

Peace Resource Center Workshop
First Grade
How We Can Save Water and Everyone Counts

Materials: The book “One”, Everyone Counts Poster, nametags with students’ names already on them, screen, projector, pencils, xylophone, snack in a bag or cup(pretzels or popcorn), Stuffed letters spelling “LOVE”, two or three animal puppets

Note: The first part of this workshop focuses on water conservation. While of course there is a universal need to conserve drinking water, how water gets to the pipes is different for different areas, as are concerns about drought. You may check out the website of your state water board. They sometimes offer free educational resources on conservation, if you would like the students to get more specific information for your area.

The Peace Resource Center is located on a unique property and in a unique building. The planners put a good deal of thought into water conservation. The “Special Tour” highlights what we have in place to conserve water. While not everyone has a cistern with a windmill above, it might be possible to take a water tour of your space to celebrate what you are already doing, or even to identify what could be done.

Post the following Agenda:

Game

Nametags

Welcome to the PRC

Agenda Preview

Story: “One”

Everyone Counts

Act It Out

Bathroom/ Snack Break

Guessing Game

Quick Video

Special Tour

Circle Share

Sunflowers

Shake it Out

(A) People to People Game (Play this game for about 4 minutes.)

Have students get a partner, but explain that they will be having lots of partners in this game. Explain that you will call out an instruction, such as “toe to toe”. When they hear the instruction, they should join their partner in touching toes. (Be very careful about what you suggest they might touch. Suggestions: shoulder to shoulder, knee to knee, heel to heel, thumb to thumb. You can vary it, by saying thumb to knee, etc.) Also let the students know that when you call “People to People”, they need to get a new partner.

4 min.

(A) Distribute nametags, Agenda Preview 5 min, 9 total

(B) What is the Peace Resource Center?

Seat students on the rugs in front of you. Ask children to get a partner and have them do a pair-share about what they think the Peace Resource Center is, and what it’s for. Then ask students what they heard their partner say. Summarize their ideas. 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. 14 total

(A) Story reading: Introduce the book “One” by Kathryn Otoshi with this question: “What does it mean to count?”

Answers will likely have to do with sequences of numbers. Point to the letters in the book title and say, “What if I said to you that this little “e” is not sure that he counts. What does that mean?” When you feel that you count, then you know that you are important to the group. But what if you don’t feel you count? What would you be thinking”? (That a person doesn’t feel they are important or their feelings matter.)

“Let’s go back to our “e” here. Do you think “e” is important to the rest of the word? (yes)

Give a thumbs up if you ever felt that your feelings didn’t count?”

“So, let’s find out what One is about. And try to see... is there a **helper** in this story?”

3 min., 17 min total

Read. 5 min.

Discuss the story:

“What happened?” (Red was mean to blue and the other colors)

“What did One do?” (He made the colors laugh.)

“When Red told the colors to stop laughing, what happened?” (They stopped.)

“Did One stop?” (No, One said “no”)

“After One said “no”, what happened?” (All of the colors became brave.)

“What did Blue say when Red was mean again?” (Blue agreed that Red was hot, but he said that Blue was also cool.”)

“When Red tried to roll over Blue, what happened?” (The colors told Red “No”)

“What did Blue and One say to Red?” (They let him know they weren’t leaving him out.)

“Who were the helpers in this story?” (One started the helping, and the others joined in.)

“Was there a peaceful ending to this story?” (Yes, because now all of them belonged)

“Have you ever helped someone who was like Blue?

What made you decide to help/not help?

It’s not easy to stand up for yourself. What else can you do?” (Get peer or adult help >>

emphasize that this is not being a tattletale. Avoid being around the mean person, don’t believe the mean things they say.)

10 min. 27 total

(B) Everyone Counts Poster

(Set up a poster with these 2 questions.)

Pair Share: “I’d like you to think about (do these one at a time):

> Why do you count?

> How can you help others count?

Large group share, and leader records responses on poster 10 min. 37 total

(A) Acting It Out

Choose one child to join up front for a role-play. Then when finished, choose another.

“Can you *show me* how you would help others, include others, stand up for others?”

Model a few examples of appropriate back and forth using the PRC’s animal puppets. Coach their responses as needed, especially those that emphasize support and inclusion. Suggest using calm demeanor.

PROMPT	"BYSTANDER" RESPONSE
"Bear is not cool."	"I like Bear." or "Bear is a good friend to me."
"Bear doesn't count."	"I think Bear is important, because everybody is important."
"Bear can't play with us."	"Bear is welcome to play with me."
"Bear is dumb."	"Bear has a good brain."

Add-on question at end: "What if (the puppet) said: NO, you're the one that's dumb? Is this a good idea? Why or why not?"

(10 min. 47 min.)

Snack/bathroom break 15 min., 62 total:

(A) A Precious Gift

Return to rug area. Say:

"I'd like to play a guessing game with you. After each guess, I will add a hint until someone guesses the right answer. Okay?"

- I'm thinking of something that everyone uses.
- We do lots of different things with it.
- It's always inside of us, and sometimes we are in it.
- Plants need it.
- Animals need it.
- People cannot live without it.
- When it gets very cold, it can be hard and slippery.
- It cools us off.
- There is plenty of it in the ocean, but we can't use it that way.
- We wash with it." (etc, as needed)

3 min, 65 min total

Water! "So, let's talk about water and where we get it. In California, it usually only snows in the mountains. When the snow melts, it flows into big lakes called reservoirs. Pipes bring the water to our houses and schools. But sometimes it doesn't snow or rain enough, and then we have a drought.

Ask students: What's a drought? A drought is when it doesn't rain or snow enough, and the soil, plants and trees get very dry. Without enough water, plants or animals can die, and we have a greater danger of fire."

"What can we do when we have a drought? We can't make it snow or rain, so we have to be careful with what we have.

Ask students: What are some ways that you save water?"

3 min. 68 min total

“This video shows us some of the same ideas for saving water that you mentioned. We’ll take a little time to watch it, and then we will go outside to see how we save water here.”

(B) prepare & play video: <https://www.youtube.com/watch?v=rI0YiZjTqpw>

3 min. 71 min total

If you don’t have access to this video, consider reading [Saving Water \(Help the Environment\)](#)
By [Charlotte Guillain](#)

(B) Prep for the walk: Before they get up, tell students that they are going to see parts of the building and things outside for collecting rainwater. One thing they won’t see is a **cistern**. Ask if students know what a cistern is (Big tank that holds rainwater). Ours is underground, near our windmill. Show students diagram of an underground cistern. <https://drive.google.com/file/d/0B-MYPBjDjWaRVmlkcVhvck9ZQUE/view?usp=sharing> “When we return to the Peace Resource Center, I’d like you to think about how you can help your family or your neighborhood to save water.”

3 min, 74 total

(A) WALK: Have students line up with a partner, starting at the PRC door. First, visit the **women’s bathroom**. Place a hand under the (low-flow) **faucet** and ask students what they notice. The water turns on/off automatically! This reminds us not to use too much.

As you step out into the **courtyard**, ask students if they notice anything that might help save water. Point out that the sloped **roof** catches rainwater, which goes into a rain **gutter**. Where do they think the rain gutters go? (Cistern) Point out the **drain** in the center of the courtyard. Ask students where they think rainwater goes when it rains (also cistern).

Ask students to look around. Do they see anything else that helps to save rainwater? “**Trees** hold rainwater in their roots and keep the soil in place. Why don’t we want the rainwater to go to the ocean?” We want as much water as possible to stay on the land because it keeps the plants and animals alive.

Take students to the edge of the **parking lot**. Point out the white **troughs** (in the blacktop) which collect rainwater. Ask students to notice where the trough leads (to the **windmill**). Where do you think the cistern is? It is underground, about 20 feet long from right at this windmill. Does a windmill save water? (No.) Does it save anything? (Electricity) What do you think this windmill is for? It pumps water up to our big tank. Where do you think it goes from the big tank? It goes to pipes and hoses in the garden.”

“If we didn’t save our water here, where would it go”? (The ocean)

15 min. 99 min total

(B) Circle Up: Pair share within the circle about ways to save water. Instead of sharing verbally, ask SOME students to volunteer to ACT OUT one of their water saving ideas. Peers will try to guess what strategies students are portraying.

After, summarize what has been shared, and give this HOMEWORK: Ask students to share this information with people at home.

(10 min, 109 min total)

Circle closing: Let's end our lesson by pretending that we are each a tiny seed in the soil. The sun has warmed us, and rain is giving us moisture. Show me how you would grow into a beautiful sunflower. When all sunflowers have risen, ask students to return to being children again. Ask each student to smile at two other students, someone they don't usually smile at. Let them know they will have one minute to do this, and when they hear the chime, ask them to sit down and be ready to hear a story about what you can do when someone is unkind.

(3 min. 112 min. total)

Conclusion

Have everyone stand up and shake a foot, a leg, an arm, a hand, a head.

"How does that feel?" (Good, fun.) "I'm glad. When people act in peaceful ways, include other people, and take good care of the earth, we can all feel good. I hope you enjoyed your time here at the Peace Resource Center and that you will share what you learned with your families. I look forward to having you visit again."

"Let's do a little more shaking and we'll say "Whoa" starting out very quietly, and getting a little louder and a little louder as you see my hand go up to the ceiling. When my hand starts to come down, you will get softer and softer, until it touches the floor, and you'll be very quiet and still.

Ready? "

5 min. 117 min.

END

Other possible stories about standing up to bullying, and can be seen on YouTube:

The Recess Queen by Alexis O'neill

Spaghetti On a Hot Dog Bun by Maria Desmondi