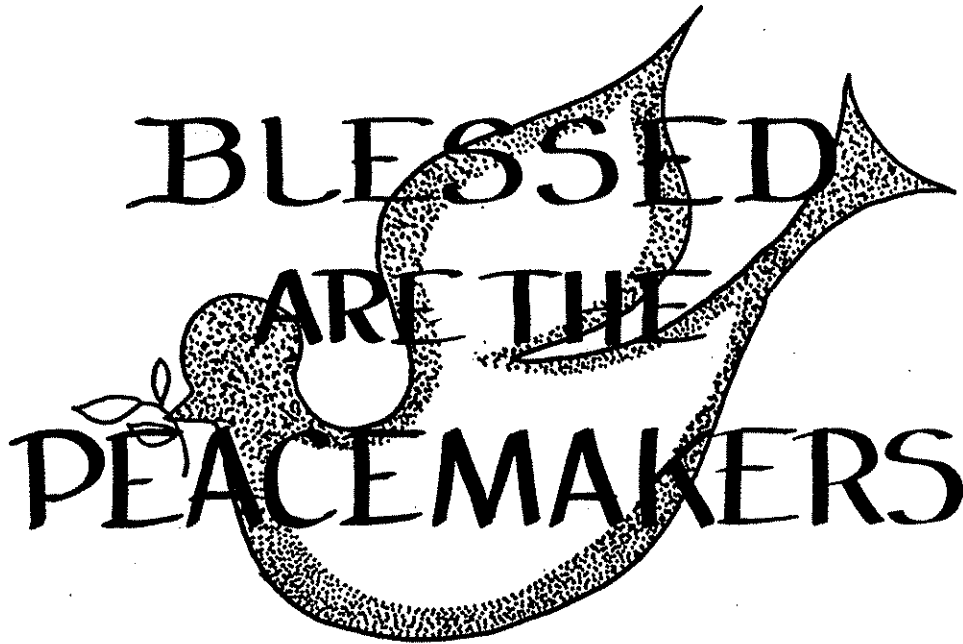


BLESSED
ARE THE
PEACEMAKERS

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BLESSED ARE THE PEACEMAKERS

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*Blessed are the Peacemakers, for they shall be called sons
[and daughters] of God.*

Matthew 5:9



Introduction

A. Content

The theme of this packet, "Blessed Are the Peacemakers", focuses on how we can live as active peacemakers. There are five main units: "Shalom", which presents a broad definition of peace; "Peace Is Homegrown", which explores ways to develop our peacemaking skills in the home, Meeting and community; "Our Testimony to the Whole World", which helps children understand the Friends Peace Testimony; "To Take Away the Occasion of All Wars", which introduces children to the concept of world peace; and finally, "The Peaceable Kingdom", which uses Isaiah's words and Edward Hicks' famous pictures to create an image of peace.

B. Process

1. Timing:

Each unit includes a selection of activities. Units are not meant to be covered in one session. If you can only devote one week to each unit, you will have to choose among the activities. If you have more time, two weeks per unit would be ideal.

2. Preparing:

Read the whole packet. Then divide it up into the number of lessons you need. Consider using learning centers if you want to use several activities. Learning centers are areas set up for a variety of projects. You'll need at least one adult at each center unless your children are older than 8 or 9 years.

3. Age Groups

This packet will work well with mixed-age groups. If possible, include adults in some or all of the activities. Projects such as banner making are particularly appropriate for mixed-age groups. Don't be afraid to ask adults to join the children in their work on these projects. Such mingling is a wonderful way to foster cross-generational communication and is fun for everyone. This topic also presents lots of opportunity for adult discussion. A good, simple focus for such a discussion is How to Teach Peace by J. Lorne Peachey, available from Friends General Conference. See below for address.

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C. Resource Section

Following the five main units is a Resource Section. This contains materials referred to in the other units as well as a list of appropriate songs and quotations. A bibliography is included as well.

D. Sources for Books

We have tried to make reference to books which are available from one of the following sources:

Yearly Meeting Library
1515 Cherry Street
Philadelphia, PA 19102
(215) 241-7220
Rita Varley, Librarian

Note: If your call is long distance, use 1-800-2200-PYM.

Friends General Conference
1216 Arch St., 2B
Philadelphia, PA 19107
(215) 561-1700; 1-800-966-4556
Liz Yeats

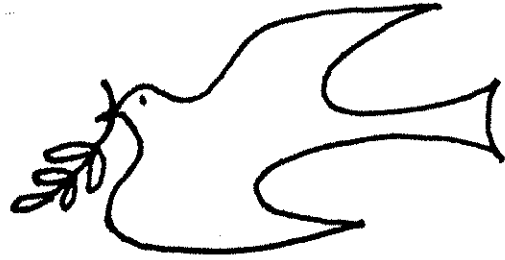
Pendle Hill Bookstore
338 Plush Mill Road
Wallingford, PA 19086
(215) 566-5414
Judith Randall, Manager

E. Help

If you need assistance or further information, please call the PYM Religious Education Office, 1515 Cherry Street, Philadelphia, PA, 19102; (215) 241-7221.

"Let us then pursue the things that make for peace..."
Romans 14:19

Shalom



WHAT:

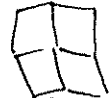
Peace as defined by Webster is "freedom from war or strife; freedom from disorder; freedom from disagreement or quarrels; harmony; serenity; calm; quiet." This definition does not encompass the broader vision of peace or "shalom". The meaning must also describe the more active concepts of peace. The peace we wish to teach about must include ideas of unity, wholeness, justice, love, problem-solving, and community. These values must be imparted to help children understand that peace is not merely a passive state but rather the task of directing one's life towards building this vision of "shalom", a community of justice, well-being, and love. The first chapter of J. Lorne Peachey's book, How to Teach Peace to Children develops this broad view of peace in more detail. See the Introduction to the packet for ordering information.

As the quotation above suggests we must begin to pursue the things that make for peace. We can begin within ourselves. This unit of the packet asks children to think about peace as a way of living day by day. It's important to explore this broad view of peace or shalom before you do the specific activities in Section II of this unit; that way, when the children begin to envisage peace via whatever projects you choose, they will be thinking of peace as something which begins within themselves. We suggest you do at least one of the activities in Section I, then choose a cooperative game to play, and finally do one or more projects from Section III. Be sure to close with the Shalom song in Section IV, since this song brings the children back to a sense of peace as an active way of living one's life.

HOW:

I. Let Peace Begin With Me!

A. Sing "Let There Be Peace on Earth" (#18, Songs of the Spirit). Ask children to think about peace. Have them share their ideas and record them on newsprint. Give each child a sheet of paper and fold so that there are four boxes. In the first box children can write or draw one thing they can do to nurture peace inside themselves. In box #2 - one thing to bring peace at home. In box #3 - one thing to bring peace to their classroom. In box #4 - one thing to bring peace to their neighborhood. Children can share their picture stories or boxes within the group. Emphasize that peace is "doing" peaceful things.



B. Read, tell, or act out the story of The Shoemaker's Dream, English text by Mildred Schnell, Judson Press, 1982 (available from PYM Library). This story was written by Leo Tolstoy and originally titled "Where Love Is, There God Is also." It can be found in books which have a collection of international Christmas stories, or in Tolstoy anthologies. A version is also in The Friendly Story Caravan, available from FGC or the Yearly Meeting Library. See Introduction to packet for address.

The story features Martin, a shoemaker, who hopes Jesus will visit him. Jesus comes in the form of an old man who needs warmth and cheer, a young mother and baby who need a coat, and a small hungry boy. Martin helps each of them and realizes that he helped Jesus too. The main message is: "I say to you, as you did it to one of the least of these my brethren, you did it for me." (Matthew 25:40)

Discuss the story. Here are some suggested questions:

- What was the shoemaker's dream about?
- Did it come true? How?
- Were Martin's actions peaceful? How?
- How does Martin resolve the quarrel between the small boy and the woman selling apples?
- What is the message of this story?
- Can you suggest other things that one can do to share peace?

After your discussion: Sing the song "When I Needed A Neighbor", (#29, Songs of the Spirit), or the song "Whatsoever You Do" in the Resource Section.

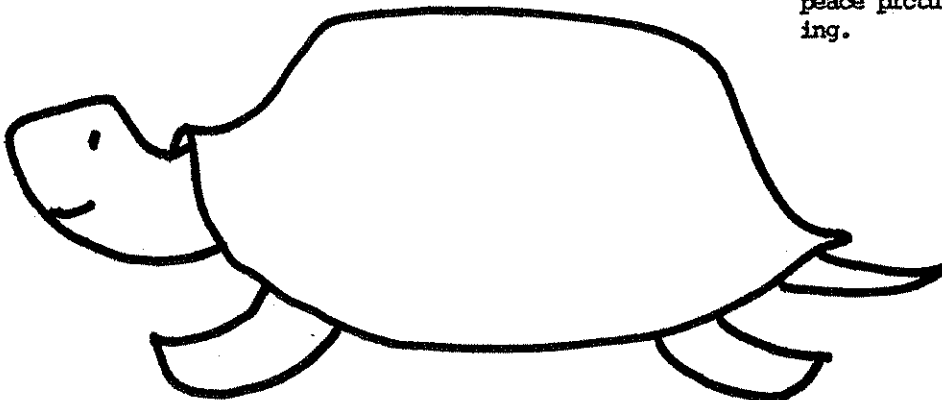
Ask the children to act out the story or to make up and act out a modern-day version of it. For instance, putting themselves in the role of Martin, they could think of three ways they could give of themselves.

C. Make turtle name tags out of heavy paper. Do not explain why. Each child writes his/her name on the shell and pins it on.

Share this quotation: "Behold the turtle... he only makes progress when he sticks his neck out."

Discuss what the quotation means. Talk about shells, walls, protection. Why would we risk sticking out our necks? To help someone? Find affirmation? To move on? Share that it is unsafe at times with your neck out but it's the only way to move ahead. Discuss risk taking for yourself, in the family, in school, with friends, in the community and wider world. How does risk taking relate to peacemaking?

Laminate the nametags with clear Contact and keep for future weeks.



II. Cooperative Games

As you teach each section of this packet we suggest you play at least one cooperative game per week. Directions for several games are in the Resource Section, as is a list of books with directions for many more games. We hope that you'll use this packet as an opportunity to introduce children to a wide variety of non-competitive games and to spend some time talking about how these games are similar to (they're fun) and different from (winning/losing is deemphasized) many of the other games they play. It is not necessary to denigrate all competition but rather to put it in perspective and help children see fun and working together as an important part of all games.

III. Projects to Explore "Peace"

A. Assemble the group in a circle. When a degree of exterior and interior quiet has been achieved, invite the children to feel the word "peace" in their bodies. Assist them by suggesting that they assume a good posture, backs straight, feet on the floor, hands in their laps. Then invite them to relax the various parts of their bodies--arms, legs, backs, etc. until they are truly comfortable.

Then ask them to feel "peace" in the room. (See that distracting noises are excluded insofar as possible.) Play soft instrumental music on a tape player.

Invite the students: Close your eyes and say the word "peace" quietly and slowly to yourself. As you say it over and over again, let your imagination make pictures: What does peace look like?

When children have imagined a picture of peace that they really like, they can begin a project:

- Sketch the picture
- Describe the picture in words - prose, poetry, psalm, song
- Make a peace sculpture using clay or an assortment of materials natural and man-made. Have a table filled with materials; the children's creativity will amaze you. When completed children may share their peace picture or poem. Encourage positive sharing.

If remarks surface that reflect ridicule or negative criticism, use the opportunity to recall that accepting one another in love is the key to peace.

If the group is large, divide them into sharing clusters of approximately four persons each. If possible, arrange in advance to have aides assist you in working with these clusters.

B. Design peace T-shirts (use 100% cotton). Shirts can be tie-dyed or decorated with peace symbols and images which the children design themselves. Use puffy paint, fabric crayon, liquid embroidery pens, or stencils and fabric paint.

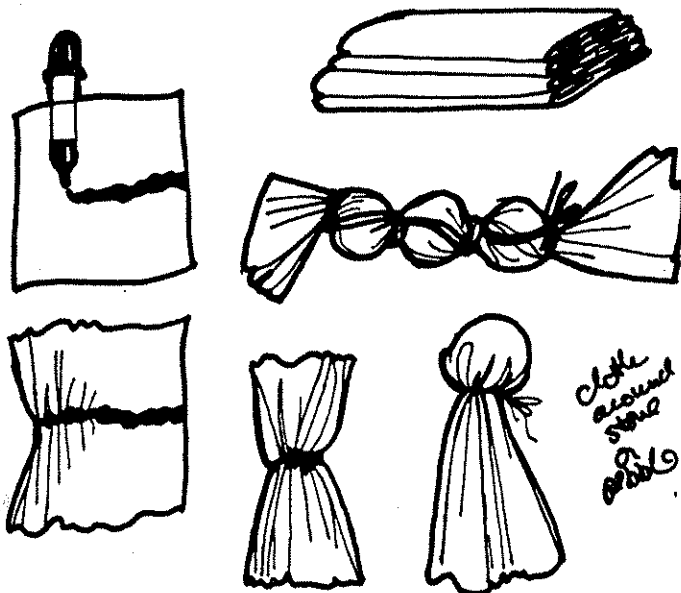
Directions for puffy paint, fabric crayons, etc., are included with the purchased medium. For tie-dyeing you need liquid dye or commercially prepared powdered dye. The shirt can be tied and wrapped and knotted in many ways so that the dipping process achieves various patterns. In each case only the part to be colored is dipped, and the amount of dye touching the cloth will be determined in part by the way the cloth is tied. The most exposed parts will soak up the most dye.

Children should experiment with various ways of folding and tying the cloth. One way is to fold the material into an accordion pleat and then tie pieces of string around the pleated material at different points and in differing degrees of tightness. When the entire piece is dipped, interesting designs will be created.

Another method is to tie the cloth around a stone or pebble, using string or a rubber band. Dip the section containing the stone and see what patterns emerge as the dye absorbs up into the section that is tied. A variation is to use a piece of dowel stick or broom handle on which to tie the fabric.

In any of these methods a medicine dropper can be used to drop color onto the fabric at different points.


Once the dyeing has been completed, carefully untie any cords. Then wash out the fabric in a container of salt water solution, using 1/2 to 1 cup of salt to a bucket or dish pan full of water, to make the fabric colorfast. Dry the material and press while damp between two sheets of newsprint.



Another variation can be accomplished by applying color with a dropper or plastic bottle to fabric that has been stretched over a pad of newspaper. This allows the child freedom to draw designs with the dye. After the design is drawn and set in the salt solution, the background can be added, using the regular tie dyeing technique.

Caution: Tie Dyeing is messy. Work in a space that is well protected so that spills won't ruin carpets, and provide smocks or old shirts for the children.

C. Peace Symbols and Quotations:

Activity B above allows you to explore a variety of peace symbols and to create your own symbols. Start with the most familiar: , the dove, the broken missile, and then help the children develop personal symbols. These can be transferred to the shirts or put on blank bumper stickers or buttons (the PYM Religious Education Committee will lend you a button maker for the price of the buttons - 25 cents each).

Another possibility is to explore the meaning of the following quotations and then have the children design their shirts as reactions to the words. A simpler and cheaper activity is peace posters designed to illustrate one of the quotations. These can be done individually or in small groups and displayed in your meeting house. There are more quotations at the end of the Resource Section.

Suppose they gave a war and nobody came.

(little girl to Carl Sandburg)

All we are saying is give peace a chance.

(Beatles)

Blessed are the peacemakers, they shall be called children of God. (Matthew 5:9)

Let there be peace on earth and let it begin with me. (Jill Jackson-Miller)

... They will hammer their swords into plows and their spears into pruning knives. Nations will never go to war, never prepare for battle again. (Micah 4:3)

Every gun that is made, every warship launched, every rocket fired signifies, in the final sense, a theft from those who hunger and are not fed, those who are cold and are not clothed. (President Dwight D. Eisenhower)

One terrific resource for peace designs and logos is Peace Resource Project, P.O. Box 1122, Arcata, CA 95521, 1-707-822-4229. Send or call for their catalog. They carry posters, bumper stickers, buttons, and T-shirts. The catalog itself will give you many ideas and you may want to order some of their items for your Meeting.

Another catalog can be obtained from Donnelly/Colt, Box 188, Hampton, CT 06247; (203) 455-9621.

D. Make a peace mural

You'll need a solid color sheet and water-color markers. Have the children draw pictures of peace and beauty on the sheet. Use many colors and fill the whole sheet. If you have lots of children, use two sheets. Talk about the mural. What kinds of things are shown? Decide on a place to display the mural. This is an excellent inter-generational activity.

A variation is to make a simple peace quilt or hanging. Give each child a square of fabric (10" x 10" is a good size) to decorate with a symbol or scene of peace. Be sure children leave a 1" border undecorated. Stitch the squares together and then add a fabric border. As is you have a lovely hanging, or if there are quilters in your meeting you can stitch on a backing, add batting, and quilt.

As inspiration for your mural or quilt, use one of the following songs, all in Songs of the Spirit: #47, "Vine and Fig Tree"; #56, "Shalom Chaverim"; #22, "I'd like to Teach the World to Sing"; #42, "Peace Like a River"; #15, "Prayer of Saint Francis"; #28, "No Man (One) Is an Island"; #32, "Study War No More".

E. Doves

The dove is a symbol of peace and reconciliation. Noah chooses the dove to fly out over the flood in search of land. At last the dove returns with an olive branch. The ark reaches land, and God makes his first covenant with humankind (Genesis 9:1-17). The picture book, Why Noah Chose the Dove by Isaac Bashevis Singer, 1973: Farrar, Straus and Giroux, New York, is a retelling of the Noah story which emphasizes the role of the dove. The Yearly Meeting Library has this book plus several other picture books about Noah. Tell the children about the dove and then make paper doves. There are directions and patterns in

the Resource Section for three different types of doves. You may also want to share that the dove is a symbol of the holy spirit (Matthew 3:16): "And when Jesus was baptized, he went up immediately from the water, and behold, the heavens were opened and he saw the spirit of God descending like a dove, and alighting on him."

F. Priorities Ladder (for older children)

This activity is adapted from Family Adventures Toward Shalom, 1979: Discipleship Resources, which has many other good projects and ideas, and is available from the Philadelphia Yearly Meeting Library.

On 3" x 5" cards write individual values such as: a prosperous life, service to others, adventure, equal opportunity for all, security for family, political freedom, happiness, achievement, caring, national security, an enjoyable life, self-respect, sense of union with God, social justice, a world of peace, a world of beauty, true friendship, wisdom, respect by others (add other values that fit your group).

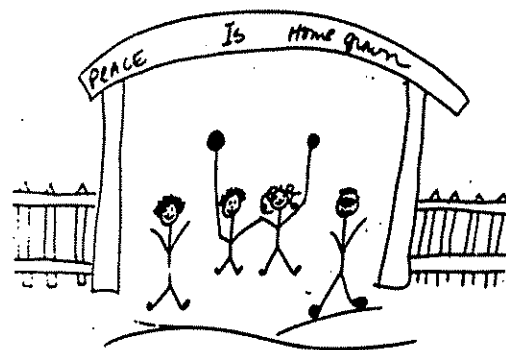
Mix the cards and let one person choose five or ten cards and rank order them. You can make this visual if you put the cards on the steps of a ladder. Discuss why the person has chosen a particular order. It's important not to judge each other's responses. You may want a set of cards for each person and then after each person has ordered his/her pack of cards you can discuss the results. Conclude with a discussion of how these values relate to our ability to be active peacemakers and to live peacefully.

IV. Conclusion

Sing the song "Shalom Chaverim" (#56, Songs of the Spirit). Review the meaning of Shalom and close with silence.

Peace is a gift, but it does not come magically through our passivity. Only in our faithful response to God's call do we receive God's peace.

Sandra Cronk, Peace Be With You



Peace Is Homegrown

WHAT:

Peacemaking is learned best by example. It is in the family and immediate community that children learn to model behaviors. Parents and loving adults can help children grow in developing a peaceful way of life. This unit will explore ideas for encouraging peace in the home, Meeting, and community.

HOW:

I. Warm Fuzzies

A. Read the story "Warm Fuzzies" (located in Resource Section). Tell children to listen to the "feelings" of the story as well as the events. Discuss the story.

Suggested Questions:

Can you describe Swabeedoo before the troll came to town?

What did the troll do to one little Swabeedoo-dah?

Why?

What happened next?

Over time what happened to the people?

How did the troll feel now?

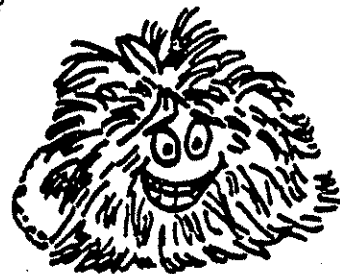
What did they think of cold pricklies?

Why couldn't they go back to the way it was?

What caused this vicious cycle of mistrust?

Can you think of ways to give warm fuzzies?

Have you ever met a "troll"?



B. Act out the story of Warm Fuzzies. Give children opportunities to play different parts. Talk about how it feels to get warm fuzzies or cold pricklies.

C. Make warm fuzzies. Use pompoms and wiggly eyes (both available in craft stores). Let the children give them out to Meeting members. If time allows, children can share the story as well.

II. Affirmation - Peace and "Me" and "Thee"

To have a positive sense of oneself and to affirm the worth of others are both part of living peacefully. Here we share some activities that help us affirm one another. Children must develop understanding that peace flows from within to those around us. Each of us is unique and special. Celebrate and experience this beauty.

A. Affirmation Lists

Pin a list on each child's chest with ten things under the words "I like:". Children walk around and read one another's lists and share common interests, ask questions, enjoy similarities and differences. Now pin a paper on each child's back. Others write affirmations on the paper. Children can compare, share, enjoy the two lists. Caution: the second part works best when the group is well acquainted.

B. Graffiti Boards

Make several graffiti boards out of poster paper for affirmations. Decorate the boards with hands, smiles, rainbows, flowers, etc. Each board has a sentence starter like:

- "Let's hear it for ..."
- "A round of applause for ..."
- "I had a magic moment when ..."
- "I really like ... because ..."
- "I feel special when ..."

Children can design these boards and use them frequently to affirm each other.

C. "Positive Poems"

Each child writes his/her name on a slip of paper. These slips are put into a container and each child draws a name. The child writes the name selected vertically on art or writing paper. These letters are then used to begin each line of poetry. Each line should say something nice about the person chosen for the positive poem. Rhyme is not necessary, nor is any particular syllable count.

An Example:

Kind and happy Katie
Always has a smile.
Twinkling eyes
Inspire us
Everywhere we go.

Children can have a corner where materials are available to write poems that celebrate one another. Scraps of paper, yarn, ribbon can be used to make decorative borders around the poems and these can be mounted for affirmation boards or given as gifts. A good Valentine project.

D. Shields



These can be made by each child or pairs could make shields for each other. Precut a coat of arms for each child and divide into four or six sections. In each space participants draw responses to the following questions (choose as many as you need or add your own): 1. What is something you are good at? 2. Which of your physical characteristics do you like best? 3. Depict three words you would like to have associated with you. 4. What makes you different from others? 5. What do you like best about yourself? 6. What makes you happy? 7. What makes you sad? 8. What have you done recently of which you are proud? 9. What do you value most in life?

If children are making shields for each other, you'll have to rephrase the questions.

E. "Child of the Week" Bulletin Board

Use pictures, photos, stories, an interview, etc. Have each child contribute something to share about the child whom you are affirming. Afterwards the bulletin board items could be given to the child to take home and hang up in his/her room.

III. Growing Peace for my Family and my Community

Growing Peace in our families can be the greatest of challenges. We are together with family members so much of the time that we can forget to appreciate all that we do for one another.

A. In Our Families

In First-Day School you can help children develop these ideas and then spend time each week talking about the ideas they are trying. You may want to send a sheet of ideas home.

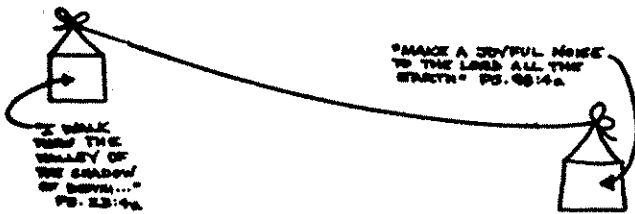
1. A tradition that might set a positive tempo and give each family member a chance to share a particularly meaningful experience in their week and to think about the coming week is to pick a night when everyone will be together for supper. In a traditional Jewish home this is Shabbat or Friday night, which also begins the Sabbath (note the similarity of words!) This might be a good night to consider because it is the end of the traditional work week for parents and the end of the school week for younger ones. Make the occasion special by lighting candles. Join hands and after shared silence share something special or meaningful about your past week and possibly something you would like help with during the coming week.

2. Agree on a slogan or motto that expresses the feeling your family has about one another. What things make your family feel a sense of belonging? Make a design around the slogan and put it on a plaque, or make a bumper sticker, or decorate family tee shirts or painter caps.

3. Have family meetings to work out agreements on what you will do together or to make decisions. These meetings can be fun but they demand hard work and commitment too. Limit your decision making to one or two per meeting. Be realistic.

4. The Family as a Peaceable Kingdom. Children and parents spend some time talking about the single most burning peace issue for their family. It might be scheduling time so everyone can use the computer, ways to make mornings less grumpy and more cheerful - like an agreement to always say "hello" or "good morning" when we first see one another.

5. Hang up a clothesline and at the ends hang cards with the suggested Bible passages. Each person finds or makes a symbol of himself/herself to pin up on the line (a photo, favorite keepsake, drawing, etc.) Each day at suppertime, move your symbol to the place on the line that shows



the type of day you've had. Discuss the "line" each night.

6. The Peaceful Family Branching Out. What is your family's single most important peace concern outside of your family? Guns, starvation, bombs, homeless people are things many of us want to change and with each other's support maybe we can make a difference in our community. Take time to read and talk about your concern.

Draw up a petition of your family's concern. Sign it yourselves and knock as a family on the doors of four of your neighbors. Tell them of your thinking and ask them to sign your petition. If they like the idea, suggest they talk to four more neighbors. Send your petitions to the appropriate elected officials.

7. Each One is Special!!! Sometimes in a family we forget to tell others how important they are to us. What gifts does each person give to us and to others in the world? Put each person's name on a small slip of paper and mix them up. Each family member then draws one name without letting anyone know whose name it is. Each person finds an object somewhere in your house that symbolizes the gift that he or she sees the named

person as having shared with others. This "gift" is to be brought back to your meeting area wrapped up or in a decorated paper bag. Set the timer at five minutes for the actual searching time. When you all reassemble, make a party of opening and sharing the "gifts."



B. In our Community - These ideas are for First-Day School Classes.

1. Service Projects

Start by brainstorming: List all of the suggestions. For example:

- Visit a shut-in
- Create a community garden
- Go on a CROP walk. Religious Education Office has details.

- Collect money for people in need
- Sponsor an exchange student
- Start a food pantry
- Sponsor and encourage recycling

To make your choice(s), write down each project on its own 3" x 5" card. Arrange the cards in



order, from what you are most interested in doing to what interests you least. List the projects in this order. Then arrange them from the most helpful to other people to least helpful. Which projects rank highest in both lists?

As you decide on your own projects, keep in mind these three questions:

- Is it something you can do, given your ages and talents?
- Will the project really help in the way you want it to help?
- Are you sure you know what you will have to do?

After deciding, make a poster together to show your project plans. Then, BEGIN!

Reflection and Evaluation

After you have been working on your project for a while, set aside an hour to report and talk together about what you are doing.

- Is your project helping in the way you wanted it to help?
- Is it helping to make your community and the world a better place to live?
- What would you like to do differently?
- Why do we try to serve others?

Find maps of your community and the world. Use colored yarn to connect the place of your project with the places where its results are helping. For instance, visiting people in a nursing home helps those visited and also their families, who may live in other parts of the country or world.

2. A Letter to Someone in Need. Many families have enriched their own lives and really helped another human being by becoming "pen pals" with someone who needs a friend. There may be people in your Meeting who are shut-in or far away and would like letters. FYM's Criminal Justice Committee sometimes has names of prisoners who want correspondence. Call or write Phil Mullen, 1515 Cherry St., Philadelphia, PA 19102, (215) 241-7235 for names.

To find out about letters needed on behalf of people in prison in other countries for their beliefs, write to Amnesty International, USA, 2112 Broadway, New York, NY, 10023.

3. Peace Gardens

a. Plan a Peace Garden at your Meeting

If your Meeting has available space for gardening, consider starting a Meeting garden. A roadside stand at the Meeting attended to on Saturday mornings or Sundays before or after worship might yield fellowship, money to contribute to a commonly held cause and an adjoining table of educational literature might contribute valuable outreach to those who stop for produce. An herb garden is another possibility. Older children can dry and pack the herbs.

b. Plan a Seedling and Seed Sale

Children could start seedlings in late winter and sell to Meeting members (by advance order). Monies raised could be contributed to an agreed-upon organization. Children could also sell seeds formed into little packets inside

Valentine's Day cards. Again the proceeds go to an agreed-upon organization. The purchase of cards and seeds will help others to grow.

4. Recycle for Peace

Some areas make recycling difficult so we have to think of ways to make it fun and remember how important it is. Aluminum, glass and newsprint are the most easily recycled materials although some areas now recycle plastics. Make a chart up with team leaders for each of the materials to be recycled for each of the months. In some cases money is paid for materials which the children could decide how to best and most peacefully use.

5. Peaceable Art

An Art Sale can be held at the Monthly Meeting. All the art should be created by the children of the Meeting

a. Work with the children of the meeting to create works of art in various mediums that deal with the theme "Building Bridges of Peace" or a similar theme.

b. Ask members to contribute old, unused picture frames for prints or paintings, etc.

c. Ask local framing shops to contribute scrap mat board for framing.

d. The best time for a sale is Sunday after Meeting. The sale could include a baked goods/refreshment table.

e. Proceeds from the children's sale could go to a commonly agreed upon organization (by the children with adult support). Since the effort on the part of the children and the adults will be considerable and the cause worthy, we suggest that no child's work be priced at less than \$1.00.

6. Quilted Peace Story

Begin by covering a wall or bulletin board with paper divided into squares so it looks like a quilt. Choose a title for your quilted peace story and put it in the first block. Put "By _____ Meeting" in the last block.

Choose a character or characters for the story. Each author writes a one-page episode about the character's peaceful activities or experiences. This project can be intergenerational. Some persons, especially little children, may choose to illustrate the story - they put illustrations in their squares. Encourage everyone to read the quilted story or read it out loud.

7. Pennies for Peace

Have a jar at the meetinghouse into which everyone puts pennies over a specified number of weeks. Choose an organization to send the pennies to. Let the children count and roll the pennies.

Consider collecting pennies for the Friends Weekend Workcamp Program, which has been collecting pennies for the last 3.5 years to buy copper pipes to repair plumbing in the homes of low-income families. In addition to buying supplies to install a toilet and sink on the first floor in the home of an invalid woman, they have also bought window panes, an exterior door, a new lock

and some hardware for other homes. "Pennies for Copper" is actually a sort of discretionary fund for projects which would not be undertaken with it. There may be anywhere from \$.37 to \$422 in at any given time. The money (nearly all of it given in actual pennies) comes from several monthly meetings, Yearly Meeting staff and other individuals. To send pennies or other "in kind" materials (tools, building supplies, etc.), call Michael Van Hoy at the Workcamp office at (215) 241-7236 [from distances: 1-800-2200-PYM].

IV. Be a Peace Hero

A. Discussion

Heroes are important to young people. The worship of superheroes helps kids build a feeling of control in the world where they are small and limited in power. Challenge children to consider the definition of heroism. Are heroes restricted to Wonder Woman, Superman, etc.? What is a peace hero? What things would a peace hero do? How? How can you be a peace hero?

B. Read Fourteen Rats and a Rat-Catcher by Tamasin Cole.

This book is available from the PYM Library and most local libraries. Or choose another story from those listed in the Bibliography in the Resource Section, or show the video "Fighting Fair" also from the Library. Ask: Who is a peace hero in the story? Why? How did the characters solve the problem? Are there other ways to have solved this peacefully? Can you think of a situation in your home that might need a peace hero? If you have time, this is a fun story to act out.

C. Identify Conflict, Violence on TV.

Peace heroes need to be aware of how much violence we see every day on TV. Numbers 1, 2, and 3 can be done in First-Day School. Then the children can do 4 and 5 at home and report back the next Sunday. Try to raise children's awareness of the amount of violence they are seeing.

1. Talk about how you have seen people hurt each other on TV. It can be physical, something that hurts another person's body, like hitting or shooting. It also can be emotional, things that people say or do that hurt another person's feelings or how they feel about themselves.

2. Now talk about how you have seen people help or support each other on TV. Support can be giving people something they need, telling them something helpful, caring about them, or helping them find someone else who can be helpful.

3. Get a piece of paper ready to be a checklist. Draw two lines from the top to the bottom to make three parts of your paper. At the top of one part write Physical Hurts, the next part should be called Emotional Hurts, and the third part should be called Support. Or draw pictures to remind you what each part means.

4. Pick a TV show to watch. It could be a cartoon, a movie, or a "sitcom." Just make sure it is a show you are allowed to watch. Watch the show for 15 minutes or a half hour. Make a check mark every time you see an act of support or violence.

5. Try this for different shows on different stations. You may want to ask your parents to do this also and compare your lists. Or work together with a friend or grownup.

6. Talk about what you saw. How did it make you feel? Did the show make the violence seem okay or did it show people being sad about it? Did it show more violence or support? How is watching violence on TV different from what it would be like for real?

As an alternative tape a show such as "G.I. Joe" and watch it as a group. Or do the same kind of survey for commercials. Older children or teenagers might watch all or part of a movie. You might also bring in some war toys and discuss why children do or don't like them.

Caution: Don't be too judgemental here. Children's play is often less literal than we think it is. While G.I. Joe figures may spend some of their time blowing up "bad guys", these action figures are often little boys' "dolls" and as such are used in a wide variety of pretend situations. The point is to get children thinking, not to condemn or belittle their playthings.

D. Playing Peacefully

Help children see alternatives to playing war. This will work especially well with first and second graders.

1. Make a list of lots of interesting and exciting things you can play that are not playing war. You might include things like firefighters, pioneers, sports players, hospital, space explorers, racers, rescue workers, forest rangers.

2. Choose what you would like to play and collect the things you will need, like hoses, boxes, "moon" rocks, sticks, animals, dress-up clothes, and other things. Put them together in a box.

3. Get together with your friends and play with your new "prop box." You can do this at First Day School

V. Resolving Conflicts Peacefully

A. Introduce the Topic of Conflict Resolution

1. For Young Children

Use a very short summary, such as:

Friends put special emphasis on peaceful settlement of disputes or arguments. Sometimes people think this means Friends never get angry or fight, but, of course, they do. They simply try to find non-violent ways to settle arguments. They try to find non-violent solutions to small-scale and large-scale disputes. Harmony implies that different parts can work together; the parts

are still distinct, but they merge together peacefully and with respect for one another.

And follow with some questions:

a. When you are with a friend or a brother or sister, what things help you get along? Do you ever get into arguments or fights? What are these about? Why do they happen?

b. What are some things we can do to settle arguments? Name some good solutions and some bad ones.

c. Can you explain the word "harmony"? (You may want a musical adult or child to explain this word in layman's terms.)

2. With Older Children:

Ask a child who has some music background to explain the word "harmony" or explain it yourself. Emphasize that while the singers or instruments are not all singing or playing the same thing, the different elements blend together or harmonize. Play a recorded example. Any chorus from Handel's Messiah is excellent, but choose your own favorite.

Ask:

What do you think non-musical harmony means?

If a situation is harmonious, is everyone doing the same thing? in absolute agreement? working together?

B. Tinkertoy Exercise

You need at least one set of Tinkertoys or another building set in which several kinds of pieces are necessary. Prebuild a structure. Divide the class into at least two groups. Give each group a set of Tinkertoys. Each group should be missing several essential pieces. However, between or among the groups all the pieces needed to build one complete structure per group are available. Ask each group to build the assigned structure. Do not give any other directions. If children ask if they may trade, respond that the only rule is to build the structure. You may set a time limit and/or offer a prize for the first completed structure. Both of these options will make the exercise more competitive and less friendly.

Follow-up Questions:

What did you do when you discovered certain pieces were missing?

How did you go about building the structure? Did you divide up the task?

Did your group share solutions? Work together?

Did you get pieces from other groups? How?

Did the time limit affect how you worked ... or If there had been a time limit what would the effect have been?

Did the prize affect your strategy ... or

If there had been a prize offered, would that have changed your strategy?

Do you know what the word "negotiate" means? Did you group negotiate?

C. Role Plays - Best for children 8 and up

1. As a group read together these descriptions of the two characters you are going to role-play:

CHILD: You are six years old. You are quite creative. Because of your great interest in trying things out, you tend to move from activity to activity without putting your things away.

PARENT: You are a loving parent. You are an orderly person, but not a "hyper-cleaner." You believe that having a place for everything and putting things back where they belong is important because it helps people be efficient in pleasant surroundings.

2. Decide who in your group will play the two roles. Either role may be played by either a child or an adult. Give both actors names.

Imagine this scene: The child has been playing in the living room. As the parent enters, there is a half-done puzzle on the couch, a paper kite on the floor - with the string that the child has untangled all over the floor. On a table is a beautiful collage that the child has just finished - but also the scraps of making it. The child is now on the floor painting on newspapers. She or he is painting an unusually beautiful picture for Grandmother, who is coming to visit in a few days.

3. Role-play the situation, with both characters trying to force their point of view and letting themselves get really angry. Stop after four minutes. What happened? How does the parent feel? How does the child feel?

4. Now role-play the situation again. This time try to apply these two principles from the thought of Gandhi:

- When in a conflicting situation, work to reduce the demands to what is really essential.

- Search for ways of cooperating with the other person on honorable terms that both of you feel comfortable with. Bolster the other in this search while still pressing for change.

5. Discuss the two different roleplays. Let the children make up some other situations and role play those. Always discuss the role plays. The "actors" get very involved and need to debrief and get out of their roles.

D. A Program on Conflict

In the Resource Section there is a complete lesson on conflict resolution with additional ideas for improvisations and role plays. You may use all or part of it, if your group wants to explore this topic further.

VI. Conclusion

A. Hang up a large piece of paper (3' x 6'). Using construction paper, ask each child to cut out a paper flower and stem. On the flower write one way to "grow peace". Little children will need "transcribers". Paste the flowers on the large paper. Read all the messages and sing some of the songs listed in the Resource Section.

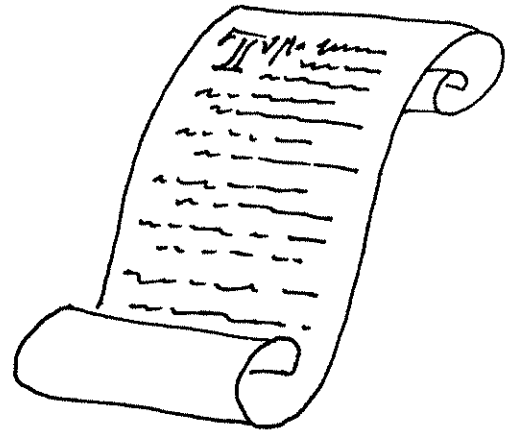
OR

B. "Toss the Yarn" Game - Toss a ball of yarn from person to person. Each hangs onto the yarn as he/she throws the ball so a web of yarn is created.

When the ball is tossed to a person, he/she says one way to "grow peace" before passing the ball on.

"Therefore we cannot learn war any more"
George Fox

Our Testimony to the Whole World



WHAT:

In this unit we ask children to explore the meaning of the Friends Peace Testimony. We consider why Friends are especially involved in working for peace at all levels. The Friends Peace Testimony is such a familiar statement that it can easily become a meaningless cliché unless we periodically look closely at what it says and how we can incorporate it into our daily lives. This unit proceeds from a study of the original Peace Testimony through an examination of how historic and present day Friends have tried to live that Testimony. It concludes with a discussion of how children can develop and act on their own versions of the Peace Testimony.

HOW:

I. The Peace Testimony of 1661

The following is "A Declaration from the Harmless and Innocent People of God, called Quakers" presented to Charles II, 1661:

We utterly deny all outward wars and strife and fightings with outward weapons, for any end or under any pretence whatsoever. And this is our testimony to the whole world. The spirit of Christ, by which we are guided, is not changeable, so as once to command us from a thing as evil and again to move unto it; and we do certainly know, and so testify to the world, that the spirit of Christ, which leads us into all Truth, will never move us to fight and war against any man with outward weapons, neither for the kingdom of Christ, nor for the kingdoms of this world...therefore we cannot learn war any more.

A. Read the Peace Testimony to your children. For a group of very little children write and share a simple version such as: "We will not fight with weapons because God tells us not to fight. We will do God's work in peaceful ways." With older children or mixed ages read the original. With little children explain that a long time ago Quakers decided that fighting was not a good way to solve problems. With older children give more detailed background:

The occasion for this "Declaration from the Harmless and Innocent people of God, called Quakers" was the violent uprising of the Fifth-Monarchy men in 1660 who felt they were fighting for the kingdom of Christ with their swords. The Friends, on the other hand, reaffirmed that the Lord had redeemed them out of the occasion of war.

Jesus' teaching on peace and conflict are one source of the Quaker Peace Testimony:

Happy are those who work for peace: God will call them his children!

Matthew 5:9

So if you are about to offer your gift to God at the altar and there you remember that your brother has something against you, leave your gift ... go at once and make peace with your brother, and then come back and offer your gift to God.

Matthew 5:23-24

Love your enemies and pray for those who persecute you.

Matthew 5:44

Another source is the Quaker belief in the Light Within. This Light so educates and enlightens us that we will begin to see God's truth. That truth reveals to us that the use of force is not consistent with a life lived in the presence of God. Friends believe that God's kingdom is present now; fighting with weapons has no place in that kingdom. The Light Within "takes away the occasion of all wars" in Fox's terms. The word "occasion" is very important. Friends have always worked as hard to alleviate the causes of war such as hunger and injustice as they have to end war itself. Note that it is our own portion of the light, not so much our respect for the presence of the light in others, which will not allow us to use force.

A good example of how the Peace Testimony is not something we do to others but a way we live ourselves is George Fox's famous response to William Penn when Penn asked him whether or not he should wear a sword. Fox said, "Wear it as long as thou canst." The meaning is that when you are living more fully in the Light you will be unable to wear a sword. Thus each of us comes to our own way of expressing the Peace Testimony.

Point out to the children that while the Peace Testimony only talks about fighting with outward weapons, Friends have used it as a basis for developing an approach to life which emphasizes harmony in all kinds of situations, a harmony based not on superficial agreement or a glossing over of differences, but on a deep commitment to the resolution of disputes via non-coercive means.

B. Rewriting the Peace Testimony (for ages 7 and up)

Use one of the following methods to produce a modern version of the Peace Testimony:

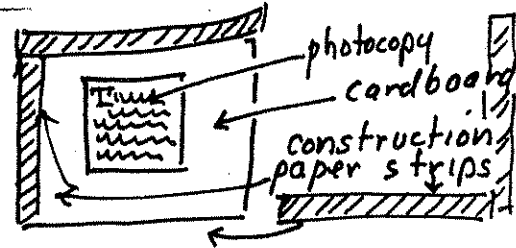
1. Using a large sheet of paper and a marker or a blackboard and chalk, work as a group to rephrase the Peace Testimony so everyone understands it - including the younger children.

2. Divide into small groups of three to five people. Be sure each group has someone in it who can take notes. Each group rewrites the Peace Testimony in modern language and then the groups share the results with each other.

The point here is not to write a personal testimony - we'll do that later - but to understand the meaning of the original document.

C. Personal Copies of the Peace Testimony (all ages)

For each child make a photocopy of the Peace Testimony on white paper with lots of margin space. For little children use the simplified version in part A or one you wrote yourself. Have the children decorate the margin with peace images. Mount the photocopies on lightweight cardboard and frame with strips of construction paper. Be sure the cardboard is larger than the photocopy so there is room to paste on the frame.



Ask the children to think of the opposites of the images they've drawn. These opposites are the things the Peace Testimony is meant to overcome. Some children may want to draw these negative images as well.

Hang up the decorated versions in your First-Day-School room or meeting house.

D. Memorization

Older children can memorize and recite the Peace Testimony for a younger class.

II. Quaker Peacemakers

A. Quaker Peacemakers in the past

Throughout Friends history, individual Friends have worked hard for peace. Choose a person or incident which demonstrates Friends' commitment to peace. We suggest you share a story about that person or incident. Three excellent and easily accessible examples are:

"The White Feather" in Friendly Story Caravan, FGC or PYM Library

"Fierce Feathers" in Candles in the Dark

"The Gay Story of Thomas and the Pirates" in Candles in the Dark

Candles in the Dark may be borrowed from the Yearly Meeting Library.



1. "Fierce Feathers" and "The White Feather" - while these stories are different in detail, they are very similar. In both a small group of Friends defuses the fear and hostility of a group of American Indians by not responding with force. Children are involved in both stories. After reading either story, have the children do an impromptu skit of the incident. If you have a large number of children, divide into groups. Each group develops a skit and acts it out for the

others. An alternative is for the children to write a skit and then perform it for another class or for the Meeting. Provide simple props.

As a follow-up make feathers out of heavy white art paper. Ask the children to write or draw on their feathers one thing they can do to resolve conflicts without fighting (e.g., "I can listen"). Post the feathers on a bulletin board. Consider the question: Is it possible to respond to hate and fear with love? Give examples of times when it seems possible and times when it does not seem possible.

2. "The Gay Story of Thomas and the Pirates"

This is a much longer story which has two distinct parts. The following historical background will be helpful:

Thomas Lurting was probably born in 1632. The two stories take place after the Battle of Santa Cruz in 1657 and before 1685. At fourteen Thomas was "pressed" into service in the Navy. The press gang which kidnapped Thomas was a form of military draft. Young men were kidnapped and "impressed" into serving in the navy or army, especially during the years of fighting with the Dutch and Spanish. The term of impressment was for the duration of a voyage. The sailors were then freed, but many, like Thomas, were impressed again and again. Most impressed seamen were criminals and vagrants. But these men developed a certain pride and sense of community. Their isolation and their need to work together along with the fact that life on board might be better than life on shore contributed to this camaraderie.

Lurting was not a Quaker when he was "impressed" but became one while on board. After his refusal to fight, his future commissions were on merchant ships. His experience with the Barbary Pirates took place while he was serving on a merchant ship.

These Barbary pirates or Turks who captured Thomas' ship were the scourge of the sea in the 1600's. They captured ships and took slaves to Algiers. They

even raided the coast of England and were generally successful in their exploits because they had faster ships. Captured ships were quickly altered so the ships could move faster. The pirates were a "throw away" society and just captured new ships as old ones fell into disrepair!

After reading either part of the story, act out the incident. As in #1 above you can do impromptu skits or a formal play. Make simple props such as pirate hats and Quaker hats.

A simple hat-making method: cut a strip of black construction paper about 2" wide and staple to fit around the child's head. Then cut a front and a back for the hat.

For pirates use this shape:



For Quakers:



Decorate the pirate hats with feathers and the skull and crossbones. Staple the fronts to the backs and then staple to the headband.

As a follow-up consider the following questions:

a. In the first story, consider Thomas' desire not to deceive the captain about the crew's refusal to fight. This raises the issue of witnessing publically to one's beliefs.

b. What does it mean to "speak truth to power"? How does Thomas do this? How can we do it?

c. Are the press gangs like being drafted? How do you feel about involuntary service? This question is for older children. If you have a Junior or Senior high age class this would be a good place to begin a discussion of Friends and military service. PYM staff person Allen Nelson is available to speak to young people on this issue. Write or call him at Friends Peace Committee, 1515 Cherry Street, Philadelphia, PA, 19102; (215) 241-7231.

Of course you may choose to explore a different person or incident. Quakers Answer the Call and Quaker Visitors both available from FGC, have ideas for lessons on famous Quakers. In addition the Philadelphia Yearly Meeting Library has an excellent collection of biographies of Quakers, many written for children. The collection, A Faith to Live By by Elfrida Vipont is especially good. The Library will find you books on the

Friend of your choice and will mail materials to you.

B. Peacemakers in Your Meeting - Peaceable Interviews

An exciting way to introduce children to the peace testimony as a lived experience is to provide direct, personal contact with Friends who are active in peace work. Every Friends Meeting has members who have taken direct action for peace - conscientious objectors, war tax resisters, war relief workers, mediators, demonstrators, prayers. Develop a broad definition of peace work so that you include people who work for peace on personal levels as well as those who are more publically active.

Arrange for one of your Meeting's peaceworkers to come to your First-Day School. Let him/her speak briefly about his/her experiences and then let the children ask questions. Older children can prepare questions ahead of time, if you give them some background on the person who is visiting. Tape the session and transcribe it. This transcription, illustrated with photos and/or children's art work, can become part of a booklet on your Meeting's peaceworkers. If you have a wide-age-range First-Day School, all ages can work together on an interview. If your FDS is age graded, each class can do a separate interview and then collect the results into a booklet.

If you do only one part of this unit, do this one. This kind of direct contact with older Friends is what helps children see Quakerism as a lived faith and peacemaking as a part of the lives of people they know.

III. I Am a Quaker Peacemaker Too!

Write personal peace testimonies. Young children will need help transcribing their ideas and may want to draw some of their thoughts. Encourage the children to include both what they say

"no" to: war, fighting, hitting, etc., and what they say "yes" to: listening, persuasion, etc. Be sure to tell children such testimonies are ideals; nobody lives up to such an ideal all the time. Also consider the consequences of these testimonies. What will the children do to be peacemakers. Here's a sample list of things "I" can do:

- I can be angry without being mean.
- I can use my words instead of my fists.
- I can listen to the other person's point of view.
- I can share.
- I can say "I'm sorry."
- I can be a good sport.
- I can forgive.
- I can be kind.
- I can care for people, plants, and animals.
- I can be a good friend.
- I can be generous.
- I can tell the truth.
- I can make positive choices.
- I can keep trying.
- I can be fair.
- I can understand and appreciate people who are different.

From We Can Do It! A Kid's Peace Book

Spend some time as a group discussing these personal peace testimonies. You may want to decorate and frame them as you did the original Peace Testimony.

Another idea is to type each child's testimony and make a booklet of the class' testimonies which the children can take home.

IV. Conclusion

Brainstorm a list of peacemakers. List ways these people have worked or are working for peace. With the lists posted, settle into silence. Encourage the children to think about these peace heroes and about what they can do to be like these people in small ways. Sing Dona Nobis Pacem (words and music in Resource Section).

"They will hammer their swords into plows and their spears into pruning knives. Nations will never go to war, never prepare for battle again."

Micah 4:3

To Take Away the Occasion of All Wars



WHAT:

As children consider peace and conflict within their own lives they must also realize that all of us must take responsibility and have concern for world peace. In order to help our children, who have known only peace, understand war, we have selected several exercises chosen because they are personal and child centered.

We suggest you do Section I first so that children have a chance to imagine a peaceful world. Then do Section II, which helps children understand what war is really like. Next tell the Sadako story (Section III) and make paper cranes. We've also included directions for a flying crane in the Resource Section.

If you want to explore further the personal effects of war, Section IV or V is very appropriate. Section VI, on areas of conflict today and on understanding other cultures, will help children understand both that war is still a reality and that people like them must struggle in very difficult circumstances. Section VII provides information about the United Nations, an organization devoted to creating a peaceful world. Close your lessons on this theme with the creation of "Peace Soup" in Section VIII.

HOW:

I. Imagine a World Without War

Talk about what the world would be like if no one fought. Concepts such as trust, freedom, understanding, etc., can be pointed out in the discussion. After a brief discussion several projects can be used to allow the students to express their ideas of a world without war:

- A. Give each child a sheet of paper upon which to write his/her thoughts. Read them at the end of class, one after the other, to create one image.
- B. Give each child a sheet of paper and drawing materials with which to create a picture of their vision of a world without war.
- C. With clay let the class together create a sculpture garden on a table expressing their individual and collective ideas. The garden could be the center display for other peace crafts.

II. What Is War?

Bring in a large cardboard box ... paint it black if you have time. Set the box on the floor in the center of a circle of children. Also bring a set of chains and locks, with keys. With the children gathered around the box, read the following poem:

THE BOX

by Kendrew Lascelles

Once upon a time in the land of hush-a-bye
around about the wondrous days of yore,
they came across a sort of box,
bound up with chains and locked with locks
and labeled: KINDLY DO NOT TOUCH, IT'S WAR.

A decree was issued round about
all with a flourish and a shout
and a gaily colored mascot,
tripping lightly on before:
"Don't fiddle with this deadly box
or break the chains
or pick the locks
and, please, don't ever play about with
WAR.

Well, the children understood.
Children happen to be good.
They were just as good around the time of
yore.
They didn't try to pick the locks
or break into that deadly box,
They never tried to play about with WAR.

Mommies didn't either, sisters, aunts, gran-
nies, neither
cause they were quiet and sweet and pretty
in those wondrous days of yore.
Well, very much the same as now,
not the ones to blame somehow
for opening up that deadly box of WAR.

But someone did.
Some one battered in the lid
and spilled the insides out across the floor:
a sort of bouncy, bumpy ball
made up of guns and flags and all the tears
and horror ... and the death
that goes with WAR.

It bounced right out
and went bashing all about
and bumping into everything in store.
And what was sad
and most unfair is that
it didn't really seem to care much who it
bumped
or why or what or for.

It bumped the children mainly
and I'll tell you this quite plainly,

it bumps them everyday
and more and more.
And leaves them dead and burned and dying;
thousands of them sick and crying,
cause when it bumps - it's really very sore.

Now there's a way to stop the ball.
It isn't difficult at all.
All it takes is wisdom.
I'm absolutely sure that we could get

it back into the box and bind the chains and
lock the locks.
But no one seems to want to save the children
anymore.
Well, that's the way it all appears
cause it's been bouncing round for years and
years
in spite of all the wisdom wiz
since these wondrous days of yore
when they came across the box,
bound up with chains and locked with locks
and labeled: KINDLY DO NOT TOUCH. IT'S WAR.

Now ask the children how the poem made them
feel. After all who wish to share have done so,
ask someone to label the box:

"KINDLY DO NOT TOUCH. IT'S WAR."

Suppose all the people in the world decided to
get rid of war. What kind of things would we want
to put back into that box? Think about the kinds
of things that spilled out when someone opened the
box.

Make various materials available to the class,
such as: magazines, paper, scissors, pencils,
crayons, markers, etc. Ask the children to make
something that they would like to lock in the box.
It could be a picture, a poem, a short story, or
just a word. Let the children share with each
other what they will put in the box. Each child
drops his/her creation into the box. It is bound
with the chains and locked with the locks.

Allow some silence in which to think about a
world without all the things in the box.

This exercise adapted from Let Peace Begin
With Me by Mary Lou Kownacki, Twenty
Third Publications, 1983.

III. Sadako and the Thousand Paper Cranes

It is important for children to know that they
can work for world peace in small ways while they
are young. The story of Sadako shows that someone
can cause others to care about peace even if they
are young and weak.

Read or tell the story, Sadako and the Thousand
Paper Cranes by Eleanor Coerr, Dell, 1979. This
book is in the Yearly Meeting Library, most public
libraries, and is in print. If you do not have
the book, the following is a short version of the
story for you to read or tell to the class:

Sadako Sasaki was only two when an atom bomb was dropped on the city of Hiroshima in Japan where she lived with her family. The bomb was dropped by the United States Air Force in an attempt to end World War II. Ten years later Sadako died as a result of radiation sickness from the bomb.

A Japanese tradition holds that anyone who folds one thousand paper cranes will have their deepest wish come true. From her bed, Sadako set out to fold a thousand paper cranes as a prayer for health. At first it was easy enough, but as the illness grew worse each fold became more difficult. When she died in 1955 she had folded 644 paper cranes. From her death bed she held up one and said in a quiet voice: "I will write peace on your wings and you will fly all over the world."

When she died her classmates folded the other three hundred and fifty-six cranes so that one thousand were buried with Sadako. Then Sadako's classmates collected her letters and published them in a book. The book was sent around Japan and soon everyone knew about this brave little girl and her thousand paper cranes.

Sadako's friends began to dream of building a monument to her and to all children who were killed by the atom bomb. Young people throughout the country helped collect money for the project. Finally their dream came true. In 1958 a statue was unveiled in the Hiroshima Peace Park. There is Sadako, standing on top of a granite mountain of paradise. She is holding a peace crane in outstretched hands.

Today children from all over the world make paper cranes and send them to Japan as a prayer for peace.

After you tell the story:

1. Encourage the children to share their feelings about war.
2. What sort of things do they think they can do or their families can do to make war less likely? Stress positive action.
3. Make a chain of cranes for your meetinghouse. The children can write the word, "peace", on the wings of their cranes.

General notes on the folds:

1. ----- = valley fold - paper is folded up.
2. - - - - - = mountain fold - paper is folded down.
3. Squash fold - paper is pulled up from underneath and then creased down.
4. Reverse fold - folding in the opposite direction from the previous fold. The crane's head and tail are reverse folded.



hint: check next picture to see what you're aiming for.

① valley fold

② mountain fold

③ squash fold

④ (you will end up with a square - 1/4 size of original paper) - see #6.

⑤ repeat behind

⑥ crease along marked lines - then repeat

⑦ on each side pull the lower point of the square up and fold the side corners inside

⑧ repeat behind

⑨ fold top layer side flaps to center. repeat behind

⑩ crease and reverse fold (up) (neck + tail)

⑪ reverse fold down - for head

⑫ pull wings down

To string the cranes together, use a largish needle and heavy thread. Push the needle and thread through the middle of each crane, from bottom to top.

4. Make a large hanging crane out of wood or cardboard. There are complete directions in the Resource Section.

5. Suggest that the children write a letter to Sadako, as they would if they had known her. When the letters are completed they may be mailed with a cover letter from your Meeting to:

World Friendship Center
1544 Mirobi-machi
Hiroshima, Japan

IV. How War Hurt Children in Concentration Camps in World War II (Appropriate for children ages 10 and up. For younger children or a mixed-age group, use the Butter Battle in Section V below.)

Briefly explain the Holocaust for those children who do not understand. Tell the story of Terezin:

During World War II, a town in Czechoslovakia called Terezin was used as a stopping place for Jews from all over Europe on their way to the concentration camps. More than 40,000 Jews were crowded into a town where only 17,000 lived before. People slept on floors of damp basements and dusty attics. They lived in filth with little to eat. Life in Terezin was terrible, but it was better than what awaited them when the trains took them to the death camps.

The children of Terezin saw their grandparents die from hunger and disease. They saw their parents tortured, their neighbors executed and their friends shipped on cattle cars to their deaths. Some adults tried to hide the truth of what was happening from the children, but the children knew. Many of them secretly captured the nightmare of Terezin through drawings and poetry. Some of their drawings were hopeful with beautiful pictures of countrysides and princesses and clowns. Others, however, were very realistic pictures of wire fences and armed guards. In their poetry they were able to deeply express their true feelings. These drawings and poems were found after the war and collected into a book called I Never Saw Another Butterfly (available from the PYM Library). Of the 15,000 children at Terezin, only 100 survived the war.

Read some of the poems. Imagine with the class how it felt to be in such a place. What would you do all day? What would you talk about with your friends? What would you fear the most? What kinds of things would you see

every day? If you wished to make a picture what kind of materials would you use? What would you do with it when it was finished?

If you do not have a copy of the book, I Never Saw Another Butterfly, here are some of the poems:

At Terezin

When a new child comes
Everything seems strange to him.
What, on the ground I have to lie?
Eat black potatoes? No! Not I!
I've got to stay? It's dirty here!
The floor - why look, it's dirt, I fear?
And I'm supposed to sleep on it?
I'll get all dirty!

Hear the sound of shouting, cries,
And oh, so many flies.
Everyone knows flies carry disease.
Ooooh, something bit me! Wasn't that a
bedbug?
Here in Terezin, life is hell
And when I'll go home again, I can't yet
tell.

"Teddy"

The Garden

A little garden,
Fragrant and full of roses.
The path is narrow
And a little boy walks along it.

A little boy, a sweet boy,
Like the growing blossom,
When the blossom comes to bloom,
The little boy will be no more.
Franta Bass

The Butterfly

The last, the very last,
So richly, brightly, dazzlingly yellow.
Perhaps if the sun's tears would sing
against a white stone...

Such, such a yellow
Is carried lightly 'way up high.
It went away I'm sure because it wished to
kiss the world goodbye.

For seven weeks I've lived in here,
Penned up inside this ghetto
But I have found my people here.
The dandelions call to me
And the white chestnut candles in the court.
Only I never saw another butterfly.

That butterfly was the last one.
Butterflies don't live in here,
In the ghetto.

Pavel Friedman

I'd Like To Go Alone

I'd like to go away alone
Where there are other, nicer people,
Somewhere into the far unknown,
There, where no one kills another.

Maybe more of us,
A thousand strong,
Will reach this goal
Before too long.

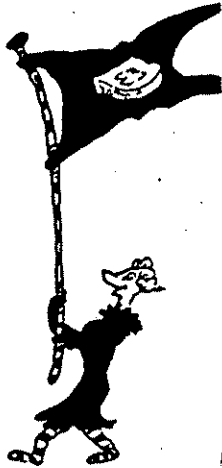
Alena Synkova

On a Sunny Evening

The sun has made a veil of gold
So lovely that my body aches.
Above, the heavens shriek with blue
Convinced I've smiled by some mistake.
The world's abloom and seems to smile.
I want to fly, but where, how high?
If in barbed wire, things can bloom
Why couldn't I? I will not die!

Adapted from Let Peace Begin with Me, by Mary Lou Kownacki, Twenty Third Publications, 1983.

V. The Butter Battle Book by Dr. Seuss, New York: Random House, 1984.



This book is Dr. Seuss for grown-ups and children. The story is simple enough. The Yooks, who eat their bread with the butter side up, are engaged in an escalating stand-off with the Zooks, who eat their bread with the butter side down. Each side creates more and more sophisticated weapons with names like "Blue Gooer" and "Poo-a-Doo Powder." Patriotic songs, marching bands, and fancy uniforms dignify the combatants. The story ends

with a Zook and a Yook, each holding a "Big-Boy Boomer", ready to annihilate each other.

No happy ending here - Dr. Seuss leaves the reader with questions, not answers. On one level he has satirized the arms race and military pomp and ceremony; on another he mocks all our smaller disputes and attempts to prove our rightness. This is a scary book - not to be read without follow-up discussion and activities.

After reading the story choose among these activities:

1. Ask such questions as: What's going to happen next? Can you think of more than one ending? Can you think of an argument you've had in which the

issue is as silly as how to eat bread? Are people this stubborn in real life?

2. Decide whether you want to talk about the arms race or about more personal disputes or both. Children will respond more vocally to a discussion of personal disputes, but they are also concerned about the arms race. Brainstorm solutions to the problem in the book. How else could the Yooks and Zooks solve their controversy? Think of international or religious disputes. What are the causes of these conflicts? Would any of your solutions work in these cases?

3. Act out the story. Simple props might include flags and uniforms or hats for each side. Make up more than one ending and act each ending out. Talk about the effects of uniforms, patriotic music and parades.

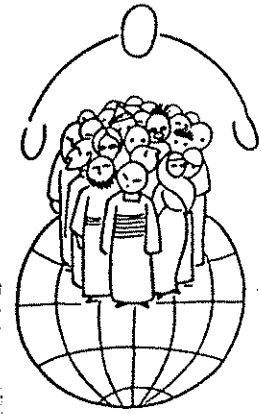
4. Using paint or crayons draw two pictures, one depicting a peaceful solution, one a violent solution to the story. Or have each person write out an ending, illustrate it and share it.

5. Take a conflict you've had such as "who gets to ride in the front seat" or "who gets the last candy" and create appropriate flags or songs or speeches for your side. Share and talk about these conflicts and creations.

Note: Quakers will easily relate this story to the arms race, but bringing it closer to home, to disputes with neighbors or family members, may well be more challenging.

VI. Where Are Wars Today?

Bring in a large map of the world, an atlas, or a globe, magazine pictures and articles about conflicts in the world now. You can also ask children to bring in pictures and articles. Mark with small flags the areas in which people are fighting today. Most encyclopedias picture world flags under the "Flag" entry. The World Almanac also has color



pictures of flags. Show pictures and talk about a particular area such as the Middle East, South Africa or Northern Ireland if you feel it is appropriate to the age group. Explain the meaning of "Third World." Emphasize getting to know other cultures.

A. Have a third world craft fair. One source is Selfhelp Crafts, 240 N. Reading Rd., Ephrata, PA 17522; (717) 738-1101. It is a non-profit program of the Mennonite Central Committee.

B. Pick one or several third world countries to discuss and share a meal consisting of their everyday food. UNICEF publishes a cookbook, Many Hands Cooking: An International Cookbook for Boys and Girls.

C. Raise money from your "Third World Meal" or the craft sale to send to UNICEF or AFSC to help children in war-torn areas:

United States Committee for UNICEF
331 East 38th Street
New York, N.Y. 10016
(212) 686-5522; 1-800-228-1666.

American Friends Service Committee
1501 Cherry Street
Philadelphia, PA 19102 215) 241-7000

In the Resource Section there is also a list of projects you can do for the Material Aids Section of AFSC.

D. Do a lesson on the distribution of resources, especially food. See the Resource Section for one such lesson.



VII. The United Nations

This section provides an opportunity to tell children about the work of the United Nations.

A. Here is a brief overview of that body:

History of the UN

The United Nations came into being October 24, 1945, after a majority of its 51 founding members, including the US, the United Kingdom, the Soviet Union, France and China, had ratified the UN Charter. The idea and commitment for the UN grew out of these nations' fervent desire to "save future generations from the scourge of war."

The UN Charter spells out the UN's purposes: to maintain international peace and security; to develop friendly relations among nations; to cooperate internationally in solving international economic, social, cultural and humanitarian problems, and in promoting respect for human rights and fundamental freedoms; to be a center for harmonizing the actions of nations in attaining these common ends.

The UN is an organization of independent sovereign states. It is not a world government. It does not legislate. It is, however, a place where Member States meet to discuss mutual concerns and it provides machinery for cooperation to solve common problems. The UN is and can be only as strong as the collective will of the peoples and governments supporting it.

(From ABC's of the U.N.)

B. If you want more information:

1. United Nations Association of U.S.A.
300 E. 42nd St.
New York, N.Y. 10017

Write for a catalog of publications

2. Ed Ramberg, PYM United Nations Committee
1515 Cherry Street
Philadelphia, PA 19102 (215) 241-7240.

Ed is a volunteer who works on U.N. issues. He or a member of the U.N. Committee can visit your Meeting and/or provide information by phone. The Resource Section includes a page of information on this Committee.

3. Gerda and Bill Hargrave

18 Nyack Ave.

Lansdowne, PA 19050 (215) 626-6460

Gerda is available to run trips to the U.N., or will bring U.N. and UNICEF materials to your Meeting to sell, and will do a presentation with slides on the U.N. for your Meeting.

4. Quaker United Nations Office

777 U.N. Plaza

New York City, N.Y., 10017

The Friends World Committee for Consultation is recognized as an international Non-Governmental Organization, and granted consultative status by the Economic and Social Council of the United Nations. As sponsor of Quaker United Nations Offices in New York and Geneva, the FWCC delegates principal responsibility for QUNO-New York to the American Friends Service Committee. Support for, and cooperation with, the Quaker Representatives in these offices comes from Friends and those associated with them in 20 countries. The staff studies issues of Quaker concern, such as disarmament and human rights; consults with U.N. delegates; and organizes conferences. Quaker House in New York provides a place where U.N. delegates can meet informally.

Write for more information.



C. The Rights of the Child - An Example of the United Nations at Work.

Nearly 30 years ago, the U.N. announced that, no matter where children live, they all should grow up enjoying certain rights. Like our own Bill of Rights, the U.N.'s Declaration of the Rights of the Child lists ten specific privileges all children should enjoy.

The first right listed is the right to affection, love and understanding. If your children were drawing up a list of rights for the almost 1,692,240,000 children who live in the world today, what would they include?

Make a list on newsprint. Then compare your list to the U.N. list printed below. Are the lists the same? How are they different?

The symbols shown are those used to represent the Rights of the Child. Let the children create their own symbols for each Right as well.

Some questions to think about:

Have you ever imagined what life would be like if you were growing up somewhere else? What it would be like to grow up without TV, dessert, bicycles, ball games, summer vacation or even tooth-brushes and homework?



The U.N. organization which is most involved with children is UNICEF, the United Nations Children's Fund. For more information on UNICEF, write or call

1. U.S. Committee for UNICEF
 331 E. 38th Street
 New York, N.Y. 10016
 (212) 686-5522; 800-228-1666

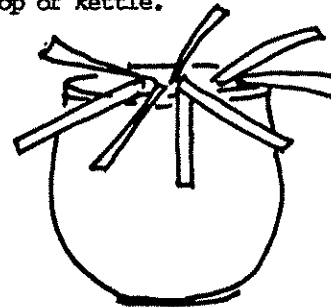
Call or write for information and a catalog of publications, cards and gift items.

See also the page on UNICEF in the Resource Section.

2. Gerda Hargrave (see above)


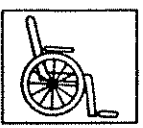




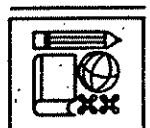



VIII. Peace Soup

Draw a kettle on a large sheet of construction paper or poster board. Cut multi-colored paper strips and give to the children. Have them write ingredients for a Peace Soup. Tape or staple the strips to top of kettle.

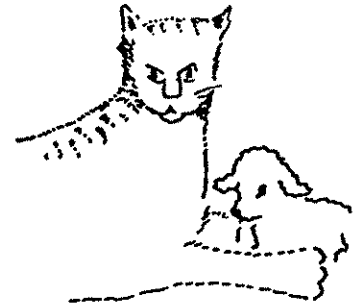


Close with some of the peace songs listed in the Resource Section.

THE RIGHTS OF THE CHILD

| | | |
|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------|
| The right to affection, love and understanding |   | The right to special care, if disabled |
| The right to adequate nutrition and medical care. |   | The right to be among the first to receive relief in times of disaster. |
| The right to protection against all forms of neglect, cruelty and exploitation. |   | The right to learn to be a useful member of society and to develop individual abilities. |
| The right to free education and full opportunity for play and recreation. |   | The right to be brought up in a spirit of peace and universal brotherhood. |
| The right to a name and nationality. |   | The right to enjoy these rights, regardless of race, color, sex, religion, national or social origin. |

*"And the wolf shall dwell with the lamb, and the leopard shall lie down with the kid, and the calf and the lion and the fawning together, and a little child shall lead them."
Isaiah 11:6*



The Peaceable Kingdom

WHAT:

The vision of harmony pictured in the eleventh chapter of Isaiah has been a powerful image for Friends. The famous pictures of Edward Hicks depict this scene over and over again. The scene still has the power to move us; the Bible passage presents, in metaphorical terms, a possibility of reconciliation. This packet ends with a look at this image. Section I is an activity which asks the children to examine the Biblical passage via Edward Hicks' picture and then to represent their own version of the Peaceable Kingdom. In Section II banners are made which present the image of the Peaceable Kingdom.

HOW:

I. Building Our Own Vision of the Peaceable Kingdom

This activity is structured to allow for everyone to participate, regardless of age. By using an art activity, there is less emphasis on verbal skills. And by making it a simple art activity with limited materials, drawing or painting skills are not needed.

Materials:

- Large paper suitable for a mural background to be hung on the wall
- Colored construction paper
- Scissors for adults and children (and left handers!)
- Tape

Pictures of Edward Hicks' Peaceable Kingdom (The Yearly Meeting Library has three copies of A Peaceable Season, containing several different paintings in the series. The Philadelphia Museum of Art has postcards of one of the paintings. A member of your Meeting may have a larger copy, since poster-size versions are available at some museums and art poster stores.

Process: Give the group a copy of Hicks' painting (or give smaller groups multiple copies) to study. You can explain that these paintings were one man's idea of what might be in a peaceful kingdom. You'll need to make sure that everyone understands those two words: "peaceable" and "kingdom". Read Isaiah 11:6-10 to show the Biblical roots of the pictures.

Have people describe what they see in the paintings (not an interpretation, just an actual description). If you have several different versions (Hicks painted many), look at all of them. But try to use the ones with the Indians signing a treaty in the background, as this will help with the final discussion. If you have lots of time, they can also talk about what appeals to them in the

pictures. Explain the presence of Penn and the Indians.

Put the paintings aside for a while. Ask everyone to think about his/her own idea of what would be in a peaceable kingdom. Then, using only construction paper and scissors, each person is to cut out one thing that would be in their version of a peaceable kingdom. This part is done individually, though small children may need some help with the cutting. Some children may want to cut out two images. This should be fine, because some people will take longer than others to cut out their picture.

As people are finished, they can tape their cut-outs onto the mural (which is on a wall). Use a good sized (at least 3' x 6') piece of brown wrapping paper. When everyone is done, with all focused on the mural, anyone who would like to can say what he/she made. The pictures will probably include lots of animals due to the influence of Hicks, but will hold many surprises. The mural can be saved and displayed in the meetinghouse.

Now return to the paintings and have the group(s) list anything that is unusual or unlikely in the pictures. Have people think about the time when the painting was done. You are looking for such ideas as the way the children are sitting with wild animals or how predators and prey are lying together, or that the Quakers are signing a treaty with the Indians.

Lead a discussion with the group along this line: Hicks seems to think that if we are going to bring about a peaceful society we have to overcome some of our assumptions and stereotypes about the way things are. Maybe they don't have to be that way just because we're told they always have been. In our time, if we want to see a peaceable planet, what ideas do we need to change? Look for specific answers. They might include: The idea that you can't trust the Russians. That war is inevitable. That children can't offer any solutions to the world's problems.....

(This exercise was created by Lorraine Wilson, former staff person of the NonViolence and Children Committee.)

You may want to close this exercise by reading the words of Penn's treaty with the Indians. This exercise provides a place to talk about how William Penn's Holy Experiment was in fact an attempt to create a real world "Peaceable Kingdom."

Penn's Treaty with the Indians

"We will be brethren, my people and your people as the children of one father. All the paths shall be open to the Christian and the Indian. The doors of the Christian shall be open to the Indian, and the wigwam of the Indian shall be open to the Christian. The Christians shall believe no false stories; they shall first come together as

brethren and inquire of each other; when they hear such false stories they shall bury them in the bottomless pit. The Christian hearing news that may hurt the Indian, or the Indian hearing news that may hurt the Christian shall make it known the one to the other, as speedily as possible, as true friends and brethren. The Indian shall not harm the Christian nor his friend, but they shall live together as brethren. As there are wicked people in all nations, if the Indian or the Christian shall harm the one or the other, complaint shall be made by the sufferer, that right may be done; and when right is done, the wrong shall be forgotten and buried in the bottomless pit. The Indian shall help the Christian and the Christian shall help the Indian against all men who would molest them.

"We will transmit this league between us to our children. It shall be made stronger and stronger and be kept bright and clean, without rust or spot, between our children and our children's children, while the creeks and rivers run, and while the sun, moon and stars endure."



This wampum belt is something else you may want to share. The original is at the Historical Society of Pennsylvania in Philadelphia. The wampum belt was given to William Penn by the Indians as a symbol of their pledge of friendship. It is made of small white and purple shell beads.

Long before the United States Mint was established at Philadelphia, the Indians used to gather on the banks of the Delaware to make or manufacture money. It was shell money that they made; it was called wampum. Purple wampum beads corresponded to our gold, and white wampum beads to our silver. The purple beads were worth twice as much as the white. Purple was a royal color among the Indians.

Peace belts were usually about thirty inches long, or long enough to tie over the breast or around the body. They were a handbreadth wide. This one contains the picture in purple of two figures clasping hands in friendship.

II. Banners

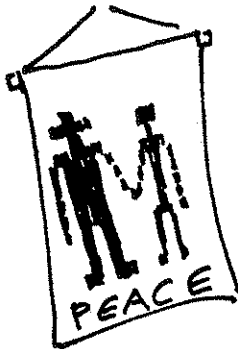
A. Theme

Make a banner on the theme of the "Peaceable Kingdom" to display in your meetinghouse. This is an excellent project for adults and children alike. Let the children help you determine the design of the banner. They may want to represent the Hicks painting in some way or they may want to

include an updated vision of the Peaceable Kingdom. One idea is to make the banner two-sided. One side could draw on Hicks' picture; the other side could depict a modern image of peace. We've included below the phrase "May Peace prevail on earth" in several languages as well as "Peace" in Chinese, "Shalom" in Hebrew, and "Peace to the World" in Russian. You may want to include one of these phrases on your banner.

B. Construction

Size: 28" wide x 44" long.
Material: Felt works best.
 Fabric glue such as Sobo is essential, as are good quality scissors.
Process: You will want a pattern to follow so do a drawing or sketch of the design for people to refer to. Cut out all the shapes first. Lay them on the banner and finally glue them down. Decorate both sides. Three essentials:



1. All lettering must be large enough to be seen at a distance: at least 3-1/2" high
2. Hem the top of the banner and insert a light weight, flat piece of wood so the banner will hang well. Sew the wood into the banner.
3. Put your Meeting's name on the banner. Sometimes Meetings put their name in large letters on the back of the banner.

III. Closing

Sing one or more of the following songs:

- Let There Be Peace on Earth, #18, Songs of the Spirit
 Dona Nobis Pacem, Resource Section
- Shalom Chaverim, #56, Songs of the Spirit
- Vine and Fig Tree, #47, Songs of the Spirit
- Study War No More, #32, Songs of the Spirit

Japanese

世界人類が平和でありますように

German

Möge Friede auf Erden sein

Arabic

السلام للعالم أجمع

French

Puisse la Paix régner dans le monde

Italian

Che la pace possa regnare sulla terra

Chinese

我們祈禱世界人類的和平

Dutch

Moge vrede heersen op aarde

English

May Peace Prevail On Earth

Korean

세계인류가 평화롭기를

Hindi

विश्व में शांति रहे

Russian

Да будет мир на всей земле

Hebrew

ישרה שלום עלי אדמות

Spanish

Paz a Todos Los Hombres

Greek

Εὐχόμεθα ἢ εὐχαριστοῦμεν ἢ εὐχαίρῃ ὅταν ἴδωμεν

Ottawa

MAH NOH TAH BISON TAM GOT-EMAH AHKEENG KOC

Hopi

TUWA KWATSI ES LOOMA EYESNI

Polish

Niech ludzkosc swiata zyje w pokoju

Gaelic

Go mBeidh Slòthchain Go Deo Ar Thalamh An Domhain

Swedish

Må fred råda på jorden

Vietnamese

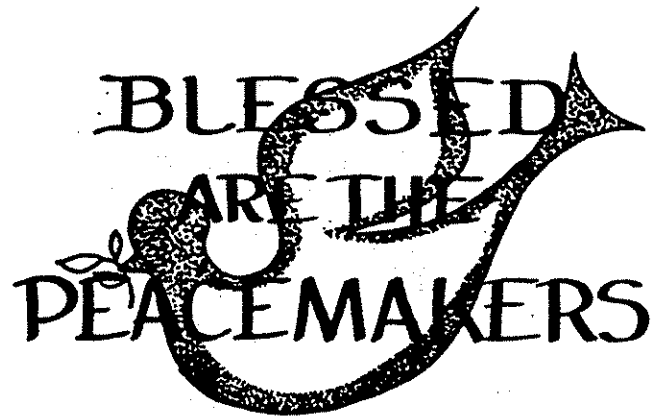
NGUYỄN XIN HÒA BÌNH ĐẾN VỚI

TOÀN THỂ NHÂN LOẠI TRÊN THẾ GIỚI

Мир миру
 peace to the world.

PEACE
 שלום

和平
 PEACE



Resource Section

On the following pages you will find the various resources referred to in the other parts of this packet. In the upper right-hand corner of each page is printed the name of the unit, e.g., "Shalom", for which that resource is helpful. There are four general resources: the song list on this page, a selection of cooperative games, a bibliography, and quotations.

SONGS

All these songs are in Songs of the Spirit, available from Friends General Conference.

| | |
|-----------------------------|----|
| Prayer of St. Francis | 15 |
| Let There Be Peace on Earth | 18 |
| Magic Penny | 23 |
| When I Needed a Neighbor | 29 |
| Study War No More | 32 |
| Peace Like a River | 42 |
| Simple Gifts | 46 |
| Vine and Fig Tree | 47 |
| Amazing Grace | 51 |
| Shalom Chaverim | 56 |
| Morning Has Broken | 56 |

Two additional songs are included on the next page.

Another good source for peace songs is Rise Up Singing, edited by Peter Blood-Patterson, available from FGC.

The ordering address for Friends General Conference is in the Introduction to this packet.

Dona Nobis Pacem

I
Do - na no - bis pa - cem, pa - cem; do - na no - bis pa - cem.

II
Do - na no - bis pa - cem, do - na no - bis pa - cem.

III
Do - na no - bis pa - cem, do - na no - bis pa - cem.

WHATSOEVER YOU DO'

Rev. W. F. Jabusch

Refrain

What - so - ev - er you do' to the least of my
broth - ers, that you do un - to me.

Verses

1 When I was hun - gry, you gave me to eat;
2 When I was home - less, you o - pened your door;
3 When I was wea - ry, you helped me find rest;
4 When I was lit - tle, you taught me to read;
5 When in a pris - on, you came to my cell;
6 In a strange coun - try, you made me at home;
7 Hurt in a bat - tle, you bound up my wounds;
8 When I was Ne - gro, or Chi - nese, or white;
9 When I was a - ged, you both - ered to smile;
10 You saw me cov - ered with spit - tle and blood;
11 When I was laugh - ed at, you stood by my side;

1 When I was thirst - y, you gave me to drink.
2 When I was na - ked, you gave me your coat.
3 When I was anx - ious, you calmed all my fears.
4 When I was lone - ly, you gave me your love.
5 When on a sick bed, you cared for my needs.
6 Seek - ing em - ploy - ment, you found me a job.
7 Search - ing for kind - ness, you held out your hand.
8 Mocked and in - sult - ed, you car - ried my cross.
9 When I was rest - less, you lis - tened and cared.
10 You knew my fea - tures, though grim - y with sweat.
11 When I was hap - py, you shared in my joy.

Now en - ter in - to the home of my Fa - ther.

Permission granted to use by Rev. W. F. Jabusch

Cooperative Games

This packet presents a wonderful opportunity to teach your children some cooperative games. These games emphasize having fun rather than winning or losing. Most can be played by all ages. The ones included here are just a few of the many possible games available. If you want to learn more games, here are some sources:

Silver Bullets by Karl Rohnke. Order from Project Adventure, Inc., P.O. Box 100, Hamilton, MA, 01936; (617) 468-1766.

A Manual on Nonviolence and Children by Stephanie Judson. Philadelphia, PA: New Society Publishers, 1977. Order from FGC. Includes a special section of games, For the Fun of It!

The New Games Book by Andrew Fluegelman, Headlands Press, 1976.

Follow Me: A Handbook of Movement Exercises for Children by Marianne Torbert. Order from L. G. Advisors, Box 175, Bala Cynwyd, PA 19004; (215) 649-7879. The Girl Scouts recommend this book highly.

The Second Cooperative Sports and Games Book by Terry Orlick. NY: Pantheon: 1982. Available from commercial bookstores. Other books by the same author: Cooperative Sports and Games Book (available from FGC), Every Kid Can Win, Winning Through Cooperation, and In Pursuit of Excellence.

Games Manual of Non-Competitive Games by Jim Deacove, 1974. A Family Pastimes Product, RR 4, Perth, Ontario, Canada K7H3C6. Write this address for a catalogue which includes this book and games you can purchase.

Games For Young Children

1. Rocking (from Burma)

The children sit in a line one behind the other on the floor or ground, with their feet stretched out straight in front of them, touching the back of the one ahead. They stretch out their hands to reach the shoulders of the child ahead, and in that position they sing to the tune of the chorus of "Jingle Bells":

All together, all together,
Now we rock and rock,
Just like birdies in the trees,
Sing and rock and rock.

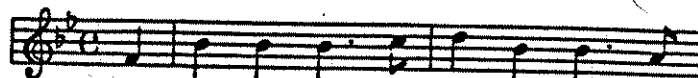
All together, all together,
Oh, what fun for all!
Just like birdies in the trees,
Look out! Whee-ee-ee! We'll fall!
As they sing, "We'll fall," the children all tumble over.

2. Clapping Game

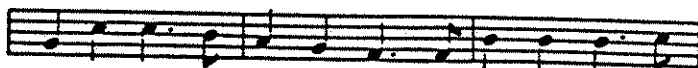
One person goes out of the room. The rest of the group decides on an object for the person to find. The person returns to try to find the object while the group claps. The group will help the person complete the task by clapping louder and louder as the person approaches the object. If the person is far away from the object, the clapping is soft.

3. The Muffin Man

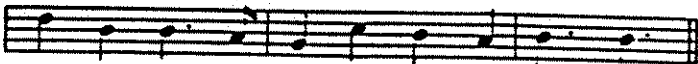
The players form a circle with one child standing in the center. The children dance around the circle as they sing the first half of the verse. They stand still and begin to sing the second half. The child in the center chooses a partner and joins hands with him. The two of them dance around inside the circle while the rest of the verse is sung. At the end of the verse the child who did the choosing goes back to the ring. The partner now stands in the center, the verse is sung again, and the game proceeds.



Oh, have you seen the muf - fin man, the
Oh, yes, I've seen the muf - fin man, the



muf - fin man, the muf - fin man? Oh, have you seen the
muf - fin man, the muf - fin man. Oh, yes, I've seen the



muf - fin man that lives in Dru - ry Lane, O!
muf - fin man that lives in Dru - ry Lane, O!

4. Musical Hugs

(adapted from Switchbacks by Gail Wooten)

Small children seem to enjoy this tremendously. Children walk around the room while music is playing, or the leader is singing. When the music stops, everyone hugs another person. The music starts up again and the whole thing is repeated. The teacher can suggest that they hug a different person each time.

Variation: Try musical backs, musical elbows, etc.

Games for All Ages

1. Musical Chairs and Musical Laps

First play traditional musical chairs and then play musical laps.

Musical Laps (Sandra Cangiano at an Abington Friends School faculty workshop)

This is a cooperative version of Musical Chairs. The whole group forms a circle, all facing in one direction, close together, each with hands on the waist of the person ahead. When the music starts, everyone begins to walk forward. When the music stops, everyone sits down in the lap of the person to the rear. If the whole group succeeds in sitting in laps without anyone falling to the floor, the group wins. If people fall down, gravity wins.

From For the Fun of It! by Marta Harrison

Talk about the difference between these two games. What happens in "Musical Chairs"? Who wins? What happens in "Musical Laps"? Who wins? How did you feel after each game? (Get responses from winners and losers)

2. Save Your Friends

This is basically Musical Chairs with a cooperative twist - using chairs or cushions or even newspaper, have everyone get in a circle, each sitting on whatever. Then play the music and remove one seat. When the music stops, everyone scrambles for a seat - the difference is that you have to get everyone on the seats (pretend that this is a boat and anyone without a seat is in the water and so must be saved!) Keep going until you have one or two seats left.

3. Life Raft

With masking tape mark out a square on the floor of the classroom - size will depend on the size of your class. The square should be just barely big enough for everyone to fit on at one time. Tell the class the square is a life raft surrounded by open sea. The task is to fit everyone on the raft.

4. Knots

Everyone closes eyes and moves together, each person taking another person's hand in each of his or her hands. When each person has two hands, then all open their eyes and try to untangle themselves without dropping hands. The group must work together to get out the knots. It leads to very amusing situations because although the group may end up in one big circle, most of the time there will be a knot or two in the circle, and even two or more circles, either intertwined or separate. It's great fun and leads to group cooperation.

This game is a physical example of cooperation in action. (From Marta Harrison's For the Fun of It!)

5. Human pyramid

Ask the class to build a human pyramid. The only rule is to use every class member. This game requires plenty of space, a soft surface such as carpet or grass, and spotters.

6. Ha Ha

Lots of floor space needed, or a lawn under a warm sun. Someone lies down and the next person lies down putting his or her head on the stomach of the first person. The third person puts his or her head on the stomach of the second person, and so on. Then the first person says HA! Second person: HA HA! Third person: HA HA HA! and so on, increasing the number of HA's. The laughter is infectious. Try it and see how it feels.

7. Jack-in-the-Box Name Game

Circle. First person starts by standing up and saying her name: "I'm Cynthia." Then she introduces four people on her left, starting with the farthest person: "This is Joe, Susan, Pam, Bob." When each name is said, that person stands up and sits down quickly. There is a jack-in-the-box effect, people standing and sitting one after the other. Then the person on Cynthia's right stands up and introduces himself and the four people to his left: "I'm Pat and this is Susan, Pam, Bob and Cynthia," dropping one person introduced previously (in this case, Joe). Again, when each person's name is mentioned, he or she stands or sits quickly. By the time introductions get around the circle, the names will be more familiar and the smiles a little bigger.

With younger children, fewer people can be introduced, maybe one or two.

8. Corners Game

The purpose of this game is to have people begin to choose and talk about their values. The teacher names two items and designates a corner of the room for each one. Each person then chooses the item he or she feels closest to and goes to that corner of the room. The leader suggests that people pair up with one other person in their corner and describe the reasons why they have chosen that item. After a couple of minutes, the group leader assigns another item to each corner, and people again choose by walking to that corner and describing their reasons for choosing.

Depending on the age, and the kinds of things the teachers want to focus on, some possible combinations might be: a dandelion or an orchid? a patchwork quilt or an electric blanket (a unit on energy-saving devices)? ocean or mountains (geography)? a book or a movie? being blind or being deaf? Indian Chief or Queen?

9. Shoes

Ask everyone to take off their shoes and put them in a pile in the middle of the room. When this has been done, ask everyone to pick a pair out of the pile that is not theirs and ask them to sit down again. Taking turns, each person will try to locate the proper feet for the shoes. This can become extremely funny. When everyone is properly shod take a few minutes to focus on the idea that we are all unique and even our feet point to "I Am Special". Remember Cinderella?

10. Frozen Bean Bag

Children each get a beanbag to put on their heads; they then follow a director who calls directions such as "walk!" "stop!" "faster" "slower", etc. If a child's beanbag falls off his head, he is frozen until another child replaces it.

11. Hug Tag

A tag game except that you are only safe when you're hugging someone - put a limit on the hugs - say up to the count of ten.

12. Oranges

Have enough oranges (or any fruit: apples, lemons, etc.) for every member of your group. Pass an orange out to each person. Tell them to study their fruit by feeling it, smelling it, looking at it. The purpose is to get to know the fruit so well that it can be identified among all the other oranges. Gather the oranges in a paper bag. With everyone sitting in a circle dump the bag in the center. Now ask everyone to find their orange. Once everyone has the orange they are sure is theirs ask them to tell the group what qualities helped them to identify the orange. You might then have a brief discussion on what it would be like to be an identical twin. Or ask if any of them have known twins that were hard to tell apart; how did they do it?

13. Stand Up (adapted from The New Games Book)

Divide the class into pairs. Each pair sits on the ground back-to-back, knees bent and elbows locked. Now the partners try to stand up together. Once the pairs can stand up, try this in larger groups until the whole class stands up together.

14. Tug of Peace

(From Creative Conflict Resolution by William J. Kreidler). You'll need a long rope tied to form a circle. Lay the rope out in a circle. Have the children seat themselves around it and grab hold. Explain that the object of the game is for all the members of the group to raise themselves to a standing position by pulling on the rope. If anyone falls, the group loses. Count to three and say, "Go!" This is not easy.

15. Barnyard

People stand in a large circle, choose six animals (less for a group smaller than 20) and count off by animals; or a slip of paper with the name of an animal on it is passed out to each person. Then, with everyone's eyes closed (or a dark room could be used), each person finds all the others of his or her kind by constantly calling the animal sounds, "Baa-a-a," "Meow, meow," etc. When two of the same animals come across each other, they hold hands and find others until they are all together. It is a very funny game! Note: The idea is not to finish first, but merely to find your own kind.

16. "I'm Going on a Trip"

Sit in a circle. First person says "I'm going on a trip and I'm taking _____." He/she fills in the blank with something that can be shared with others - a song, a hug, a cake, etc. The second person repeats what the first person said and then adds a gift of his/her own. If someone forgets, it's fun to remind them. If your group is large, split into smaller groups for this activity.

17. Rainstorm

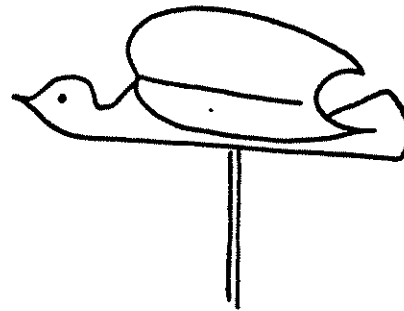
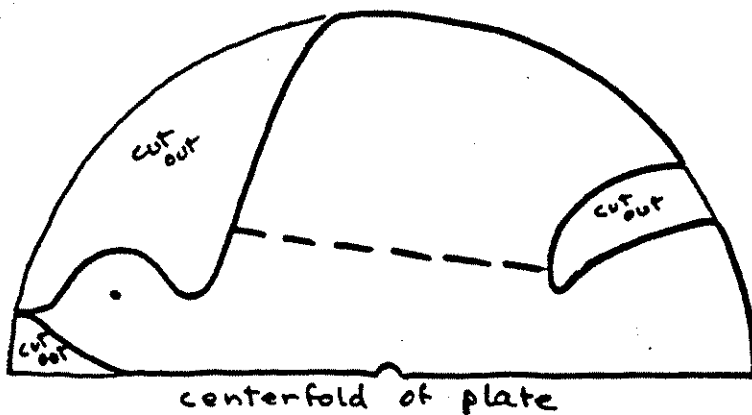
One person acts as the conductor of the storm and stands in the center of the circle. As with an orchestra, the conductor brings each person into the storm (symphony) in turn. Standing in front of one person, the conductor starts rubbing her or his own hands together. The person imitates the motion. The conductor turns around slowly in place until everyone is rubbing hands together. Then, coming around to the first person again, and while everyone is still rubbing hands, he or she starts snapping fingers. This motion also goes all the way around, with each person continuing the first motion until getting a new direction from the conductor. The game goes on with hands slapping thighs and finally with both slapping of thighs and stamping of feet - the crescendo of the storm. As with a thundershower, the volume decreases as the conductor goes through the above steps in reverse order until the last person rubbing hands is silent.

Peace Doves

Two Doves from Paper Plates

#1: Supplies: 9" white paper plates, scissors, paste, felt-tip pens, dowels (optional)

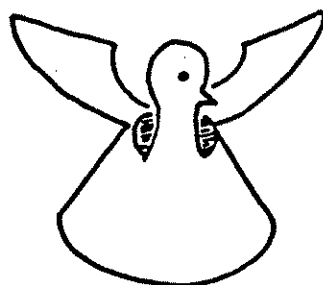
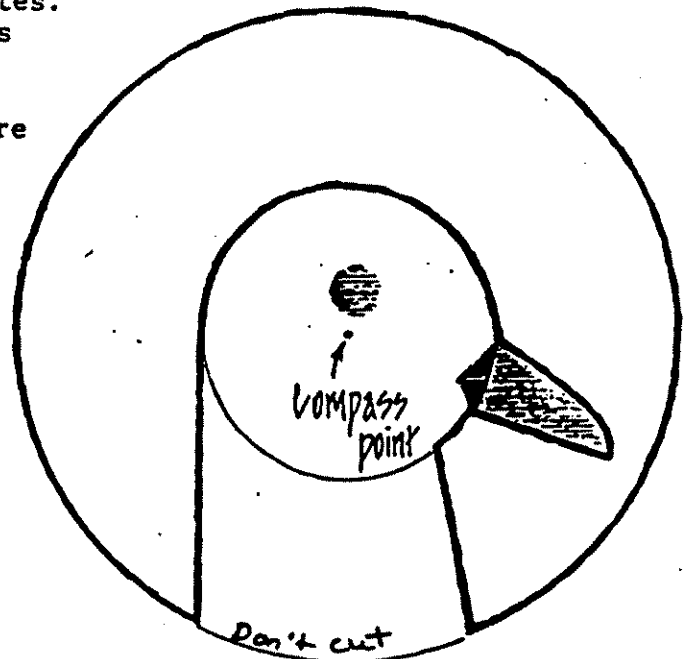
Fold the plate in half. Cut along the heavy line; fold the wings down on the dotted line. Paste the two sides of the body together. If you like, make a hole in the center of the plate and insert a dowel for carrying. Give the dove eyes, and color it as you like.



Courtesy Jersey Cape Coalition for Nuclear Disarmament

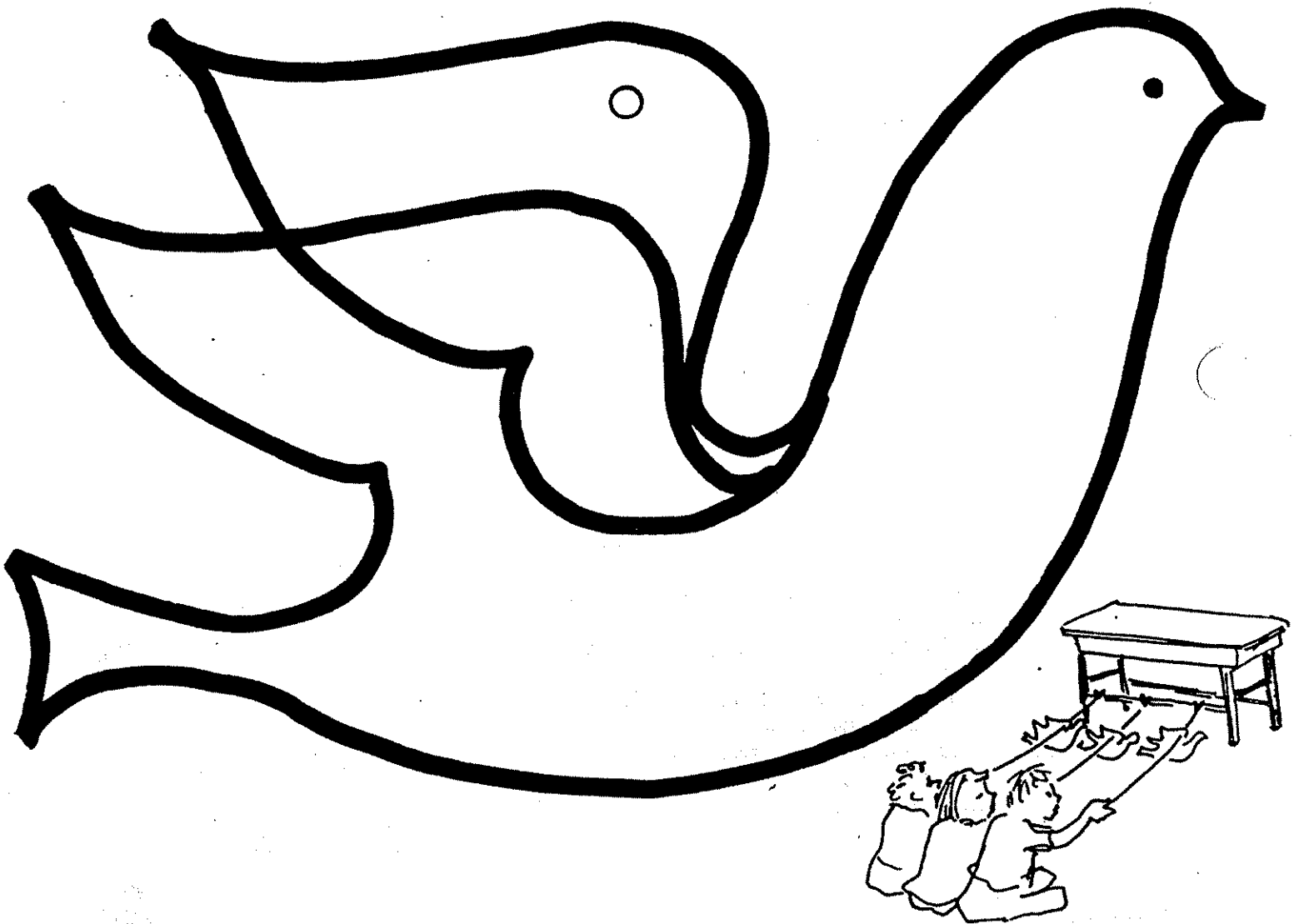
#2: Supplies: 9" white paper plates, a compass, a ruler, felt-tip pens, scissors.

- Mark the center of each plate.
- Use the actual-size pattern below to set your compass. Then copy the circles onto your paper plates.
- Following the diagram, draw lines A, B, and X on your plate. Cut along the heavy black lines and around the dove's head. (Be sure to leave the neck attached.)
- Color the dove as you like. Assemble it by inserting slot A into slot B.



Make and Decorate Cardboard Doves to Race:

Use a shirt cardboard. Copy the dove from the pattern and decorate both sides with crayons or paint. Cut out the dove, and make a string hole where marked. Measure ten feet of string; tie one end of the string to a table leg; thread string through the hole. Pull string taut, and dove will stand. Release and he'll flop forward. Pull-flop to the top of the string; flip him over and pull-flop home. Make several doves and have a race.



A STORY TO READ TO THE CLASS



Long ago only little people lived on the Earth. Most of them dwelt in the little village of Swabeedoo, and so they called themselves Swabeedoo-dahs. They were very happy little people, and went about with broad smiles and cheery greetings for everybody.

One of the things the Swabeedoo-dahs liked best was to give Warm Fuzzies to one another. Each of these little people carried over his shoulder a bag, and the bag was filled with Warm Fuzzies. Whenever two Swabeedoo-dahs would meet, each would give the other a Warm Fuzzy. Now, it is an especially nice thing to give someone a Warm Fuzzy. It tells the person they are special. It is a way of saying "I like you." And, of course, it is very pleasing to have someone give you a Warm Fuzzy. When you have a Warm Fuzzy held out to you, when you take it and feel its warmth and fuzziness against your cheek, and place it gently and lovingly in your fuzzy-bag with all the others, it's just extra-nice. You feel noticed and appreciated when someone gives you a Warm Fuzzy, and you want to do something nice for them in return. The little people of Swabeedoo loved to give Warm Fuzzies and get Warm Fuzzies, and their lives together were very happy indeed.

Outside the village, in a cold, dark cave, there lived a great green troll. He didn't really like to live all by himself, and sometimes he was lonely. But he couldn't seem to get along with anyone else, and somehow he didn't enjoy exchanging Warm Fuzzies. He thought it was a lot of nonsense. "It isn't cool," was what he would say.

One evening the troll walked into town, and he was met by a kindly little Swabeedoo-dah.

"Hasn't this been a fine Swabeedoo-dah day?" said the little person with a smile. "Here, have a Warm Fuzzy. This one's special, and I saved it just for you, for I don't see you in town that often."

The troll looked about to see that no one else was listening. Then he put an arm around the little Swabeedoo-dah and whispered in his ear.

"Hey, don't you know that if you give away all your Warm Fuzzies, one of these Swabeedoo-dah days of yours you're gonna run out of them?"

He noted the sudden look of surprise and fear on the little man's face, and then added, peering inside his fuzzy-bag: "Right now I'd say you've only got about two hundred and seventeen Warm Fuzzies left there. Better go easy on handin' 'em out."

With that, the troll padded away on his big green feet, leaving a very confused and unhappy Swabeedoo-dah standing there.

Now, the troll knew that every one of the little people had an inexhaustible supply of Warm Fuzzies. He knew that, as soon as you give a Warm Fuzzy to someone, another comes to take its place, and that you can never ever run out of Warm Fuzzies in your whole life. But he counted on the trusting nature of the little Swabeedoo-dahs, and on something else that he knew about himself. He just wanted to see if this same something was inside the little people. So he told his fib, went back to his cave, and waited.

Well, it didn't take long. The first person to come along and greet the little Swabeedoo-dah was a fine friend of his, with whom he had exchanged many Warm Fuzzies before. This little person was surprised to find that when he gave his friend a Warm Fuzzy this time, he received only a strange look. Then he was told to beware of running low on his supply of Warm Fuzzies, and his friend was suddenly gone. That Swabeedoo-dah told three others that same evening: "I'm sorry, but no Warm Fuzzy for you. I've got to make sure I don't run out."

By the next day, the word had spread over the entire village. Everyone had suddenly begun to hoard their Warm Fuzzies. They still gave some away, but very, very carefully. "Discriminatingly," they said.

The little Swabeedoo-dahs began to watch each other with distrust, and to hide their bags of Warm Fuzzies under their beds for protection at night. Quarrels broke out over who had the most Warm Fuzzies, and pretty soon people began to trade Warm Fuzzies for things, instead of just giving them away. Figuring there were only so many Warm Fuzzies to go around, the mayor of Swabeedoo proclaimed the Fuzzies a system of exchange, and before long the people were haggling over how many Warm Fuzzies it cost to eat a meal at someone's house, or stay overnight. There were even some instances of robberies of Warm Fuzzies. Some dark evenings--the kind the little Swabeedoo-dahs had enjoyed for strolling in the parks and streets and greeting each other to exchange Warm Fuzzies--it wasn't even safe to be out and about.

Worst of all, something began to happen to the health of the little people. Many of them began to complain of pains in their shoulders and backs, and as time went on, more and more little Swabeedoo-dahs became afflicted with a disease known as softening of the backbone. They walked all hunched over, or (in the worst cases) bent almost to the ground. Their fuzzy-bags dragged on the ground. Many people in the town began to say that it was the weight of the bags that caused the disease, and that it was better to leave the bags at home, locked up safely. After a while, you could hardly find a Swabeedoo-dah with his fuzzy-bag on.

At first the troll was pleased with results of his rumor. He had wanted to see whether the little people would feel and act as he did sometimes when he thought selfish thoughts, and so he felt successful with the way things were going. Now, when he went into town, he was no longer greeted with smiles and offerings of Warm Fuzzies. Instead, the little people looked at him as they looked at each other--with suspicion--and he rather liked that. To him, that was just facing reality. "It's the way the world is," he would say.

But as time went on, worse things happened. Perhaps because of the softening of the backbone, perhaps because no one ever gave them a Warm Fuzzy (no one knows), a few of the little people died. Now, all the happiness was gone from the village of Swabeedoo, as it mourned the passing of its little citizens.

When the troll heard about this, he said to himself: "Gosh! I just wanted them to see how the world was. I didn't mean for 'em to die!" He wondered what to do. And then thought of a plan.

Deep in his cave, the troll had discovered a secret mine of Cold Pricklies. He had spent many years digging the Cold Pricklies out of the mountain, for he liked their cold and prickly feel, and he loved to see his growing hoard of Cold Pricklies, to know that they were all his. He decided to share them with the Swabeedoo-dahs. He filled hundreds of bags with Cold Pricklies and took them into the village.

When the people saw the bags of Cold Pricklies, they were glad, and they received them gratefully. Now they had something to give to one another. The only trouble was that it was just not as much fun to give a Cold Prickly as a Warm Fuzzy. Giving a Cold Prickly seemed to be a way of reaching out to another person, but not so much in friendship and love. And getting a Cold Prickly gave one a funny feeling too. You were not just sure what the giver meant, for, after all, Cold Pricklies were cold and prickly. It was nice to get something from another person, but it left you confused, and often with stung fingers. The usual thing a Swabeedoo-dah said when he received a Warm Fuzzy was "Wow!" but when someone gave him a Cold Prickly there was usually nothing to say but "Ugh!"

Some of the little people went back to giving Warm Fuzzies, and, of course, each time a Warm Fuzzy was given it made the giver and receiver very joyful indeed. Perhaps it was that it was so unusual, to get a Warm Fuzzy from someone when there were so many of those Cold Pricklies being exchanged.

But giving Warm Fuzzies never really came back into style in Swabeedoo. Some little people found that they could keep on giving Warm Fuzzies away without ever having their supply run out, but the art of giving a Warm Fuzzy was not shared by many. Suspicion was still there, in the minds of the people of Swabeedoo.

You could hear it in their comments:

"Warm Fuzzy, eh? Wonder what's behind it."

"I never know if my Warm Fuzzies are really appreciated."

"I gave a Warm Fuzzy, and got a Cold Prickly in return. Just see if I do that again."

"You never know about Mabel. A Warm Fuzzy one minute, a Cold Prickly the next!"

"If you won't give me a Cold Prickly, I won't give you one. Okay?"

"I WANT to give my boy a Warm Fuzzy, but he just doesn't deserve it."

"Sometimes I wonder if grandpa has a Warm Fuzzy to his name."

Probably every citizen of Swabeedoo would gladly have returned to the former days when the giving and getting of Warm Fuzzies had been so common. Sometimes a little person would think to himself how very fine it had felt to get a Warm Fuzzy from someone, and he would resolve to go out and begin giving them to everyone freely, as of old. But something always stopped him. Usually, it was going outside and seeing "how the world was."

PROGRAM ON CONFLICT

I. What Is Conflict?

A. Defining conflict with the group

1. See what definitions the group comes up with. You could see how many of the dictionary definitions they mention.
2. The Dictionary says: Conflict is:
 - (1) A prolonged battle; a struggle; a clash
 - (2) A controversy; disagreement
 - (3) The opposition or simultaneous functioning of mutually exclusive impulses, desires, tendencies
 - (4) Crashing together; collision
3. Stress the point that sometimes conflict is a struggle or a battle (fight, argument, war) and sometimes conflict is an incompatibility or disagreement. The second type can escalate into the first.

B. Sharing about Conflict

1. Give some examples of conflicts which fit the definitions the group gives. Choose examples which are simple enough for all ages to understand. As you do so, the children will think of their own examples. Have a sharing time for them to briefly relate some conflicts in which they have been involved.
 2. Record these in shorthand on the board or on newsprint, and put them under the following categories - but don't reveal the categories until the children are finished sharing. You might have three sheets of newsprint, one for each category:
 1. Difference of opinion or attitude
 2. Wanting different things
 3. Wanting the same thing but unwilling or unable to share
- Explain how many of our conflicts fall into these categories.

C. Looking at our feelings

Referring to the children's experiences or your examples, ask the group to share what they would feel in any of these situations. List the variety of feelings mentioned. Angry, sad, disappointed, frustrated, etc.

Pick out one or two dominant feelings - especially anger - and use some of the following suggestions to examine this emotion. We have used anger in the directions, but you can substitute another feeling. If your group is young, or prefers doing to talking, choose activities which include action and art work.

1. What does anger look like on a person?
 - Show it with your body
 - Make a sculpture with clay or blocks
 - Sculpt your partner into an angry position
2. What does anger feel like inside?
 - Make a list of descriptive words - e.g. hot, tight
 - Draw your impression
3. What color would anger be?
 - Pick out the color from scraps of fabric or papers
 - Make a drawing/painting/collage using that color which expresses the feeling.
4. What sounds does anger make?
 - Use voices
 - Use instruments
5. Ask questions 1-4 for the opposite emotion (e.g. calmness or peace or friendliness.) The group can decide what the opposite is.

D. Resolving our feelings:

What usually helps you feel "un-angry"? Consider this question with the group.

II. Impromptu Improvisations - These can be done with actors or puppets. If you have extra time, make puppets; if not, bring some in.

A. Directions: Instructor can provide group(s) with

1. A scenario See examples below under III

2. Conversation starters " " " " "

3. Part of a story, such as Fourteen Rats & A Rat Catcher, Tamasin Cole, Prentice Hall, 1976

B. If the group is large enough, it can be divided into smaller groups. Decide if each group will work on a different scenario or the same scenario. Provide a leader for each small group. If you are working with a mixed age group, the small groups can be mixed as well.

C. Groups can perform for each other or for themselves (if only one group)

D. Audience and/or group can discuss the scene using the pattern of questions from the opening. If the characters in the skit do not feel good about this solution, they can try to find a new one. If you have more time, try role reversals or bringing in a third party to help solve the problem or to make it more complicated.

III. Examples of scenarios and conversation starters

The following two ideas suggest ways to set up situations in which a group can do improvisations or role playing.

A. Scenarios - Leader will write up or describe these fully to the group

1. Between children - examples

- Bully chases a younger child after school every day

- Two children are playing; third one wants to join. First two disagree about this

2. Between child & adult - examples

- Something of adult's is broken - none of the children confesses.

Adult threatens to punish them all.

- Child accidentally breaks neighbor's window and is afraid to tell.

3. Between groups

- Two groups want to use basketball court at same time

- Rival school groups, after football game, meet up at restaurant - fighting starts over unclear call in the game.

4. Between family members

- Child wants to go somewhere with a friend - parents refuse

- Children haven't been doing their chores. Parents upset

5. Adult-Adult

- Parents disagree about how to discipline a child

- Parents disagree about where to go on vacation

6. Public

- Neighbors argue over sharing of driveway - someone sneaked into your parking space

- See someone stealing your bike

B. Conversation Starters - participants receive two lines of dialogue and take it from there. Examples:

A: Hey, you can't do that!

A: I was here first

B: Yeah? Who's gonna stop me?

B: So what? You lost your place.

A: I'm not going to tell.

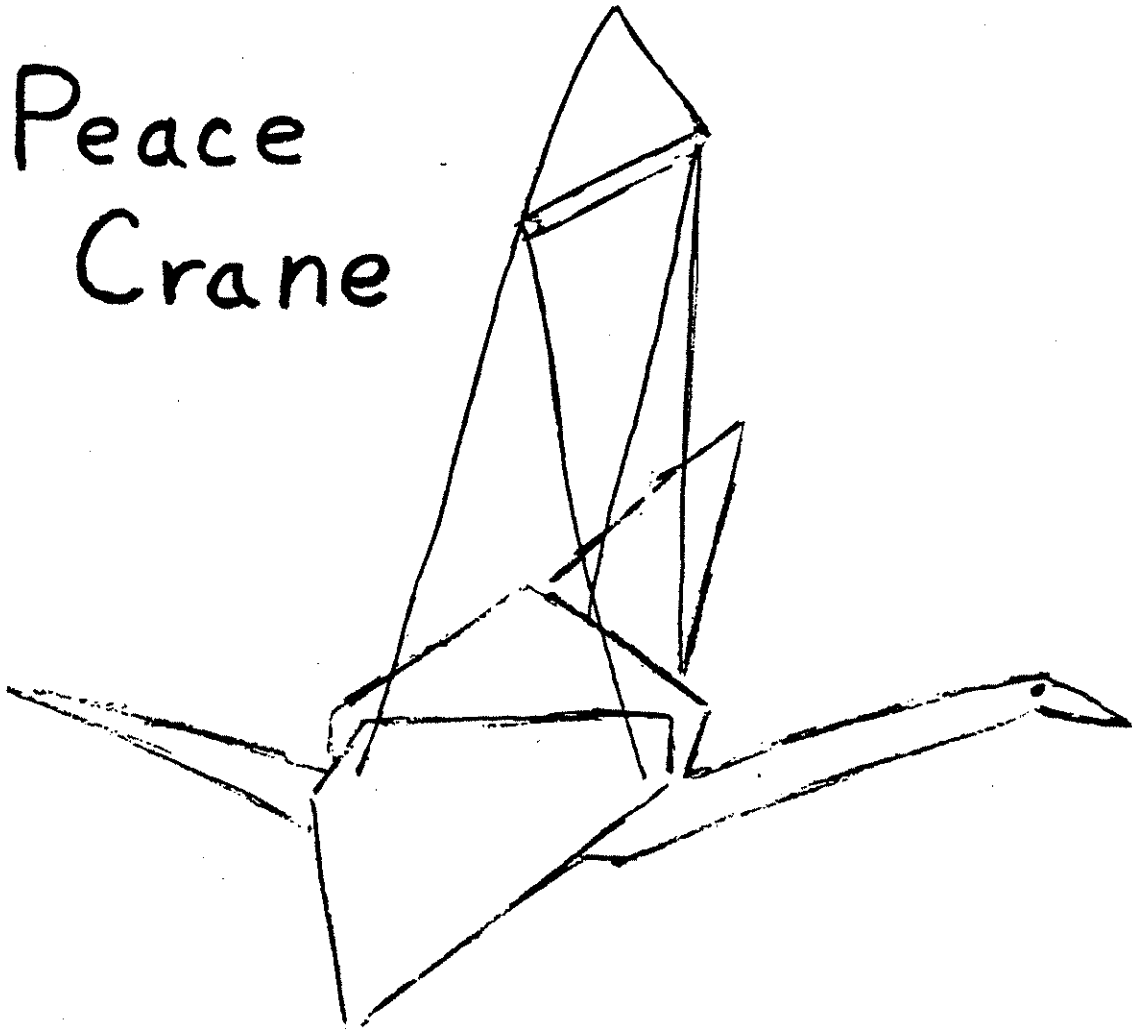
A: I asked you to do that three days ago.

B: But we'll all be punished.

B: I forgot. I was busy.

Taken from Walking Cheerfully by Barbara Henderson,
Karla Read and Lorraine Wilson

Peace Crane



1) Attached are five sheets of full size plans for a peace crane that can be made either from wood or cardboard. The constructed crane will be approximately 30 inches long, 29 inches wide, and 30 inches high, not including the pull.

2) Bills of materials and tools.

A. Wooden version.

1. Body- 1"x10"x30" pine board (wood actually measures 3/4"x9-1/4"x30")
2. Wings- 1/4" lauan mahogany plywood, 15" x 15"
3. Pull- 1" dowel, 1" long
4. Spreader bar- 3/8" dowel, 12" long
5. Fishing line, 25# test, approx 20 ft
6. Finishing materials, paint, marking pens, or other.

B. Cardboard version.

1. Two pieces of corrugated cardboard, 26" x 26", commonly found in washer or dryer boxes. The

cardboard squares need to be laminated, as follows. Using wood glue, thinned a little with water, paint one piece with the glue, and then place the other piece on the first, with the corrugations in the first piece perpendicular to those in the other, for strength. To insure a good glue joint, you may walk on the laminated cardboard with soft-soled shoes.

2. Pull- 1" dowel, 1" long
3. Spreader bar- 3/8" dowel, 12" long
4. Fishing line, 12# test, approx 20 ft.
5. 4 ea, 8d common nails, (actual length 2-1/2" long)
6. Glue, wood or carpenters, thinned with water, one part water to 3 parts glue.
7. Finishing materials, paint, marking pens, or other.

C. Tools needed

1. Bandsaw or jigsaw or coping saw (for wood version.)
2. Drill, hand or electric, 1/16" drill bit, 1/4" drill bit.
3. Utility or razor knife (e.g. Xacto) and straightedge (for the cardboard version.) Use new sharp blades.
4. One 4d finishing nail, to be used as a spacer for tying knots.
5. Sandpaper for smoothing cuts.

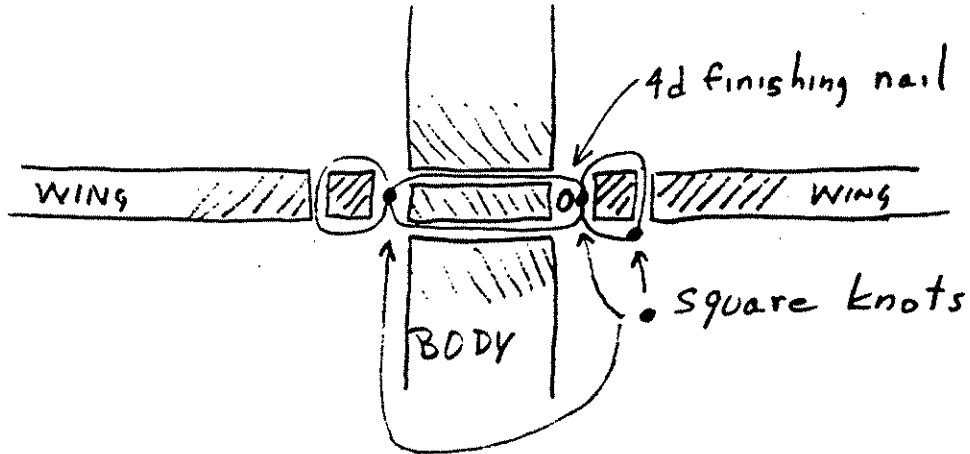
3) Construction method.

A. The plans for the body are three sheets, to be taped together, numbered 1 thru 3. Registration marks appear on the top and bottom margins. The plans for the wings appear on two sheets. Assemble patterns, and cut out. If you are making many, make patterns from Masonite. Trace patterns on materials of choice. See layout sheet for grain direction and placement. Note that the locations of some holes in the wings are dependent on the material used.

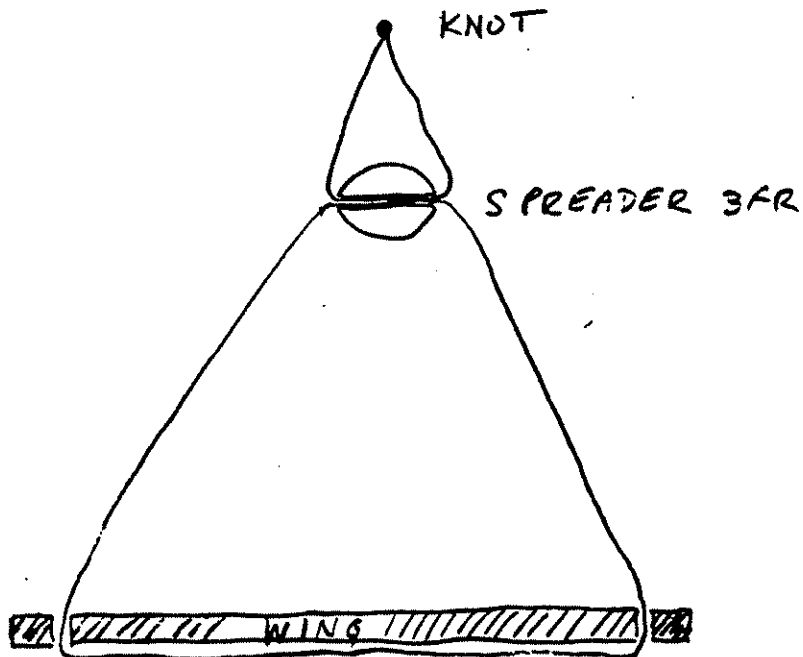
B. Cut out the body and wings. Drill holes in the body in the six locations noted, and drill holes in the wings in the four locations noted. Cut spreader bar dowel and drill one 1/16" hole, crosswise, through each end of spreader bar, 1/4" from the end of the bar. Cut the pull and drill a 1/16" hole through the pull, lengthwise. All rough edges should be smoothed using sandpaper before proceeding. If the cardboard is de-laminating, repairs can be made using any left-over glue.

C. Cut two pieces of fishing line, each approximately 18 inches long, for tying the wings to the body, see the diagram below. Having a helper can be of real use at this stage. Centering the line in one hole (A) of the wing, tie a square knot, pass each end through separate holes (B) in the body, place the 4d finishing nail on the body between the fishing line ends, and tie another square knot over the nail, run one end through (A) the second wing, top to

bottom, and tie last square knot. Remove the finishing nail. Repeat the process for the other edge of the wing. All knots should be tight against the materials, as the finishing nail will leave enough slack for the bird to operate. Clip off the excess line.



D. Cut two pieces of fishing line, each approximately 7-1/2 feet long, but identical in length. Pass one piece of line up through the outer holes (C) in one wing, bring the ends through the hole in one end of the spreader bar in opposite directions. This will provide some friction to hold the bar in location. Do the same with the other line, in the opposite wing. Collect and tie the four ends together securely in one knot. The knot could be dipped in glue to permanently secure the knot, but only after you are satisfied with the construction and operation of the crane.



E. Using approximately 18 inches of fishing line, tie the dowel pull at one end and tie other end to the hole in the lower body. If you are making the cardboard version, insert the four 8d common nails into the corrugations in the lower body, to balance the crane and to give needed mass.

F. Hang from a secure hook, the wing tips should both droop approximately 1/2" below level. If the wings are not both drooping equally, shift the position of the knot on the hook, to lengthen one wing line set and shorten the other set.

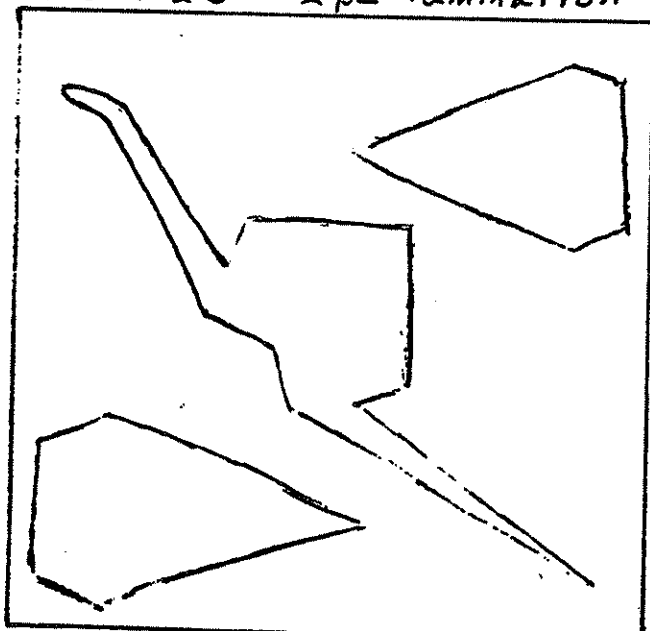
G. Tug on the pull, wings should flap for about three to five seconds. If the crane doesn't "fly" freely, it may be necessary to replace the knots between the wings and body.

H. Finish, as desired, with paint or marking pens.

Project Layout Sheet

Cardboard Version

26" x 26" 2pc lamination

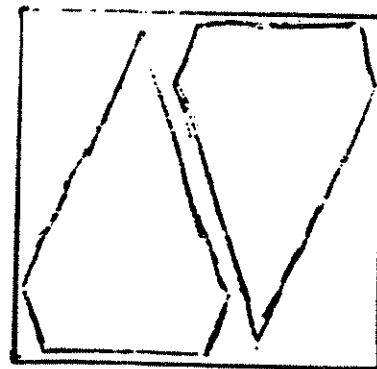
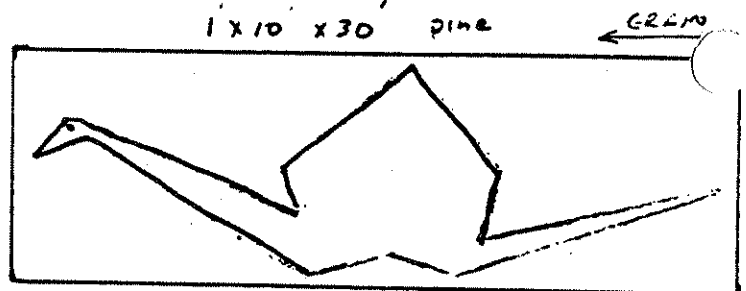


GRAIN
Layer #1

GRAIN
Layer #2

Wood Version

1 x 10 x 30' pine

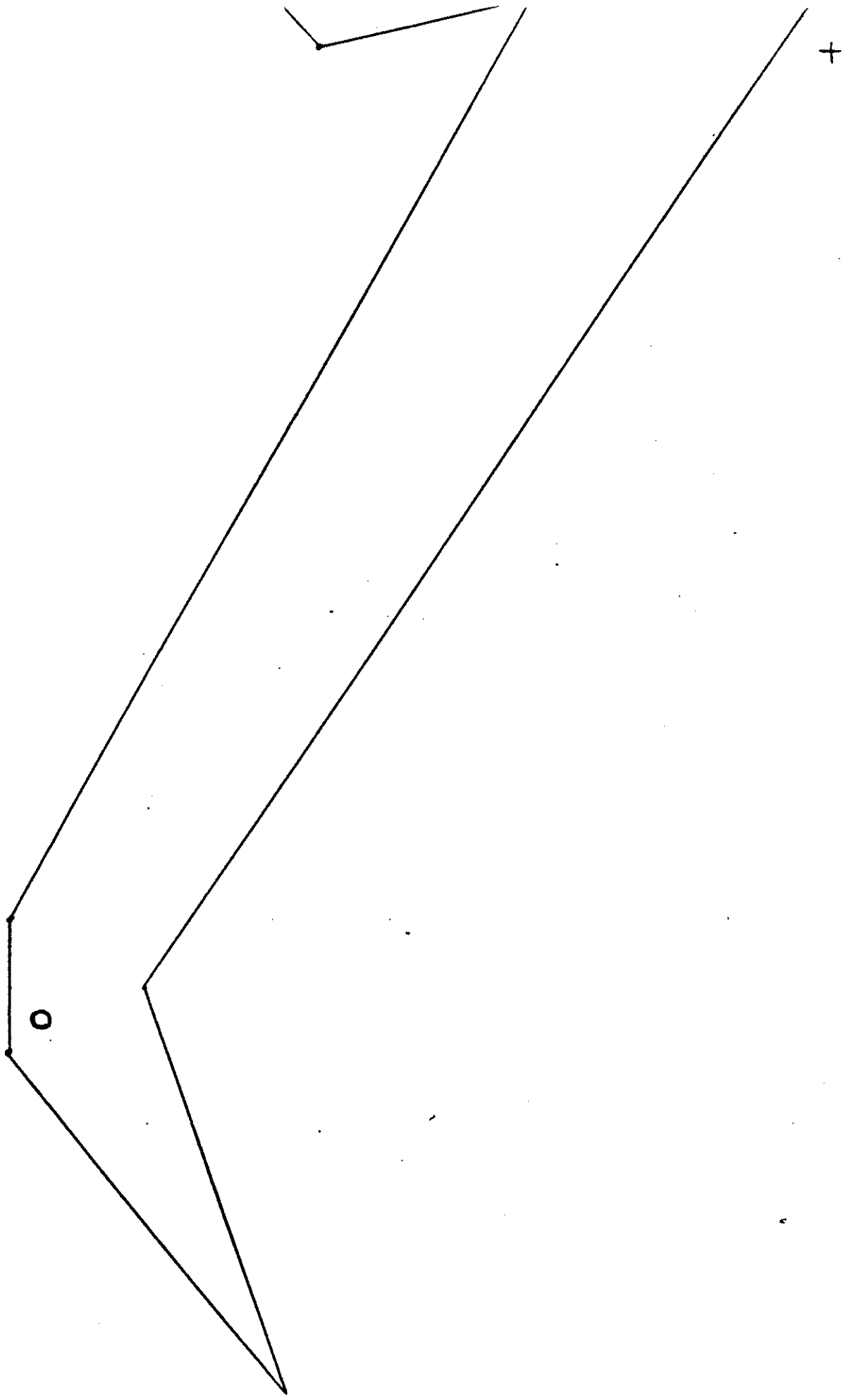


1/4" x 15' x 15'
lauan mahog
plywood

GRAIN

Sheet 1 of 3

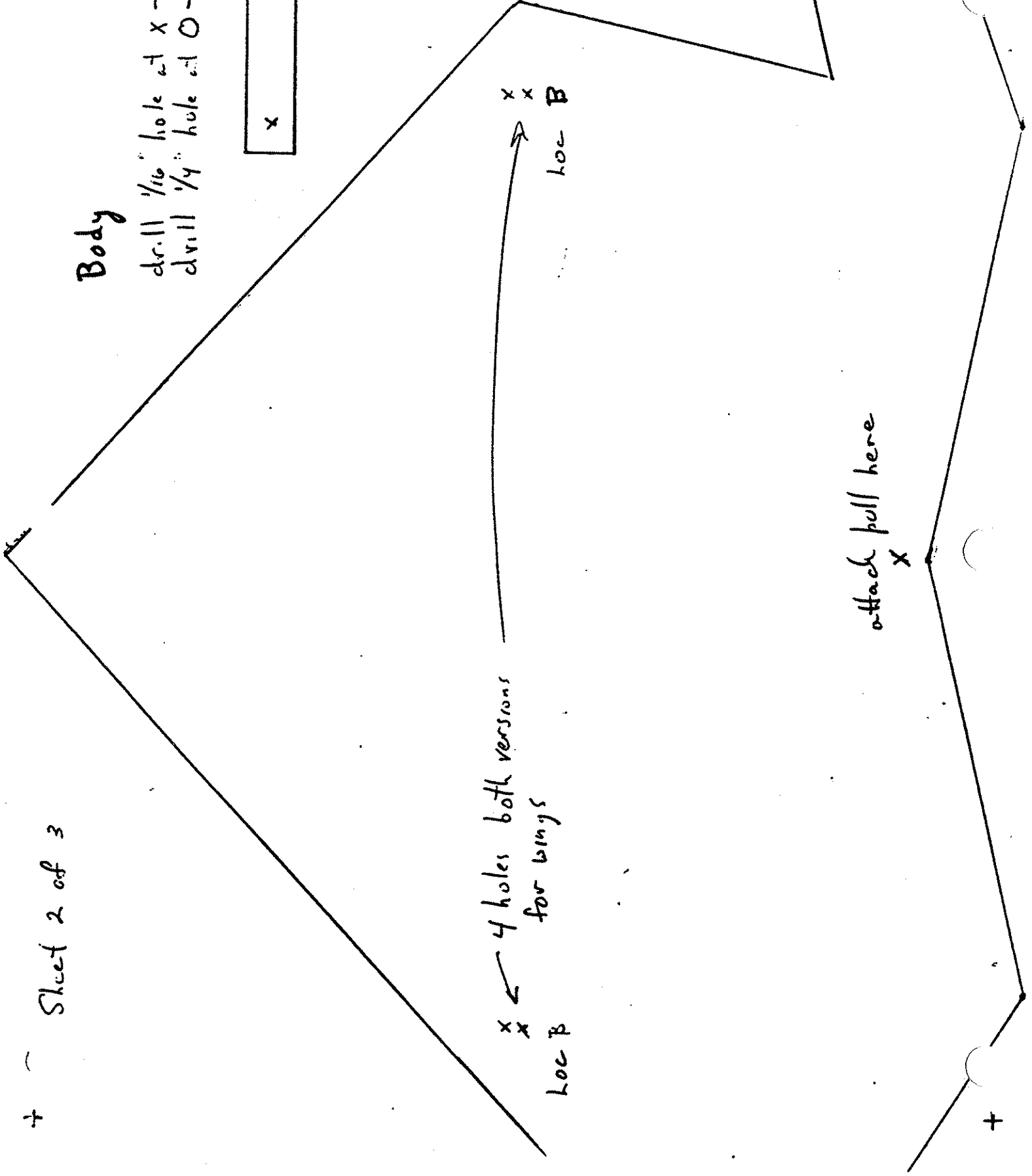
+



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Body

drill $\frac{1}{16}$ " hole at X - 5 locations
drill $\frac{1}{4}$ " hole at O - one location



← 4 holes both versions
for wings

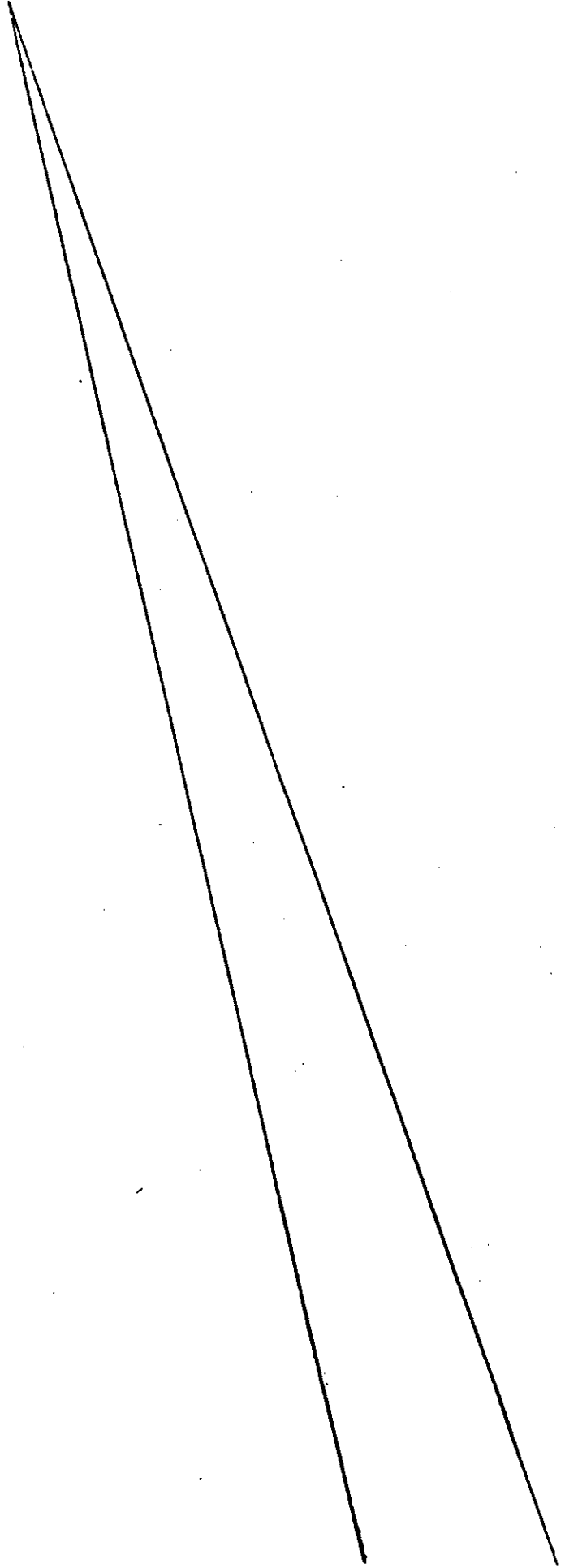
X
X
Loc B

X X
Loc B

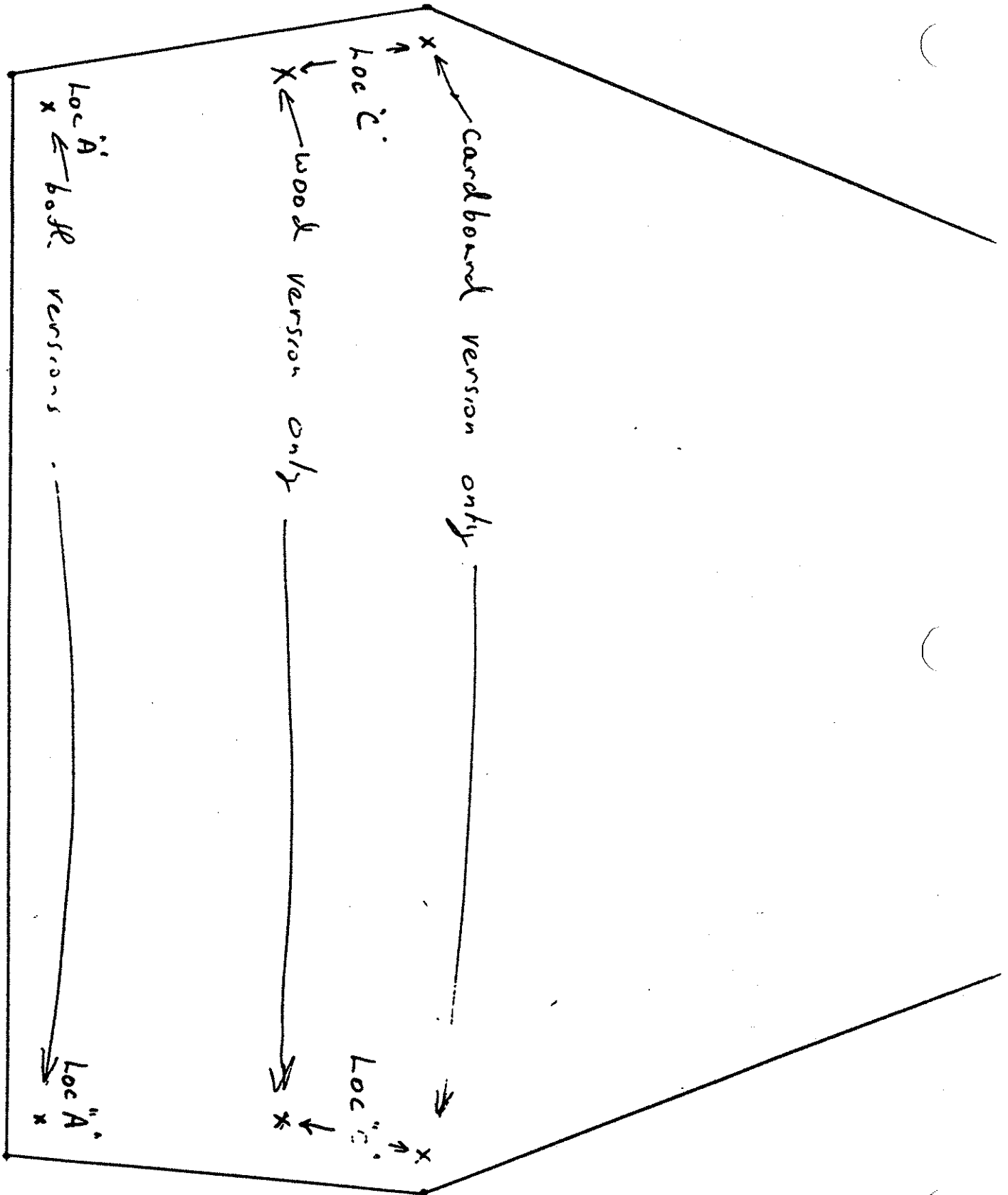
attach pull here
X

+ Sheet 3 of 3

Spreader bar - drill one hole each end $\frac{1}{16}$ "



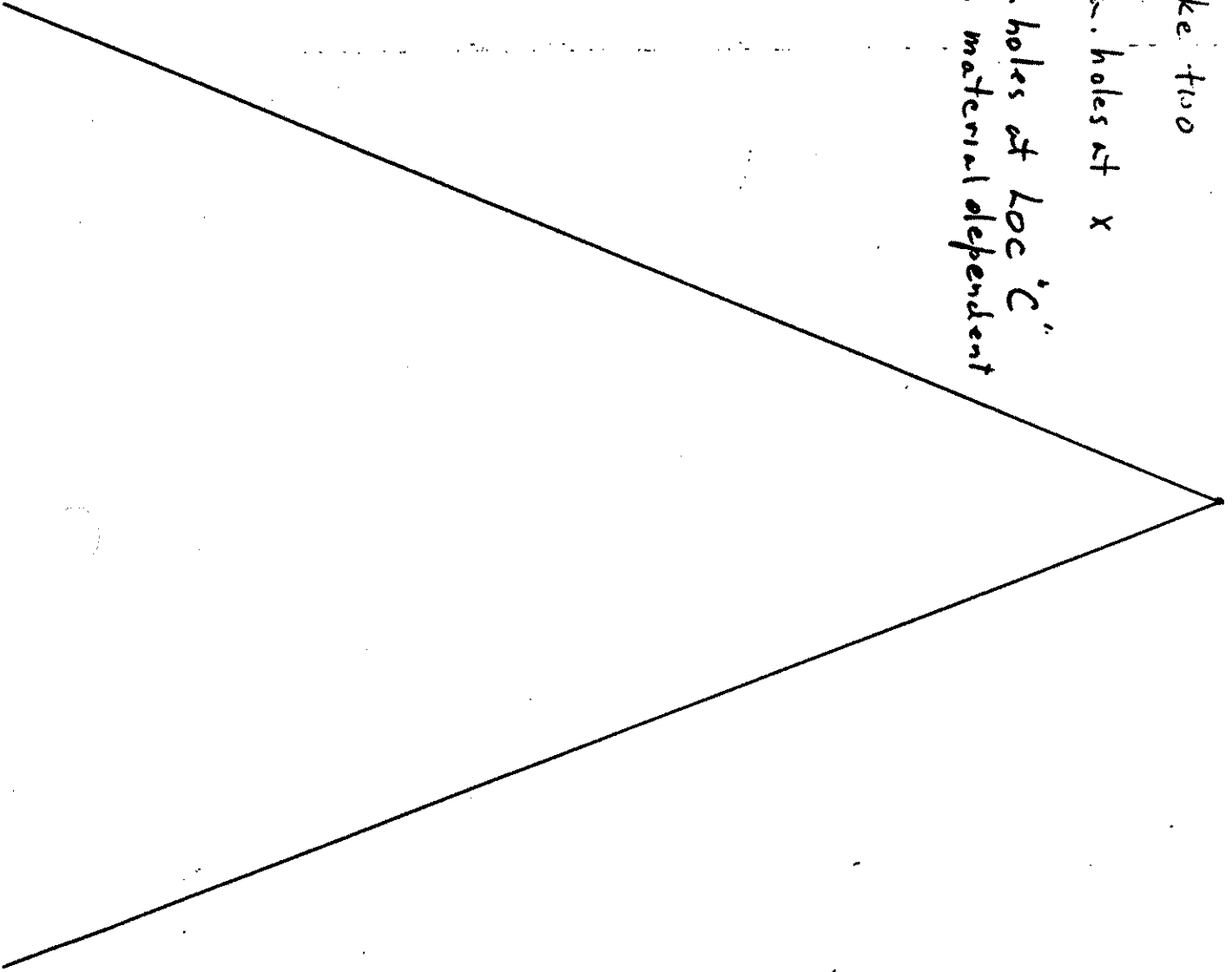
+



+

Wing Sheet 2 of 2

Wings - make two
drill $1/16$ " dia. holes at x
drill only 2 holes at loc "C"
location is material dependent



+

AFSC MATERIAL AIDS

Ideas for Children - What Children Can Do!

Contact person: Lucy Murphy, 1501 Cherry Street, Philadelphia, PA 19102; (214) 241-7041.

Nicaraguan School Supply Campaign - Lorrie Zabudoff of the AFSC, (215) 241-7166, can provide an explanatory packet. You box enough supplies for three months in a rural classroom. Packet explains in detail the quantity and types of materials needed. (20 boxes of crayons, 40 notebooks, etc. Also includes scissors, rulers, pencil sharpeners and other things.) This is the best organized package but it can become "pricey" since new materials are needed for most items.

Children's clothing - Must be laundered, mended, and folded. Clothing needed for infants through 13 year olds. Winterweight clothing will be sent to the Gaza or to the Rosebud Sioux Indians. Other clothing will go to Central America or Africa.

Sneakers, Sandals, Flip-flops, Rain boots - in good condition and in pairs. All ages needed - child through adult.

Health and Hygiene Items - need NEW toothbrushes, combs, and brushes. Hair things like clips, hair pins, hair elastics, barrettes, ponytail holders are also needed.

Sewing Supplies - Small boxes with several spools of thread, paper of pins, needles, a pin cushion, and shears.

Toys - CAUTION!! - toys cannot be too bulky and must be hard working! All toys should have some educational value.

- Baby dolls with clothes are needed. (No Barbie dolls accepted)
- Balls. Any kind except footballs. Used tennis balls are particularly good.
- Soccer and Baseball equipment. Air pumps and needles.
- Toys that discriminate size, shape, or color. Lacing boards are very valuable since they help to identify shapes and improve fine motor skills. Can be made from scrap masonite or pegboard. Shapes can be basic geometric or more creative shapes like a dog or house. Use different color shoelaces for the lace.
- Clay
- Jump ropes.
- Construction toys - Legos, Erector Sets, Tinkertoys, Lincoln Logs, blocks. Basic blocks can be made from scrap 2x4 sanded and varnished.

Rhythm Instruments

- Fill cigar boxes with various items then seal with tape or contact paper. Could use cans also.
- Put sandpaper on wooden blocks.

Packing Materials at 1515 Cherry Street - available during the week and the second Saturday of each month. Fourth graders are the ideal packers because they are picky (insures quality) and they can read and follow instructions. It is possible for children as young as 5 to pack. Ideally children should be able to count to 20 and be able to read. No more than eight children should come the first time since the second Saturday can be hectic and staff cannot provide a great deal of individual instruction.

Two slide shows are available to introduce the children to AFSC and the various projects. One is dated but excellent in its explanation of the Nicaraguan School campaign. The other is more up-to-date and broader in perspective. Choose one or the other. These can be rented by calling Lucy Murphy.

A Lesson on Hunger

Goals: To understand the causes of hunger, to visualize the inequity of food distribution world-wide, and to consider ways to help hungry people.

Materials Needed:

- Color pictures of flags of countries
(Sources: Encyclopedia under "Flag", World Almanac)
- Large World Map and/or Globe
- White drawing paper
- Markers
- Straight pins
- Potted plant, separate pot filled with gravel, thimble of water
- 100 peanuts divided into three bags: 56 in one bag, 18 in another, 26 in a third.

Process:

This lesson works very well with a mixed-age or intergenerational group. It is adapted from material prepared by Church World Service.

1. Introduction

As people enter, give each one a piece of drawing paper (approx. 6" x 9") with the name of a country written on one side. Using the color pictures of flags as a resource, each person creates a color version of his/her country's flag on the drawing paper. In order to end up with the appropriate division of countries for #3 below, 74% of the countries should be Third World Countries, 9% Second World countries, and 17% First World countries. Use a red pen to write the names of Third World countries, a blue one for the Second World, and yellow for the First World. If you have very little children, they can be paired with older ones. Also give the simpler designs to the younger children. Ask people to pin their flags on.

2. What Is Hunger?

a. Ask the group to think about what they ate the last few days. Were they ever hungry? For how long? Have they ever wondered if there would be enough food in their homes?

b. - Show the class a healthy house plant. Pull it out of the pot and stick it into a pot filled with gravel. Pour a thimbleful of water onto the plant. Ask the children what they think will happen to the plant? The plant will starve. At some point repot the plant. Explain the difference between want and need. We may want all kinds of food, but our bodies need a certain amount and type of food to survive, just as the plant does.

- Explain these terms: (Write them on large paper or a blackboard)

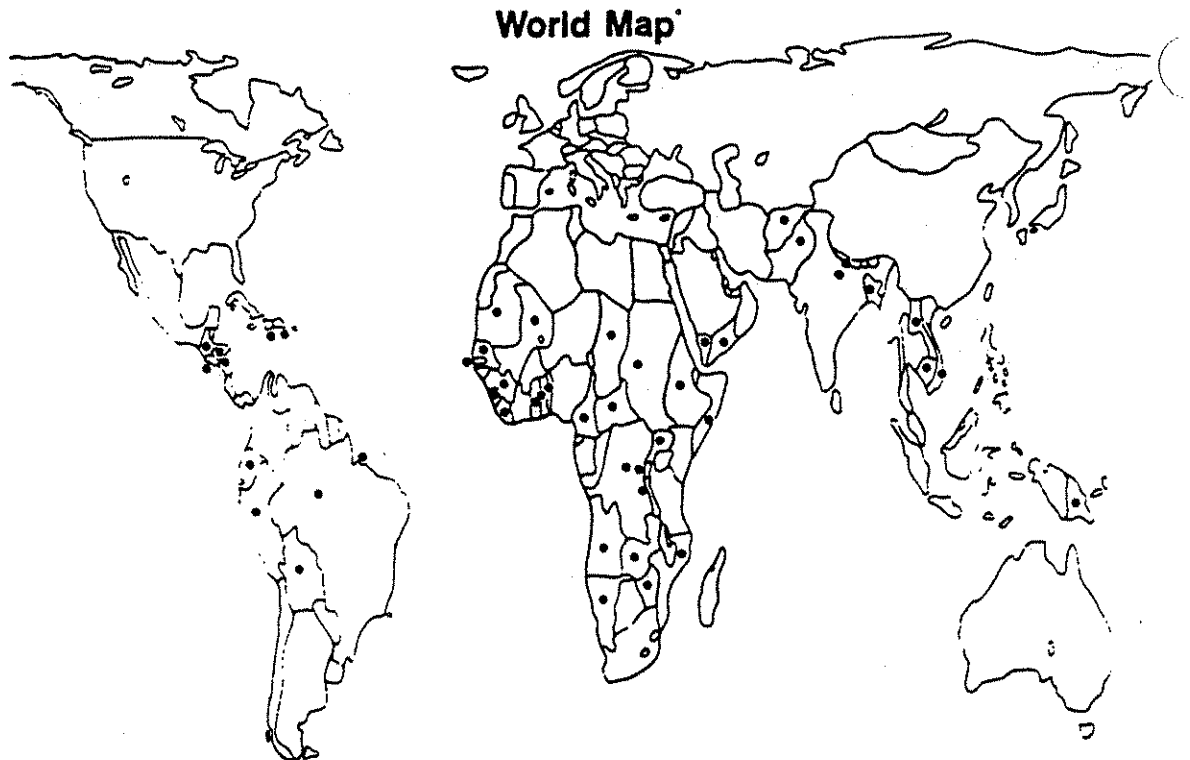
Hunger - Not enough nutrients

Malnutrition - The wrong nutrients

Starvation - Death from lack of nutrients or disease related to lack of nutrients

Be sure to point out that malnutrition can happen even if people have food to eat. The type and variety of food matters.

- Ask how many hungry people are there? 1,000,000,000. To make the number real, tell them that if you started counting to 1,000,000,000 (one number per second), you would be your age +31 when you finished, or say that 1,000,000,000 "M & M's" would fill two typical rooms + 2/3 of another.



• Indicates countries where the average daily calorie consumption falls below 100% of what is required for good health.

Source: Run Lager Svard and World Military and Social Expenditures 1985
Washington: World Presses, 1985

• The Peters Projection map, developed by Dr. Arno Peters of the University of Bremen, Germany, shows more accurately the proportions of land surface area than does the more familiar Mercator Projection.

Reprinted by permission of publisher.

3. Where are the hungry?

- a. Put the large world map on the wall. Have children say the names of their countries. Find each one on the map. If possible, have pins with little colored flags (red for Third World, blue for Second, Yellow for First) on them and place a flag on each country as it is named. Explain that the world is often divided into three types of countries:
 - First World - USA, Japan, Canada, Australia, and Western Europe
 - Second World - Soviet Union and Eastern Europe
 - Third World - South and Central America, Africa, the Middle East, most of AsiaThese are political divisions, but also economic ones. The Third World is much poorer than the other two.
- b. Move the children into three groups. Those with countries written in red in one group, in blue in a second, and yellow in a third. The numbers in each group reflect population percentages: First World, 17%, Second World 9%, Third World 74%. Have each child say his/her country's name. Now give each group a bag of peanuts based on the distribution of wealth: First World 56%, Second World 18%, Third World 26%. Put these percentages on a blackboard or large sheet of paper. Note the disparity between wealth and population. Point out that even in the First and Second World the distribution isn't even; some people have more than enough, some too little. Ask the First and Second World what they can do to rectify the unequal peanut supplies.

4. Why Are People Hungry?

Keeping the children in their groups, hold up each of the following words written on a piece of drawing paper. As you show each word, explain why it is a cause of hunger. Some children may want to add to your explanation.

Transportation - Poor roads and lack of vehicles make distribution of food difficult. This is especially true when food aid needs to be distributed.

Food Exports - 36 of the 40 poorest countries export cash crops such as coffee, sugar, bananas. These crops use land that could grow food instead.

War - Crops are ruined by military action. Sometimes crops are purposely destroyed.

Government - For instance, in Ethiopia six times as much is spent on the military as on health in a country where the life expectancy is 41 and only 13% of the population has clean water to drink.

Gap Between Rich and Poor - For instance, in Brazil the rich consume 17 times as much as the poor. Often there is no middle class.

Arid Climate - In Africa the desert is growing partly because of natural factors and partly because plant life has been destroyed by man. With adequate technology, as in Israel, arid land can be made arable, but the poor countries don't have the technology.

Population Growth - Poorer countries have high rates of growth. For instance, Japan, where people get 122% of the calories they need and the per capita income is \$10,080, has a population growth rate of 1.1%; Mali, where people get only 74% of the calories they need and the per capita income is \$190, has a growth rate of 2.6%.

GNP/Per Capita Income - Australians get 116% of the calories they need; their per capita income is \$11,080. People in Chad get 76% of the calories they need and have a per capita income of \$110. Per capita income is derived by dividing the GNP by the population. It doesn't mean each person has that much money, but that a country's wealth, if equally divided, would work out to that much per person.

5. What Can We Do? Individually? As a group? As a country?

Brainstorm a list under these three categories. Some possible entries: foreign aid and loans, technical assistance, aid to relief organizations, fund-raising for UNICEF or Church World Service, CROP walks, writing congressmen, planting a garden, watching own diet, avoiding waste, doing a presentation at school ...

You may want to develop a project based on an item on your list. Emphasize that the most important thing is education; people need to be made aware of the scope of this problem. Your children are now informed; they can share their knowledge.

6. Closing

Sing a Grace such as "For Health and Strength", or "Johnny Appleseed". Close with silence.

Services available to Friends in Philadelphia Yearly Meeting

from the

Committee on the United Nations

The Committee on the United Nations aims to give assistance to Friends in their efforts to "strengthen the institutions of peace" through better understanding and increased support of the United Nations system, with due regard to its limitations and its potential.

To this end it offers:

- Aid in securing speakers on current issues before the United Nations
- Leadership for educational tours of UN Headquarters in New York (planning in advance by several months is desirable) (call Gerda Hargrave, (215) 626-6460)
- "Armchair Tour of the UN", fitted to the interests and the age level of the audience (call Gerda Hargrave, (215) 626-6460)
- Arranging loans of United Nations films
- Monthly mailing of "In and Around the UN", organ of Quaker United Nations Office (free)
- Monthly mailing of "Action Suggestions on Issues Concerning the United Nations" (contribution toward cost of duplication and mailing suggested)
- Current literature relating to the UN and world order, made available free, on loan, or by purchase, depending on the nature of the material
- Suggestions for celebrations of special occasions, such as UN Day (October 24) and Human Rights Day (December 10)
- United Nations films "The Law of the Sea" and "Bridges of Understanding" (UNESCO) and a video cassette "The UN is for You" (particularly appropriate for elementary school classes) can be borrowed from the Philadelphia Yearly Meeting library at Friends Center, 1501 Cherry St., (215) 241-7220



Call or write

Committee on the UN
(attn: Edward Ramberg)
Philadelphia Yearly Meeting
1515 Cherry Street
Philadelphia, PA 19102

Telephone: (215) 241-7240



COMMITTEE ON THE

United Nations

CHARTER OF THE UNITED NATIONS

**WE THE PEOPLES
OF THE UNITED NATIONS
DETERMINED**

to save succeeding generations from the scourge of war, which twice in our lifetime has brought untold sorrow to mankind, and

to reaffirm faith in fundamental human rights, in the dignity and worth of the human person, in the equal rights of men and women and of nations large and small, and

to establish conditions under which justice and respect for the obligations arising from treaties and other sources of international law can be maintained, and to promote social progress and better standards of life in larger freedom,

AND FOR THESE ENDS

to practice tolerance and live together in peace with one another as good neighbors, and

to unite our strength to maintain international peace and security, and

to ensure, by the acceptance of principles and the institution of methods, that armed forces shall not be used, save in the common interest, and

to employ international machinery for the promotion of the economic and social advancement of all peoples.

**HAVE RESOLVED TO
COMBINE OUR EFFORTS TO
ACCOMPLISH THESE AIMS**

Accordingly, our respective Governments, through representatives assembled in the city of San Francisco, who have exhibited their full powers found to be in good and due form, have agreed to the present Charter of the United Nations and do hereby establish an international organization to be known as the United Nations.



INTERNATIONAL

YEAR

of

PEACE

**Five Fundamental Questions
from the Peoples to the Governments**

1. Are you willing to forbid your country's defence forces from leaving your own country's territory — if all other U.N. countries do the same?
2. Are you willing to forbid nuclear weapons and other weapons of mass destruction in your country — if all other U.N. countries do the same?
3. Are you willing to forbid the export of weapons from your country — if all other U.N. countries do the same?
4. Are you willing to co-operate in joint action so that clean water, food, elementary health-care and school education will be guaranteed to all people in the whole world?
5. Are you willing to solve future conflicts with other nations through peaceful means, and not through military actions or threats?

The Great Peace Journey
International Secretariat
Box 238
S-231 04 UPPSALA
Sweden

PHILADELPHIA YEARLY MEETING
RELIGIOUS SOCIETY OF FRIENDS

FACTS ABOUT THE U.S. COMMITTEE FOR UNICEF

ABOUT UNICEF

In 1946, a year after the United Nations was formed, the United Nations International Children's Emergency Fund (UNICEF) was established to meet the urgent need for food, medicines, and clothing among children in post-World War II Europe and China. Soon after, UNICEF's mandate was broadened beyond emergency relief to include assistance to the least developed nations in establishing essential services that would prevent 23.8 million child deaths then occurring each year from disease, malnutrition, and disasters. With its humanitarian work on behalf of the world's children shifting in emphasis from emergency aid to long-term "development," UNICEF's name was changed to the United Nations Children's Fund.

Today, the number of children who survive the first five years of life is significantly increased, thanks in large measure to UNICEF's attention to:

- building grass roots health care systems that now immunize close to half of all children in the world;
- educating mothers to safeguard infants from disease by breast-feeding and to detect malnutrition by monitoring babies' growth;
- distributing inexpensive packages of oral rehydration salts that mothers mix with water for severely dehydrated babies on the verge of death from common diarrheal diseases;
- installing wells and pumps that provide uncontaminated water

and giving high priority to improved sanitation conditions;

- assisting mothers with the means to lighten their back-breaking tasks and providing loans for enterprises to increase their earnings;
- establishing schools for children whose opportunities for formal education are absent or severely limited; and
- caring for children who are sudden victims of famine or war.

Yet, over 14 million young children still die every year because they lack basic care that most Americans take for granted. Still more are debilitated physically or intellectually by the effects of illness and poor nutrition. UNICEF tracks their needs and mobilizes the global forces that can make a difference in their young lives.

The most vulnerable of children remain UNICEF's highest priority. Any government may apply to UNICEF for assistance, which is provided without discrimination on the grounds of race, creed, nationality, status, or political belief. Programs assisted by UNICEF now operate in 119 developing countries of Africa, Asia, Latin America, and the Middle East, whose combined populations of children under 16 years of age total 1.4 billion. The success of these programs depends absolutely on the active participation of mothers and the community. UNICEF is financed entirely by voluntary contributions from governments and non-governmental sources.



UNICEF Photo/Maria Antonietta Peru

THE CHILD SURVIVAL REVOLUTION: A STRATEGY THAT WORKS

UNICEF launched the Child Survival Revolution in 1983. Its ammunition comprises four low-cost, high-impact protections for the health and development of all children:



GROWTH MONITORING to detect early signs of malnutrition. *The growth charts used cost just 50 cents.*



ORAL REHYDRATION THERAPY, a home treatment for diarrheal dehydration, the primary cause of child death. *The simple mixture of sugar and salts costs only 10 cents per packet.*



BREAST-FEEDING to provide natural immunities against infection through breast-milk, the ideal infant food. *No cost.*



IMMUNIZATION against the six major childhood diseases including polio, tetanus, and measles. *Five dollars per child.*



UNICEF Photo/Hassan

THE U.S. COMMITTEE FOR UNICEF

The opportunity for private citizens to become directly involved in saving the world's children through UNICEF is provided by non-profit, non-governmental national committees in 34 industrialized countries. The U.S. Committee for UNICEF, the largest and oldest of these national committees, was chartered in 1947 to increase support for UNICEF, financially—through fundraising activities, including the sale of greeting cards—and through advocacy on behalf of children everywhere.

The U.S. Committee produces materials for schools, volunteers,

and interested people to inform and educate Americans about the developing world's children and UNICEF's efforts to meet their basic needs. It is also responsible for informing Congress of the priorities of children worldwide and of the means of addressing child survival and development issues through UNICEF. As a result of these efforts, contributions to UNICEF from the U.S. government have grown steadily. American individuals, groups, corporations, and foundations contributed \$16.6 million to the U.S. Committee during the last fiscal year.

YOUR DOLLARS AT WORK

A CONTRIBUTION OF...

| | |
|---------|-------------------------------------------------------------------------------------------------------------|
| .50 | enough medicine to treat one child with TB for two weeks |
| 1.00 | enough high-dose vitamin A capsules to protect 30 toddlers from nutritionally-caused blindness for one year |
| 5.00 | complete immunization for a child against the six major childhood diseases |
| 50.00 | 500 packets of oral rehydration salts to treat 500 children suffering from diarrheal dehydration |
| 300.00 | 1,000 feet of plastic pipes for a community water supply project |
| 372.00 | 320 blankets for a daycare center |
| 1000.00 | one ton of paper for production of primary school textbooks |
| 1329.00 | a vaccine storage refrigerator to store 50,000 doses |



UNICEF Photo/Bill Heizer



Messabi News Photo

HOW YOU CAN HELP

When you give to the U.S. Committee for UNICEF, you are attacking the root causes of the most serious problems threatening children by helping UNICEF help people to build and operate their own community service systems—and ensure the futures of their own children. Your contribution allows UNICEF to put low-cost, long-lasting solutions in place.

To help,

- make an outright gift by sending your tax-deductible contribution to the U.S. Committee;
- purchase and sell UNICEF greeting cards;
- participate in U.S. Committee fundraising programs highlighted each year by Trick or Treat for UNICEF on Halloween—National UNICEF Day—which includes special benefit events for people of all ages;
- volunteer your services to the U.S. Committee for UNICEF through your local council;
- be an advocate by informing schools, church groups, clubs, and policymakers in your community about UNICEF; and
- extend your life-saving support into the future through a planned gift that will jeopardize your current financial stability and could bring you significant tax advantages.

Hugh Downs, Chairman of the Board of Directors
Lawrence E. Bruce, Jr., President and Chief Executive Officer

U.S. Committee for UNICEF
331 East 38th Street
New York, NY 10016
(212) 686-5522

United States Committee for

unicef 

United Nations Children's Fund

Bibliography

This bibliography has two main parts:

- I. A list of books on several categories all available from the Yearly Meeting Library
- II. A supplementary list of other resources - people, periodicals, etc. - which relate to the peace theme

We hope you will find what is listed here useful. Resources on this theme abound. Don't be limited by what we've included and do be sure to tell the PYM Religious Education Office about any especially good materials you've found.

Remember that borrowing from the Yearly Meeting Library is very easy. Any PYM member or attender can borrow in person or by phone. Books can be returned by mail and renewed by phone. Be sure to use this wonderful resource!

Yearly Meeting Library, 1515 Cherry Street, Philadelphia, PA, 19102; (215) 241-7220 or 1-800-DIAL-PYM.

I. Philadelphia Yearly Meeting Library Resources on Peace

The Philadelphia Yearly Meeting Library has a comprehensive collection of resources on peace. We have listed here a few of those resources under seven headings:

- For Teachers
- Drama and Role-Playing
- Music
- Primary Fiction
 - Cooperation
 - Friendship
 - Peacemaking
 - Peaceful Values
- Junior Fiction
- Study Guides for Religious Groups
- Study Guides for Families

We want to thank Mary Davidson for preparing this portion of the Bibliography.

For Teachers

CREATIVE CONFLICT RESOLUTION: MORE THAN 200 ACTIVITIES FOR KEEPING PEACE IN THE CLASSROOM. William J. Kreidler.

Scott, Foresman, 1984. 216p. Teaching activities to help resolve classroom conflict, improve communication, develop cooperation and tolerance and handle anger and aggression. For grades K-6. (301.15 Kre) Available FGC

CREATIVE CONFLICT SOLVING FOR KIDS.

Fran Schmidt and Alice Friedman. 2nd ed. Grace Contrino Adams Peace Education Foundation, 1985. 71p. Introduces students to new ways of resolving conflicts by using techniques such as modeling, I/you/we win, mediation, brainstorming, role-playing, visualization, and body movement. Includes 40 worksheets for students. For grades 4-9. (301.15 Sch)

FORGING PEACE IN THE HEART, IN THE HOME, IN THE TOWN, IN THE NATION.

Abby Atwater Hadley, Friends General Conference, 1974. 49p. 27 sessions on peacemaking, beginning with the value of every person, extending through a study of conflict and nationalism, and concluding with an examination of the power of love and non-violence. Includes opportunities for direct experiences with peacemaking and insights from the major religions. For grades 5 and 6. (341.1J H)

THE FRIENDLY CLASSROOM FOR A SMALL PLANET. Priscilla Prutzman and others.

Children's Creative Response to Conflict Program, 1978. 109p. This book is a classic in its field. It stresses cooperation, affirmation, communication, conflict resolution and problem solving. Includes a rationale and philosophy for peace education with young children as well as many activities and suggestions for their use. Appendix contains songs, excellent bibliography, class reviews, and sample workshops. For grades K-6. (341.19 P) Available FGC

HELPING KIDS CARE: HARMONY-BUILDING ACTIVITIES FOR HOME, CHURCH AND SCHOOL

Camy Condon and James McGinnis. Meyer-Stone, 1988. 100p. Skits and chants allow children to participate in activities where they learn nonviolent conflict resolution, global awareness,

conflict resolution, global awareness, aging awareness, and disability awareness. For grades K-6. (341.1 Con) Available FGC

LET PEACE BEGIN WITH ME. Mary Lou Kownacki. Twenty-third Publications, 1980. Teacher's Manual (32p.) and Student Edition (16p.) Six lessons that take a positive and energizing approach to peace focus on why war should be eliminated and how to become peacemakers. Beautiful and wise choices of literature encourage reflection on war and peace and a search for solutions. Hiroshima and the Holocaust are reported sensitively. For grades 5-8. (341.12 Kow)

A MANUAL ON NONVIOLENCE AND CHILDREN.

Stephanie Judson, ed. Nonviolence and Children Program, 1977. 150p. Activities are suggested that help children handle feelings of aggression in a nonviolent way, build self-esteem, empathize with others' feelings and actions, and understand the commonality of all peoples. Includes sections on affirmation, sharing, competition and community, creating an environment, meeting facilitation, and parent support groups. Over 100 exercises, cooperative games, agendas, and anecdotes by parents and accounts from teachers who have used this approach. For preschool to grade 5. (341.19 J) Available FGC

PEACE EXPERIMENTS: ACTIVITIES FOR UNITARIAN UNIVERSALISTS IN LEARNING TO BE PEACEMAKERS.

Terry Hermsen, ed. Unitarian Universalist Peace Network, 1965. 205p. A five-part curricula for teaching new concepts of peace with separate sections for preschool, grades K-2, 3-4, 5-6, 7-8, and high school. Lessons follow the sequence of picturing peace and contacting the peacemaker within, examining the world and the conflict within it, acquiring peacemaking skills, committing ourselves to personal action. Appendices include role-playing, games, music, and resources. For all ages. (341.1 Her)

WHY PEOPLE FIGHT. James E. Boler.

United Church Board of Homeland Ministries, 1975. Teacher's guide, 79p; student project book, 47p. The Teachers' Book is designed to help children perceive the dynamics of conflict and to develop some skills for resolving it. Included are resources and suggestions for developing ten or more sessions as well as interpretive material following the brief introduction. The Student Book includes material for individual small group and total class activities. For grades 3-7. (301.15J Bol)

YOUNG PEACEMAKER'S PROJECT BOOK. Kathleen Fry-Miller and Judith A. Myers-Walls. Brethren, 1988. 116p. These joy-filled activities for children teach understanding and appreciation of nature and human brotherhood. They respect earth's resources, nurture children's compassion, and celebrate the lives of heroes who work for justice and peace. For ages 3-10. (341.1 Fry) Available FGC

Drama and Role-Playing

ACTING THE PART: AN APPROACH TO MORAL EDUCATION THROUGH DRAMA IN GRADES FIVE, SIX, AND SEVEN. Mary B. Reinhard. Council for Religion in Independent Schools, 1982. 163p. Short plays about heroes and heroines, enable children to experience vicariously what it is like to assume a responsible role in society. Includes 4 plays on peacemakers. Excellent follow-up activities for each play. For grades 5-7. (268.33 Rei)

IRENE. Sofia Zarambouka. Tee Loftin, 1979. Order from Educators for Social Responsibility. 34p. A beautifully illustrated fable about peace. Includes a play for young children to perform with directions for making scenery and costumes, plus tunes and lyrics. For grades K-3. (341.17JF 2)

PUPPETS FOR PEACE. Scripts and puppetry techniques by Camy Condon, guidebook by James McGinnis. Institute for Peace and Justice, 1984. 44p. This

guidebook can be used alone or with the Puppets for Peace videotape from the same source. Contains audience-participation skits and chants on interpersonal and international nonviolent conflict resolution and on war, the arms race, and what children can do for peace. For social studies, language arts, visual and performing arts classes in grades K-8. Could be adapted for high school. (268.33 Con)

SWORDS INTO PLOWSHARES: A COLLECTION OF PLAYS ABOUT PEACE AND SOCIAL JUSTICE. Ingrid Rogers. Brethren, 1983. 281p. Twenty-seven faith-centered plays about historical peacemakers and about problems facing peacemakers today--idolatry, the threat of nuclear war, prejudice, militarism, the draft, war taxes, world hunger, human rights, fear, apathy and hopelessness. Many plays have no religious terminology. For grades 6-12. (268.33 Rog)

Music

CHILD OF THE NUCLEAR AGE. (Audiotape) Susan Stark, 1982. Ten original songs about peace, love, struggle, commitment, and faith. Lyrics in library vertical file. For all ages. (TC 83A)

FINE WEATHER. (Audiotape) Carol Johnson, 1984. Affirming songs for children. For grades K-6. (TC 85A)

I CAN MAKE PEACE: STORIES AND SONGS FOR CHILDREN ABOUT MAKING PEACE. (Audiotape) Jude Krehbiel and Doug Krehbiel, 1983. Explores backyard peacemaking, forgiveness, family peacemaking, loving your enemies, and peacemaking in time of fear and war. For grades K-4. (TC 84A)

PEACE BE UNTO YOU: A FOLK SONGBOOK FOR CHRISTIAN PEACEMAKERS. Ingrid Rogers, 1983. 36p. Seventeen songs, mostly Christian, of faith, love, and protest, with guitar chords and piano arrangements. For all ages. (268.69 Rog)

PEACE BE UNTO YOU. (Audiotape)
Ingrid Rogers, 1983. Fifteen peace songs with original lyrics. For all ages. (TC 84D)

PEACE GATHERING SONGS: A LEARNING TAPE OF 31 SING-ALONGS. (Audiotape)
Sarah Pirtle, comp. New Song Library, 1983. Includes a song sheet with guitar chords, and suggestions for song leaders. For all ages. (TC 84B)

SHALOM. (Audiotape) Road Less Traveled. Doug Krehbiel, 1982. Original music and lyrics by Doug Krehbiel, Judy Krehbiel and Emory Wedel. For grades 8-adult. (TC 84C)

Primary Fiction: Cooperation

THE ALPHABET TREE Leo Lionni. Pantheon, 1968. 34p. Noted author/illustrator Leo Lionni has produced a whimsical tale about letters on an alphabet tree that form to make words and then to make an important message. The message, Peace on Earth and Good Will Toward All Men, is considered so important that the caterpillar decides that it must go "to the President." For grades K-2. (341.1JF L)

CHANGES, CHANGES. Pat Hutchins. Collier, 1971. 14p. This outstanding picture book has no words. A wooden toy couple build their own house. When it burns down, they work together creatively to rebuild it elsewhere. For grades K-3. (150JF H)

FIRST GRADE TAKES A TEST. Miriam Cohen. Greenwillow, 1980. 16p. Not everyone gives the "right" answer in tests but everyone is good at something in this charming story. Cooperation is seen as a higher value than competition. For grade K-3. (372JF Coh)

HARLEQUIN AND THE GIFT OF MANY COLORS. Remy Charlip and Barton Supree. Parents Magazine, 1972. 21p. Harlequin's mother is too poor to buy him a new costume for

the carnival. His friends each give up part of their costume from which Harlequin is able to make his own costume. This costume, created out of love, is the most beautiful one anyone has ever seen. For grades K-3. (150JF C)

"I CAN'T," SAID THE ANT. Polly Cameron. Coward, 1961. 22p. A book of rhyme. A tiny ant with the help of some friends patches a broken teapot and puts it back on the shelf. Even the smallest can solve big problems if they work together and share their talents. For grades K-3. (334JF Cam)

THE MONKEY AND THE WILD, WILD WIND. Ryerson Johnson. Abelard, 1963. 36p. A friendly monkey teaches a group of quarreling animals that by overcoming mutual distrust they can use their differing strengths to accomplish a task together that none of them could do alone. For ages 3-6.

MOTHERLY SMITH AND BROTHER BIMBO. Solveig Paulson Russell. Abingdon, 1971. 62p. An alley cat sets about converting a skinny fearful mouse into a more respectable specimen. The two become friends so that instead of the cat eating the mouse they work together to escape from the city, going to live on a farm in the country. For grades K-3. (599JF R)

SWIMMY. Leo Lionni. Random House, 1963. 25p. The small red fish are afraid to go anywhere because the big fish will eat them. Swimmy organizes them to cooperate and look like one big fish. For ages 3-7. (301.15JF L)

TOM AND SAM. Pat Hutchins. Macmillan, 1968. 32p. Tom and Sam compete for the most attractive garden, but while they are not enemies they are no longer friends. They decide to stop competing but cooperate instead, so both their gardens are attractive, and they become friends again. For ages 4-7. (301JF H)

TWO IS A TEAM. Lorraine Beim. Harcourt, Brace, 1945. 62p. Ted is

black and Paul is white. They are friends but disagree over the making of a coaster. They quickly learn that cooperation and pooling of their strengths is much more effective and satisfying than competition. For grades 2-3. (301.15JF B)

Primary Fiction: Friendship

CROW BOY. Taro Yashima. Viking, 1955. 34p. "One of the finest children's stories ever written," according to Anne Pellowski of the Information Center of Children's Culture. It depicts the "different" child who is often laughed at by his peers, yet because of a special talent, he is looked up to in the end. Honest and sensitive. For grades K-3. (952JF Y)

THE GOOD BIRD. Peter Wezel. Harper, 1964. 245p. In simple, crayoned pictures, a friendly pink bird shares its worm with an unhappy goldfish and illustrates the nature of friendship. This vivid picture book contains no written text. For ages 3-7. (301JF Wez)

REBECCA, MARGARET AND NASTY ANNIE. Jody Silver. Platt & Murk, 1978. 17p. This book is all about misconceptions. Rebecca and Margaret are friends and they think Annie is a spoil-sport, whilst Annie is really just lonely and jealous of their friendship. Once these misconceptions are cleared up the three become good friends. For grades K-3. (301.15JF S)

THE SNEETCHES AND OTHER STORIES. Theodor Geisel. Random, 1961. 65p. When the Sneetches learn that trying to "out-star" each other only leads to poverty, they accept each others' differences and live together in harmony. For grades K-3. (325JF Gei)

TICO AND THE GOLDEN WINGS. Leo Lionni. Pantheon, 1964. 28p. Acts of selfless giving restore a bird's common humanity in this tale about being like others and yet being unique. For grades

K-3. (136.3JF L)

THY FRIEND OBADIAH. Brinton Turkle Viking, 1969. 28p. Obadiah is annoyed by a sea gull which follows him everywhere. But when the sea gull is in trouble and Obadiah is able to help, he discovers how pleasant it is to make a real friend. For grades 1-4. (289.69JF T)
Available FGC

THE UNFRIENDLY BOOK. Charlotte Zolotow. Harper & Row, 1975. 32p. Judy has lots of friends. She is always ready to see the best in them, but Bertha sees only their faults. The story, enhanced by the clever illustrations, emphasizes the importance of looking for the good in others. Each friend is pictured first as Bertha sees her, with unattractive traits exaggerated, then as Judy sees her, with her best foot forward. For grades K-3. (301JF Zol)

Primary Fiction: Peacemaking

THE ALPHABET TREE. Leo Lionni. Pantheon, 1968. 34p. A caterpillar in the leaves of a tree unites a disorganized alphabet into the book's message: "Peace on earth and good will toward all men." Ultimately the caterpillar carries this message to the President. For ages 3-6. (341.1JF Lio)

ANDY AND THE LION. James Daugherty. Viking, 1966. 69p. Andy sets a good example for everyone by making friends with the fierce lion instead of shooting it. For grades K-4. (341.19JF D)

THE ANIMALS' CONFERENCE. Erich Kastner. David McKay, 1949. 58p. The animals hold their first and last conference to force man to end his many talks and to promise peace for the sake of the children. For grades 2-4. (341.6JF K)

THE BIG PARADE. Ida Mockren. Honeycomb Press, 1982. (order from Kathy McCaughin.) 12p. Ricky marches in a big peace demonstration. For ages 3-5. (341.19JF Moc)

CROCODILE AND HEN. Joan Lexau. Harper & Row, 1969. 28p. Crocodile learns that he and hen must not be enemies, for despite their surface differences they are relatives after all. Vivid pictures. For ages 3-6. (341.19JF L)

THE ELEPHANT IN DUCK'S GARDEN. Judy Delton. Albert Whitman, 1985. 27p. If you want to get an elephant out of your garden, sometimes all you have to do is ask. For grades K-3. (301.15JF)

THE ELEPHANT WHO COULDN'T FORGET. Faith McNulty. Harper & Row, 1980. 62p. Congo, a young elephant, could not forget that his brother had treated him unkindly. His wise old grandmother taught him to concentrate instead on the fact that Zambezi is his brother. For grades K-3. (301.15JF Mac)

THE FIDDLER OF HIGH LONESOME. Brinton Turkle. Viking Press, 1968. 42p. Young Lysander Bochamp goes to live with his mountain kinfolk, the Fogles. They are a rough bunch mostly occupied with corn liquor and hunting. The boy is comforted

by his fiddle. One night he discovers that the animals enjoy his talent also. But the Fogles spoil the enchantment and kill the animals. They themselves later come to a bad end. This powerfully illustrated tale questions the killing of animals for sport and the need to follow the lifestyle of one's community. For grades 2-5. (341.19JF T)

THE FRIENDLY STORY CARAVAN. Anna Pettit Broomall. Pendle Hill, 1981. 263p. Thirty-one stories teaching ethical principals, including specific examples of nonviolence and its results. Good read-aloud stories for groups. For all ages. (268.9 B) Available FGC

GUS AND BUSTER WORK THINGS OUT. Andrew Bronin. Coward McCann & Geoghegan, 1975. 63p. In these easy-to-read stories, two raccoon brothers, Gus and Buster, contend for the same things. Eventually they realize the bickering is getting them nowhere and that they are really fond of each other. For ages 3-7. (301.15JF Bro)

THE HAPPY OWLS. Celestino Piatti. Atheneum, 1964. 28p. The owls share their secret of how to live peacefully and happily. For ages 4-8. (341.1JF)

HERBIE'S TROUBLES. Carol Chapman. E.P. Dutton, 1981. 30p. Herbie tried following his friends' advice in an attempt to ward off a troublemaker, Jimmy John. Finally Herbie took the problem into his own hands and solved it creatively. It's hard work to be peaceful, but it is possible to smile and feel good about one's self. For grades K-3. (301.15JF Cha)

I'LL GET EVEN. Judith Conaway. Rain-tree Publishers, 1977. 30p. John is hurt by his older brother's curt dismissal and longs for revenge. But when his brother invites him to return and play, his anger is short-lived. Beautiful photographs. For ages 4-7. (150JF Con)

JEROME. Philip Resner. Parents

Magazine, 1967. 37p. Jerome the frog believes himself a prince and goes off to do princely deeds. In three instances he solves a "problem" in logical and peaceful ways, demonstrating useful alternatives to force. For grades K-3. (341.19JF R)

THE KING, THE MICE, AND THE CHEESE.

Eric and Nancy Gurney. Random, 1965. 63p. When the mice eat the King's cheese, the King tries to get rid of them by importing predators, each one larger and more destructive than the last. To solve their conflict, the King and the mice negotiate a treaty from which they both benefit. The slap-stick humor and cartoon illustrations will capture children's attention. Good for dramatization. For ages 3-7. (341.6JF Gur)

THE KNIGHT AND THE DRAGON. Tomie de Paola. Putnam, 1980. 32p. With the help of a bookmobile librarian, a knight and a dragon stop fighting and learn to work together. For ages 3-6. (341.19JF deP)

THE LITTLE BRUTE FAMILY. Russell Hoban. Macmillan, 1966. 27p. The miserable Brutes live in a dark, shadowy wood, eat sand and gravel porridge, and sink like stones when they try to swim. But life can change, as children will learn with relief, and the Brutes become a happy family by the end of the book. A lovely story. For ages 4-9. (173JF H)

MY FRIEND THE MONSTER. Clyde Robert Bulla. Crowell, 1980. 75p. A charming fairy tale in which the unhappy Prince Hal, through his friendship with an outcast, discovers the richness of giving and the rewards of befriending the enemy. For grades 2-5. (301JF Bul)

NORA'S TALE. Edith Vonnegut Rivera. Random House, 1973. 61p. Nora creates a beautiful world filled with beautiful people only to have it destroyed by the horrible Bertha. Nora finds the courage to re-create her world and successfully but peacefully foil Bertha. For grades 2-5. (396JF R)

OBADIAH THE BOLD. Brinton Turkle. Viking, 1965. 32p. Obadiah thinks wants to be a pirate but after play with his older brothers and sisters he begins to have doubts. His father shows him other less violent possibilities for being both honest and brave when he becomes a man. For grades K-3. (289.69JF T) Available FGC

OINK AND PEARL. Kay Chora. Harper, 1981. 64p. A big sister and little brother love each other in spite of their disagreements. An "I Can Read" book. For ages 4-8. (173JF Cho)

PENGUINS, OF ALL PEOPLE. Don Freeman. Viking, 1971. 32p. Penguins share with the UN delegates their formula for living peacefully: "Have fun! Work together! Play together! Be one family!" For ages 3-6. (341.1JF)

THE PINKISH, PURPLISH, BLUIISH EGG. Bill Peet. Houghton Mifflin, 1963. 46p. This amusingly illustrated picture book features a peace-loving dove who raises a griffin and teaches him to be non-violent. For grades K-3. (341.19 JF ree)

THE RED LION, A TALE OF ANCIENT PERSIA. Retold by Diane Wolkstein. T.Y. Crowell, 1977. 24p. In this beautifully illustrated tale, the prince learns that true courage to confront one's "enemies" lies in not being afraid of them. For grades 1-5. (955JF)

THE SELFISH GIANT. Oscar Wilde. McGraw-Hill, 1979. 24p. The selfish giant drives all the children from his garden thus causing continual winter, which is only displaced by spring when the children return to play. This simple book shows how selfishness is arid whilst sharing is beautiful and reconciling. For grades 1-4. (136.2JF W)

THE SNOWMAN. Jim Erskine. Crown, 1978. 28p. Two bears, Berkley and his friend Calvin, build a large snowman. They argue over who owns it, and th

resulting fight ruins the snowman, settling nothing. Chastened, they set about building some little snowmen and go sledding together. For ages 3-6. (301.15JF Ers)

THE SORELY TRYING DAY. Russell Hoban. Harper & Row, 1964. 28p. Shows how one thing can lead to another and blaming others just makes things worse, while accepting your part in events helps sort problems out. For grades K-3. (341.19JF H)

THE STORY OF FERDINAND. Munro Leaf. Viking, 1936. Ferdinand is different from the other bulls because he hates fighting in the bull ring. His mother understands and doesn't criticize. Eventually, that very difference saves him from death, the fate of the other bulls. For ages 4-7. (341.19JF L)

THE STRANGER. Kjell Ringi. Random House, 1968. 30p. When a giant comes to a country, its people are first belligerent, then learn that talking over differences is better. Useful for discussing stereotypes, fear, aggression, war and communication. For grades K-3. (301.15JF Rin)

THE SUPERMARKET MICE. Margaret Gordon. Dutton, 1984. 32p. When a cat is brought in to catch them, the mice make friends with him. For ages 3-5. (301.15JF Gor)

THE TEARS OF THE DRAGON. Hirosuke Hamada. Parents, 1967. 28p. One boy does not believe the village rumor that the dragon who lives on the mountain is evil. He decides to invite the dragon to his birthday party. This book points out the role of misinformation and prejudice in creating walls. For grades K-3. (341.19JF H)

A TOAD FOR TUESDAY. Russell Erickson. Lothrop, 1974. 64p. Warton, the toad, is caught by the owl and held captive to be eaten on the owl's birthday. Warton's courageous offer of friendship changes an enemy into a friend. For grades K-4. (301.15JF Eri)

TOM AND THE TWO HANDLES. Russell Hoban. Harper & Row, 1965. 64p. Tom learns there is more than one way to resolve a conflict. For grades K-3. (301.15JF Hob)

TWO GIANTS. Michael Foreman. Pantheon, 1967. 30p. After falling out over the ownership of a seashell, the giants gradually discover that fighting destroys all life's joy and that their destinies are intertwined. For grades K-3. (341.19JF F)

TWO SIDES OF THE RIVER. David Crippen. Abingdon, 1976. 27p. Two families, living on opposite sides of a river in Kenya, have been enemies since the days of their grandfather. The boys from one side of the river chase the cattle away from the boys on the opposite side of the river. One of the boys then rescues one of the culprits from drowning. This good deed makes the boys feel at peace instead of feeling angry with their tormentors. For grades 1-6. (967JF C)

Primary Fiction: Peaceful Values

THE BIGGEST HOUSE IN THE WORLD. Leo Lionni. Pantheon, 1968. 31p. A little snail learns that bigger is not always better. For ages 3-5. (301.42JF Lio)

FREDERICK. Leo Lionni. Pinwheel Books, Knopf, 1967. 32p. A beautiful story about a family of mice preparing for winter. While the rest of the mice hurriedly gather food, one mouse, Frederick, gathers sunshine, colors, and words. When the food is all gone, Frederick's inedible provisions greatly brighten the mice's winter. For grades K-3. (301JF L)

THE HAPPY PRINCE. Oscar Wilde. Prentice-Hall, 1965. The Prince is beautiful but unhappy; with the help of a sparrow he learns that the only precious things are good deeds. For grades 1-6. (301JF W)

Indian girl recounts her simple, daily life. A calm and peaceful story. For ages 4-8. (325.1J C)

THE KING'S FLOWER. Mitsumara Anno. Collins, 1979. 29p. An enormously wealthy king learns that biggest is not best when a seed planted in the largest flower pot ever made produces a tiny but beautiful flower. For grades K-3. (301.42JF Ann)

MR. BROWN AND MR. GRAY. William Wondriska. Holt, Rinehart and Winston, 1968. 39p. A delightful tale of simplicity. The King sends two pigs, Brown and Gray, to define happiness, giving them as much money as they need to make their wishes come true. One amasses great wealth, builds a huge luxury hotel, and tries to find more ways to spend money. The other builds a small hut, gardens, and entertains his family and friends. The King sees that a simple peaceful life brings happiness and that grasping materialism brings only dissatisfaction. For grades K-3. (150JF W)

MISTER KING. Raija Siekkinen. Carolrhoda, 1987. 32p. A lonely king creates a community of brotherhood by his acts of loving service to others. For grades 1-3. (150JF Sie)

TIGER WATCH. Jan Wahl. Harcourt, 1982. 27p. A boy wishes to be a great hunter like his father, but after witnessing the killing of a beautiful red tiger, he realizes his father's profession is not for him. Powerfully illustrated by Charles Mikolaycak. For grades 1-4. (341.19JF Wah)

WHY NOAH CHOSE THE DOVE. Isaac Bashevis Singer. Farrar, Straus & Giroux, 1973. 28p. Noah chose the dove to be his messenger because it was the only creature who did not vaunt itself above others in order to win a place on the ark. The dove understood that God has given each creature unique gifts. For grades K-3. (220.7JF Sin)

Junior Fiction

THE BLACKMAIL MACHINE. Felice Holman. Macmillan, 1968. 182p. Five children and a bird-loving spinster use their tree house to bargain for community action, and, ultimately, world peace. For grades 4-7. (341.1JF H)

THE 18th EMERGENCY. Betsy Byars. Avon, 1973. 126p. Benjie has angered the toughest boy in school and none of the clever ways his friend Ezzie thinks up will save him from a beating. At last Benjie faces up to fear and honor, solving the problem by being open and neutral (neither threatening nor covering) with the bully. For grades 6-10. (136.3JF B)

FOR LOVE OF A DONKEY. Betty Morgan Bowen. David McKay, 1963. 197p. The heart-warming story of a WWII orphan which demonstrates over and over the power of love to mend the hurts of a war-ravaged world. For grades 4-8. (341.15JF B)

MAGIC NUMBER. Harold Goodwin. Bradbury, 1969. 98p. War erupts between the pets and the garden animals because of fear-induced misperceptions and leadership which incites animosity. The hostilities cease when the unbiased facts come to light. For grades 4-8. (341.1JF G)

AN OUTBREAK OF PEACE. Sarah Pirtle. New Society, 1987. 286p. The teenagers in a New England town attempt to lead the entire community in an "outbreak of peace". For grades 7-12. (341.1F)

THE PUSHCART WAR. Jean Merrill. Addison-Wesley, 1964. 223p. A rib-tickling satire on how conflicts have their roots in greed and oppression, how the weak can organize to achieve justice, and how public opinion can bring the aggressor to the bargaining table. For grades 4-adult. (341.1JF Mer)

SECRET OF THE ANDES. Ann Nolan Clark. Viking, 1952. 130p. A book that

children might not see as attractive without adult help. The story portrays the simple, peaceful life of Indians living high in the Andes Mountains. For grades 4-7. (985JF C)

SHAMBALAH WARRIORS, NONVIOLENT FIGHTERS FOR PEACE. Teddy Milne. Pittenbruach, 1987. 145p. The story of two children who become nonviolent fighters for peace and justice when their countries are at war is followed by a course in becoming a Shambalaka, a disciplined person at peace with her/himself who uses spiritual power to transform the enemy from within. For grades 4-8. (341.1JF Mil)

THE WHITE ARCHER: AN ESKIMO LEGEND. James A. Houston. Harcourt, Brace, Jovanovich, 1967. 95p. When Kunga, a young Eskimo boy, is twelve years old, a group of Indians kill most of his family and take his sister captive. For six years Kunga works preparing himself to avenge his family. He also learns about wisdom and love, and these eventually stop him from seeking revenge. For grades 4-6. (998JF H)

THE WIND IS NOT A RIVER. Arnold A. Griese. Crowell, 1978. 108p. The only ones not captured when the Japanese take over their Aleutian island village during World War II, two children save the life of a Japanese soldier and find that love is stronger than hatred. For grades 4-6. (341.1JF Gri)

Study Guides for Religious Groups

EXPERIENCING MORE WITH LESS. Meredith Sommers Dregni. Herald Press, 1983. 104p. Exciting intergenerational curriculum to help groups learn about responsible living. Creatively and faithfully captures and encapsulates the meaning of the five standards of Don Jansen Longacre's "Living More with Less" (Herald Press, 1980). For all ages. (301.42 Dre)

LIFE-STYLE CHANGE FOR CHILDREN (AND

INTERGENERATIONAL GROUPS.) Doris Lee Shettel. United Presbyterian Program Agency, 1981. 63p. A leaders' guide and student's resource supplying background articles of interest to adults as well as tear-out pages with play scripts, charts to label, checklists, craft ideas, and songs oriented toward the concept of possible lifestyle change and areas of responsibility. For all ages. (301.24 She)

Study Guides for Families

HOW TO TEACH PEACE TO CHILDREN. J. Lorne Peachey. Herald, 1981. 32p. A practical resource for parents and families who desire to find practical handles to build peacemaking lifestyles in the home and community. Specific suggestions and models for experimentation and further development. (649 Pea) Available FGC

PARENTING FOR PEACE AND JUSTICE. Kathleen and James McGinnis. Orbis, 1981. 144p. One family's personal account of their efforts at integrating their social ministry and their family ministry. They reveal concrete ways of living and parenting through focussing on stewardship and simplicity, nonviolence in the family, sex-role stereotyping and family involvement in social action. (649 Mac) Available FGC

PARTNERS IN PEACEMAKING: FAMILY WORKSHOP MODELS GUIDEBOOK FOR LEADERS. James McGinnis, ed. Institute for Peace and Justice, 1984. 170p. Models for family and youth workshops on peacemaking. (649 Mac)

PEACE IN THE FAMILY: A WORKBOOK OF IDEAS AND ACTIONS. Lois Dorn with Penni Eldredge-Martin. Pantheon, 1983. 177p. Parents and kids can get along and happily with this down-to-earth approach to family living that shows you how you can make fair rules that work for your family, find alternatives to traditional discipline, solve problems in ways that meet the needs of everyone

involved. With a broad array of exercises, practical programs, and sound examples, it outlines courses of everyday action toward two-way communication between generations. (173 Dor)

PEACEMAKING: FAMILY ACTIVITIES FOR JUSTICE AND PEACE. Jacqueline Haessly. Paulist, 1980. 86p. A book to help the family learn to live together in peace and justice both at home and with society and the world. Both idealistic and practical, this book gives insight and information as well as activities to help the family actually learn to become peacemakers. Focusses on affirmation, communication, values, respecting differences, cooperation, resolving conflicts, and looking to the future. (649 H)

STARTING OUT RIGHT: NURTURING YOUNG CHILDREN AS PEACEMAKERS. Kathleen McGinnis and Barbara Oehlberg. Meyer-Stone, 1988. 127p. Helps parents clarify their own values regarding violence, racism, sexism, ageism, consumerism, and nationalism and shows them how to encourage peaceful, respectful behavior in their children. For all ages. (649 McG) Available FGC

TRY THIS--FAMILY ADVENTURES TOWARD SHALOM. Ecumenical Task Force on Christian Education for World Peace. Discipleship Resources, 1979. 69p. This manual suggests ways for intentionally sharing religious values and offers activities for children and adults to enjoy together in and around the home. (649 E)

Other Books on Peace Available from FGC

TEACHING PEACE. M. Davidson, L. DeWald, L. Cornell, and B. Nichols, eds. Annotated Bibliography of more than 800 teaching resources. Teachers in Friends Schools and members of Philadelphia Yearly Meeting may borrow materials free.

HELPING KIDS CARE. Condon and McGinnis. Intergenerational programs.

HELPING FAMILIES CARE. James McGinnis. Focuses on family and how it can move toward compassion.

II. Other Resources on Peace

A. National Organizations

Access; 1755 Mass. Ave. NW, Suite 501, Washington, DC 20036; (202) 785-6630
AFSC Disarmament Program, 1501 Cherry Street, Philadelphia, PA 19102; (215) 241-7176
Center for Defense Information, 1500 Mass. Ave., NW, Suite 24, Washington, DC, 20005; (202) 862-0700
Clergy & Laity Concerned, 198 Broadway, Rm. 302, New York, NY, 10038; (212) 964-6730
Educators for Social Responsibility, 23 Garden Street, Cambridge, MA, 02138; (617) 492-1764
Fellowship of Reconciliation, Box 271, 523 N. Broadway, Nyack, NY, 10960; (914) 358-4601
Mobilization For Survival, 853 Broadway, Rm. 418, New York, NY, 10003; (212) 385-2222
New Society Publishers, 4722 Baltimore Ave., Philadelphia, PA, 19143; (215) 382-6543
Nuclear Free America, 325 E. 25th St., Baltimore, MD, 21218; (301) 235-3575
Physicians for Social Responsibility, 1601 Conn. Ave. NW, Suite 800, Washington, DC, 20009; (202) 785-3777
SANE/FREEZE, 711 G St., SE, Washington, DC, 20003; (202) 546-7100
Women's International League for Peace & Freedom, 1213 Race St., Philadelphia, PA 19107; (215) 563-7110
War Resisters League, 339 Lafayette St., New York, NY, 10012; (212) 228-0450

This list is taken from the catalogue of:

Peace Resource Project
P.O. Box 1122
Arcata, CA 95521
(707) 822-4229

Write for their catalogue, which includes posters, bumper stickers, T-shirts and other peace paraphernalia.

B. People

1. Philadelphia Yearly Meeting in its Testimonies and Concerns Section has staff in many areas related to peace. Staff are willing to come to your Meeting to present programs. Call the numbers listed with each name or call 1-800-2200-PYM. For general questions call: Joan Broadfield, (215) 241-7230 or Robert Dockhorn, (215) 241-7238.

Criminal Justice Committee - Phil Mullen - 215-241-7235

Friends Conflict Resolution Programs

Keelin Barry - Mediation Specialist - 215-241-7234

Chel Avery - Conflict Response Specialist - 215-241-7229

Friends Military Counseling - Jim Crichton - 215-564-3320

Nonviolence and Children - Pamela Moench - 215-241-7239

Peace Committee

Mary Flounders Arnett & Theresa FitzGibbon - Policy and Legislation/
Disarmament & Peacebuilding - 215-241-7233

Allen Nelson - Youth and Militarism - 215-241-7231

Peace Field Secretaries

Priscilla Adams - Haddonfield Quarterly Meeting - 609-235-3851

Jamie Tyson - Western Quarterly Meeting - 215-444-1012

War Tax Concerns Support Committee - Suzanne Day - 215-241-7240

Weekend Workcamps - Michael F. Van Hoy - 215-241-7236

In addition there are unstaffed committees or working groups on: Indians, International Outreach, Right Sharing of World Resources, United Nations, Environment, Homelessness, Palestine/Israel, Sanctuary and World Federal Government. Call Bob or Joan to arrange for one of these groups to speak to your Meeting.

2. Pamela Moench

Pamela is the staff person for PYM's Nonviolence and Children Program. She is listed under #1 above but she and her committee deserve special mention in a publication devoted to children and peace. Pam and her committee are available to do workshops on a variety of themes; they also publish a newsletter and meet regularly at Friends Center. If you are interested in this committee and its work, give Pam a call at 215-241-7239 or 1-800-2200-PYM.

3. Sharon Sigal - Songs of Peace and Justice

Sharon Sigal, professional singer/songwriter and member of Central Philadelphia Monthly Meeting, performs a wide variety of music with themes of love, hope, humor, and struggle. She shares music in the form of concert, workshop, and presentation and organizes her performances to meet the needs of specific Meetings. Call or write her at 7234 Hazel Ave., Upper Darby, PA, 19082; 215-352-7650 for rates and availability.

C. Periodicals/Newsletters

1. Laser - Peace Newsletter for Kids

15 Walnut Street, Northampton, MA 01060

Subscription \$12 for ten issues. PYM Library subscribes so you can look at an issue.

2. Children's Creative Response to Conflict (CCRC)

Box 271, Nyack, NY 10960

This organization, devoted to cooperation, communication, affirmation, and conflict resolution, publishes a newsletter titled Sharing Space for \$5.00 per year. They also publish books and do workshops. Write for a free brochure which describes their activities.

3. The Institute for Peace and Justice

4144 Lindell Blvd., St. Louis, MO 63108

314-533-4445

Publishes a newsletter six times a year for \$15.00 per year. Includes information on Parenting for Peace and Justice Network programs and publications. Write for a free Resource Catalogue as well.

4. Peacemaking for Children

2437 N. Grant Blvd., Milwaukee, WI 53210

Activity centered magazine for children in grades K-8. Write for information and price.

D. Four More Books:

1. Kids Can Cooperate: A Practical Guide to Teaching Problem Solving by Elizabeth Crary, 1979. Order from: Parenting Press, Inc., 7750 31st St. NE, Seattle, WA 98115 for \$10.20 postpaid
2. Learning the Skills of Peacemaking: An Activity Guide for Elementary Age Children on Communicating, Cooperating, and Resolving Conflict by Naomi Drew. \$17.95. Order from: Jalmar Press, Building 2, Rolling Hills Estate, CA, 90274-4297; 1-800-662-9662.
3. Peaceful Heroes I and II - Two volumes of one-act plans by Rosalie Regan, 1988. Order from
4. Seeds of Peace: A Catalogue of Quotations, compiled by Jeanne Larson and Madge Micheels-Cyrus. 1986. Order from New Society Publishers, PO Box 582, Santa Cruz, CA 95061, \$14.70 postpaid. You can get a catalogue from the same address.

E. Miscellaneous

1. Fighting Fair - A video and lesson plans for elementary age children on conflict resolution. Available from PYM Library. To borrow call (215) 241-7220

2. Provident Bookstores

Souderton Shopping Center, Souderton, PA 18964-1086, or
1625 Lititz Pike, Lancaster, PA 17601-6599

Write for a book list, "Books that Make Peace", which includes a good selection of children's books and books for parents and teachers, all of which can be ordered from these stores.

3. The Green Circle Program, Inc.

This organization was founded by a Friend, Gladys Rawlins, over 30 years ago. GCP continues to promote inter-group awareness, understanding and cooperation, while enhancing self-esteem. GCP prepares individuals for multi-ethnic, racial, and cultural experience by developing positive attitudes about self and others. Workshops are offered for all ages. For more information write or call GCP, 1300 Spruce St., Phila. PA 19107, (215) 893-8426.

4. The Peace Pole Project

Route 1, Box 253, East Jordan, Michigan, 49727
(616) 536-7412

This project is devoted to erecting all over the world "Peace Poles", on which the words "May Peace Prevail on Earth" are written. The project started in Japan and has spread to many other countries. For information and a brochure write the above address. Haddonfield Quarter owns one of these poles and hopes to place it in Camden's waterfront park. Moorestown Friends School has one, and there is another in Haddon Township.

5. "Peace Fleece"

Sally Bowman, a member of Camden, DE, Meeting, owns a yarn shop. One of the things she sells is "Peace Fleece", yarn made from Soviet and American wool. For a project involving yarn, this would be an excellent way to demonstrate graphically how two different cultures can work together. Send Sally a S.A.S.E. at RD 5, Box 134, Dover, Delaware, 19901 (302) 653-4361 for a card of samples. The yarn sells for \$5.00 per 4-ounce skein and has names like Glasnost Gold and Negotiation Grey.

Quotations

The following list contains many reflections on the theme of Peace. Other quotations appear in each section. Ideas for using quotations: 1) Write each one on a large piece of construction paper and hang them all up for people to look at while you are at work on this packet. 2) Assign each person or pair of people a quotation. Reflect on the quotation, memorize it, and draw a picture that expresses in imagery what the quotation says in words.

Bible

You shall not hate your brother in your heart, but you shall reason with your neighbor, lest you bear sin because of him. You shall not take vengeance or bear any grudge against the sons of your own people, but you shall love your neighbor as yourself: I am the Lord. Leviticus 19:17-18.

But I say to you, love your enemies and pray for those who persecute you so that you may be sons of your Father who is in heaven. Matthew 5:44-45.

Let us then pursue what makes for peace and for mutual upbuilding. Romans 14:19.

1 Corinthians 13:1-7 Whole chapter is on Love.

But be doers of the word, and not hearers only, deceiving yourselves. James 1:22.

If a brother or a sister is ill-clad, and in lack of daily food, and one of you says to them, "Go in peace, be warmed, and filled," without giving them the things needed for the body, what does it profit? So faith by itself, if it has no works, is dead. James 2:15-17.

Thou shalt not kill. Exodus 20:13

I have not set before you life and death, blessing and curse; therefore choose life, that you and your descendants may live ... Deuteronomy 30:19.

How beautiful upon the mountains are the feet of him who brings good tidings, who publishes peace ... Isaiah 52:7.

Quakers

Force may subdue, but love gains, and he that forgives first, wins the laurel. William Penn

It requires great self-denial and resignation of ourselves to God to attain that state wherein we can freely cease from fighting when wrongfully invaded, if by our fighting there were a probability of overcoming the invaders. John Woolman

I lived in the virtue of that life and power that took away the occasion of all wars ... George Fox

Guard against placing your dependence on fleets and armies; be peaceable yourselves, in words and actions, and pray to the Father of the Universe that he would breathe the spirit of reconciliation into the hearts of his erring and contending creatures. London Yearly Meeting, 1804

The way of Christ is followed not by those who would be mighty and powerful, but by those who would serve. His peace for the world will be won by those who follow him in repentance and willingness to forgive. London Yearly Meeting, 1943

May we look upon our treasures, the furniture of our houses, and our garments, and try whether the seeds of war have nourishment in these our possessions. John Woolman

Others

The making of peace is the noblest work of God-fearing men. John Kennedy

Let us not rest all our hopes on parchment and on paper. Let us strive to build peace, a desire for peace, a willingness to work for peace in the hearts and minds of all our people. I believe that we can. I believe the problems of human destiny are not beyond the reach of human beings. John Kennedy

True peace is not merely the absence of tension; it is the presence of justice. Martin Luther King.

We must concentrate not merely on the eradication of war but on the affirmation of peace. Martin Luther King

Hatred and bitterness can never cure the disease of fear; only love can do that. Hatred paralyzes life; love releases it. Hatred confuses life; love harmonizes it. Hatred darkens life; love illumines it. Martin Luther King.

Lord, make me an instrument of Your peace; where there is hatred, let me sow love; where there is injury, pardon; where there is discord, union; where there is doubt, faith; where there is despair, hope; where there is darkness, light; and where there is sadness, joy.

O Divine Master, grant that I may not so much seek to be consoled as to console, to be understood as to understand, to be loved as to love; for it is in giving that we receive; it is in pardoning that we are pardoned, and it is in dying that we are born to eternal life. St. Francis of Assisi

Peacemaking is fundamentally a spiritual struggle, a battle for the soul of humanity. Richard Barnet, a founder of World Peacemakers

There is no way to peace, peace is the way. A. J. Muste

Peace cannot be kept by force. It can only be achieved by understanding. Albert Einstein.

Peace begins when the hungry are fed. Anonymous

It is possible to live in peace. Mahatma Gandhi

When shall all men's good be each man's rule, and universal peace be like a shaft of light across the land? Alfred Lord Tennyson

I still believe that people are really good at heart. I simply can't build up my hopes on a foundation consisting of confusion, misery and death. I see the world gradually being turned into a wilderness. I hear the ever approaching thunder, which will destroy us too. I can feel the sufferings of millions and yet, if I look up into the heavens, I think it will all come right, that this cruelty too will end, and that tranquility will return again. Anne Frank, July, 1944