



Pathways to Peace

Lesson Plans for Elementary School



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We have created some examples of how to incorporate Pathway to Peace activities into 45-60 minutes lessons. Each lesson features a balance of discussion, movement, and self-reflection in an order that allows students to connect key concepts. These lessons may be taught consecutively or in any way that works for your classroom.

These lesson plans include objectives, materials, set up, and an annotated agenda with notes for the instructor. The notes offer a way to approach the content from the Peace Institute's experience facilitating these activities in many school and community settings.



Example Lesson 1: The Principles of Peace

Time: 45-60 minutes

Objectives

- Define peace
- Reflect on the Principles of Peace

Materials

- Principles of Peace written on the board or a poster
- Principles of Peace handout

Space Set-Up

- If possible, students should be seated in a circle either in chairs or on the carpet. A circle can feel comforting and allows students to make eye contact, ensures that everyone is included, and creates a sense that everyone in the circle is necessary to the learning process. If changing the physical space is not possible, encourage students to turn and recognize their classmates when they're speaking.

Agenda

1. Introduction (5 minutes)

The instructor will welcome students and introduce the plan and purpose for Peace Week.

Note: It can be helpful to name that students will experience some new ways of learning and are be asked to step out of the typical classroom routine. Invite students to “try it on” and participate in the entire agenda. Remind students to show kindness and encouragement to each other so everyone feels included.

2. Check-In (5 minutes)

A check-in is an opportunity for students to share something personal and be more present in the space.

- What is one place where you feel peaceful and calm?
(Example: bedroom, kitchen table)

3. Pair and Share (5 minutes)

In order to work toward peace, we have to first understand what peace looks like and feels like.

The instructor will ask students to find a partner or assign students a partner. With their partner, students will have 1-2 minutes to discuss:

- What does peace mean to you? What does being peaceful feel like? Who are peaceful people in your life?



(Example: Being peaceful means feeling safe and relaxed. A peaceful person is the crossing guard on my way to school.)

After the partners have had time to share, the instructor will call the group back together so students can share what they discussed.

- Students will take turns repeating to the class what their partner shared with them about peace.

Note: Pair and share asks students to try out their listening skills. If students don't have the capacity to work in pairs, this can also be facilitated as a brainstorm. Often students think on a "world peace" level; push the class to be as specific, tangible, and personal as they can be.

4. Stand up for Peace (10 minutes)

Living by the Principles makes us feel good and makes our community more peaceful.

The instructor will write up the seven Principles of Peace (see attached sheet for definitions). For each principle the instructor will:

- Read the principle then ask all students to say the principle aloud together.
- Read the definition then ask 1-2 students to define the principle in their own words or give an example of how someone might show that principle.
- Ask students to stand up if they believe in the principle then ask 1-2 students why they believe in the principle.
- Be seated to hear the next principle.

5. Showing the Principles (10 minutes)

The instructor will pass out the "Peace is Possible" worksheet and ask students to illustrate one of the seven Principles of Peace. Students may use any words, pictures, or symbols they connect with that principle.

- What principle is most important to you? What does it look like? How do you show or see that principle? Which principle can you work on?

Note: Since the Principles of Peace are abstract concepts, students may need support representing them on paper. They can illustrate themselves, friends, or family showing the principles or use symbols to represent the principles. What is most important is that they are thinking about ways the principles relate to their own life.

6. Conclusion (5 minutes)

It is important that the group comes back together before the end of the session. This will give students an opportunity to share what they've created.

- In a circle, each student will be asked to share the principle they drew and one part about their picture they like.

Note: This close out is focused on students showing pride in their own work.



Example Lesson 2: Safer Learning Space

Time: 45-60 minutes

Objectives

- Discuss what it means to have a peaceful classroom
- Acknowledge the presence of pain/loss and the need for healing
- Identify ways to support fellow students

Materials

- None

Space Set-Up

- Students should be gathered in a circle, ideally away from their desk where they will have space to move their bodies.

Agenda

1. Introduction (5 minutes)

The instructor will welcome students and ask the students to repeat the Principles of Peace to set the tone for the space.

Note: Allow students to take a deep breath and quiet moment. Remind students that this class is a time to practice the Principles of Peace.

2. Caring for Our Classmates (15 minutes)

In order for us to have a peaceful classroom and community we need to show kindness and consideration to others. We show others how we feel through our actions – both in the words we use and in our bodies. This includes our facial expressions, body language, and tone of voice.

The instructor will ask students to stand up so we can act out having peaceful, positive attitudes. The instructor will read an example and ask all students to use their faces and bodies to act it out. The instructor will ask the students to look around at each other to see what they notice about positive attitudes.

- How do you show someone you are excited to see them?
- How do you show someone you are listening to what they're saying?
- How would you show someone you are calm during a disagreement with a friend?
- How would you show someone that you are concerned if they are sad?
- How would you show someone who just won a game or an award that you are happy for them?

Then the instructor will ask students to sit down and reflect on the activity.

- What did people's faces and bodies look like when then they had a positive attitude?



Note: Students may need some extra encouragement to take the risk of acting out positive attitudes. It's helpful when all students do the activity at the same time so no one feels alone. Encourage students to do the activity quietly and notice what others are doing. It is very helpful to students to model active participation by doing the activity with them. Reflecting on the activity afterward will help students internalize what they experienced.

3. Tone of voice (10 minutes)

Our tone of voice is a very important part of how we communicate. When we are aware of our tone we can ask for what we need, help others to hear us better, and show others we care how they feel.

The instructor will ask students to repeat the phrase "I'm a peaceful person" together out loud in different tones of voice to explore how our tone can affect what we mean.

- Excited
- Angry
- Scared
- Mean
- Friendly

Then the instructor will ask students to reflect on the activity.

- What did you hear when your classmates changed their tone of voice? How did it feel when you changed your tone?

Note: Encourage students to be loud and be heard during the activity. You may want to do a "1, 2, 3" countdown so students can feel confident they will all be doing the activity together. The lesson for young people is that **how** we say things can affect their meaning. If we want to be understood by others, our tone of voice has to match our message.

4. Conclusion (5 minutes)

It is important that the group comes back together before the end of the session.

- Share one hope you have for the week



Example Lesson 3: Identifying and Expressing Feelings

Time: 45-60 minutes

Objectives

- Increase capacity to share feelings
- Be creative

Materials

- Face chart handout

Space Set-Up

- Students should be sitting in a circle in chairs or on the floor

Agenda

1. Introduction (5 minutes)

The instructor will welcome students and read the Principles of Peace to set the tone for the space. The teacher will share the topic of the lesson.

Note: Allow students to take a deep breath and quiet moment. Remind students that this class is a time to practice the Principles of Peace.

2. Feelings Words (15 minutes)

Building student's capacity to name and identify feelings is a critical building block of emotional literacy. Encouraging students to share their feelings and respond to others' feelings without judgment will lay a foundation for peaceful living. When the pain we feel isn't acknowledged, our feelings can become toxic and destructive. We may also feel lonely and disconnected from others if we aren't able to share our joy.

The instructor will lead a brainstorm to come up with as many feelings as the classroom can. The instructor will write the feelings on a poster or on the board.

- What are some feelings that you have felt? What feelings do you know of?

When the class has come up with a list of feelings, the will ask for a few volunteers to share some examples of these core feelings:

- When do you feel sad?
- When do you feel happy?
- When do you feel scared?
- When do you feel mad?
- When do you feel peaceful?
- When do you feel proud?



Note: If students are feeling hesitant or struggling to come up with examples, it can be inspiring if you offer personal examples first. Encourage students to be honest. Draw connections between students' responses to show commonality and normalize feelings. Identifying shared experience will help students develop empathy with their classmates.

3. Recognizing feelings (20 minutes)

The instructor will pass out a face chart to each student. The instructor will ask students to pick a feeling and draw a facial expression that represents the feeling. Then the teacher will ask students to share their pictures and the rest of the class can guess what feeling the student drew.

- What feeling do you think the face is showing? Why do you think so?

Note: Feelings can look different on different people! You can share with students that recognizing feelings is a skill that helps us treat others with kindness and compassion. It is also important for us to recognize that the feelings we have on the inside show on the outside and affect how others interact with us.

4. Close out (5 minutes)

It is important that the group comes back together before the end of the session.

- What is one thing you love about yourself?



Example Lesson 4: Unity

Time: 45-60 minutes

Objectives

- Deepen relationships between students
- Practice compassion
- Build skills for clear communication

Materials

- Construction paper
- Markers, crayons, and/or colored pencils

Space Set-Up

- Ideally students should be seated in a circle. They will also need a surface to draw on.

Agenda

1. Introduction (5 minutes)

The instructor will welcome students and read the Principles of Peace to set the tone for the space. The teacher will share the topic of the lesson and the objectives.

Note: Allow students to take a deep breath and quiet moment. Remind students that this class is a time to practice the Principles of Peace.

2. Pass the Pulse Warm Up (10 minutes)

Unity means recognizing that our wellness and success is interconnected. This activity will help students experience a sense of closeness with other students.

The instructor will ask students to form a circle and hold hands. The object of the game is to silently pass the pulse from person to person so that the pulse gets all the way through the group. When you receive a squeeze on one side, you will then squeeze the person's hand on your other side. Don't add any extra pulses!

- First the instructor will do a single pulse in one direction and wait for it to get all the way around
- Then the instructor will send a double pulse in the opposite direction and wait for it to get all the way around
- Then the instructor will send a pulse both directions at the same time
- For an extra challenge the instructor can send two different pulses in opposite directions



Note: Remind students that this activity should be done silently. Lead by example and take the hands of the students next to you so everyone feels comfortable holding hands. You can ask students what they noticed or enjoyed about the activity after it's over. The message of this activity is that we are all interconnected and depend on each other.

3. Practicing Compassion (10 minutes)

Compassion is a skill we can encourage young people to start practicing early through being aware of their own needs and how those needs might be the same or different than other people's. We can acknowledge and recognize students when they express their needs and act with kindness.

The instructor will introduce the concept of treating others how you want to be treated, and explain that our needs may be the same or different as other people and our needs may change over time. The instructor will lead a discussion about ways that we can show each other care and compassion. The instructor will ask students to share their thoughts:

- What could someone do to support you when you feel sad? What are some things you don't like when you're sad?
- What could someone do to help you when you are struggling with your work? What are some things you don't like when you're struggling?
- How could someone show they care when you are going through a tough time? What are some things you don't like when you're going through a tough time?
- How can you find out what someone else needs to feel better?

Note: Call on 2-3 people per question, hopefully new people for each question. You can connect students' responses by asking, "What do you think of what so-and-so shared?" Encourage students to be specific and follow up with students by asking, "How could this happen in our classroom?" Name that is absolutely okay for students to have different likes and dislikes; support is not one-size-fits all. In fact, this is a great moment to have students reflect on the importance of naming our needs and asking others what they need.

4. Hands of Peace (20 minutes)

Peace Month is an opportunity for students to think about their own gifts, talents, and strengths and how sharing those can help their classmates and make the community more peaceful.

The instructor will pass out paper and drawing utensils to students. The instructor will ask students to trace one hand on the piece of paper. This is a helping hand for their fellow students! Students will draw and/or write on the hands ways they could help another student or help make their classroom a more peaceful place. The instructor should encourage students to make their hand unique and think of a special thing about themselves they can share with others when they are having a hard time.

When students have had an opportunity to complete their drawings, the instructor should allow as many students to share as time allows.



Note: Students have plenty of time to work on this activity, so allow time for sharing and appreciating each other's work. This could be one by one or hanging up the pictures and letting students a "gallery walk." Let students know if you will be displaying their Hands of Peace in the classroom or sending them home with students.

5. Heartbeats (5 minutes)

It is important that the group comes back together before the end of the session.

- Students will form a circle and use their right hand to tap the beat of their heartbeat on their chest in unison

Note: Remind students this activity does not require talking. It is an activity that has been used in many spaces to help people feel connected and powerful.



Example Lesson 5: Community Service Learning

Time: 45-60 minutes

Objectives

- Create a shared vision of a peaceful community
- Learn about Louis D. Brown and the Mother's Day Walk for Peace
- Make a commitment to continue peacemaking

Materials

- Large blank paper/poster paper
- Markers, crayons, and/or colored pencils

Space Set-Up

- Ideally chairs should be set up in a circle to allow for sharing.

Agenda

1. Introduction (5 minutes)

The instructor will welcome students and read the Principles of Peace to set the tone for the space. The teacher will share the topic of the lesson.

Note: Allow students to take a deep breath and quiet moment. Remind students that this class is a time to practice the Principles of Peace.

2. Mother's Day Walk for Peace (20 minutes)

Community Service is a critical part of the peacemaking process.

The instructor should read students the story of Louis D. Brown and how his parents started the Peace Institute. Then the instructor can ask the students some thinking questions about the story:

- What kind of person was Louis? How did he help other people?
- How does what happened to Louis make you feel? How do you think his family felt when he died?
- What did Louis' family do to keep his memory alive? How does the Peace Institute help the community?



Note: Peace Week is an opportunity for elementary students to process this story of grief and loss in a supportive environment. This version of the Louis’ story was designed for elementary school students when most children have already been exposed to violence either directly or indirectly through the media. Reactions to the story may vary depending on student’s personal experiences development stage. Remind students to be kind and considerate of other student’s feelings in the ways you’ve discussed in previous lessons. If a student has a significant reaction, be prepared to make a referral so the student can receive extra support. A key part of Louis’ story is the way his family has carried on his legacy and committed their lives to peacemaking. While Louis’ story is tragic, it is also an invitation to all of us to use our grief in positive ways to honor the memory of loved ones we’ve lost.

The instructor should explain that one important part of the Peace Institute’s work is the annual Mother’s Day walk for Peace—a walk that brings people together from all over the city and state so they can share love, feel unity, and have hope. The instructor can ask students to let their friends and families know about the Mother’s Day Walk for Peace and give them information to bring home. The instructor should ask students to think about the Mother’s Day Walk for Peace:

- Why is walking together and being together important for peace?
- What other ways can you think of to work for peace in the community?

Note: There are printed materials available to send home with students about the Mother’s Day Walk for Peace. Be sure to be clear if your school or classroom is making a formal commitment to walk. Even if you don’t plan to attend, it is important for students to learn about the Mother’s Day Walk for Peace as a concrete example of living the Principles of Peace and making the community more peaceful.

3. Vision of a Peaceful Community (15 minutes)

Communities are often blamed and shamed for being violent, dangerous, and bad places to raise families. This does a great disservice to young people who are and have the potential to be peacemakers. To stop violence and start peace, we must recognize the strengths, assets, and resilience inherent in every community.

Instructors will put students into groups of 3-4 and give each group a large blank piece of paper. The instructor will ask each group to work together to draw what they imagine a peaceful, happy community looks like. The instructor can give students some ideas to help them:

- People working together
- People sharing
- People having jobs and houses and happy families

Note: Encourage students to share their ideas and work collaboratively to make a unified image.



4. Peace Mural (5 minutes)

Peace Month is a chance to explore and share our vision of a peaceful community..

When students are finished with their drawings, the instructor will ask each group to hang up their posters all together like a peace mural so everyone can see each other's work.

- In a circle students will share one thing they see in the peace mural that they hope to see in their community.



Appendix



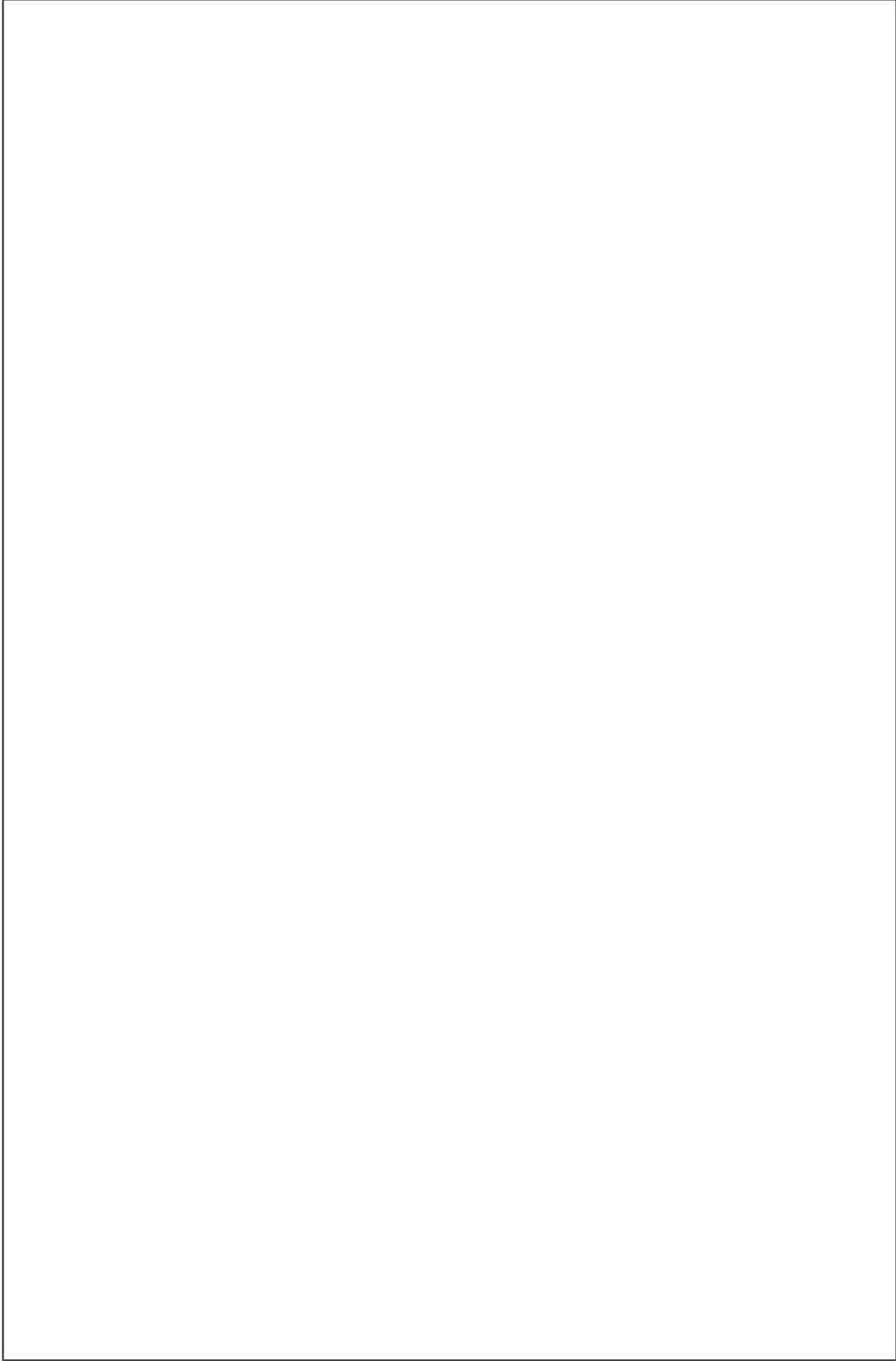
The Principles of Peace

FAITH	Complete trust in someone or something
HOPE	Believing in yourself, someone, or something
JUSTICE	Treating everyone fairly and equitably
LOVE	Showing care for yourself and others
FORGIVENESS	Moving past something that was done wrong to you
COURAGE	Having strength to do something you are afraid of
UNITY	Staying connected with each other



Peace Is Possible for the Next Generation

With love | unity | faith | hope | courage | justice | forgiveness

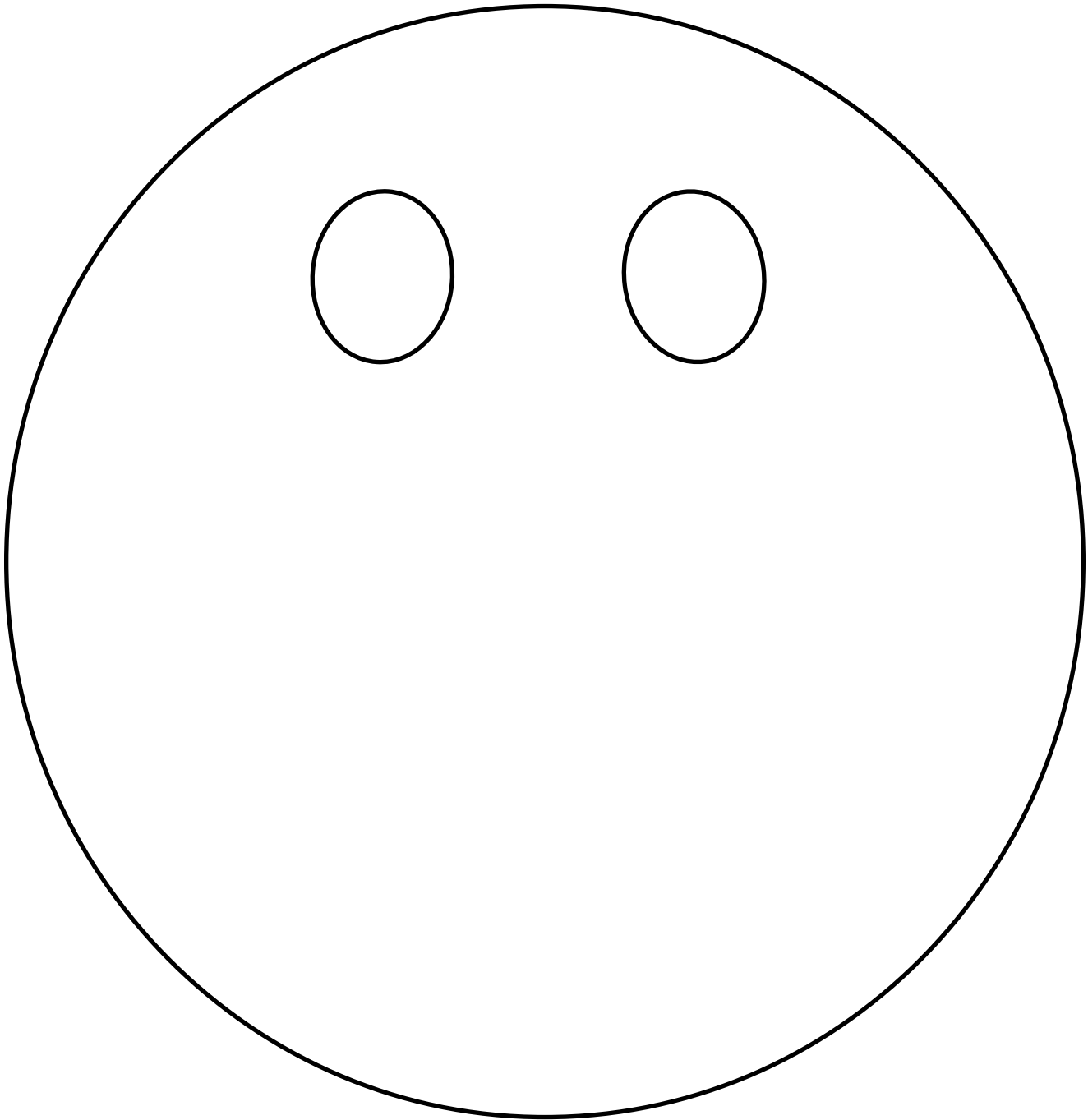


Center of Teaching Healing and Learning - www.cotl.org
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NAME: _____



Face Chart



Louis D. Brown Story – Elementary School Version

Louis D. Brown was a young man who grew up in Dorchester. He went to West Roxbury High School and was determined to go far in life—he planned to go to college, graduate school, and get a PhD. He dreamed of becoming President of the United States.

Louis loved his family and loved to play with his younger sister Allie and his baby brother Allen. Louis liked to play video games, read, and eat Chinese food. Louis did very well in school, though he sometimes struggled with other kids teasing him for being a “nerd.” Louis did not let that stop him from getting good grades.

Louis was also very committed to his community. He wanted to be a peacemaker and for everyone to be safe in their neighborhoods. It made Louis sad that some people felt like they needed to carry guns or knives to solve problems. He thought that people should protect each other and try to solve their problems by talking rather than killing. Louis joined Teens Against Gang Violence and worked with other young people to make the community safer.

One day when Louis was walking through his neighborhood to a meeting, he was caught in the middle of an argument. Then people started shooting. Louis was shot and he died. Louis was only 15 years old.

Louis’ parents and friends cried a lot when Louis was killed. They still cry sometimes. Louis’ brother and sister had to grow up without him, and they miss him very much. Louis was killed near Christmas time, so his family thinks of him a lot during the holidays.

Louis’ family decided they had to keep working for peace because that’s what Louis wanted. His family created the Louis D. Brown Peace Institute. The Peace Institute teaches people the Principles of Peace and ways to live more peacefully. The Peace Institute also helps families who have lost family members to murder so they can heal from their loss. Every year, the Peace Institute holds the Mother’s Day Walk for Peace and thousands of people from all over the state come together as a symbol of unity and hope that everyone can grow up to live their dreams.

Louis’ family continues to work hard for peace. They want all of us to join them in working to make our schools and communities peaceful places.



How to get involved with the Mother's Day Walk For Peace

1. Start a virtual or walking fundraising team!

Set a fundraising goal with your classroom and track your donations online. With social fundraising, it has never been easier to reach your fundraising goals. The best part is that you can personalize your fundraising team page with your class' story and message to show others why the Peace Institute is important to you.

Register yourself or your team online. Visit mothersdaywalk4peace.org or email Agnes (agnes@curoergosum.com) to register.

2. Donate today and help us meet our \$600,000 goal!

Give online or by sending a check to Louis D. Brown Peace Institute, 15 Christopher St. Dorchester Ave. Dorchester MA, 02122. Make sure to write the name of your team or school in the memo.

3. Volunteer!

Volunteers are a critical component contributing to the success of the Mother's Day Walk for Peace. If you or your students would like to volunteer, please email events@ldbpeaceinstitute.org

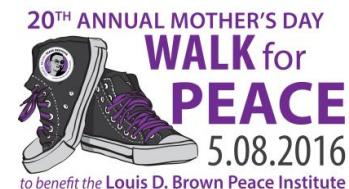
4. Raise awareness About the Walk! We need your help to get the word out!

- Announce to your school that your classroom is walking or fundraising.
- Inform local papers that you are participating.
- Invite friends and family to the Walk!
- Encourage your colleagues to match your donation.
- Be social, share mothersdaywalk4peace.org on twitter and facebook! #mothersdaywalk4peace #iampeace #peaceispossible #walkthwalk



7 Ways Schools Can Support the Mother's Day Walk for Peace

Whether you are joining us in person or finding creative ways to support "in spirit," spread the word in your community that Peace Is Possible!



- 1. Take your classroom to the streets:** In the past, teachers and students, schools, classrooms, student groups and clubs have showed up in huge numbers for the Mother's Day Walk for Peace! Join us on Mother's Day.
- 2. Start a walking team:** Send a group from your school to the walk. Chose a name and start a team on www.mothersdaywalk4peace.org. Set a fundraising goal, be creative in how to raise the funds. School have sold lemonade, baked goods, organized car washes, can/bottle drives, benefit concerts.
- 3. Share information about the walk and ways to participate with your school**
 - Give out postcards or hang posters. Print materials from: mothersdaywalk4peace.org
 - Add announcement in your bulletin
 - Send out an email describing the walk and the mission of the Peace Institute. Find inspiration and information at mothersdaywalk4peace.org
 - Be social; share your enthusiasm about the Mother's Day Walk for PEACE on Twitter and Facebook. mothersdaywalk4peace.org, #mothersdaywalk4peace #walkthewalk #iampeace #peaceispossible
 - Reach out to local papers and let them know you are Walking the Walk.
- 4. Be Part of the Peace Week**

Boston Public Schools will be participation in a peace week leading up to the walk. Curricula will be available for elementary, middle, and high schools at www.mothersdaywalk4peace.org
- 5. Conduct a "virtual walk"**

Even if you can't join us in person, you can fundraise via a "virtual walk" or some creative activity that your church can think of. Set a fundraising goal and ask your school to help meet the goal.
- 6. Read the Peace Pledge before the Walk**

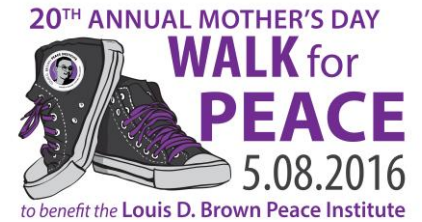
I will treat others the way I want to be treated.
I will respect the diversity of all people.
I will use peaceful words.
I will have a positive attitude.
I will show LOVE.
I will practice UNITY.
I will have FAITH, HOPE, and COURAGE.
I will seek JUSTICE and FORGIVENESS.
I believe PEACE is POSSIBLE
- 7. Make art on the Seven (7) Principles of Peace to bring to the walk**

If your class created artwork on the principles during Peace Week, bring it to the walk!

LOVE * UNITY * FAITH * HOPE * COURAGE * JUSTICE * FORGIVENESS



Fundraising Tips



Set a goal

Aim high! Set a personal or classroom fundraising goal that challenges you to get creative, reach out to more people, and raise the most money possible for the Peace Institute.

Donate Yourself

People are much more likely to give when they see you yourself have made a financial commitment. Do not put it off, please give today.

Share Your Story

Share why you walk and what the Mother's Day Walk for Peace means to you! Share that you teaching peace education in your school and how it's impacting your students.

Start Asking Early

Our number one fundraising tip: Just ask! Many students have successfully raised money by asking their classmates and other teachers for donations at school. Students should also go home and ask their family, friends, and neighbors. If students use the internet, they can reach out to their friends online.

Send an email to your friends and family telling them you are participating in the Mother's Day Walk for Peace and want to reach your goal. Be sure to send the link to your classroom team fundraising page. Include a link to your fundraising page in your email signature. Or **ask in person** and record any donations you receive on our donation tracking form. Use **social media to spread** the word about your participation to your contacts. Encourage people to support your participation in the Walk. Use your status update to inspire and fundraise.

SEE It Through

Ask and ask again. It's common for people to put things off. So make sure to follow up on any letters you've sent that haven't received an answer and any outstanding donations that haven't been fulfilled as Walk day approaches. Do not worry about bugging people. It is common to ask 4-5 times before someone gives. People also like to hear about how you are progressing in reaching your goal.

After a few weeks, check back in with everyone you've reached out to that has not yet contributed. We all tend to procrastinate, and unless you follow up, some donors might assume you have reached your goal and don't need their support. Your family, friends, and acquaintances will appreciate the reminder!

SAY THANK YOU!

Saying "thank you" to your donors is the most important step in this journey! Every dollar that Louis D. Brown Peace Institute spends on crisis management, survivor support, and peace education and training comes from the generosity of our donors. Please be sure to let your supporters know how their donation is helping.

THANK YOU FOR SUPPORTING THE LDB PEACE INSTITUTE

