

# The Peaceable Kingdom

A Curriculum for  
Kindergarten  
through Adults

(Lessons for all ages to assist in exploring the  
Friends Peace Testimony)

Edited and Updated by  
Children & Young People at Yearly Meeting Group  
(Adapted from the curriculum "*Blessed Are the Peacemakers*",  
created by CYPYM, 1989)

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# Song of Peace

*Finlandia*

Words: Lloyd Stone

Music: Jean Sibelius

1. This is my song, O God of all the nations,  
A song of peace, for lands afar and mine;  
This is my home, the country where my heart is,  
Here are my hopes, my dreams, my holy shrine;  
But other hearts in other lands are beating  
With hopes and dreams as true and high as mine.
  
2. My country's skies are bluer than the ocean,  
And sunlight beams on clover leaf and pine,  
But other lands have sunlight too, and clover,  
And skies are everywhere as blue as mine.  
O hear my song, thou God of all the nations,  
A song of peace for their land and for mine.

(Music in *Worship in Song, A Friends Hymnal*  
Friends General Conference, 1996)

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# *THE PEACEABLE KINGDOM*

## INTRODUCTION

The Friends peace testimony, drawn naturally from the belief that there is that of God in everyone, has been the basis for powerful lessons affecting the lives of children all over the Philadelphia Yearly Meeting for many generations. At this time, when war seems to be the only way open in the minds of many, we want to offer an updated study guide presenting openings for children to seek peace inwardly and outwardly. It is essential that we offer opportunities for children to envision peace and to be inspired in the work of peacemaking. It is essential that we offer Friends' gifts of peace education and non-violent resolution to all the world's children.

In this curriculum, we set out activities for teachers in First-day schools to use in creating lessons about peace for children, as well as for intergenerational gatherings. We hope teachers will utilize the activities in each of the three chapters, for they are planned to begin with the inward search for peace, to envision peace in the home and community, and then to explore peacemaking in the world.

As we come to the **Annual Sessions**, we hope that first day schools will bring banners and share stories of how this peace curriculum was implemented in their meetings. "Finding the Power to Make Peace in Every Aspect of Our Lives" is the theme of **Yearly Meeting Annual Sessions**, and that unites us in all of our work. We have included a whole section on the Edward Hicks paintings of the Peaceable Kingdom, music to inspire worship-sharing, and stories which evoke discussion and hope. Please use them in any ways that seem to fit your own First-day school classes, and thank you for working so caringly with children.

## SAMPLE LESSON PLAN

### To the teacher:

In the chapters of the curriculum, activities and stories are divided into three themes of peacemaking. You can use this packet to plan three (3) weeks of First-day school, or you may be using it for a number of weeks.

You may want to choose several songs that you sing every week to tie the unit together. There is a list of songs at the end of the chapter, "Peace is Homegrown" (page 8). Choose one familiar song and one new song - that will become familiar after singing it several weeks in a row. You can use singing as opening or closing activities, or use the closing activity included in each chapter.

Some of the activities in the packet will take more than one week, some are short enough to try several in a single morning. The age group you are planning for will also affect how big a project you can try. We have provided a variety of ideas to choose from, knowing how large or active a group you will have. Consider activities that are age-appropriate, both physically and conceptually, and that work for your age range of students. Each of the three chapters contains a wide range of activities. You will need to fit selected activities into an overall lesson plan. Resource information is listed in the Appendix.

A. Song: "Let There Be Peace on Earth" (*Rise Up Singing*, p. 161). Ask children to think about peace. Have them share their ideas and record them on newsprint.

B. Activity: Give each child a sheet of paper and fold it 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.

1	2
3	4

C. Story: 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 Appendix).

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)

D. 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?

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.

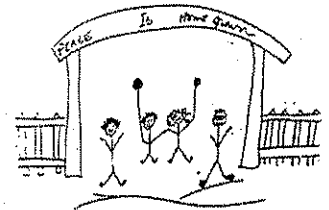
E. Closing activity: Have the children sit down and close their eyes and think of one thing that they discussed this morning that they would like to try to do this week to bring peace. Don't have them discuss the idea, just think of it. Close with a word about being mindful of what opportunities we have every day to help bring peace.

*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

Peace begins inside our hearts and grows through our words and actions. We make peace by living a peaceful life. This unit suggests activities for children that encourage peace-making and peaceful living. Teachers: please pick and choose the activities that work best for you, and if possible, try to conclude this unit with the closing activity on page 12 of this chapter.



### I. 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 the 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:

Have the children write down 10 things under the words "I like..." Pin the list on each child's chest. Children then walk around and read one another's lists and share common interests, ask questions, enjoy similarities and differences. Now pin a blank paper on each child's back with their name at the top. The other children write affirmations on the paper (i.e., helpful; cheerful; fun to play with). 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. This can also be a good Valentine project.

## II. BE A PEACE HERO

### A. Creating Heroes:

1. 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 Power Puff Girls, Spiderman, Batman, etc.? What is a peace hero? What things would a peace hero do? How? How can *you* be a peace hero?



2. Making Your Own Trading Cards. You will need: cardboard and light colored paper cut into rectangles or squares (of the same size) and writing utensils.

Ask the children to think about what peace heroes might look like, how they would live, what characteristics they might have. Ask them to draw pictures and to write out descriptions (might include age, what he/she likes to do, special qualities, what others like about him/her) on the squares. They can glue the squares on cardboard, creating a card with a picture on one side and a description on the other.

Have them read the descriptions aloud and show the pictures. They could each make several of them as time permits. If they make enough of them, they could trade cards if they want to.

B. Identify Conflict and/or Violence on TV:

As peace heroes we need to be aware of how much violence we see every day on TV. Try to raise children's awareness of the amount of violence they are seeing.

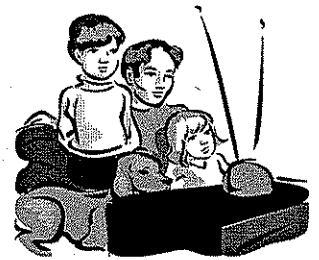
a. Discuss with the children how they have seen people hurt each other on TV. It can be physical, something that hurts another person's body, like hitting or shooting. It also can be emotional, things that people say or do that hurt another person's feelings or how they feel about themselves.

b. Now ask the class how they 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.

c. Get pieces of paper ready to be checklists. Direct the children to draw two lines from the top to the bottom to make three columns on the 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 as reminders of what each part means.

d. Tape a short TV show for the children to watch. It could be a cartoon, a movie, or a "sitcom." Watch the show for 15 minutes or a half hour. Ask the children to make a check mark every time they see an act of support or violence in the program. If a TV is not available during First-day school, ask the children to do this exercise at home, with the help of their parents.

e. Talk about what the children saw. Ask the children: 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, do the same kind of survey for commercials.



### C. Playing Peacefully:

1. Bring in some "war toys" and discuss why children do or don't like them. An excellent resource on the topic of war toys is a book entitled *Who's Calling the Shots?* by Nancy Carlsson-Paige and Diane E. Levin (New Society Publishers). The book talks about what is developmentally appropriate, with practical ideas and resources for helping children reclaim imaginative play and develop skills for playing and living less violently.

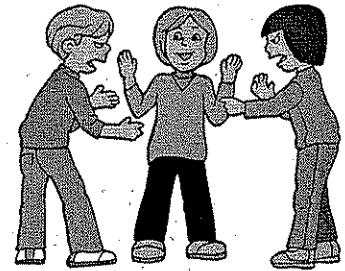
2. Help children see alternatives to play-fighting. This will work especially well with first and second graders.

- A week before, ask the children to make a list of interesting and exciting things they can play that are not "play fighting". Then ask them to bring in a few items to contribute to the "prop box". You might include props and costumes for characters like firefighters, pioneers, doctors, nurses, space explorers, racers, rescue workers, forest rangers.
- Have your class play with your new "prop box" and make up skits. You can do this at First-day school.

### III. 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.*

a. Follow-up Questions:

- ? 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?
- ? What are some things we can do to settle arguments? Name some good solutions and some bad ones.
- ? Can you explain the word "harmony"? You may want an adult or child with musical experience to explain this word in layperson's terms.

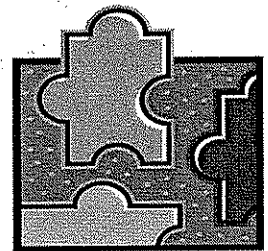
2. With Older Children: Ask a child, who has some music background, to explain the word "harmony" or explain it yourself. Emphasize that while the singers or instruments are not all singing or playing the same thing, the different elements blend together or harmonize. Play a recorded example. Any chorus from Handel's "Messiah" is excellent, but choose your own favorite. Or you may choose to sing a round such as "Dona Nobis Pacem" (#296) or "I Am An Acorn" (#242) both found in *Worship in Song: A Friends Hymnal*.

a. Follow-up questions:

- ? What do you think non-musical harmony means?
- ? If a situation is harmonious, is everyone doing the same thing, in absolute agreement, or working together?

B. Inequality Puzzles:

You need a puzzle placed in an envelope for each group. Puzzles can be made by cutting a square out of cardboard or paper and cutting it into pieces. Take one puzzle piece out of each envelope and put it in another group's envelope.



Directions: Put your puzzle together as a group in silence. Each puzzle should form a square (that is, if you had all the pieces). Groups may get frustrated until they discover another group has the piece that they need. If the children ask if they may trade, respond that the only rule is to put the puzzle together. You may set a time limit and/or offer a prize for the first completed puzzle. Both of these options will make the exercise more competitive and less friendly.

a. Follow-up Questions:

- ? What did you do when you discovered certain pieces were missing?
- ? How did you go about putting the puzzle together? 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 your 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 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 thoughts of Gandhi:

a) When in a conflicting situation, work to reduce the demands to what is really essential. b) Search for ways of cooperating with the other person on honorable terms that both of you feel comfortable with. c) Bolster the other in this search while still pressing for change.

5. Discuss the two different role plays. 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.

#### IV. CLOSING ACTIVITY

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.

B. Sing some of the songs listed on the Song List at the end of this chapter.



## Song List

### Worship in Song: A Friends Hymnal

- ♪ Amazing Grace (#185)
- ♪ Dona Nobis Pacem (#296)
- ♪ Down by the Riverside (Study War No More) (#295)
- ♪ I've Got Peace Like a River (#246)
- ♪ Magic Penny (#221)
- ♪ Morning Has Broken (#32)
- ♪ Shalom Chaverim (#298)
- ♪ Simple Gifts (#271)
- ♪ Song of Peace (#304)
- ♪ Vine and Fig Tree (#300)
- ♪ When I Needed a Neighbor (#293)

### Rise Up Singing

- ♪ Let There Be Peace on Earth (pg. 161)
- ♪ Prayer of St. Francis (pg. 46)
- ♪ Study War No More (Down by the Riverside) (pg. 163)

## Bibliography

*Peace Be With You: A Study of the Spiritual Basis of the Friends Peace Testimony*, Sandra Cronk, Tract Association of Friends.

*Rise Up Singing*, Sing Out Corporation, Bethlehem, PA, 1988.

*The Friendly Story Caravan*, Anna P. Broomell, Pendle Hill Publications, 1990 (paperback).

*The Shoemaker's Dream*, English text by Mildred Schnell, Judson Press, 1982.

*Who's Calling the Shots?* by Nancy Carlsson-Paige and Diane E. Levin, New Society Publishers, 1990.

*Worship In Song: A Friends Hymnal*, Friends General Conference, 1996.

"Therefore we cannot learn war any more."

George Fox

## OUR TESTIMONY TO THE WHOLE WORLD

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.

### 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.*

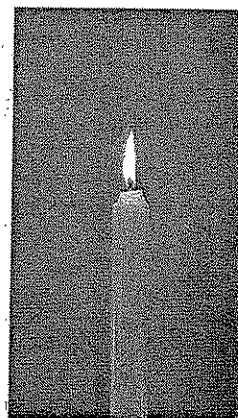
A. Read the peace testimony to your children. For a group of very little children write and share a simple version such as: "We will not fight with weapons because God tells us not to fight. We will do God's work in peaceful ways." With older children or mixed ages read the original. With little children 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' teachings 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, as well as 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.

*Peace Testimony of 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.*

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 schoolroom or meetinghouse, or share them with the adults during announcements.

D. Memorization. Older children can memorize and recite the peace testimony for a younger class.

## II. QUAKER PEACEMAKERS

A. Peacemakers in Your Meeting. 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, pray-ers. 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 publicly active.

B. Peaceable Interviews. Arrange for one of your meeting's peace workers 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 peace workers. If you have a wide-age-range First-day school, all ages can work together on an interview. If your First-day school is age graded, each class can do a separate interview and then collect the results into a booklet.

C. Quaker Peacemakers in the Past. Throughout Friends' history, individual Friends have worked hard for peace. Choose a person or incident that demonstrates Friends' commitment to peace. We suggest you share a story about that person or incident. Two excellent and easily accessible examples are:

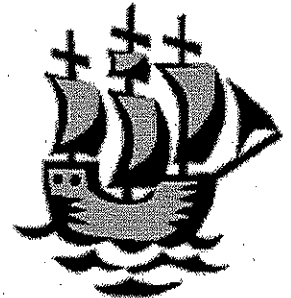
- ◆ "Thomas Lurting and the Pirates" in *Lighting Candles in the Dark: A Revision of Candles in the Dark*.

- ◆ *Bayard Rustin: Behind the Scenes of the Civil Right Movement* by James S. Haskins (for Middle School and High School).

*Lighting Candles in the Dark: A Revision of Candles in the Dark* may be borrowed from the PYM Library or purchased from Friends General Conference Bookstore (see Appendix).

1. "Thomas Lurting and the Pirates", in *Lighting Candles in the Dark: a Revision of Candles in the Dark*. This story is on pages 12-17 of the revised edition. The following historical background will be helpful:

a. Thomas Lurting was probably born in 1632. At 14 years of age Thomas was "pressed" into service in the British 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. Lurting was not a Quaker when he was impressed but became one while on board the ship. After his refusal to fight, his future commissions were on merchant ships. His experience with the Turkish pirates took place while he was serving on a merchant ship.



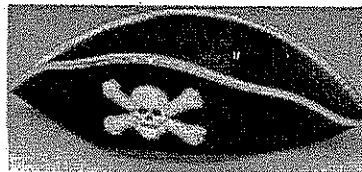
These Turkish pirates who captured Thomas' ship were the scourge of the sea in the 1600's. They captured ships and took slaves to Algiers. They even raided the coast of England and were generally successful in their exploits because they had faster ships. Captured ships were quickly altered so the ships could move faster. The pirates were a "throw away" society and just captured new ships as old ones fell into disrepair!

b. Read the story.

c. Activities. After reading the story, act out the incident. The children can do impromptu skits or a formal play. 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. 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 use this shape:



d. Discussion. As a follow-up consider the following questions:

- ? What does it mean to "speak truth to power"? How does Thomas Lurting do this? How can we do it?
- ? Are the "press gangs" like being drafted in the military? How do you feel about involuntary service? This question is for the 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.

For information on conscientious objection, check out the Philadelphia Yearly Meeting website at: [www.pym.org](http://www.pym.org), then type in the following in the address line to go to the link: /**worship-and-care/upt-co.htm**, or contact Gene Hillman at 215-241-7182 or by e-mail [geneh@pym.org](mailto:geneh@pym.org).

2. Middle School and High School. Share selected passages and photographs from *Bayard Rustin: Behind the Scenes of the Civil Rights Movement*, by James Haskins (available from the PYM Library). Rustin was an African-American Quaker activist who believed in nonviolent resistance. He was a skillful organizer who played a key role in every major civil right initiative, and his ideas strongly influenced Martin Luther King, Jr.

C. Quaker Organizations. There are Quaker organizations all over the world that work to promote peace and friendship. Ask the children if they know which Quaker organization won the Nobel Peace Prize in 1947 for recognition of 300 years of Quaker action directed at healing rifts and opposing war. View a video about work of the American Friends Service Committee (AFSC) or check with AFSC about what service project your First-day school can do. The Emergency Material Aid Program (EMAP) collects various types of kits for emergency relief in refugee camps (Friend-Ship Kits, School Kits). They will send you directions, and children can help to make them. They also have an ongoing clothing collection. Children can advertise a special collection at your meeting and sort clothes for delivery to AFSC. The contact person for the Emergency Material Aid Program (EMAP) is: Rodney Jones at 215-241-7052.

### 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 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 Peace Book for Kid's of All Ages*

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. ACTIVE PEACE-MAKING**

A. What is your meeting's single most important peace concern? Guns, starvation, war, homelessness? These 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 concerns.

Take action by writing postcards to politicians on this issue.

##### **1. Postcard Campaign:**

- Get postcards from post office.
- Put on pre-printed labels.
- Children draw a picture or write a statement and give to meeting members to address and mail (depending on subject matter).
- Pass postcards out to adults in the meeting and adults add a message of their own and mail them.

2. Watch the Video *One Million Postcards* (AFSC, 1999) (available from PYM Library).

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

- ❖ Visit a local nursing home (sing songs, bring cookies)
- ❖ Create a community garden
- ❖ Collect money for people in need
- ❖ Sponsor an exchange student
- ❖ Collect donations for a food pantry organization



To make your choice(s), write down each project on its own 3" x 5" card. First, arrange the cards in order, from what the children are most interested in doing to what interests them 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 the class chooses a project, ask the children 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:

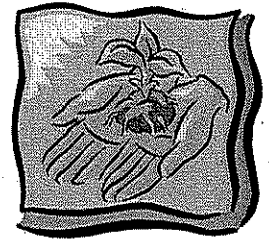
After you have been working on your project for a while, set aside some time to report and talk together about what you are doing.

- ◆ 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.

C. Write a Letter to Distant Friends: Many people 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 far away (i.e., college students) and would like letters from children in the First-day school. Ask meeting members for names of individuals who would welcome letters.

#### D. Fund Raising



1. 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.

2. Plan a Plant Sale. Children could sell plants to meeting members to raise funds that would be contributed to an agreed-upon organization. Meeting members could be asked to bring in perennials for an "exchange a plant" project as well. As a fundraiser, people pay a fee for their "exchange".

3. Peaceable Art. An art sale can be held at the 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. Children could create their own seasonal greeting cards.

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 \$2.00.

#### 4. Pennies for Peace

a. 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.

b. Consider collecting pennies for the Friends Workcamp Program, which has been collecting pennies for the last 17 years to help cover costs in repairing 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 without it. There may be anywhere from

\$.37 to \$422 in it 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 Judy Van Hoy at the Workcamp office at (215) 241-7236 [from distances: 1-800-2200-PYM].

#### IV. CLOSING ACTIVITY:

A. 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.

B. Sing one of the following songs:

♪ "Dona Nobis Pacem", #296

♪ Down by the Riverside, #29

♪ "I've Got Peace Like a River", #24

♪ "Peace is Flowing Like a River, # 318

(all in *Worship in Song: A Friends Hymnal*)

#### BIBLIOGRAPHY

*Bayard Rustin: Behind the Scenes of the Civil Rights Movement*, James Haskins, New York: Hyperion, 1997.

*Lighting Candles in the Dark: A Revision of Candles in the Dark*, Friends General Conference, 1992.

*We Can Do It! A Peace Book for Kid's of All Ages*, Dorothy Morrison, Nachmi, Vancouver, BC, 1985.

*Worship in Song, A Friends Hymnal*, Friends General Conference, 1996.

"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 fatling together, and a little child shall lead them."

Isaiah 11:6

## THE PEACEABLE KINGDOM

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 chapter looks at this image beginning with an activity which asks the children to examine the Biblical passage via Edward Hicks' picture, then to represent their own version of the Peaceable Kingdom, and lastly to think about how gifts of peace are offered.



### I. BUILDING OUR OWN VISION OF THE PEACEABLE KINGDOM

Choose one of the following activities:

- A. Paper Mural Activity (simple version of Canvas Project found on pg. 26)
- B. Canvas Mural Project
- C. Cut out animals from magazines and paste them together in a collage.

#### A. Paper Mural Project:

This activity is structured to allow 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.

#### 1. Materials:

- Large piece of 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.

2. 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 person'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, or read the children's picture book, *The Peaceable Kingdom* by Ewa Zadrzynska, illustrated by Tomek Olbinski.

Have the class 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 William 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, or shared with adults during announcements.

Now return to the paintings and have the group(s) list anything that is unusual or unlikely in the pictures. Have the class 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 current climate of mistrust toward Arabs and other foreigners; 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 Non-Violence and Children Committee.)*

## B. Canvas Mural Project:

Choose one of Edward Hicks' Peaceable Kingdom paintings and buy two copies (posters) of it from the Philadelphia Museum of Art (or use the enclosed photocopy at the end of the curriculum).

Draw an irregular grid of squares and rectangles on one poster using tracing paper at first, and then on the poster itself. Try to make sense of the grids chosen. For instance, an animal's whole face needs to be in one designated grid section, but the animal's body could be in one or two other sections. Or, a part of a tree, which met the sky, could be one section while the rest of the tree could stand alone in another section.

Cut up that poster and keep the other one on the wall for reference.

Decide on the size of the whole mural and determine the sizes of canvas needed for each section.

Stretch and prime the canvases. (If the project is done on paper or board, this step, obviously, is not needed!)

Direct the children to choose the sections they want to paint. Some may work as a group, some may work by themselves.

Use acrylic, water-based paints, available in large jars and easy for kids to mix and wash up with water.

Prepare paper paint palates in advance, and set up the individual canvases and mural pieces for each child and group of painters.

The project takes several First-day school weeks. After each session, hang the canvases in place on a wall to show the progress and allow for the kids to see how their section connects with the other sections. It may be necessary to go back and paint in any missing bits which need to be connected.

The presentation of the mural should include a signing of all of the children who participated in the mural. This can be done in the four corners of the mural, which should be left unpainted.

*(This project came from Linda Cooper and Richland Friends Meeting)*

## II. PEACEABLE KINGDOM COMES ALIVE

*(Many thanks to Chel Avery for introducing the Peaceable Kingdom Tableau idea and to Joan Broadfield for writing it up. Used originally with adults, this exercise draws out feelings that one might need to process in order to maintain the peaceable kingdom, both as a tableau and in our lives. We want to express a deep appreciation for the legacy of the late Bill Kreidler's 'ministry of the Peaceable Kingdom' which has inspired many.)*

## A. The Concept of the Peaceable Kingdom Tableau:

### Overview:

You will review pictures of Hicks' Peaceable Kingdom, and create a tableau of the picture. The children will speak/think/consider how the characters in the tableau feel, both with their conflicts, fears, memories, and with their commitment to the Peaceable Kingdom. They will share thoughts about how this applies to their lives. This is an opportunity to explore the possibilities of the peaceable kingdom even among those who carry conflicting ideas and memories.

### Preparation:

- This may be done over two class times, if you choose to brainstorm ideas for the expressions.

- Hicks' paintings of Peaceable Kingdom. Pictures of Hicks' Peaceable Kingdom exist in many versions; several are available at the Art Museum Shop in Philadelphia.

- You might center yourself before class with this exercise: When we see the peaceable kingdom, either in picture or in our minds eye, we see serene calm. We think of 'peace' as 'absence of conflict'. But is that really what peace is?

Look deeper. How does that lamb feel next to that lion? In one of Hicks' pictures, the boy could be helping restrain the lion. What does the cat think of the goat trying to cuddle against her? (Is she worried about fleas?) Another version - perhaps the first - of Hicks' paintings shows two cats looking a bit aggressively at the goats. Does that mean it is NOT the peaceable kingdom?

- Prepare little expressions for each animal that show an anxious concern or conflict about one of the other animals, as well as a commitment to being in this 'peaceable kingdom'. You may want to introduce the picture and brainstorm some ideas with kids the week before without going into detail about why you want them. Examples: animals who eat other animals not doing that anymore, memories of past frictions, aggression vs. shy, etc. The detail does have to seem genuinely important to the kids.

### In the classroom:

Read the verses in Isaiah (11:6-10) and ask about animals. Does anyone know what a fatling is? Can we guess? Use this conversation when you discuss the Hicks painting.

In the circle introduce Hicks' Peaceable Kingdom (1 or 2 versions) and then pass around. Ask participants to describe what they see. Is anyone in charge? Who is next to whom? Are you surprised at the places of some of the animals? What do you think they are feeling? Ask for volunteers to make the tableau in the center of the circle. Set up the students using one of the pictures (may depend on the number of students you have). Direct them to think like a lion, cat, goat, whatever. Give them a moment to look

where they are and have their character thoughts, worries, and so forth, and their determination to be in a peaceable kingdom. After they have had a few minutes to settle into place, hand out the slips with the sentences. ('O, how I used to love to eat lamb... but I'm really wanting to have this peaceable kingdom, so I'm working hard to like this wheat substitute!'). Call out the characters in random turn to read the sentences, pausing a bit after each one. Then ask them in turn to say something about where they are in the group and how it feels. Encourage them to be honest about their fear but sincere about being in a peaceable kingdom. Then ask them: "How would you feel safer? Move to a place, up, down, side to side, that would help you feel safer." The adult exercise moved to a circle! We were surprised at how that happened. Maybe the children will not do that. But whatever they do, encourage them to think about why it feels safer, and to share as they feel led.

Do you need to feel safe to be at peace? And can you achieve peace without taking risks? When is it worth taking a risk? Do you remember a time when you took a risk to make peace with someone? The important lesson here is that even in a peaceable kingdom, we will continue to be who we are, with our memories, even as we commit to changing our behavior. And as we build the peaceable kingdom, we will carry memories and feelings. We often hold our conflicts even as we determine not to let those conflicts direct our actions. Ask them to think about feelings and experiences that make it hard to live peaceably in daily life. How do we remain or recommit to creating the peaceable kingdom here on earth?

B. Stepping Into the Picture (a simpler version of the above exercise):

Read the verses in Isaiah (11:6-10) and ask about animals. Anyone know what a fatling is? Can we guess? Use this conversation when you discuss the Hicks painting.

In the circle introduce Hicks' Peaceable Kingdom (1 or 2 versions) and then pass around. Ask participants to describe what they see. Is anyone in charge? Who is next to whom? Are you surprised at the places of some of the animals? What do you think they are feeling? Ask for volunteers to make the tableau in the center of the circle. Set up the students using one of the pictures (may depend on the number of students you have) asking for two volunteers to play people. Direct the animals to think like a lion, cat, goat, whatever. Give them a moment to think about their characters and to think about how their animal might help to solve a conflict.

Ask them to imagine hanging, as a picture, in an art museum. They see two people arguing about something in the picture. They might be arguing over who the artist is, whether he is a Quaker or not, or whether they think there could really be peace in the world. Freeze the frame and ask for two animal volunteers to help work out the conflict. Ask them to "step out" of the picture and start the action again. See what they do. You could do this verbally or non-verbally. You can repeat as many times as you like.

Process: How did it feel to be the children and have animals help you? Were they helpful? Did they take a risk in order to try to be helpful? Was there something you wish they had done? How did it feel to be actually in the picture of the Peaceable Kingdom? Would you like to stay in the picture? Would you rather be helping people get along? How do we create the peaceable kingdom in our lives, with people we know, as peacemakers?

C. For a craft, make puppets of the animals in the peaceable kingdom pictures. You will need many materials of various textures and colors, pipe cleaners, cotton balls or "fuzz" or fur-like fabric, buttons or eyes, markers, and glue. You can make puppets out of small paper bags, old socks, or cardboard. You may want to use popsicle sticks to hold them up. Put on a play using a puppet theater or use a table covered with a tablecloth.

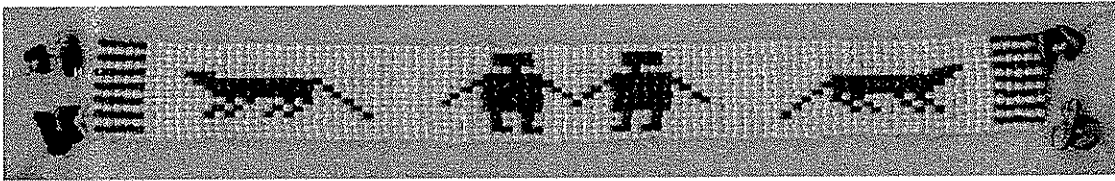
### III. GIFTS OF PEACE

A. Read 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 wrap around the waist. They were a handbreadth wide. The picture above depicts a belt made with purple colors of two figures clasping hands in friendship.

B. Make a belt you can make a wampum bracelet or necklace and give it to someone.

1. String purple and white beads onto leather string or plastic lacing.

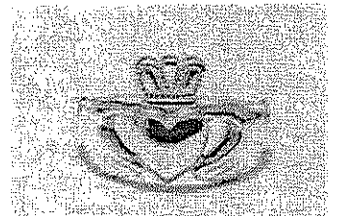
Or:

2. Press clay into the shape of a medallion or pendant. Poke a hole through the top - just large enough to allow the string to pass through. Write the word "peace" or "pax" onto the clay before it dries. After the pendant/medallion dries, thread string through the hole to make a necklace.

Or:

3. Make friendship bracelets out of different colored thread, string or embroidery floss. (Directions are included for Friendship bracelet kits, at most craft stores.)

C. Brainstorm other peace gifts of friendship or peace (in addition to wampum belts and friendship bracelets) that people or countries give one another. Examples: peace cranes, gifts to National Zoos such as panda bears, peace poles, Irish friendship ring (Claddagh). Older children could be asked to research and bring in information about an example of peace gifts. The children might consider a peace gift they could give to the meeting or to the community, such as a peace pole or peace cranes.



#### IV. CLOSING ACTIVITIES:

##### A. "Toss the Yarn" Game:

Have the students sit or stand in a circle. Have a ball (not a skein) of yarn ready beforehand. Give the following instructions: "I would like each of you to share one way on how to "build a peaceable kingdom". After you have done so, please wrap the yarn around your wrist and toss the ball to a classmate. I'll start." Set the tone of the exercise by the thoughtfulness of your response. As the ball crisscrosses the circle, an intricate pattern of connections is formed which can be used to process the exercise.

##### Examples of ways to process the exercise:

- Point out that the class is a meeting point where our words and actions truly touch one another even though we see ourselves as separate and different.
- We are often more alike than different and that our willingness to stay connected makes the web of yarn strong.
- The closer the connection, (the fewer holes) gives the web a trampoline quality which allows ideas to be "bounced" on it without breaking up the group.

A few words like this can give even the silliest activity meaning and make the effort worthwhile.

*(adapted from Appalachian State University Freshman Seminar training manual)*

After the ball has been tossed to the last person, have everyone stand and begin to re-wind the yarn while everyone keeps hold of their part of the yarn. This should create a group effort to untangle the "web" by fun and awkward body twists and turns.

##### B. Songs: Sing one or more of the following songs:

- ♪ Let There Be Peace on Earth, *Rise Up Singing*, Sing Out Corporation, 1988, pg. 161.
- ♪ Dona Nobis Pacem, #296, *Worship in Song, A Friends Hymnal*, FGC, 1996.
- ♪ Shalom Chaverim, #298, *Worship in Song, A Friends Hymnal*, FGC, 1996.
- ♪ Vine and Fig Tree, #300, *Worship in Song, A Friends Hymnal*, FGC, 1996.
- ♪ Down By the Riverside (study war no more), #295, *Worship in Song, A Friends Hymnal*, FGC, 1996.

#### BIBLIOGRAPHY

*A Peaceable Season*, Edward Hicks (introduction by Eleanore Price Mather), The Pyne Press, Princeton, NJ, 1973.

*The Peaceable Kingdom: Story* by Ewa Zadrzynska ; Illustrations by Tomek Olbinski ; Painting from the Brooklyn Museum (out of print)

# APPENDIX

## Books for Children on Peace:

A. All first day school teachers have an excellent resource available to them in the Philadelphia Yearly Meeting Library (located at Friends Center, 1515 Cherry Street, Philadelphia, PA 19102). The PYM librarians are always happy to help you find materials on various Quaker-related topics. You can visit the library's web site ([www.pym.org/library/index.htm](http://www.pym.org/library/index.htm)) or call the library at 215-241-7219. If you are not able to come to Friends Center during library hours, materials can be checked out over the phone and mailed to you.

For detailed lists of children's books on the topic of peace, we recommend the following resources:

1. Go to the PYM library web site and look up "Booklists", then scroll down to the subject "Conflict Resolution." There are three booklists on Conflict Resolution. Two of these are lists of children's picture books and stories: one of "anti-war fiction" and one on "personal" conflict resolution. The third booklist is of curriculum for use by teachers. If you do not have internet access, you may call the library to obtain a booklist.

2. From the PYM Library, borrow a copy of **Blessed Are the Peacemakers** (CYPYM curriculum, 1989). It has an extensive resource section in the back listing books for children, teens, teachers and parents on the topic of peace. Only six of these titles are no longer carried in the library.

3. For a list of children's books on peace that have been added to the PYM library since 1990, please turn to the next page.

B. Another resource is the Friends General Conference Bookstore. All of the Religious Education curriculum can be ordered from the bookstore, as well as a wealth of other resources for First-day school. You can contact them at a toll-free number: 1-800-966-4556, or browse their the website at: [www.quakerbooks.org](http://www.quakerbooks.org)

The Nonviolence and Children Working Group is another excellent resource available to first day school teachers. The Nonviolence Working Group supports parents, teachers and meetings in helping children be peacemakers. For additional information please call Betsy Berger at 215-241-7233 or e-mail [betsyberger@pym.org](mailto:betsyberger@pym.org). Betsy highly recommends the following books for teaching children about peacemaking:



*A Volcano in my Tummy: Helping Children to Handle Anger*, Elaine Whitehouse, New Society Publishers ([www.newsociety.com](http://www.newsociety.com))

*The Friendly Classroom for a Small Planet*, Priscilla Prutzman, Children's Creative Response to Conflict Program ([ccrnyack@aol.com](mailto:ccrnyack@aol.com) or call 914-353-1796)

*Elementary Perspective: Teaching Concepts of Peace and Conflict*, William J. Kreidler, Educators for Social Responsibility ([www.esrnational.org](http://www.esrnational.org) or call 1-800-370-2515)

*Linking Up*, Sarah Pirtle, Educators for Social Responsibility, 1998 ([www.esrnational.org](http://www.esrnational.org) or call 1-800-370-2515). Songs and games for preschool-grade 3.

*Teaching Young Children in Violent Times: Building a Peaceable Classroom*, Diane E. Levin, Ph.D., Educators for Social Responsibility, 1994 ([www.esrnational.org](http://www.esrnational.org) or call 1-800-370-2515). For preschool-grade 3.

**Books, Videos and Cassettes for Children on Peace**  
(Added to PYM Library since 1990, compiled by Rita Varley)

*Cain and Abel : Finding the Fruits of Peace*, Sandy Eisenberg-Sasso, Sandy Eisenberg, Jewish Lights, Woodstock, VT, 2001. Retells the story of two brothers who, after years of sharing everything, become angry enough to lose control and bring violence into the world.

*Gandhi, Peaceful Warrior*, Rae Bains, Troll Association, Mahwah, NJ, 1990.

*I Dream of Peace : Images of War by Children of Former Yugoslavia* (1st ed.), UNICEF, Harper Collins, NY, 1994. Drawings, letters, and poems by children from schools and refugee camps in former Yugoslavia, expressing their hopes and fears in a shattered world.

*Lighting Candles in the Dark : a Revision of Candles in the Dark*, Friends General Conference, Philadelphia, 1992.

*On the Wings of Peace*, Sheila Hamanaka (ed.), Houghton Mifflin, 1995. Writers and illustrators speak out for peace, in memory of Hiroshima and Nagasaki.

*Peace and Bread : the Story of Jane Addams*, Stephanie Sammartino McPherson, Lerner Publishing Group, Minneapolis, MN, 1993.

*Peace Begins With You*, Katherine Scholes, (drawings by Robert Ingpen), Sierra Club Books, San Francisco, 1990.

*Peace Crane*, Shiela Hamanaka, Morrow Junior Books, NY, 1995. After learning about the Peace Crane, created by Sadako, a survivor of the bombing of Hiroshima, a young African-American girl wishes it would carry her away from the violence of her own world.

*Peace Mandala : Coloring Book from Children Around the World*, Mandali Publishing, Billings, Montana, 2000. Contains a collection of 25 mandala designs.

- Peace on Earth : a Book of Prayers from Around the World*, Bijou Le Tord, Doubleday, NY, 1992.
- Peace Porridge Three -- Where Now? : What Kids Can Do*, Teddy Milne, Pittenbruach Press, MA, 1995.
- Peace Tales : World Folktales to Talk About*, Compiled by Margaret Read MacDonald, Linnet Books, Hamden, CT, 1992. A collection of folktales from cultures around the world, reflecting different aspects of war and peace.
- Perloo : the Bold*, Avi, (1st ed.), Scholastic Press, NY, 1998. Perloo, a peaceful scholar who has been chosen to succeed Jolaine as leader of the furry underground people called the Montmers, finds himself in danger when Jolaine dies and her evil son seizes control of the burrow.
- Rescue Mission, Planet Earth : A Children's Edition of Agenda 21*, Kingfisher Books, London; NY, 1994. At the Earth Summit in Rio de Janeiro, June, 1992, world leaders produced Agenda 21, a blueprint for saving planet Earth. This book is written by children, for children, explaining the document and inspiring them to help save the Earth.
- Shalom, Salaam, Peace*, Howard I. Bogot, Central Conference of American Rabbis, NY. An illustrated poem, presented in English, Hebrew and Arabic, examining the meaning and benefits of peace.
- Somewhere Today : a Book of Peace*, Shelley Moore Thomas, Albert Whitman, Grove, IL, 1998.
- Talking Peace : a Vision for the Next Generation*, Jimmy Carter (1st ed.), Dutton Children's Books, NY, 1993.
- The Big Book for Peace*, Dutton, NY, 1990. Stories, pictures, poems and songs by more than 30 well-known authors and illustrators of children's books show the wisdom of peace, the absurdity of fighting.
- The Great Peace March*, Holly Near, Henry Holt and Company, NY, 1993.
- The Peace Kit : Everyday Peace-making for Young People*, John Lampen, Quaker Home Service, London, 1992.
- The Story of the Peace Corps*, Zachary Kent, Children's Press, Chicago, 1990.

**VIDEOS:**

*Futbolito : a Journey through Central America.* Turning Tide, Wendell, MA, 1994. Five North American "hacky-sack" athletes travel through Guatemala and Nicaragua waging peace through game-planning.

*On a Paper Crane : Tomoko's Adventure.* Peace Anime no Kai, Tokyo, 1994.

*One Million Postcards.* American Friends Service Committee, Philadelphia, 1999. Story of the one million postcards sent to President Clinton in a campaign by children requesting peace in the world.

*The U.N. is for You.* Produced by Learning Corporation of America, 1984. Shows how the U.N.'s promotion of cooperation affects youngsters in their daily lives.

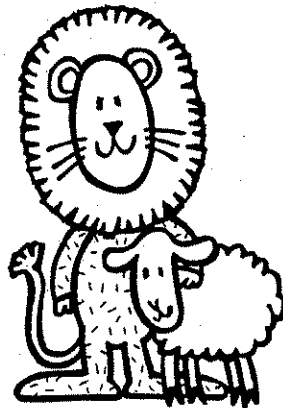
Animated drawings illustrate the Spaceship Earth concept. For grades 3-6

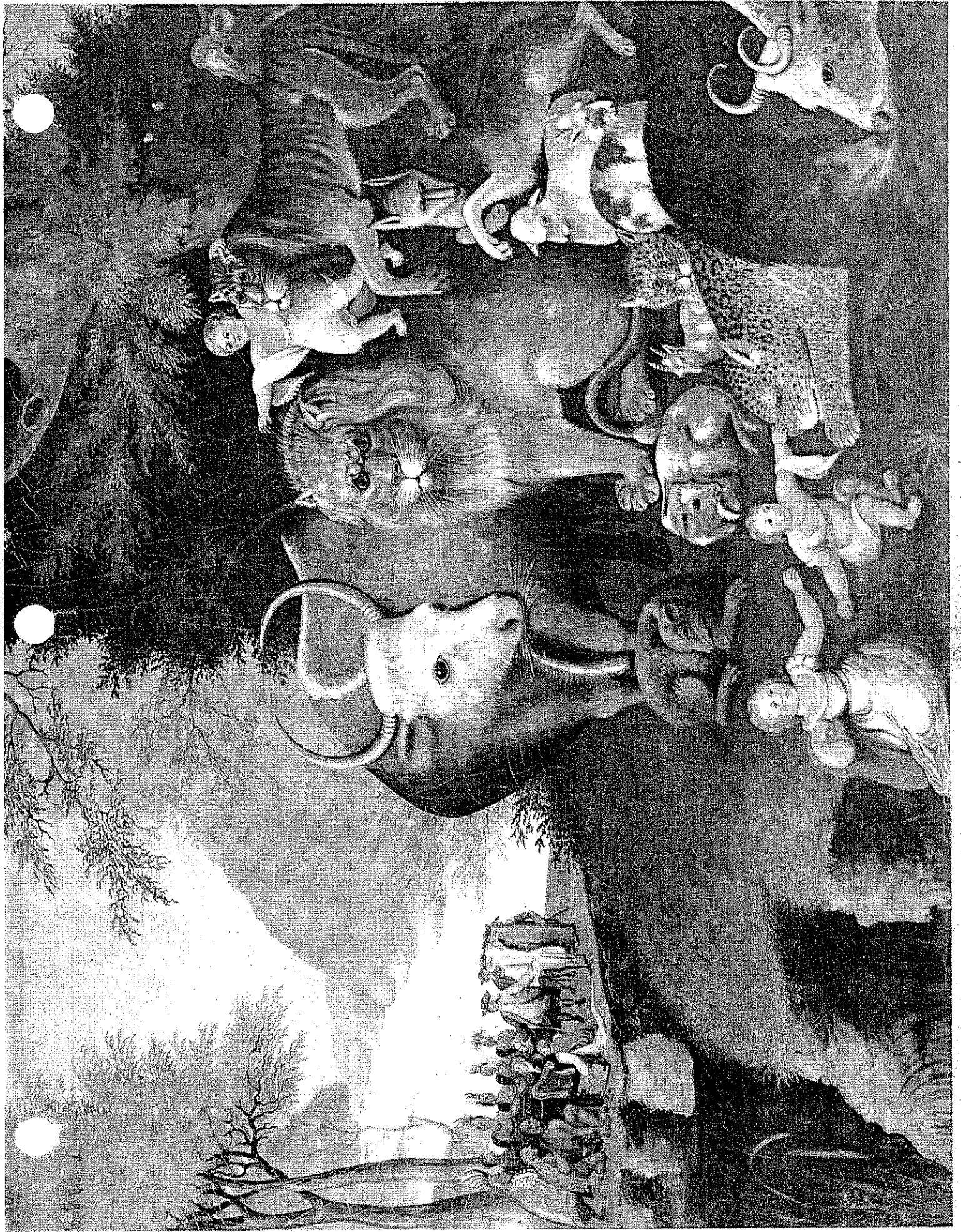
*With Our Own Eyes: Youth Delegation to Hiroshima and Nagasaki.* American Friends Service Committee. Philadelphia, PA, 1995.

**AUDIO CASSETTES:**

*Everything Possible : 164 Songs About Community & Change.* Annie Blood-Patterson, Bethlehem, PA, Sing Out, 1992.

*Magical World Sarah Pirtle, Sarah Pirtle, Albany, N.Y. : A Gentle Wind, 1993.*





From: *The Kingdoms of Edward Hicks* by Carolyn J. Weekley, The Colonial Williamsburg Foundation, 1999.