

**Peace Resource Center Workshop**  
**Kindergarten**  
**Being a Peacemaker, Helping Kids Who Are Left Out,**  
**and Up Close and Personal with a Garden!**

**Materials** needed: Name Tags, YouTube videos, projector, screen, computer, markers and crayons, tape, *The Quarrelling Book* by Charlotte Zolotow, (or The Quarrelling Book Slide Show, [https://docs.google.com/presentation/d/1bWGWot1sdoPpXJQ-fKQV5\\_UP5EIOGHZVplQpewE3tE/edit?usp=sharing](https://docs.google.com/presentation/d/1bWGWot1sdoPpXJQ-fKQV5_UP5EIOGHZVplQpewE3tE/edit?usp=sharing), computer and projector) paper doll puppet templates cut from card stock (<https://docs.google.com/document/d/1Xgnav3Poe9MMtRLEBKCPMYYP1-tVDyLLBgg-SQUVxJ0/edit?usp=sharing>), wooden craft sticks. Fruit and vegetable pictures, rope, List of plan for the day (on chart paper). Idea Bank for Puppet Plays (on chart paper). If possible, obtain a list of the students' first names from the teacher prior to coming. Have names already on sticky name tags.

**Alternate books:** *I like your buttons!* by Sarah Marwil Lamstein  
*The Smallest Girl in the Smallest Grade* by Justin Roberts  
*The Brand New Kid* by Katie Couric  
*Have You Filled a Bucket Today?* by Carol Mc Cloud

**Room Preparation:** This lesson includes time to draw and color. Arrange room for rug talk, video viewing and art at tables. Post the Plan for the Day:

Game  
Introductions and Welcome to Peace Resource Center  
Plan for the Day  
Stretch  
Peacemaker Story and Video  
Puppet Making and Puppet Plays  
Circle  
Snack and Break  
Stretch  
Prepare for the Garden Tour  
Tour the Garden  
Circle  
Pretend  
Wow!

**(A) Mirror Game:** Divide the class into mirrors and actors. This works best if you have the class split into two lines with partners facing each other. Demonstrate slow motion acting. Ask actors to make it easy for mirrors to follow them. Let mirrors know that they will have a turn to be actors also. Each side will have two minutes to act.

How was that? Thumbs up, thumbs sideways or thumbs down.

5 min.

Seat students on the rugs in front of you.

**Introduce** yourself, distribute name tags.

5 min. cum. 10 min

### **(B) What is the Peace Resource Center?**

Ask children what they think the Peace Resource Center is, and what it's for. You may do this as a pair-share, depending on the group. Then ask students what they heard their partner say.) Emphasize that we are here to help all kinds of people, young and old, far and near learn about peace, about what is fair, and to encourage people to take care of the earth. We believe in nonviolence, which means that there are kinder and smarter ways to solve problems than hurting others or using weapons.

“So we welcome you; we’re glad you’re here, and we hope that you will make many visits back here.”

5 min., cum 15 min

**(A) Plan for the Day:** Even if the students can't read it's still useful to post the plan.

Let students know that they will be hearing a story, seeing a video, making a puppet, practicing being a peacemaker with the puppet. They'll have a snack, go for a garden walk, and come back inside for some pretending.

2 min. cum 17 min

**Stretch:** “Stand up and wiggle! Turn around. Reach for the sky. Smile at someone. Touch your toes. March in place. Return to sitting.”

1 min.,cum 18 min.

### **(B) Who is the Peacemaker? Intro**

“I'd like to share a story with you about a peacemaker. What do you think a peacemaker is?

A peacemaker is someone who decides not to fight or to be unkind. They help others in different ways. If they feel angry, they might talk about their feelings, but they aren't mean. They try to see what other people need, and they might try to help them get it.

See if you can figure out who the peacemaker is in this story:”

Read **The Quarrelling Book** by Charlotte Zolotow. Because The Quarrelling Book is very small, you may prefer to show it on screen.

10 min. cum 28 min

### **Discussion (Leader A sets up video during this time)**

Did you notice any hurt feelings in this story? Yes, Mrs. James, Jonathan, Sally, Marjorie and Eddie all had hurt feelings. What character was most helpful in the story? The dog! Did anyone else try to make peace? (Marjorie gave Eddie a pencil, and took back her words. Sally forgave Jonathan for saying she would be late. Jonathan promised his mother he would put the shirt in the laundry.)

5 min, cum 33 min.

### **(A) Video and Discussion**

I'd like to show you another way to be a peacemaker: Show this video:

<http://www.stopbullying.gov/videos/2012/02/playground-for-everyone.html>

Did you see anyone in the video who was a peacemaker? Zack the Zebra saw that there was meanness and he talked to the ones being mean. Sometimes a peacemaker has to say the truth strongly. Was there anyone else that was a peacemaker? Ty the Tiger said, "Let's all play on the climbing bars." He was being a peacemaker because he wasn't mean back to Lance and Alexa.

5 min. cum 38

### **(B) Making Puppets and Peacemaker Puppet Plays**

Ask the teacher to assign students to a table with their Mirror Game Partner. Show students a paper doll puppet. (See template for paper doll puppets.) Distribute blank puppet cut outs, tape and craft sticks. Let students know that they will put a face, hair on their puppet, so that they can practice being a peacemaker.

One rule is that puppets may not fight for real. Let students know that they will have 5 minutes to make their puppet. Then ask them to use their puppets to say or do something that helps people and keeps them from fighting. For instance, Marjorie gave Eddie his best pencil. Some people might apologize for something they did to hurt someone." Zack stood up for the ones who were being bullied. Your puppet could pretend to make a card for someone. Your puppet might share something or let someone go first. You can decide. After you pretend, I'll come around and ask you to show me your idea." Circulate among students.

### Idea Bank for Puppet Plays

I didn't know it would hurt your feelings. I'm sorry.

You are all alone. Do you want to play?

Namecalling hurts people's feelings. Sam is smart!

Let's not get mad. Let's be peaceful.  
I feel angry, so I'm going to take a break.  
Everybody can play!  
I'm going to use my words to work on this problem.  
I will share my \_\_\_\_\_ with you.  
I think we might need a grown-up to help us.

Collect student's puppets, to make room for snack.  
12 min., cum 50 min

**Circle:** Bring students back to the rug to form a sitting circle and share:  
"How would it feel if someone would help you if someone was being unkind?"  
Summarize what is said. Emphasize that kindness spreads. Ask for a thumbs up if kids would focus on being kind when they return to the classrooms.  
5 min. cum 55 min.

**Snack/Bathroom break:**  
15 min. cum 70 min

**(A) Stretch:** Ask students to stand. Ask them to imitate your actions as you mime different movements with your hands, arms, head. See if students can follow silently. Sit back down.  
2 min. cum 72min

### **Preparation for Peace Garden Tour**

Show students some pictures of fruits or vegetables they might see in the garden.  
(source for vegetable pictures: [http://www.kidsunder7.com/2012/04/vegetables-coloring-pages.html#.VyuplGaf\\_qQ](http://www.kidsunder7.com/2012/04/vegetables-coloring-pages.html#.VyuplGaf_qQ) or <http://www.edupics.com/coloring-pages-vegetables-c255-p2.html>)

Ask if they know what each item is.

"How many of you have been in a vegetable garden before? How about an orchard? (ask students if they know what an orchard is.) How many of your families have grown their own food? What is your favorite thing to eat from a vegetable garden?"

In a few minutes, we are going to go into the garden. As we do, I'd like you to stay together, and for that reason, we are going to use **this rope**. When you line up, we'll put the rope between you and your partner. I'll just ask you to always have one hand on the rope and stand next to your partner.

There are many things that are alive in a garden. Please be careful and gentle with all of the living things. You may see the adults picking things, because they know what to pick. Please don't pick anything. If you are curious about something you see, raise your hand to ask about it.

When we are out there, I want you to notice many things. You might taste something, feel something, smell something, hear something, and you will see many things. The freeway is noisy here, so you may have to try extra hard to hear other things. When we come back inside, I will ask you what you noticed.

5 min., cum 77 min.

### **(A&B) Tour Peace Garden**

Students will view herbs, vegetables and fruits. Leader will pause at different spots for students to see, feel, taste and smell plants.

Return to main room of the PRC.

15 min., cum 92 min.

**(B or A&B) Circle up** (Two circles if there are two leaders). What did you notice? What was your favorite thing? Is there anything that you would like to grow?

5 min., cum 97 min.

**(A) Dramatize:** “Think of your favorite plant or tree. Pretend that you are the seed of that plant, very small, and covered by the earth. Can you feel the warmth of the sun? Do you want to burst above the surface? Pop up a little bit now, and reach your roots down into the soil. Now it’s raining. Days go by and you are getting bigger. You have leaves. The wind moves your leaves. Now imagine what happens next. Will you keep getting bigger, or will it be time to be picked? Are you going to be eaten? How would it feel to be in someone’s tummy? Now imagine you are a human again!”

3 min., cum 100 min.

### **(B) Conclusion**

“We hope you enjoyed your time here at the Peace Resource Center. We hope you will share what you learned here today with your family and friends. We also hope you will come back here many times. Before you go, I want to teach you how to do a “Wow”. Demonstrate putting one hand on the floor, then raising it to the sky, while drawing out the word “Wow”. We’ll do it all together on the count of 3.”

2 min, cum 102 min.