but you can dry and store the pears for later use. If the pear tree gives 300 pears a year, how many servings will that be? Show an equation or draw a picture that will help you find the answer.
- 

4. Grapes grow in temperate climates. You may be able to serve two people with one bunch of grapes. You need 25 bunches to serve everyone. If you can get 100 bunches from one row, how many rows will you need to pick to serve at four different meals? Show an equation or draw a picture that will help you find the answer.
- 

5. Legumes or beans provide protein. So do nuts. Pinon nuts are quite small, however, so it may take a number of them to make a serving. Let's say you plant a pinion pine tree hoping to put the nuts in griddle cakes each morning for protein. You will put about six pine nuts in each cake. You will serve each person two griddle cakes. How many nuts will each person eat each morning? Show an equation or draw a picture that will help you find the answer.
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6. How many nuts must your trees produce per person if you serve griddle cakes 30 times in one month?

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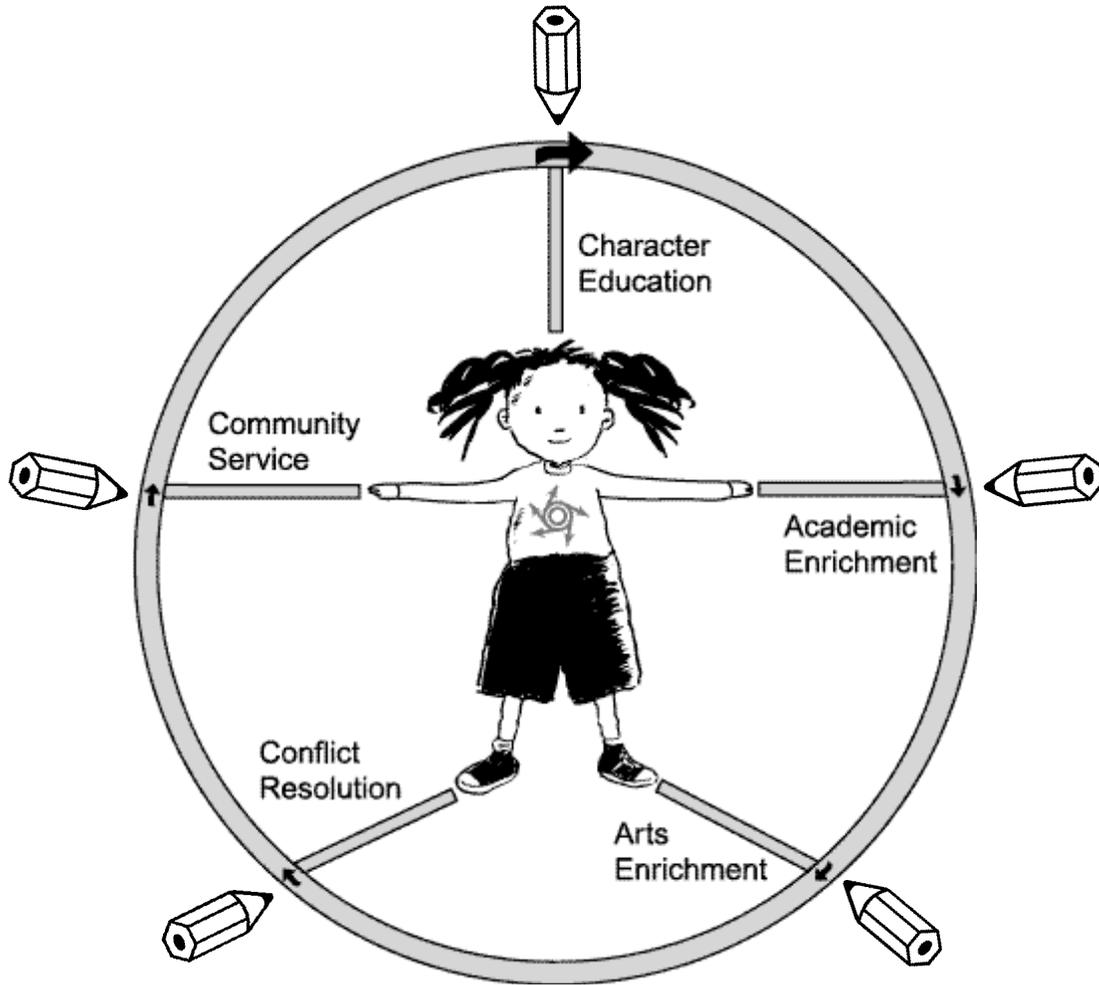
7. About how many nuts will you need for 12 months or one whole year?

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8. If you have only two pinion pine trees, how many nuts will each tree need to produce each year?

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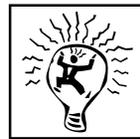
# Activity 6: **Guest Presenters: Rebuilding Peace**



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## Phase 1: Guest Builder

Invite a guest presenter (preferably a building contractor or architect) to conduct the following lesson in either one or two class periods.

The presenter should bring:

- Copies of material lists, receipts or estimates he has used on a real building project
- Samples of several of those types of materials
- A picture of the site or of the completed building
- Blueprints of at least one building site (as transparent as possible)
- Rulers or tape measures (supplied by staff or presenter)
- A brick and a two-by-four board

The presenter shows or brings copies of material lists, receipts or estimates he has used on a real building project. He then shows a picture of the building site or completed building and tells the square footage of the building.

Each table is assigned one item listed on the material lists, such as 4 x 6 lumber or 12 inch floor tiles. They must look at the materials lists and determine the cost of that item per square foot, using the skills learned the previous day. (This activity is for advanced students. Younger students may do a simpler addition project, such as adding the costs of all the receipts or materials.)

Write the totals of the costs per square foot on the board and add them up for a total cost per square foot. (This figure may or may not include labor.) Use the total cost determined by the addition-based group of students to check the answer, by dividing the square footage into that total. If the reasons differ, have the presenter discuss, in simple terms, some possible reasons.

Distribute rulers or tape measures. Each group may examine the sample building material they were given. They must determine its length, height, width, volume, or whatever quantity is meaningful. Each group may estimate or guess how many of that object will be used in the building. The guest presenter can then go to each table and help them determine the answer, giving clues such as whether the item is packed in bundles of a certain number and how many bundles were used in the project. (The presenter can round off the numbers as needed to make the exercise less complex.)

The guest presenter may want to bring and show other objects such as architectural models or photos of the phases of a building project and discuss the math used to create the model or to complete each building phase.

On the same day, if time permits, or on the following day, the guest presenter may work with students at their own grade level to complete the following.

### Younger Grades

1. Assign students to work in small groups. Give each group a brick and a two-by-four.
2. Ask them to measure each one in inches.
3. Now ask them to measure each one in feet.
4. Ask whether the size of the object changed when they used a different measuring unit. Ask them to brainstorm reasons why some things are measured in inches and some in feet.
5. Have students use graph paper to measure how many squares are on the surface of the brick and the two-by-four.
6. Explain the concept of area. Show them how to determine the cubic inches within the object.
7. Show a blueprint of a building, preferably on transparent paper. Explain the concept of square footage.
8. Using graph paper, with each block representing a foot, challenge students to determine the square footage of the building.

## Upper Grades

1. Discuss the concept of volume.
2. Have students measure and compare the volume of the bricks and two by fours.
3. Discuss which building might stay cooler in a hot climate, a brick building or a building with wood siding, based on the volume of the building material.
4. Discuss cubic feet. Write the cost of each brick and the cost of each two-by-four on the board. Challenge students to compare the price-per cubic foot of a brick wall and a wall of equal length made with two-by-fours.
5. Show students a blueprint. Identify all the parallel lines. Identify all the perpendicular lines.
6. Challenge students to determine how the building design contributes to the particular function of the building.
7. Ask student to draw their own buildings, determining which lines need to be parallel or perpendicular.

### Math Service Application:

The math guest presenter may suggest a related service project or the staff may need to explore needs within the community. You might involve a community center, park or school. In many regions, children are not allowed on a construction site for safety reasons, but perhaps they can measure and build a garden fence or help lay a rock or brick pathway near a completed building. If the students conduct a mural project in a public space, for instance, they can lay a rock pathway leading to their mural site. The presenter can return to assist with the project and to show how the math concepts translate into reality.

A portion of one day can be used to pre-plan the project, perhaps using paper squares to plan the design and scale of the path before constructing it, if possible. If this is not possible, take the students on a field trip to a Habitat for Humanity neighborhood or to an area where people have contributed

mathematical skills and physical labor to improve conditions for a community in conflict.

### Possible Project Steps:

1. Challenge students to design a rock pathway leading from a trail to a mural in a park. The trail is 30 feet from the wall. The circular stones are 12 inches wide. Leaving four inches between each stone and the next, how many stones will it take to make the pathway?
2. If the stones cost \$7 apiece, ask how much it will cost to build the pathway. Arrange a field trip for students to purchase the materials and build the pathway in a space where they feel people might go to find peace, such as a public garden or community center. (Choose a spot where it is permission is attainable.)
3. Develop a peaceful community art mural project and have students complete the mural and lay the pathway to the mural. Consider hosting the storytelling festival at this site. (See activity #17.)

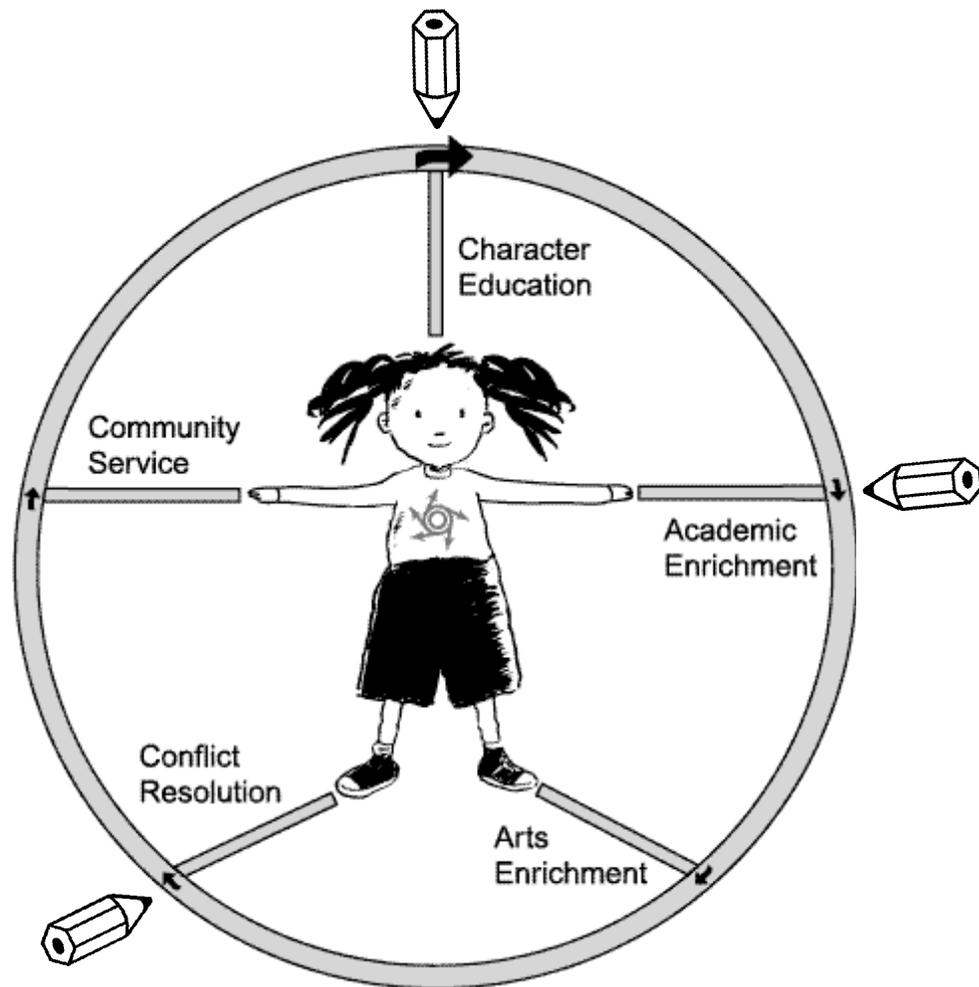
### Phase 2: Guest Rebuilder

Identify someone who has completed a rebuilding project in a war-torn country, a riot-torn community a refugee camp, a disaster-torn city or even a homeless community (through a non-profit or non-governmental organization). Invite the person to make a presentation to the class.

Before the guest arrives, help students design questions they want to know about this person's work. The recipient may want to share pictures of the location and stories about the heroic acts of local people involved in the project.

Before the presenter leaves, ask students to share what habits-of-heart they have observed the guest presenter demonstrating. Have students give the cabinet they have made as a gift for the presenter or for the people on the project.

# Activity 7: Personal Control through Anger Management



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## **Phase 1: Identify the Physical Signs of Anger**

Have students list the personal qualities or assets needed to become a peacemaker. The list should include inner peace and self-control, among other qualities. Have students discuss ways to acquire these qualities.

Draw a stick figure on the board. Have each student think of the last time he or she was angry and point to the part of the body affected. For instance, some students may recall feeling hot in the forehead or feeling their heart race or grinding their teeth.

Offer the following information:

A substance called adrenaline flows through the body. It is there to help us run fast or jump high or lift heavy objects when we need to escape danger or save someone's life. Unfortunately, it can kick in when we feel excited about something not so important, such as a sister taking something that belonged to us or a friend rushing to be first in line. Some people are naturally slow to anger and others are quicker. One of the first steps to becoming a peacemaker is to learn to recognize and control the symptoms of rising anger in our own bodies.

Sometimes using a reminder will help us retrain our habits. An anger management watch, for instance, is a watch with only five numbers on

it. When you feel yourself getting angry, based on what you know about your own physical signs of anger, you can stop and look at your watch and count to five, then take five slow, deep breaths. Next, think of five solutions that will help others and will not hurt anyone. Choose the best of the five solutions. By that time, your anger may be under control.

## **Phase 2: Help Students Create a Visceral Tool**

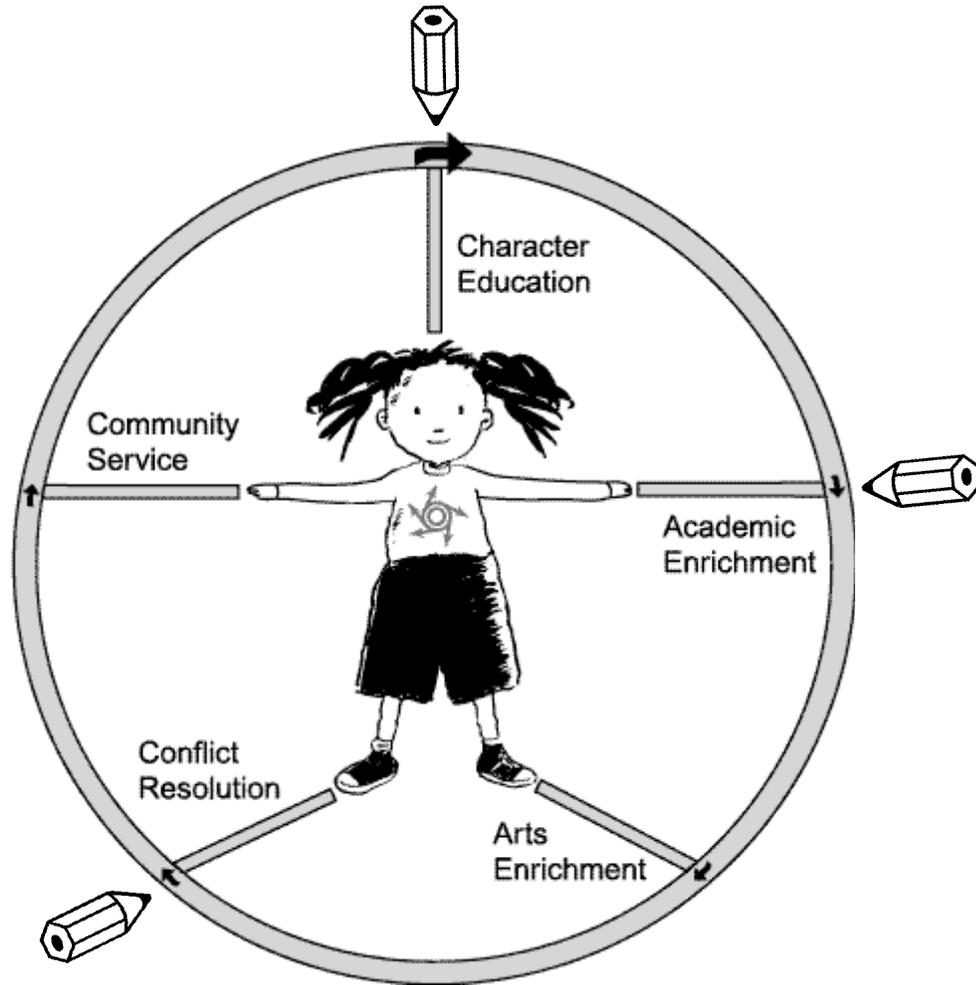
Introduce the steps for making an anger management watch. Distribute to each student:

- A hair band (wrist-sized scrungee)
- Two circular sticky-backed reinforcers
- A metal brad
- A black felt-tipped pen

Steps for Assembly:

- a) Write the numbers 1 – 5 on one of the reinforcers and make it look like the face of a watch.
- b) Wet and fasten the reinforcer, back-to-back, against another reinforcer.
- c) Put the brad through the hole and wrap it around the hair band.
- d) Place the band on your wrist. Wear it throughout each class period or make one to wear in class and one to wear at home.

# Activity 8: Personal Control through Visual Imagery



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## **Phase 1: Check Student's Prior Cultural Experiences**

Meditation practices abound in various cultures. If possible, invite in special guests or take students on field trips to sites where they may see the meditative practices of cultures who use these techniques to achieve inner peace. Then teach students a technique they can use in class and individually, regardless of their belief system or customs.

## **Phase 2: Teach Visualization Skills**

Visual imagery exercises have helped students increase their focus as well as their self-restraint and ability to regain a sense of well-being or inner peace. They have also been useful in helping students work through difficult emotions. Teach this exercise as a skill students will practice, preferably at least twice weekly, and use whenever they feel the need to destress, manage their anger or harness their concentration. You can alter the exercise slightly to adapt it for a specific habit-of-heart and to help students look forward to new adventures. You can also adapt the exercise to familiar environs of the students in your locale.

Explain to students that we can control our feelings of anger or empathy by controlling our own thoughts. Introduce the concept of stress reduction through visual imagery. Play the stress reduction meditation tape or use the exercise below to teach students to find new ways to deal with their own feelings. Also explain that drawing pictures about negative feelings can help release them.

### **Visual Imagery Exercise**

(Dim the lights, make sure everyone is comfortably seated, and turn on soft music, if possible. Deliver the script in a soothing voice.)

We are about to go on a wonderful journey. Close your eyes and relax. To prepare for our

journey, we must do a few little things. First, take a deep breath. See how slowly you can let it out, breathing through your nose.

Now squeeze your shoulders together tight.....and relax.

Squeeze the muscles in your arms until they feel like balloons filled with air...Now, as if someone popped them, let them go limp.

Now squeeze the muscles in your legs until they feel like balloons. Squeeze them tighter, tighter... and let them pop and go limp.

Roll your head to the right...and to the left.

Take another deep breath, and relax. Now we are ready for our journey.

Our eyes are closed. We see an imaginary field stretched out before us. It is filled with colorful wildflowers and tall grasses. We also see a sun tinted by a beautiful sunset. We walk out across the field and feel the cool grass against our legs. We smell the sweet peas and jasmine and wild roses and cactus blossoms and lupine and all the other beautiful flowers. Birds sing to us. A cool breeze washes against our cheeks. We feel at peace.

We suddenly hear the sound of water. We follow our ears toward the sound, which leads us to a brook and a waterfall. Ferns grow around the water's edge, and tropical birds are everywhere. Light filters in through the leaves in the tall trees and makes a pattern on the rocks. The water is clear and throws back the light of the sun. By the water's edge, we see smooth agates and other rocks. We pick up a gleaming rock and turn it over. We see a word on the back of the rock. The word describes a negative feeling we had some time recently. It may be anger or pain or disappointment or frustration or sadness or grief. We think about that feeling as we raise our arm and throw the

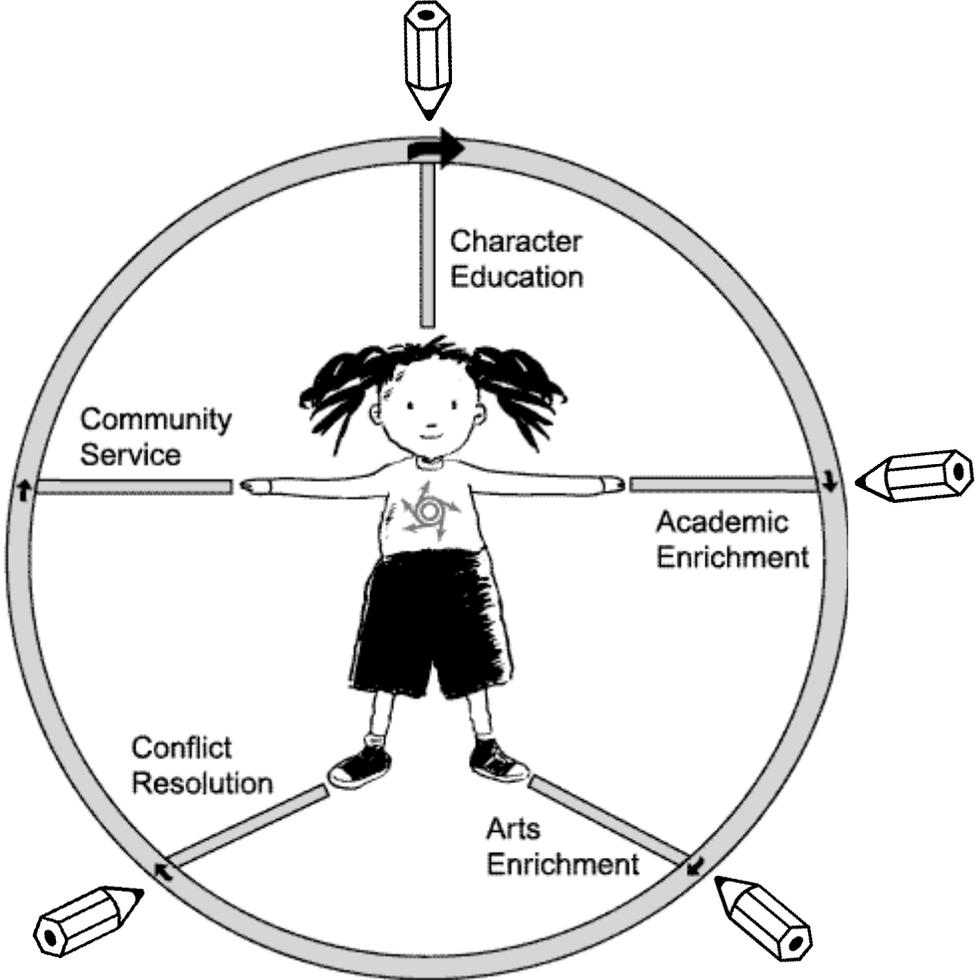
rock into the water. We see it drift to the bottom and watch the mud and moss roll over it. When the water becomes clear again, we see that the word has vanished and the rock is clean. Our heart also feels cleansed of this feeling, and we have a great sense of peace.

We want to share this peace with others, especially with those who were involved in the sadness or conflict. We want to rush to them and tell them about this place and the beauty that awaits them here. Our spirit soars as we leave the water's edge and go back to the meadow, where a great cloud has drifted in.

We climb up on the cloud and lie on it. It feels like a giant pillow. It rises up and takes us up to where the blue of the sky deepens. The cloud drifts along as we rest and think about our magical secret. The cloud brings us back to this room. When we step off, we will feel at peace and we will share that peace with everyone we meet today. We slip off the cloud and into our seats and prepare to end our journey, though we will come back here whenever we feel the need for peace.

You may now open your eyes.

Activity 9:  
**Peacemaking in Non-fiction and Literature**



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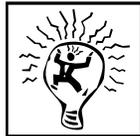
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## Phase 1: Select and Order or Purchase Reading Group Books

**Please Note:** The habit-of-heart peacemaking lends itself to a variety of reading and language arts experiences. This section lists books appropriate for varying grade levels, along with suggested lesson plan activities. If you are presenting this material to non-English speakers and cannot find translations of these books, feel free to substitute books in the language spoken. If you do, have students discuss unfamiliar vocabulary words and discuss the relationship between the characters' approaches to conflict and the outcome of the stories. Biographies of may present apt opportunities for discussion.

If staffing permits, divide your students according to age, reading abilities and abstract thinking skills. Choose the selections, activities and associated vocabulary or spelling words based on the students' capacities.

This activity may require more than one class period, based on the reading selections used. Sculpt your lesson plan by carefully reviewing the content below. Be aware that *Sadako* will take considerable class time to read, but it has an ideal arts/community service connection. *Ghandhi* is a shorter but more difficult book, with more time needed for vocabulary. We recommend that all readers study and discuss *Peace Begins with Me* in addition to any of the other selections chosen.

### Read-Aloud Books:

*Peace Begins with Me*

Appropriate for all grades

*The Butter Book*, by Dr. Suess

Appropriate for grades K-2

*The Other Side* (optional additional book)

*Sadako and the Thousand Paper Cranes*

Appropriate for grades 2-5 and beyond

*Ghandi*

Appropriate for grades 4-6 and beyond

### Mature Reader Challenge:

*The Fight in the Fields: Cesar Chavez and the Farmworkers Movement*, by Susan Ferriss and Ricardo Sandoval\*

Appropriate for secondary students and adults

*A Call to Conscience: The Landmark Speeches of Martin Luther King Jr.\** (a CD)

Appropriate for secondary students and adults

If using these selections for older Full-Circle Learning students, preassign students to read about Cesar Chavez outside of class or select portions of the book to read in class. Then, together, listen to speeches and speech introductions on the Martin Luther King tape and hold discussions comparing the two leaders' strategies for conflict resolution.

## Phase 2: Present Age-Appropriate Activities

### Book 1: *The Butter Book*

#### Concepts:

- People needlessly use up energy on anger when they can use it on peacemaking.
- When our feelings become stronger than our reason, we make poor choices.
- We can find solutions if we want to become friends again.

#### Spelling

Students will develop their own list of rhyming words to spell. Keep them posted and review them throughout the week.

Read *The Butter Book*, by Dr. Suess, aloud as a class.

## Vocabulary Activity: Word Sleuths

Review unfamiliar or difficult words. Have students write them on the board. Challenge students to find any words with similar letter patterns in the book and write them beside the difficult words.

Explain that rhyming words can become spelling clues. Challenge students to become detectives to find rhyming pairs of words. Assign each student or group of students a page or section to study. They must write the word pairs and underline any letter patterns common to both words. They will add their words to those on the board. Make sure the students are familiar with the words before beginning. Leave the words up as spelling words and review them each day.

## Discussion: Elements of Conflict

In group discussion, ask the students to describe:

- The main characters
- The plot
- The characters' wishes and feelings

In a class discussion, explore how these actions and feelings may have contributed to or reduced the conflict.

## Role Play: Bettering the Butter Story

Ask students to imagine they are reliving the story. Using the conflict bridge to act out their ideas, challenge them to retell the story and change the ending. Allow each pair of students a chance to participate.

## Book 2: *Peace Begins with You*

### Concepts

- Peace means sometimes sacrificing wants and needs to make sure others also have theirs met, including the need to be different.

- It may be more difficult to achieve something peacefully than by force, but it is worth the effort.
- Sometimes we must face conflicts or speak out on the way to achieving peace, because peace means everyone is treated fairly.

## Vocabulary Words (for younger grades) / Spelling Words (for older grades)

injured  
special  
loneliness  
argument  
involving  
threaten  
solution  
interrupted  
philosophies

Read *Peace Begins with You* aloud as a class. Challenge students to view the book as an essay and discuss the following questions:

- What main point did the author make?
- What evidence or reasons did the author give to support this view?
- Which of these points would you include if you were writing a letter to the leadership of countries at war?

## Service Project: Mutual Commitment

Ask students to write a letter to the appropriate government official on one of the following topics:

- Have you signed a treaty to protect children from war?
- Does your country spend more money on wars and weapons or on schools?

- Have you explored ways of resolving conflicts peacefully?(Describe the steps on the conflict bridge in the letter.)
- Since peace begins with me, here's what I will do for the sake of peace if you will consider the ideas in this letter. (Describe your own plan for peace.)

### **Book 3: *Sadako and the Thousand Cranes***

#### **Concepts**

- Nuclear bombs caused radiation injury in WWII.
- Leukemia is one of the diseases that resulted from use of the bomb.
- Expressing hope can help sick people get through their illness better.
- Sadako showed hopefulness despite her hardship.

#### **Spelling/Vocabulary Words**

whirlwind  
 radiation  
 bamboo  
 leukemia  
 lantern  
 flustered  
 listless  
 ghostly  
 furoshiki  
 epilogue

#### **Connecting to Prior Experience**

Write the words above on the board. Also write the following questions on the board:

Have I ever been sick? How did I feel?  
 Have I ever been sick because of what someone else did? How did I feel?

Allow a variety of student responses.

#### **Reading for Meaning**

Ask students to watch for the words on the board as they read the story. Challenge them to look for clues to the meaning of the word in the sentence in which it appears. When a student comes to each of the words, stop and ask the class to identify the clues and determine the meaning together.

Have students read aloud *Sadako and the Thousand Cranes*, by Eleanor Coerr, reading three chapters per day. The book is adaptable for 2nd through 5th graders. However, more advanced students may read another version of the story, if you choose-*One Thousand Paper Cranes*, by Takayuki Ishi.

Give each student a blank sheet of paper and assign one of the words. They must draw the definition of the word and write the word and the meaning below it. Post the pictures around the room and have students tour their new art gallery of definitions.

In a class discussion, explore the value of art to help us learn. Ask students what Sadako learned about art. (It could lift her spirits and create symbolic meaning in her life. Just as the pictures on the wall symbolize words, the paper cranes symbolize hope.)

Have students list people in the world who need hope, including those in distant lands as well as groups in their own community.

### **Book 4: *Ghandi***

#### **Story Concepts**

- Gandhi saw injustice and prejudice in the world. He determined to find a nonviolent way to change it.
- Gandhi and his followers met challenges with humility and calm. They focused on bringing change by bringing harmony.

- Gandhi started a nonviolent mass resistance movement in South Africa in 1906.
- Gandhi worked for the rights of minorities in Africa and India and for the rights of women.
- Gandhi went to jail for starting a nonviolent strike to end oppression in India.
- Gandhi felt that to suffer bravely for a higher ideal would help the Indian people become free.
- After the great Salt March, the people honored Gandhi by naming him Mahatma, which means “great soul.”
- Gandhi sent on a starvation strike in prison, and India restored the rights of its lowest social class.
- Gandhi walked barefoot through villages, teaching nonviolence.

## Vocabulary Words

prime minister  
 devout  
 karma  
 fox trot  
 vegetarian  
 awkward  
 humiliated  
 foreigner  
 legal  
 steward  
 prejudice  
 resistance movement  
 civil disobedience  
 lepers  
 plague  
 abandoned  
 diminished  
 liberated  
 souvenir

cremated  
 unification  
 ravaged  
 remote  
 steadfast  
 symbolic  
 defiance  
 essential  
 imperialism  
 ceaselessly  
 oppression  
 massacre

## Game: A Million Dollar Word

This book on Gandhi, though short, conveys many concepts and introduces words some students may not be familiar with. Focus on the concepts and vocabulary with the following activity:

1. Reproduce the vocabulary list and cut it into strips. Tape a strip underneath each chair or desk, and tape a small coin to the strip. (It can be play money.) Keep your own list of the value you attached to each word. Include the higher valued coins with the more difficult words or terms. For instance, the phrase *resistance movement* may be worth a quarter, while *fox trot* may be a penny word, *liberate* may be worth a nickel and *humiliated* may be worth a dime.
2. When students enter the room, they must find the word they were given and look up the definition in the dictionary. They cannot tell anyone what their word is worth. They each write their definition on back of the word strip.
3. Ask each student to define the word for the class. Clarify and have them correct any misstatements or misunderstandings. (In a

small classroom of students, you may want to repeat this activity a second day, assigning different words, until the entire list is defined.)

4. After each student has given a definition, start at one end of the room and allow each student to exchange their word with any student they choose. After they switch, they must each read the new word and definition they received.
5. The second person in line can then make a trade, and so on, until you have gone around the room. By this time, each person will have read at least two different words and definitions aloud to the class. Now give students one more opportunity to trade words. This time it is optional.
6. Tell students to study the word they currently possess. As you read the story aloud, each time you come to this word, that person needs to raise their hand and explain the meaning.
7. Read *Ghandi*, by Demi, with each student taking a turn to read aloud. The other students must watch for the word in their

hand and raise their hand when it appears in the story, so they can define it.

Have students complete the worksheet, *What Did Gandhi Do?* to check their understanding of the story. Discuss students' questions about the details of the story.

Answer key to worksheet:

1. violent
2. harmony or peace
3. South Africa
4. India
5. jail
6. free
7. "great soul"
8. untouchables
9. nothing

If time permits, read the story aloud later in the week, without interruption, then assign the worksheet *Retelling the Story*. Students work in small groups to make oral presentations on the section of the worksheet they have been assigned.

## Worksheet: What Did Gandhi Do?

1. Gandhi saw injustice and prejudice in the world. He determined to find a non-\_\_\_\_\_ way to change it.
2. Gandhi and his followers met challenges with humility and calm. They focused on bringing change by bringing \_\_\_\_\_.
3. Gandhi started a nonviolent mass resistance movement in \_\_\_\_\_ in 1906.
4. Gandhi worked for the rights of minorities in Africa and in \_\_\_\_\_ and for the rights of women.
5. Gandhi was put in \_\_\_\_\_ after starting a nonviolent strike to end oppression in India.
6. Gandhi felt that to suffer bravely for a higher ideal would help the Indian people become \_\_\_\_\_.
7. After the great Salt March, the people honored Gandhi by naming him Mahatma, which means \_\_\_\_\_.
8. Gandhi sent on a starvation strike in prison, and India restored the rights of its lowest social class, the \_\_\_\_\_.
9. Gandhi walked through villages teaching nonviolence, wearing \_\_\_\_\_ on his feet.

# Assignment Sheet: Retelling the Story

Every story has certain elements. On a separate sheet of paper, summarize these elements in the story you read:

## Section A: Characters

1. What the main character wanted or needed.
2. How he or she achieved it.
3. What habits of heart the character displayed and how he or she displayed them.
4. What the secondary character wanted or needed.
5. How he or she achieved it.
6. What habits of heart the character displayed and how he or she displayed them.
7. How could you tell what habits of heart the characters showed, by their words, their actions or both? Explain.

## Section B: Setting

1. Describe the setting here most of the story took place.
2. Describe the time period in which most of the story took place.
3. Describe and other times and places described in the story.

## Section C: Plot

1. Describe what happened in the beginning.
2. Describe what happened in the middle.
3. Describe what happened at the turning point.
4. Describe what happened in the end.

## Section D: Lessons Learned

1. How did the characters' habits of heart affect the ending of the story?
2. How did their practicing these habits affect the world in which they lived?
3. Did it affect the world in which we live today?

## **Section E: Literary Devices**

What tools does the author use to tell the story? Explain how.

Symbolism

Suspense

Rhyme

Foreshadowing (clues or hints)

Poetic prose

Humor

Action

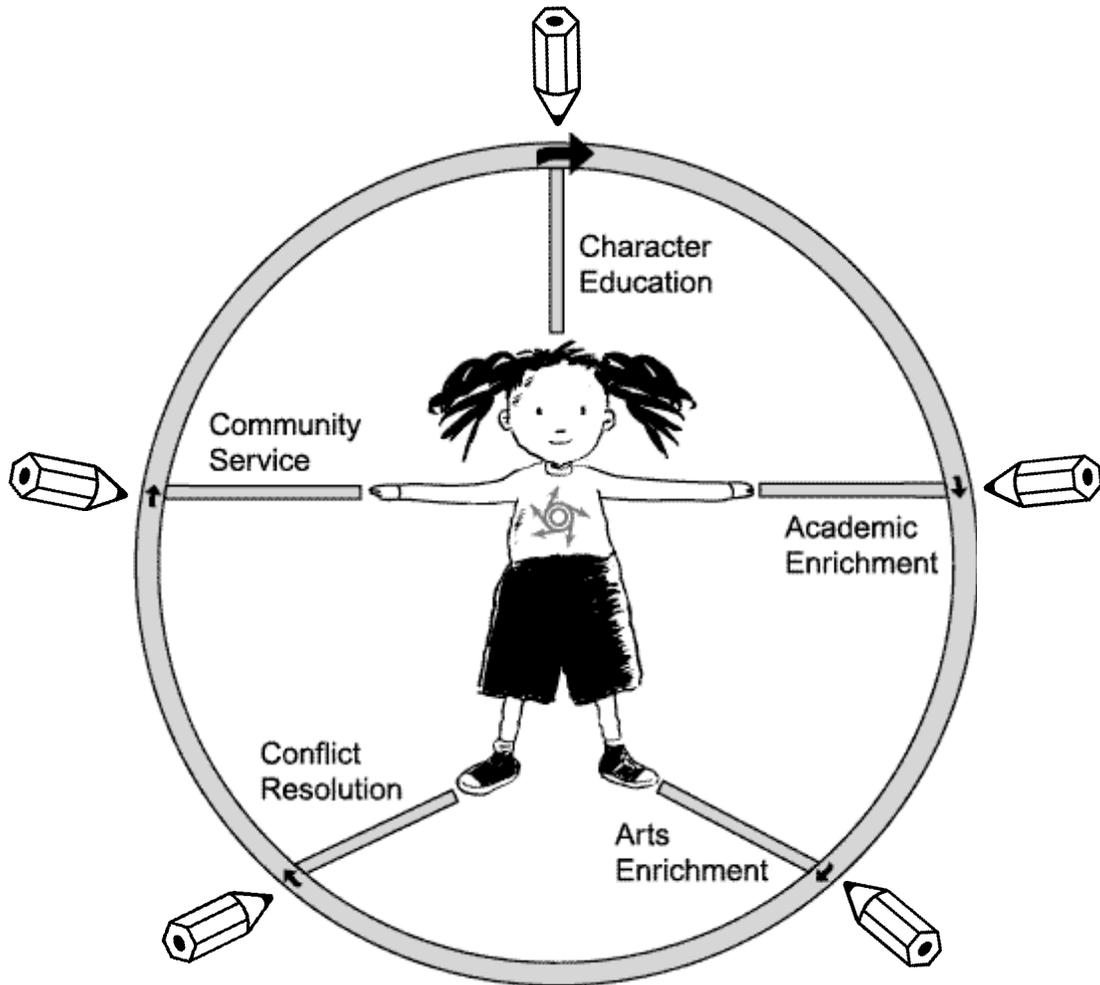
Introspection (characters thinking aloud)

Dialogue (characters talking with each other)

## **Section F: Evaluating Merit**

1. Is the book fiction or non-fiction? Why do you think it was included in this week's assignments?
2. Why would you recommend this book to a friend?

# Activity 10: Artistic Paper Cranes



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## **Phase 1: Teaching Orygamy**

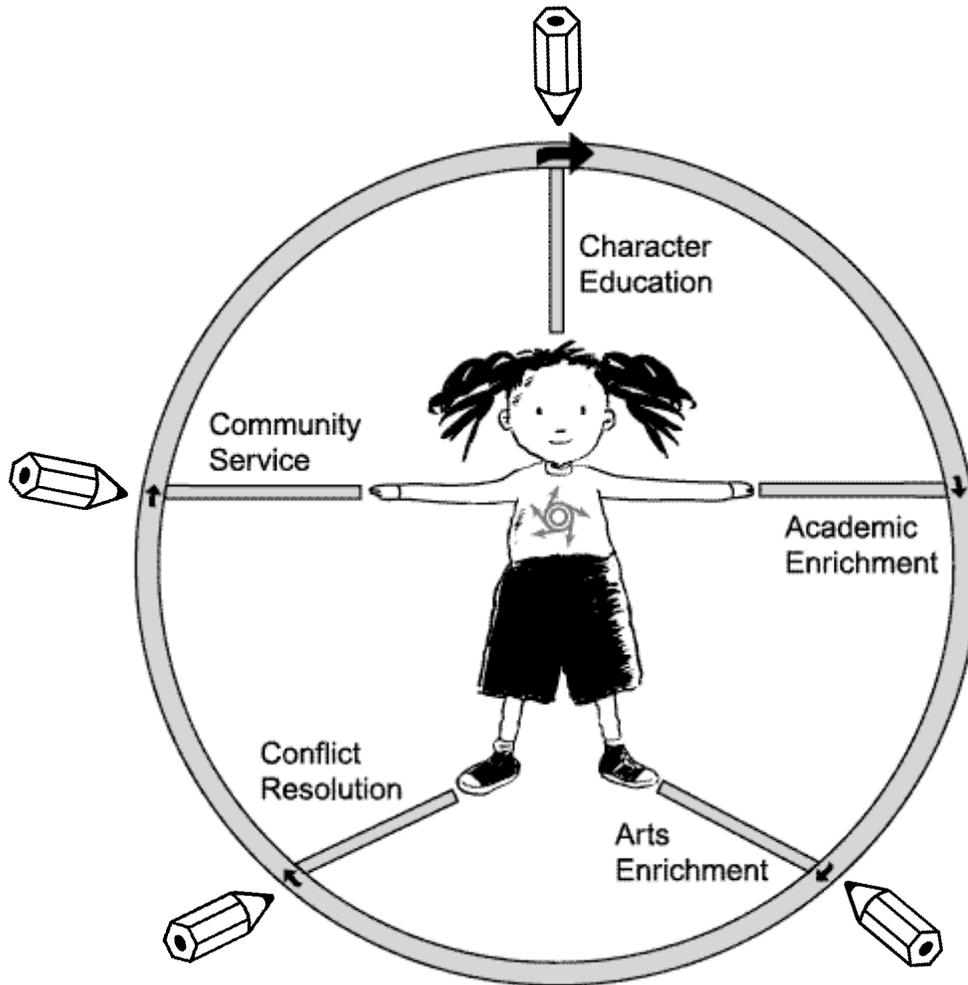
Students can learn to make paper cranes to hang on coat hangers wrapped with yarn or colored aluminum foil. They can present the mobiles for hanging in a pediatrics ward or pediatrician's office, to offer hope to young patients, or in another site they have selected. You will find instructions for making a paper crane on page 95 of the book, *One Thousand Paper Cranes*, by Takayuki Ishi. Allow at least one class period for creation and one for presenting the gifts.

## **Phase 2: Presenting the Paper Cranes**

Ideas for sharing the paper cranes in a service project:

- Present to pediatrics ward or pediatrician's office to cheer up young patients
- Give to Adopted Grandparents in convalescent home
- Give to students at School for the Hearing Impaired or other guests at Storytelling Festival
- Display in library or community center
- Give as gifts to patients in veteran's hospital

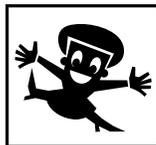
# Activity 11: Music of Peace



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### **Phase 1: Teach the Songs**

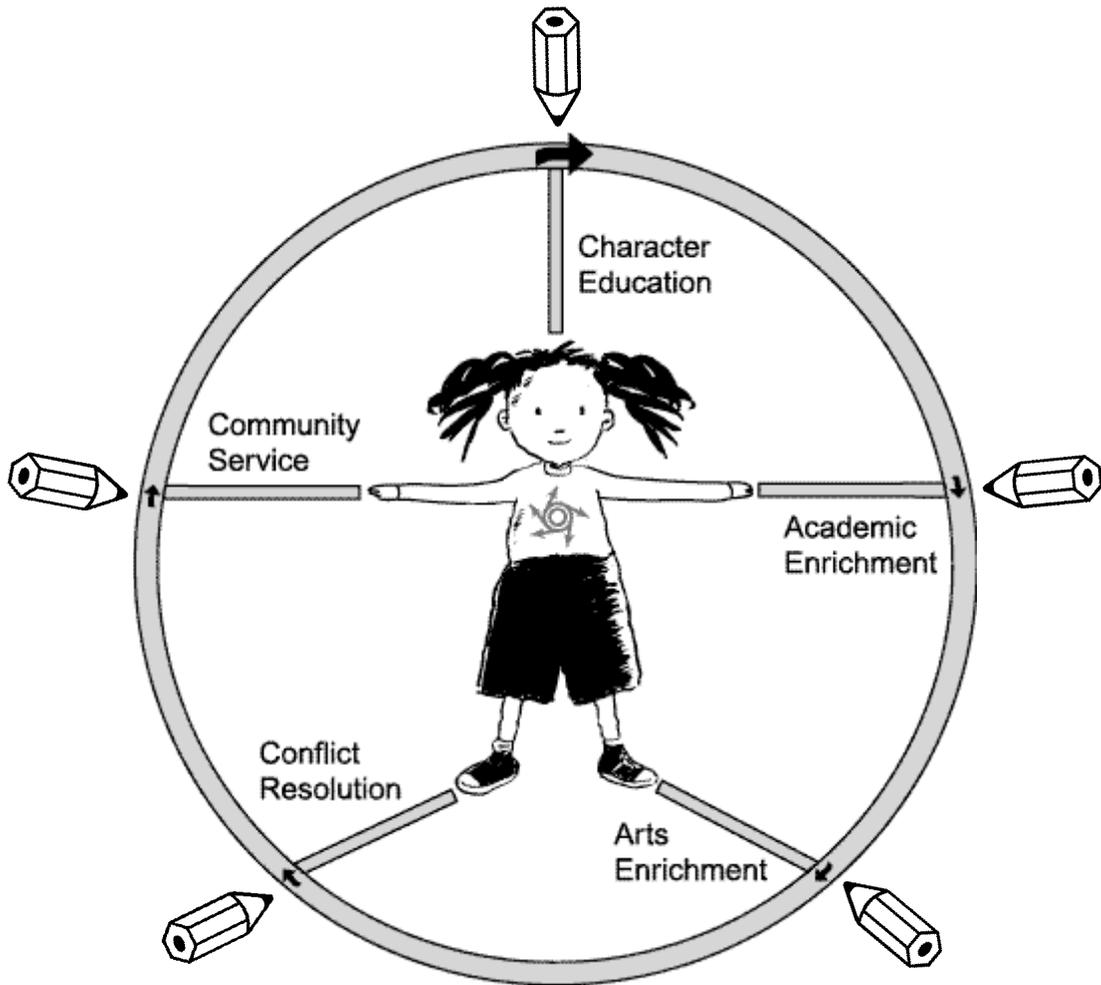
Teach the songs *When Somebody Wrongs You*, *Harmony*, and/or *Consider This* from the CD *Habits-of-Heartfelt Song*. You may select other songs appropriate to the theme if you prefer. Allow time for several rehearsals. The book, *Making Music and Art* offers helpful suggestions for teaching full-circle learning music without a specialized music teacher. Prepare to present them at the storytelling festival.

### **Phase 2: Perform the Music**

Plan public presentations at a local storytelling for peace festival, at a senior center or convalescent home or for another group of students.

Help students learn the songs early enough in the program that they can sing them for guest presenters and visitors as well.

# Activity 12: Storytelling Festival Preparation



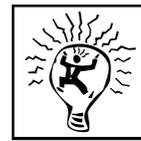
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## Phase 1: Plan Your Teaching Strategy and Schedule

Teach a skill that helps everyone find a voice and taps multiple intelligences so that even those who do not gravitate toward writing, art or music can find a pathway to artistic expression. This storytelling curriculum can be implemented on two consecutive days each week during a five-week session, once a week during a 10 week session, occasionally during a year-long session or can be summarized in just two or three total sessions. You may want to use the folktales of your local culture or of world cultures. If not, two primary texts will support the curriculum: *Children Tell Stories and Peace Tales*. Feel free to supplement with other texts or to take a less formal approach to storytelling.

Select or adapt the following sessions according to your needs. If you do not want to use the suggested texts and sessions below, you may simply introduce the concept of storyboarding, and have students tell and map out stories about the habit-of-heart. They may use the Retelling the Story Assignment Sheet from the literature activity to refine and practice their stories for performance.

## Phase 2: Teach the Skills

### Storytelling Session 1

Talk about the value of oral tradition and how it was used by many cultures for many centuries to record information. Ask students if they know of examples.

Ask students if their parents or grandparents ever tell them stories about incidents that happened in the family a long time ago. When do they tell them? What purpose do the stories serve? Do they preserve memories for the family? Do they help us learn certain habits of heart?

Explain that sometimes a story makes a lasting impression on someone in a way nothing else can. This is perhaps why movies and television are so popular. They tell stories. Even in our own lives, we are writing a story every day. When we sit back at the end of our lives and tell the story we created, we will want it to be a wonderful story. Ask, What elements would you want in your story? (Allow several responses.)

Think of how you would like your own life story to read. Will you be the peacemaker in the story? Will you help others in the story act peacefully? This is something to spend some time thinking about on your own, in preparation to tell your own stories.

First we'll study some basics about storytelling.

1. Everyone tells a story a little differently. When you learn a story, you don't just read it, you absorb it and then tell it in your own words. So your first step is to understand what the story is about and remember the main details. One way to do this is to make a map of the story.

Listen to the following story. (Use a story such as *The Tailor*, on page 48 of *Children Tell Stories*.)

2. As the book suggests, have the students retell the story, starting at one end and going around the table.
3. Have students identify the main ideas in the story (listed on page 49).
4. Reproduce in handouts or on the board the pictorial maps on p. 54 of *The Tailor* and of *Little Red Riding Hood*.
5. Assign each student a story of his or her own to map out. Students can practice each story until they can tell it to a group. Offer more

than enough stories so students can trade it in for a new one if they do not enjoy it. Use books of your choosing or selections from the following:

6. *Peace Tales: World Folktales to Talk About*; Pages 33, 48, 53, 57, 60, 62, 63, 70, 73, 76, 82, 87, 89, 94, 99

*Children Tell Stories*, Appendix B; pages 168, 173, 170, 176, 180

Idea: If you will be presenting the stories in a public setting, collaborate to perform for children at a school for the deaf. Once assignments have been made, give copies of the same stories to the teacher or director of the program for deaf students. The school can assign a different student to study each story and be prepared to sign for the student storyteller who will tell the story in his or her own words.

## Storytelling Session 2

1. Have students show the pictorial maps they made of their individually assigned stories.
2. Give basic instructions for telling the stories:

- The most important details are the ones that support the message of the story. If you forget other details, just go on with the story.
- If you are telling what the characters say in the story, change your voice slightly for each character, to show the audience the personality of each character.
- A story becomes more engaging if you use hand gestures and facial expressions to show the emotions of the story.

Also distribute the handout after page 87 in *Children Tell Stories*, called Techniques to Keep in Mind as you Tell Your Story. Go over these points with students. Demonstrate what you mean in each section, using the Tailor story or another story.

Have students work quietly in pairs (or with one-on-one tutors) to practice telling the stories to each other.

**Storytelling Session 3-4** (until all students have had a chance to perform)

1. Have students tell their stories in the group.
2. Afterward, have students fill out a self-evaluation sheet to decide how they could improve on their own performance. (A sample appears after the *Techniques* handout in the same book.)
3. Remind students in the audience of how to practice good listening skills. Break up the listening with stretches or stress reduction exercises, as needed, to help them remain attentive. Do not try to have each student tell their story in the same sitting if you have a large class.

## Storytelling Session 5-6

Express the importance of creating a recreating a setting when you tell a story. When we see a film, the camera and sound equipment can capture the setting in terms of sight and sound. Even they cannot express taste or smell or touch. When we tell a story, it's even harder to recreate a scene. Give some examples of how you would suggest wind or rain in a story. Ask for volunteers to demonstrate the following setting elements in a story:

- ✓ ocean waves in a storm
- ✓ a calm summer morning in a meadow
- ✓ a busy city street with lots of cars and buses

Ask each student to choose a setting from the reproductions of the animal communities they learned about. They may choose animal or human characters to populate their stories. They should read over the information about the setting and imagine what kind of story might happen there.

Challenge students to write a story about a habit-of-heart. They have limited time to silently invent a simple story or poem that takes place in that setting and conveys the habit-of-heart. They may choose to draw a map (using stick figures) of the story.

Ask for volunteers to tell their stories. Those who would rather wait and refine their work may do so, presenting at the following session. Or the following session may be used to rehearse the folk tales the students will tell in their joint event with deaf students.

### **Storytelling Session 7-8**

Distribute the handout shown after page 106 in *Children Tell Stories*. Allow time for students to write notes on these topics and decide to write stories about themselves. They may spend the period working on these stories and take the worksheets home to get help from their parents. Encourage them to get help from their parents in responding to the questions.

Each student should either be taking notes, writing a story, mapping it or rehearsing with a partner through these two periods.

### **Storytelling Session 9-10**

Distribute paper and pencils, so each student is prepared to take notes at any time during or after this exercise without interrupting the flow. Explain that this experience may require self-discipline for some, because no speaking will be allowed throughout the entire exercise. If they remain calm and sink deeply into their own thoughts, they will be able to have this conversation with themselves and will not need to speak about it until afterward, when they tell their stories.

Ask each student to envision himself or herself as someone the age of a grandparent. They have lived a long life. They are about to tell the story

of their life to a young person. Ask them to close their eyes to envision the story they would tell.

Dim the lights and guide them through this visualization:

- ◆ The story begins with an event in your youth that made you really think about how you need to develop the habits of heroes. It could be realizing a need in the world or in yourself. What event could this be? It can be real or something you imagine. Where were you? What happened? What did it feel like, look like, smell like, sound like? What physical movements or gestures are part of the story? You may jot down key words on your piece of paper at this point. (Pause quietly. Do not insist that students respond. Some may still be thinking.)
- ◆ In the next part of the story, you act heroically to respond to what happened earlier. You could be in college now or in your career. What are you doing? How are you feeling? How do you make others around you feel? What does it look like, smell like, sound like? What physical movements or gestures are part of the story? (You may choose to jot down more key words, without speaking.)
- ◆ Now the story takes you even later in life, seeing the results of your efforts. Someone is talking with you, telling you why you're *their* hero. Who is it? What did they say, and why? How do they feel? How do you feel? What habits of heart made you a hero?

Without turning on the lights, quietly ask students to write down additional key words, draw pictorial maps or write descriptions of what they saw, felt and experienced through their senses.

They now have the rest of the period to quietly work on writing their stories. Those who finish may go into another room with a tutor, if available, to rehearse the stories.

In the next session, have students share their stories with the class. If the story is too private, they are not required to tell it aloud. Each student can mount and frame the story to hang on a wall at home, as reminder of the heroic life they plan to live.

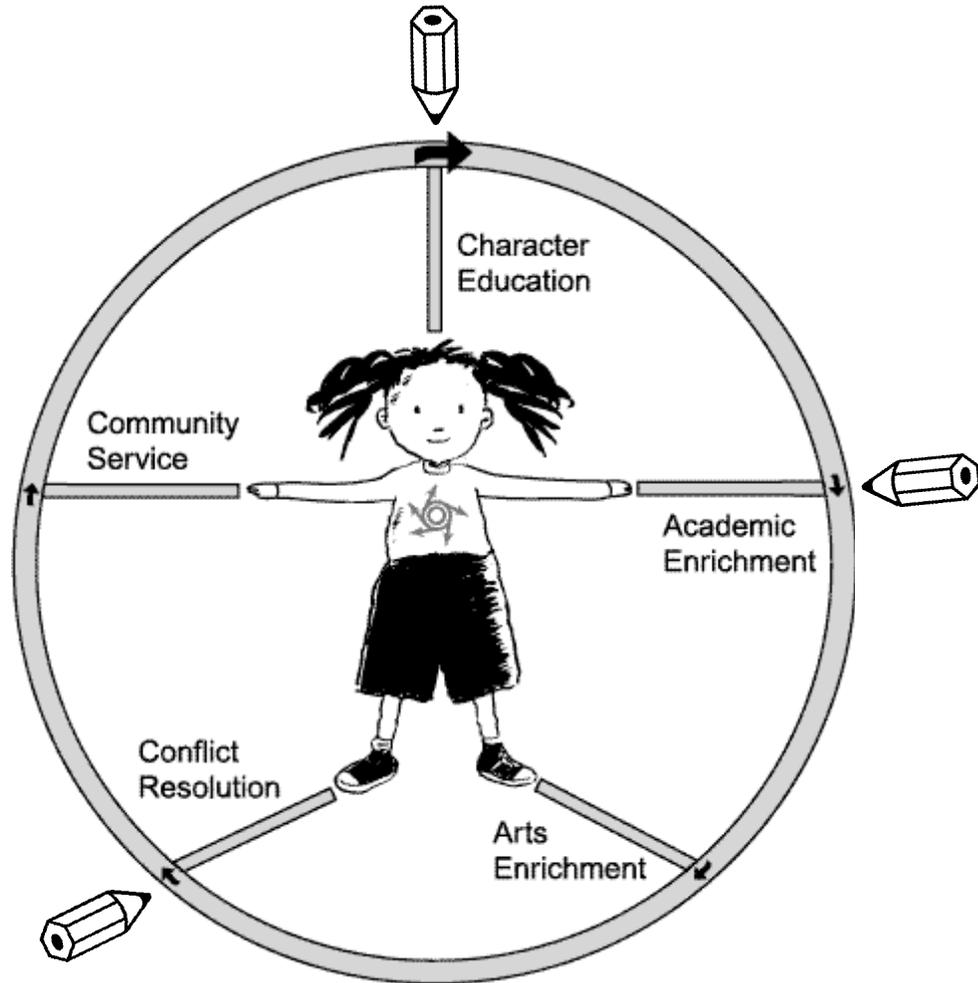
### **Essential Follow-up:**

Before students take the personal stories home, the teacher should make a copy of each story and write the student's home address on it. The teacher can jot a reminder in his or her own tickler file to mail the student a copy a year later, along with a letter expressing confidence that the child will indeed lead a heroic life. (Please note: If you wait beyond a year, any forwarding addresses may not carry over. If the child remains in the same location, you can write annual follow-up letters asking about the student's progress.)

### **Phase 3: Perform in Public**

Help students see how they can powerfully convey ideas by telling stories. Incorporate stories about the habits-of-heart or about peacemaking into the public storytelling festival or other activities planned throughout this unit.

# Activity 13: Practicing Conflict Prevention



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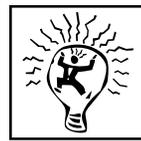
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## Council Circles and Consultation Practices

### Materials Needed

A talking stick (one per class or group; this may be a painted stick, an ordinary stick or, if none is available, a designated pencil or marker).

A copy of the book, *The Four Agreements*, if you want to read more about the subject before beginning the lesson.

A flip chart with the Four Agreements listed:

1. Be impeccable with your words.
2. Don't take anything personally.
3. Don't make assumptions.
4. Always do your best.

### Phase 1: Introduce the Activity

We have learned how to a) resolve conflicts; b) rebuild after conflicts; and c) address our own feelings of conflict. Another important aspect of conflict prevention involves communicating and consulting with others. Philosophers through the ages have shared similar ideas about how to reduce inner and outer conflict. We can learn from them how to prevent many conflicts by:

- ✓ practicing self-restraint, kindness and thinking before speaking
- ✓ not taking others' negative feelings personally
- ✓ communicating clearly and asking questions
- ✓ doing the best we can do at the moment and putting our energy into improvement rather than into regret

Some cultures have put into practice a means of developing self-control and courtesy in order to help each other feel peaceful inside and to prevent conflict. Can you suggest any examples? [Students may know of examples from indigenous traditions, national or

international laws or cultural or religious practices. For instance, a Chumash settlement had a hockey field where clans disputing fishing

rights or other issues would play a marathon hockey game rather than stage a war to settle an issue.]

An ancient people called the Toltecs lived in central and southern Mexico many years ago. Like many of the first nations, or the first peoples who first established civilizations on the American continent, the Toltecs might sit in a circle and hold a council meeting as a group. When they communicated, their style of communication was very important in preventing conflicts.

They developed a code of conduct that helped them in their interactions with each other and in their personal lives. The Toltec people called it, simply, The Four Agreements. The first agreement was:

#### 1. Be impeccable with your words.

Impeccable means flawless, perfect or free from fault. For example, an impeccable house would be a very clean house. What would impeccable speech sound like? [Elicit several responses, then offer this response: Speech free from gossip and dedicated to truth and love; words that you had truly thought about before speaking them.]

### Phase 2: Introduce the Talking Stick

This first agreement is the one we will focus on most, as it is so valuable for preventing conflict. Philosophers through the ages have expressed the benefits of impeccable speech in various ways. Let's sit in our own council circle and hear their suggestions. [Seat students on the floor or put their chairs in a circle, if possible.]

Let's practice silent thought now. We will use a tool called the Talking Stick. The person at one end of the room will receive the stick. Only the person with the stick may speak. No one may interrupt.

Take a moment to collect your thoughts before responding to the following question. After you respond, pass the stick to the next person to respond to the same question.

Remember the characteristics of impeccable speech—well-chosen, true and loving words—and practice this agreement in your response. Take your time to think of what you will say.

[Pass the stick to the first person. If the person needs more time, you may keep the stick yourself and give your own response as an example.]

Question: Can you think of a situation that bothered you this week that you were able to overcome? If so, how did you overcome it? Remember not to focus on another person's flaws but to share your method for succeeding in creating peace from an inner or outer conflict. You may use the storytelling techniques you have learned to share your real-life experience, but do use impeccable speech.

[If students do not have a response after a few minutes, they may pass the stick on and request that the stick return to them after they've had a chance to think about it. Remind other students to wait patiently and observe silence waiting for each person to respond. Congratulate students on each way that they begin to master this skill. Afterward, collect the talking stick for the next time.]

Present the other agreements with the following set-up.

Look at the Four Agreements listed on the flip chart. We've discussed the first one. Let's discuss the meaning of the others.

1. Be impeccable with your word.
2. Don't take anything personally.
3. Don't make assumptions.
4. Always do your best.

Agreement Number Two:

**Don't take anything personally.**

This agreement means that when others express a negative thought or feeling, we can stop and remember that their thoughts relate to their own experiences and reality, not ours. Maybe they are having a bad day. Maybe something sad happened to them. If we can feel empathy for what they may be going through, we don't have to take their negative comments personally. Did any of the successes reported show how a person was able to avoid taking a conflict personally? [Allow students to cite examples, focusing on positive experiences.]

Agreement Number Three:

**Don't make assumptions.**

Misunderstandings often become the basis for conflicts. For instance, you may call out to a friend who did not hear you calling. You may assume that the friend is avoiding you or ignoring you and a feeling of conflict begins inside you.

At times like this, it is important to ask questions, to communicate clearly and to clear up any misunderstandings.

Sometimes we want to avoid a confrontation, so we don't ask questions. Yet as time goes on, our feelings of conflict eat away at us. When we find the courage to ask what was really going on and to communicate clearly about what we want, we begin the process of conflict negotiation before the conflict grows larger than it needs to be.

Can you think of examples of this practice in the personal stories we told with the talking stick? (Allow several responses.)

Agreement Number Four:

**Always do your best.**

This agreement sounds like a simple one, but it sometimes catches us off guard. Have you ever had a day when you didn't feel well and you had to take a test at school? Later you may have judged yourself and called yourself stupid when, really, you did your best on that particular day.

We can try to feel our best by eating and drinking healthy foods and getting enough sleep, but on any given day, our best might be different than another. Rather than focusing on regret, we can look at ways to improve and to do our best the next day.

Did any of the stories told reflect this agreement?

[Allow several responses, if applicable.]

We will use the talking stick from time to time to explore our challenges in creating inner and outer peace and in practicing that week's habit-of-heart. As you go through each day, think about personal examples of how the four agreements can help you prevent conflict.

Any conflicts we cannot prevent can be addressed later on the conflict bridge, but let's try to focus on prevention as we go through each week.

### **Phase 3: Follow-up**

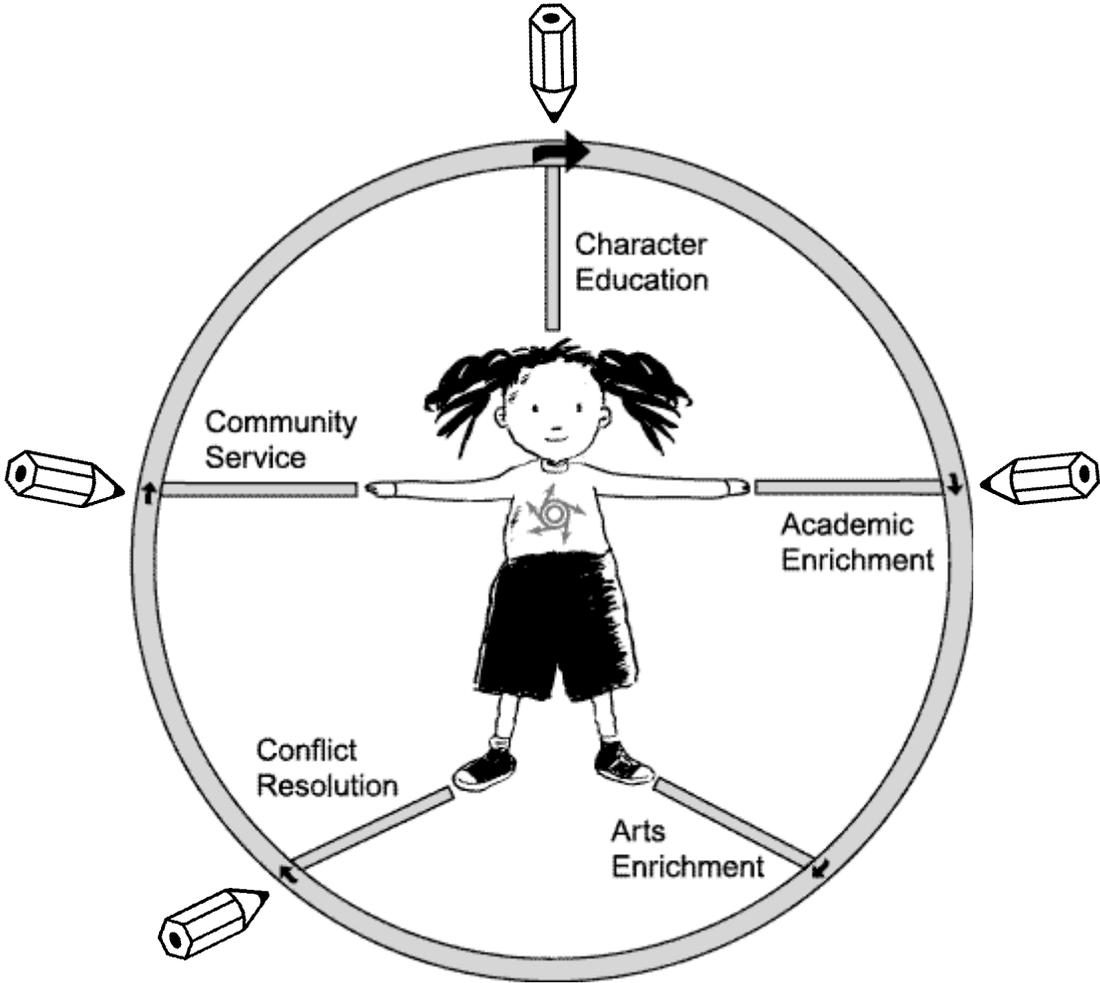
Each time you review this practice, conduct the talking stick exercise described in the debriefing. Challenge each student in the circle, when he or she receives the stick, to tell a story about how they or another student tried to practice either:

- peacemaking
- the current heroic habits-of-heart, or
- one of the four agreements.

Students may tend to want to use this time to air a grievance. If they do, refocus their attention to their own method for restoring peace. If they are troubled by a conflict they could not prevent, defer the conversation until later, when the student may use the conflict bridge or a teacher-student discussion to address the issue.

Use teachable moments to point out incidents a student may want to share using the talking stick. Challenge students to plan for a happy ending to their stories before Friday, when they will share their experiences in the council circle.

# Activity 14: Global Service



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## **Phase 1: Discuss Information Sharing**

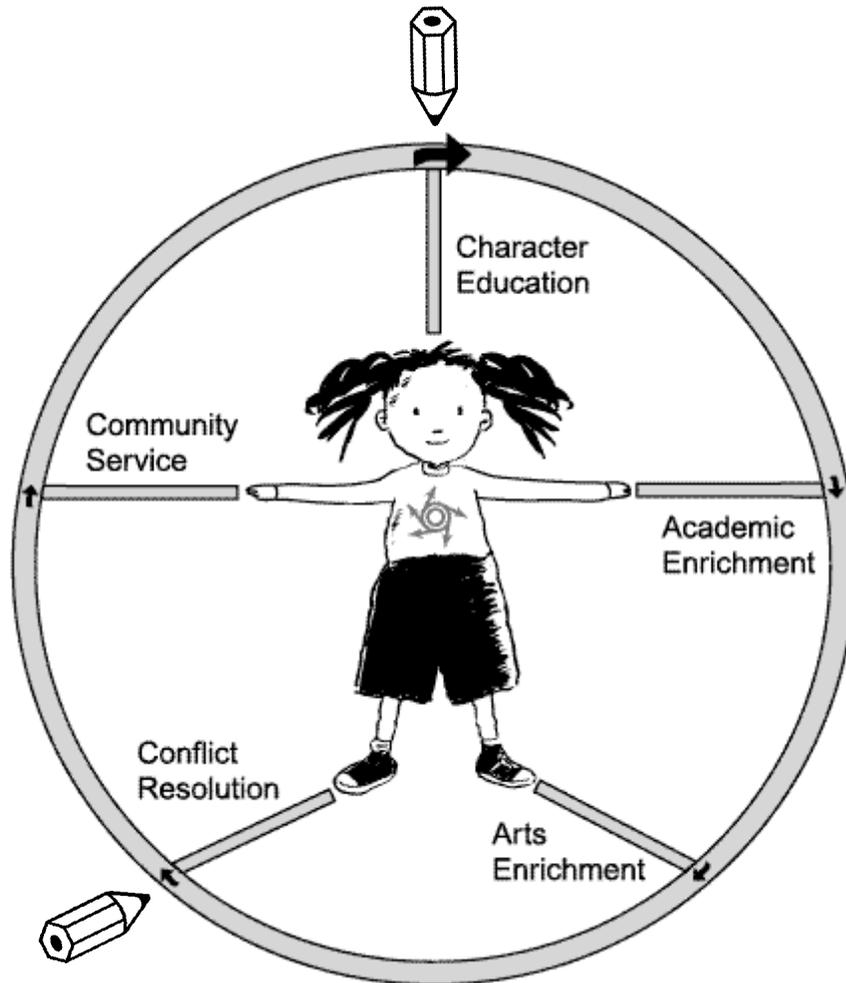
Have students discuss the importance of learning a range of conflict resolution skills early in life. Challenge them to write an initiative suggesting training for children in other parts of the world. Have them each contribute a reason, an idea or a strategy, then vote to agree on the wording and sign their names to the initiative.

## **Phase 2: Put Out the Word**

Send their letter to an international agency such as UNICEF, which has a Voices of Youth website available at <http://www.unicef.org/voy/>.

Students can also share their message with international pen pals or travelers to other countries, to create a student dialogue about cultural approaches to conflict.

# Activity 15: Peace on the Playground



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The goal of this activity is to encourage students to practice these habits through reflection, expression and self-correction.

### **Phase 1: Demonstrate a New Wrestling Technique**

Divide students by pairs. Ask if they have ever arm-wrestled. Ask the pairs of students to clasp right hands, place their right elbows on the desk or table and see how quickly they can make their hand touch the desk. Have them count their time in seconds. Students will invariably engage in a struggle against each other. After they have completed the match, demonstrate the task with a student in record time—by agreeing ahead of time which person's hand will touch down and offering no resistance. Discuss the value of collaboration and peaceful approaches to physical challenges.

### **Phase 2: Working Together While Working Out**

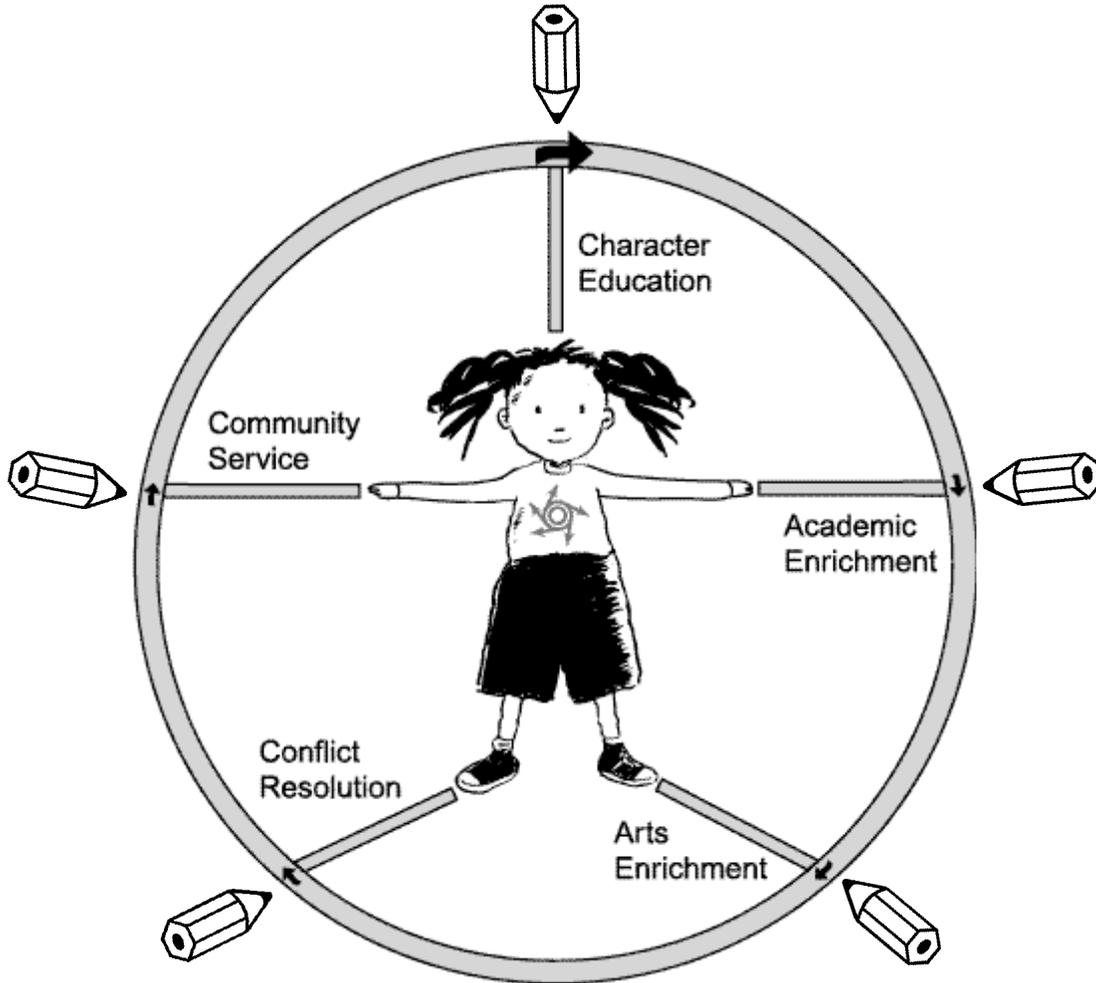
Children need physical challenges, yet many

of these encourage competitive arguing. Show students how to adapt physical activities to emphasize collaboration with one of the following games:

- When shooting free-throws with a basketball, the group tries to collectively earn letters to spell out the habit-of-heart of the week. When they have spelled it, they repeat the game to see if they can better their class time spelling it the second time.
- Have students run a relay race holding hands with a partner, so they have to coordinate ways to swing their arms for maximum speed. Have the whole class run a paired, timed race. Repeat it to top their group score rather than giving individual scores.
- Two students hold a jump rope while a third student jumps and counts the number of jumps before tripping. Instead of scoring only the jumper, the threesome is scored as a whole and tries to beat their last record.

After testing these games, challenge students to develop their own Peacemakers' Athletic Pursuits and hold a match on a day when they finish their work early.

# Activity 16: Local Service - Sending Messages of Peace



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### **Phase 1: Full-Circle Planning**

Review the earlier activities listed to engage all types of learners in the culminating event of the peacemaking unit.

Well in advance of this service project, arrange for a storytelling festival location for this event and have the students make invitations for your intended audience.

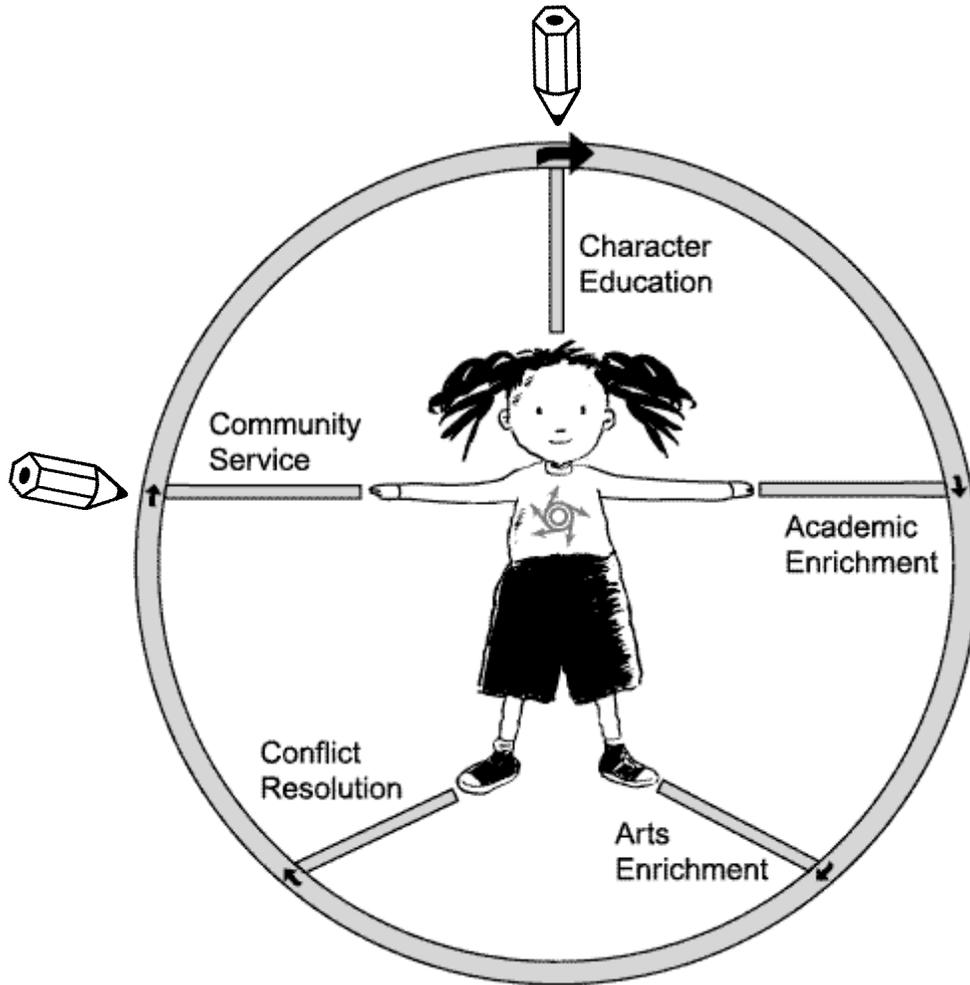
### **Phase 2: Invite Collaboration**

This is a good opportunity for students to share their ideas with others. They may want to share with a community of deaf and hearing-impaired students, at their own mini-festival. To honor the skills of the hearing-impaired community, and to teach collaboration, give the teacher copies of the students' stories, so individual students from that community can be assigned to offer each story in sign language as it is told aloud.

In the case of the deaf community, to teach the value of collaboration by teaming hearing students with deaf students who will sign their stories for the group.

You may also stage the performance at a mall, a library, a community center, a park,

# Activity 17: Reflection on Field Trip



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a convalescent home, or at a collaborating school. The paper cranes may be given to those who attend.

### **Phase 1: Hold a Discussion to Promote Deliberateness**

Before each field trip, hold a discussion of the reasons for the project and how it will benefit society. After each field trip, have students meet in small talking circles or in the larger group to share their impressions of the field trip and of any unexpected benefits they observed.

### **Phase 2: Document Successes**

Have students write thank-you notes to the field trip hosts. This is also a good opportunity for them to write thank-you letters to the guest presenters if they have not already done so. In addition, they should write reflection sheets for their personal journals or for a class journal, using blank paper or copies of the worksheet Service Project Reflection Sheet.

Insert the completed sheets in students' personal journals or in a class journal. Include excerpts in newsletters home to parents.

# Service Project Reflection Sheet

- Who benefited from our service?

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- Why do you think it made a difference to them?

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- How will our world be a better place if we make this type of service part of our lifestyle?

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- Was there a special moment when you realized how your skills and qualities had become meaningful in someone's life? When was it?

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- What did you learn or enjoy about the experience?

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## Activity 18:

# Making Perpetual Peace

Now that you have completed an in-depth unit on the habit of making peace, remember to incorporate these techniques into the next Habit-of-Heart Module you conduct. The conflict bridge, visual imagery exercises, consultation circles, code of ethics,

collaborative games and other aspects of this curriculum should be a regular part of your full-circle learning routine.

Good luck inspiring your aspiring peacemakers!



## Part 4

### **Appendix**



# Essay

## Full-Circle Learning:

### An Integrated Approach to Fostering Future Leaders

Children can do more than inherit the problems of the world, with careful mentoring they can help create a better one. A new movement afoot, called *full-circle learning*, builds their capacity and motivation to make a lifelong habit of changing the world. It does so by shaping the passions that begin in the heart, captivate the mind and engage human energies.

The most successful students, in our experience, are those who not only feel skillful or curious or creative or who find intrinsic joy in learning. They are the students who *also* see the connection between their own unique capacities and the world conditions they are helping to nurture or ameliorate.

What do you wish for today's children and youth? What do you wish for the future of education? Try to imagine an enrichment setting where students find meaning in learning, one that nurtures their own sense of compassion and urges them to discover fulfillment in giving back to society. Imagine programs that help each student cultivate his or her own gifts and carve out a unique role in forwarding an ever-advancing civilization, based on high ethical standards and altruism. It is not a new dream but perhaps one that requires more deliberate efforts than ever to pursue.

Cesar Chavez said that the goal of all education is service to humanity. We often think of that goal in terms of the here and now, letting each generation fend for itself. Fred Baufman noted, in an essay called *Legacies*, that if the nations of the world expect to thrive through the 21<sup>st</sup> century "...we must become the first generation in human history to love our more distant descendants in the same way that we love our children and grandchildren" (Williamson,

Marianne, *Imagine: What America Could Be in the 21<sup>st</sup> Century*. New American Library, New York, 2000). Mr. Baufman noted that we are the first generation of humans to have this capacity, because we can "manipulate the biosphere without and the gene within." I might also add that we have great capacity because of our ability for instantaneous communication and transcontinental travel, and yet we also have the power to devastate with weapons of mass destruction and with over-consumption that can degrade the environment for generations to come. In fact, Jared Diamond, author of *Guns, Germs and Steel*, commented in a public appearance in early 2003 that what we do in the coming years may influence whether the planet can sustain life at all fifty years beyond.

The hope lies in the fact that we are also enjoying a renaissance in human history for our ability to bring people together to address the needs of a global humanity, partially through instant community organizing via the Internet. As the sociological and educational advances of humanity align with its technological advances, we can create a world in harmony on many levels, yet we can only create and sustain such a world by imbuing the next generation with a great deal of humanity, compassion and other-directedness, and with the desire to contribute to such a world through their work, their interpersonal relationships and through their involvement in local and global communities.

As the assessment-based demands on public education become greater and the budgetary constraints tighter, after-school programs in many states are uniquely poised to embrace and advance this goal. In fact, in many districts, schools are locked in a pattern of struggling for

dollars, scrambling for assessment results and trying to provide consistent training without budgeting the resources to do so. Until societies adjust their priorities so that all that the experts know about learning can be practically applied to education, community-based enrichment programs may need to play a greater role in filling in the gap.

If we want students to grow into the kind of community leaders who will shape our increasingly global society, we cannot expect children to intuit the opportunities the world has to offer them. We need to put a lot of thought into how we train children during their formative years, when even brief life experiences can create such memorable impressions and resonance.

Some learning environments foist so many survival issues on children that the schools tend to encourage competition, aggression or a sense of futility instead of a sense of collaboration for the common good. The emphasis on assessments in many schools helps students know what they are expected to learn. Sometimes we are pretty good at teaching them how to learn. But do we teach them *why* to learn? Do they see the connection between the personal attributes and skills they develop and the world they are creating—even now, as children?

The purpose of this new movement, full-circle learning, is to help children embrace their role as society's helpers and healers now *and* to work toward their future role as enlightened, socially responsible leaders, whether in their families, their workplaces, their communities or the world.

One way to do this is to influence both attitude and aptitude simultaneously, whether the progress is administered by a public school, a private school, a non-profit or non-governmental organization, a faith group, a city government or a home school.

## Why Make Personal Development Deliberate?

Why is it necessary to have a special model with this goal in mind, you might ask? Don't children automatically absorb the expectations of their society? Perhaps that is the problem. Think about your own upbringing. For some people of my vintage, life delivered more consistent messages to us as children. The few movies and television programs we saw reinforced the values we learned at home, which supported those taught in the religious community, at school and even in our neighborhoods.

When a neighbor called our home one day, and my brother answered, "Hike!" instead of "hello," she knew he had been playing football in the house and reported it to my mother. That was because most people in the neighborhood had similar standards for behavior and similar definitions of integrity. No one was allowed to play football in the house. Today, other parents, if they knew about the game, would be reticent to comment on the child's behavior, uncertain whether the family standards differed down the street from those within their own households. In many homes, the students probably wouldn't be playing football at all but, rather, watching video games or television with no parent present in the room to discuss, evaluate or contextualize the content

Mary Pipher's legendary book, *Reviving Ophelia: Saving the Selves of Adolescent Girls*. (Ballantine Books; New York, 1994; p. 291) cites UCLA studies done at the Annenberg School of Communication, as well as the American Psychological Association, which demonstrated the considerable influence of media on attitudes and behaviors. Everything from antisocial behavior, gender stereotyping and diabetes to bad grades has been linked to the excessive or unsupervised television viewing habits of youth. It's no surprise. If this were not

so, advertisers would not have invested such a high ratio of their earnings toward influencing the thought processes, emotions and ultimately, the behaviors of buyers over the course of a century.

More relaxed standards in the media are not the only contributing factors to a generation's confusion about what society expects of them. While there was no shortage of hypocrisy, prejudice and oppression in the old-world society, children generally knew what messages to expect about the goals they could either aspire to or not aspire to. They heard consistent, accepted cultural narratives.

Today, we live in a more transient world. Children are immersed in classrooms with a rich level of diversity, and yet the differences in family and cultural traditions present more complexity for them. A psychologist recently observed that new student immigrants to America do not maintain the high level of success they once did. He described how children of immigrant families once excelled in school for multiple generations. In recent years, he said, the children find a shocking disparity between the idealism that led them to America and the reality they find in American classrooms, where students don't respect adults, and in home settings in which students have too little responsibility, too little supervision and too much access to disrespectful role models on television or on the streets. Often peers make fun of the immigrants' working-class parents and dissuade the children from the life of hard work and communal caring fostered by their own former cultural narratives. Consequently, the students' grades now quickly drop to the level of their American peers, according to the researcher. He opined that unrealistic idealism and trust in adults is actually much more productive than cynicism and a sense of entitlement when it comes to influences on achievement. The students he met felt robbed of their most

idealistic and hopeful reality and, therefore, stopped living up to their own potential.

The complexity of today's society, coupled with the diverse philosophies gleaned through television, movies and video games and in varying social circles outside the home, require children to develop a much greater sense of self-selection than they may be capable of at a young age.

Children must sort out these mixed messages and decide how to make meaning out of their lives. At the same time, regardless of language proficiency, turbulent lives, and class factors ranging from nutrition issues to dysfunctional indulgence and many other issues, students are held to high standards of academic achievement, sometimes without a discussion of why solving a math problem today will make a difference in their sense of fulfillment tomorrow.

The legal debate about when to try a youth as an adult in a court of law has revealed that at any given age, young people have varying capacities to discern the long-term consequences of their choices.

Yet those of us who have worked in after-school settings with certain elements in place have seen students cultivate this determination at an early age. We have seen them make that connection between the skills and attributes they learn and the accountability, other-directedness and pursuit of excellence they will apply in their adult lives.

We have seen children with few role models for positive, crime-free social behavior begin to set personal goals to acquire law degrees or medical degrees, and we have seen them do this independently by the end of their fifth-grade year, and then give speeches about their goals. The ideas and personal development spawned by their learning have opened windows for

them to see how they might apply their future skills in compassionate service.

We have even observed homeless students living in horrendous social environments, who had never heard of the Peace Corps, yet who eagerly absorbed the full-circle learning lessons and made decisions to earn college degrees so they could join the Peace Corps.

When the striving for high ideals and social skills becomes deliberate and when those ideals are linked to the development of academic and artistic capacities, students feel a greater motivation to learn. We have seen this time and time again.

Independent academic assessments have repeatedly shown that at least three out of every four students enrolled in a full-circle learning after-school program increase their grade equivalency in the basic content areas. In a small sampling, more than half of those tested who remained in the program for two years or longer increased their grade equivalency by multiple grade levels. Parent surveys also indicate that students universally improve their social skills, ability to resolve conflicts, their global awareness and motivation to learn, as well as developing new skills. Public school teachers also report that the program builds leadership skills and accountability.

Humboldt State University's sociology department has an ongoing study on ways to encourage altruism in society. Sam and Pearl Oliner, in the book *Toward a Caring Society*, (Praeger, Westport, Connecticut, 1995; p. 202), noted that a caring work or school environment helps its members empathize with others by encouraging them to first know themselves—exploring their own thoughts and feelings—and to simultaneously understand others' perspectives and needs through appropriate questioning, role playing and simulations." It goes on to say that "...success in these endeavors depends on conditions conducive to

trust building.....Empathy would not preclude high expectations of others but instead lead to realistic expectations based on understanding rather than arbitrary determinations."

We do live in a more complex world today than ever before. We need deliberate programs that foster understanding at the critical ages when human beings are indeed getting to know themselves!

Anthropologist Riane Eisler is an advocate of systems that promote partnership instead of domination. She wrote *Tomorrow's Children* (Westview Press; Boulder, Colorado 2000; p. 25) to describe ways to reshape contemporary educational models, emphasizing that, "We must have the courage to...become the architects of a partnership future for generations to come through an enlightened, empathic global public education. Adapted for different regions and cultures, partnership education can be a blueprint for refocusing, reframing and redesigning education to help all children realize their full humanity..."

How does full-circle learning attempt to create such an environment? I will refer once more to an expert on the changing world for today's children. Mary Pipher, on page 250 of *Reviving Ophelia*, maintained that many young people come to therapists with "problem-saturated stories." She discussed the wisdom of playing a unique role "to help them tell more powerful and optimistic stories about themselves...to create solution talk instead of problem talk." This is the goal of full-circle learning, that the stories student begin to tell about their lives become powerful, optimistic and true.

Full-circle learning seeks to help students not only learn positive habits-of-heart, as we call them, but to develop altruistic identities and carve out a personal vision that will lead to a life of achievement in service to humanity. The title of the workshop mentions the fostering of future leaders. It is important to note George

Eliot's observation in the closing chapter of *Middlemarch* that anonymity does not preclude leadership in shaping the future, ..." for the fact that things are so well with you and I is half-owing to the lives of those whose names are forgotten and who rest in unvisited tombs." Service then, by definition, is leadership. Students in the program have learned a motto, To lead is so serve; to serve is to lead.

To expand one's personal capacity in service to others doubles the sense of creative fulfillment as it amplifies the leader's purpose. At a Nobel ceremony press conference in Stockholm a few years ago, one of the reporters wanted to ask about a doctor who felt spurned for not receiving the prize. The chair of the Nobel Committee looked the reporter in the eye and said, "The reason we continue to award the prizes, year after year, is to help the media and the world focus on what is truly important—not on personalities but on achievements that enhance the human condition." The reporter did not ask one more question.

Consider the difficulty of remaining humble for the prize recipients, even though they have made these great achievements. The ones who seem happiest afterward, perhaps, are those who value their own character development as well as wanting to make the world a better place. As they achieve their dreams, exercise their creativity and apply their practical skills, they experience the joy of the work itself *as well as* the multiple higher purposes that, together, lend great meaning to their lives.

Do you ever wonder how most Nobel winners spent their spare time in childhood? At some point, certainly, mentors provided them with the tools that gave birth to a vision. The tools were probably not unearned praise or shallow encouragement but, more likely, a new life experience, a shared concept, a high expectation or a demonstrated need.

Imagine the peace treaties that may never have been signed, the pandemics that may never have been thwarted, the ideas that may never have found their way onto a page or into a culture and the events that may never have spilled into a chapter of history if, at some point, human imagination and higher inspiration had not converged in the lives of inspired leaders.

How will we mentor the *next* generation of leaders? How will we provide the experiences that not only kindle their minds but put new sparkle in their eyes and plant passion in their hearts?

Fortunately, the practical tools can be much simpler than the ultimate visions they inspire. We invite you to hone these in your own community.

## **Background of the Full-Circle Learning Model**

A Los Angeles-based non-profit organization, Children's Enrichment Program (CEP), developed the full-circle learning model over a decade, as a response to community need. The program grew in an period of social turmoil following the civil unrest of 1992 in Los Angeles. The Los Angeles Baha'i Center donated space for the program and encouraged the neighborhood non-profit after-school program to organically address the need for settings that foster a generation of harmonious, humanitarian leaders. Through trial and error, CEP inlaid the pieces of a program that has led to repeated success in terms of academic improvement and has given students role models and roadmaps for their evolving lives.

CEP's founding board members soon began to notice the lack of replicable lesson plans and ancillary materials for after-school programs

with goals that were both social and academic/ artistic in nature. Although not all the concepts in the full-circle learning model are new, the staff and board had not found them integrated in a holistic curriculum that mends the seams between a child's heart and a child's mind, so they began to write down what they did with the students. As others visited or heard about the pilot program and asked for help, CEP began to make its curriculum and workshop training materials available to other groups.

Children's Enrichment Program has received most of its funding through foundation grants, through organizations such as the Taslimi Foundation, Health for Humanity, The California Wellness Foundation, Paul Newman/Newman's Own, Tenet Health

Systems, and the Oneness Project, as well as through supportive individual donors. However, the community need often strains the available funding. This has increasingly become the case as other organizations request assistance in starting their own programs. Monies paid for a full-circle learning starter kit will help offset hard costs and possibly make funding available for another site that cannot afford these materials. Rest assured that the proceeds from curriculum materials go directly back into the non-profit program.

CEP offers *full-circle learning* in a spirit of hope that together, we may reach all the children waiting to discover their unique potential for excellence as compassionate servants of humanity.

# U.S. Math Standards

## *Addressed in this Volume*

### **Grade 2**

- 1.0 Students understand that measurement is accompanied by identifying a unit of measure, iterating (repeating) that unit, and comparing it to the item measured:
- 1.1 Measure the object by iterating or repeating a standard or non-standard unit.
- 1.2 Use different units to measure the same object and predict whether the measure will be greater or smaller when a different unit is used.
- 1.3 Measure an object to the nearest inch and/or centimeter.

### **Grade 3**

- 1.0 Students choose and use appropriate units and measurement tools to quantify the properties of objects.
- 1.2 Estimate or determine the area of solid figures by covering them with squares or by counting the number of cubes that would fill them.
- 1.4 Carry out simple unit conversions within a system of measurement (e.g. centimeters and meters, hours and minutes)

### **Grade 4**

- 1.0 Students understand perimeter and area:
- 1.4 Understand and use formulas to solve problems involving perimeters and areas of rectangles and squares. Use those formulas to find the areas of more complex figures by dividing the figures into basic shapes.
- 3.0 Students demonstrate an understanding of plane and solid geometric objects and use this knowledge to show relationships and solve problems.
- 3.1 Identify lines that are parallel and perpendicular.

### **Grade 5**

- 1.0 Students understand and compute the volumes and areas of simple objects:
- 1.2 Construct a cube and rectangular box from two-dimensional patterns and use these patterns to compute the surface area for these objects.
- 1.3 Understand the concept of volume and use the appropriate units in common measuring systems (i.e. cubic inch, cubic foot, cubic yard, etc.) to compute the volume of rectangular solids.