One World
Montessori School

Peace Curriculum

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Preface

This Education for Peace Curriculum is a pragmatic, concrete way to prepare children for peaceful conflict resolution; it helps to create a more nurturing environment with more supportive, interdependent relationships. We have incorporated ideas and activities from the workbook, Peace Making Skills for Little Kids, Hearthmath techniques, Sonnie McFarland's Peace Mandala, and our collected peace songs, with Montessori's philosophy for peace to create a tool that we can utilize in our classrooms. Our goal is to help make the world a better place and to assist in the evolution of people.

For us to be successful, this curriculum must be presented and maintained by adults who have internalized the Montessori philosophy of peace. These adults must be able to manifest this philosophy through thoughts and actions generated from a place of peace and cooperation.

Maria Montessori believed that it was our function to spiritualize matter and to evolve the nature of people through love, rather than squandering our energy in greed, competition, isolation, fear and war. She believed that it was through the child that this evolution could take place. Therefore, the child's early experiences were of paramount importance in facilitating the process. The Montessori materials, when properly presented are designed not only to facilitate the natural tendencies of individual growth and development, but also to focus and intensify the natural love within the child toward people, animals and plants. Through the materials of cosmic education, the child thus prepared, continues on a guided discovery of the evolution of love and the inter relatedness and interdependency of all life.

What we are doing through our peace materials, techniques and lessons is to assist the children and ourselves in developing a common language of peace, and a way of keeping in touch with our own internal peaceful centers. We are working on our own communication, peace making and peace keeping skills, knowing that our example has much more impact than our words. By nurturing our own peaceful possibilities along with assisting the children in developing their own, we are participating in the evolution of a science of peace and a positive direction for humanity. As Montessori stated in "Education for Peace":

"We must gather together all the elements of the world and organize them into a science of peace."
PART ONE

Readings for Adults

1. Education and Peace
2. Journey to Peace
3. The Education for Peace Curriculum and essay "Education as Peace" by Ursula Thrush
4. Recommended Reading List
5. Social Responsibility Resources
Education and Peace

Maria Montessori was a strong advocate for the peaceful resolution of conflicts from the microcosm of the individual to the macrocosm of the world. She found it strange that mankind had created no "science of peace" to balance and contrast our highly developed "science of war", and she urged others to join her in its construction. For her efforts toward these and other related endeavors, she was twice nominated for the Nobel Peace Prize. Although even her most recent writings date back to the mid century, they embody insights that we can use as we analyze and attempt to meet the challenges that we face today.

"We are undergoing a crisis", she said, "torn between an old world that is coming to an end and a new world that has already begun." I find it significant that in describing the change that she saw on the horizon, she compared it not to the change from one era to another but to the change from "one biological or geological epoch to another, when changes in life forms and conditions occur." She seemed to sense the magnitude of transitions to come in the later half of the 20th century and on into the 21st. Current events in our country have certainly made us aware of some of the many issues with which we must deal if we are to move forward together in harmony with one another and with all life forms on this planet.

First, we must be able to communicate with one another clearly, without fear, in a climate of peace if we are to succeed. Montessori stated, "Preventing conflicts is the work of politics, establishing peace is the work of education. Nothing can be achieved in the world of the adult that is not first achieved in the world of the child. We must therefore follow a two-fold path." As we identify and articulate what the essential needs and freedoms of mankind are, and legislate to ensure their continued existence, we must also create environments wherein they exist for children. It is the children who can inculcate these essential needs and bring them forth spontaneously, with new, more creative force and vigor.

Montessori believed that only through a new form of education could lasting peace be achieved. She took upon herself the task of creating such an approach based on developmental psychology, which she called "the laws of life." This approach involves learning from the children their true natures, discovering ways of allowing children to satisfy their inner needs and becoming aware of their own inner promptings. It is these fulfilled individuals who will lead us all to higher levels of understanding. She created her method through the scientific observation of the behavior of children. She experimented with a variety of objects and environments to discover the child's true developmental needs, to find what the adult needed to provide, and how the adult should behave so as to facilitate the optimal unfolding of the individual child.

During this process, she came upon an amazing discovery. "Work is man's fundamental instinct" and it is through meaningful, purposeful work that children achieve a sense of inner peace, self knowledge and self esteem that creates dramatic and important changes in behavior. "He (the child) provides living proof that mankind can change from its very origins", she wrote, "but the world of the adult must change. We must unite, we must reach out to the child, have faith in him, construct the proper climate for him, and change our very self."

How do we do that?
The changes necessary in ourselves as educators and protectors of the children and the world they will inherit, involve a change in the way in which we perceive things. What is required is a paradigm shift in the perspective of the adult, a transformation which gives us the depth and the energy necessary for resolving issues in a more evolved way.

During the last forty years, as I have worked and learned and grown under the beneficent influence of from 30 to 50 children in a Montessori environment, I have ruminated on these words, and slowly, with the help of the children, some ideas have emerged that I would like to share with you.

1. Competitiveness must be replaced with cooperation.

   In the Montessori classroom, children work together to solve problems. As they explore their environment, they share their discoveries, enhancing each other's knowledge. Each helps the other according to his or her personal strength, unconsciously aiding each other's growth. We can do that, too. Knowledge is a terrible thing to horde.

2. Fear must be replaced with understanding, acceptance and respect.

   What is unknown is often feared, so the role of education is very clear in this area. In the classroom, the children learn that all people have the same needs but satisfy them differently according to the nature of their environment and culture. They become familiar with the varieties of food, clothing, shelter, etc. that exist throughout the world and throughout history, delighting in these differences that enrich the textures of their lives. We must also learn to celebrate our diversities. Only then can nationalism be replaced with a sense of global unity enabling religious and cultural differences to be celebrated while appreciating the diverse ways in which we have satisfied our common spiritual needs and source.

3. The isolation of the individual must be replaced with a sense of community.

   In the Montessori community, each child has a unique, wonderful part to play in creating the nature and direction of the whole. By recognizing the value of each individual, utilizing and validating each one's special traits, we come together as a participatory, functioning unit, of which the whole is greater than the sum of its parts. We adults need to do this as well.

4. Unaccountability must be replaced with responsibility.

   The classroom belongs to the children. They use the equipment carefully, properly, and return it to its place. They make sure it is clean and orderly. They care for their plants and animals, learning what each needs to be healthy and grow. When something spills, they clean it up; when someone needs help, they go to their aid; when someone forgets, they remind them, or they take care of it themselves and when they can't take care of something, they find someone who can. In turn, we must care for this world that we share and preserve all living thing; that is our mandate of stewardship. We must care for all the children, for they are all our children and our future.
5. Blind obedience and/or blind rebelliousness must be replaced with informed consensus.

When the children sit in circle, they share their problems, they act out and role play their difficulties, they discuss, suggest and work until they have come upon a possible solution they can all agree on. If no solution is readily apparent, the situation must be tolerated until the next meeting, violence never being an option. We must create a similar forum for all, especially the disenfranchised. We must be willing to do the educating and discussing, to spend the time necessary to arrive at well formulated propositions that have a good chance of truly, equitably resolving issues.

6. Inequitable distribution of the world's wealth and resources due to greed and fear must be replaced with compassionate empowerment and purposeful work.

Montessori said, "It has been said that man's greatest delight is to possess things. No! Man's greatest delight is using them. The use of things shapes man and man shapes things. This reciprocal shaping is a manifestation of man's love for his surroundings." This is the seed from which will grow a mighty force that will allow us to change our nature. When this occurs, we will have begun to solve the problems of world hunger and class strife. The child, free to do purposeful work, does not need to have, or own, or keep the materials within the environment and willingly shares or waits his turn, knowing that what is in the room is there for everyone. If only we could look at our world environment and share it in this way.

The energy that fuels these shifts in perception is agape, unselfish, undemanding love. The capacity for this love is created through the validation of the self that comes from performing purposeful, meaningful work; from fulfilling one's function as one's unique self within the family, the community, and the world. A person who knows himself and is following his inner promptings to fulfill his greater purpose has the inner strength, resources and love necessary to make this shift. If we can create the proper environment for the child, he can create the proper person for the evolution of mankind.

The following is a paraphrase from Maria Montessori's book, Education and Peace: "We are convinced that the child can do a great deal for us, more than we can ever do for him. We adults are rigid...but the child is all motion. He moves...to raise us above the earth. Once I felt this impression very strongly...I took almost a vow, to become a follower of the child as my teacher. Then I saw before me, the figure of a child, not resembling a helpless little creature, as many see him, but as a child who stands before us with his arms held open, beckoning humanity to follow."
The Journey Towards Peace

(A summary and commentary on the chapter on peace in Hidden Treasures, by Swami Chidvilasananda)

“The peace that arises spontaneously in the heart is essentially the same for all.”

Peace is a condition of the heart, which arises spontaneously and is experienced by all people. It is the grace of the heart. The love of a universal creative force, the merits of right action, a moment of right understanding…these can easily give rise to the experience of peace.

Supreme peace is a quality of the heart which is within your grasp, if you are ready to believe in it. The inner stillness necessary to experience peace is disturbed by duality, by not seeing all as one. The other great obstacle to peace that is created by duality is competition. It is a source of friction that always ends in discontent.

If you seek inner peace, you must constantly work on your perception of the world and other people. You must catch the impulse to see differences and pull it out by the roots. See good in each other - see unity in diversity - see oneness.

"Give up conceit.
Explore the path of peace."

Peace is only available when you are ready to give up your pride - give up your ego. When you give up your pride, your arrogance, your conceit, you will know what peace of mind is.

You must learn to remain peaceful and undisturbed in the midst of people, because disturbance is always the product of your own inner world. It is possible to experience serenity all the time, no matter what is going on around you.

"Study of scriptures, purity of heart and conduct, and simple unaffected living lead to inner peace."

When you study the writings of others who have pondered peace, you are spending time in the company of great souls. This gives you strength and peace. Instead of drowning in the criticism of others, you learn what you must learn.

The heart is affected by what happens in peoples lives, so a seeker of peace must purify her heart through practices that help her stay focused. Practices can include chanting, meditating, witnessing, contemplation, prayer; anything that guides her energy toward greater awareness.

To attain peace, respect is essential; respect for people, their privacy, their possessions, their boundaries, and honor for everything in creation. Show respect to everyone who ever helped your knowledge to grow, or aided in your life being sustained joyfully.
Simple and unaffected living leads to inner peace. Keep your focus on achieving peace rather than on desiring and being affected by temporal things. See God (or "goodness, or life force - élan vital) in everyone and everything.

"May love be revealed in this person, in this object, in my path, in this action. Whatever I know, whatever I find, may love be there."
The Education for Peace Curriculum

I. Key Experiences for Global Vision

Key experiences are concrete, sensorial impressions of a concept from which the child can abstract. Art and language are integral parts of the experience.

1. Land and Water Forms

Using eight cake pans painted blue with brown clay create a lake, an island, a cape, a bay, a gulf, a peninsula, a straight and an isthmus. Have the child pour water into the pans, match cards and match name cards. Then the child makes land and water form cards using crayons, color pencils, markers, or paint and writes names.

2. Land and Water Globe, Continent Globes

Introduce concept of "our world."
- our world is made of land and water.
- recognize land and water forms.
Introduce concept of continent.
Introduce concept of ocean.
Introduce concept of North and South.
Make a dot on globe: "This is where we live!"

3. World Puzzle Map

Recognize continents and relate to globe.
Recognize "where we live."
Recognize North and South.
Introduce Names of Continents.
Introduce Names of Oceans.
Combine with Art and Language (children draw and color continents, with names).

4. People of the World

Introduce typical animals and plants of continents (Buffalo = N.A., Llama = S.A., Panda = Asia, Kangaroo = Australia, Giraffe = Africa, Mountain Goat = Europe, etc.). Introduce prototypes of People of the World: American Indian for North America, Latino Indian for South America, Oriental for Asia, Bushman for Africa, Aborigine for Australia, and Viking for Europe. Please don't worry about prototypes, they are important for origin of races and will be intermingled very soon.
"Where does this animal live?" The child places picture or toy animal on proper continent and verbalizes the name of the continent.
"Where do these people live?" Same as above.
To enhance this impression enroll as many children of different races as you can. Or, if that is not possible "adopt" needy children from around the world. (Sponsorship through a charitable organization.)

5. **Continental Puzzle Maps**

Introduce individual continent puzzle maps, always starting with the continent on which you live.
Demonstrate how pieces fit together.
Combine with Art and Language: (child draws, colors, paints and writes names.)
Continue through all continents.

6. **Flag Maps**

Introduce Flag maps with a pinned flag for each country.
Introduce the concept that flags represent people.
Whole nations of people who live in a country.
Introduce the parts of the Flag.
Combine these with Art and Language.

7. **Continent Maps of Countries, Capitals and Flags**

Combine countries, capitals, and flags of the continent. Lots of Art and Language!

a.) Make a large collage of "people of this continent" with pictures cut from National Geographic and pasted on the location of the country within the outline of the continent. Representatives from each country.

b.) Have a celebration of that continent with total sensorial immersion into the colors, art, texture, sounds of language and music, alphabets, newspapers, costumes, weavings, food, smells, taste, dances, folk tales, etc., for an entire day. Enlist the help of parents, the library (books and records), the consulate or embassy and travel agency for posters, etc., to get the necessary materials and have a ball. Cook the meal there and/or bring it in for smelling and tasting, decorate the room with art and artifacts, play the music, wear typical costumes, speak the language, and show the alphabet, dance the dance or film and color slide it…This is an event the children will never forget! Then go on to the next continent…

8. **Study of Plants, Animals, Rocks and Clouds**

Introduce Parts of Animals.
Introduce Parts of Plant.
Introduce Igneous, Sedimentary, and Metamorphic Rocks.
Introduce Clouds.
Combine with Art and Language.
Expand to animals and plants of the world.
The more the child knows of the world, the more he appreciates it and naturally becomes involved in ecology. Always use real, "live" specimens.

9. **Fundamental Needs of Mankind - Physical**

Establish fundamental needs of plants (air, water, heat, and light).
Establish fundamental needs of animals (air, water, heat, light, and plants).
Establish fundamental needs of mankind with a story of a child lost in woods. In order to survive he needs: Food, Clothing, Shelter, Transportation, Defense.

Art: Have children make collages of each fundamental needs separately. Cut out pictures of food one day, clothing the next, and so on. For defense, include medicines, vaccines, smoke detectors, fire alarms, telephone 911, etc.

Determine what kinds of food we eat from the collages and ask "what is it made of?" (Plants and animals.) Continue through all the needs. Establish food chain and our indebtedness to the plant, animal, and mineral kingdoms.

10. **Comparing the Fulfillment of Our Needs**

Compare within our group our favorite foods.
Compare within our group our favorite clothing.
Compare within our group the type of house we inhabit.
Compare within our group the type of transport we use.
Compare within our group our means of defense (this can be hilarious when children describe how they use their mouth, hands, feet, and eyes in defense). Establish that although we all have the same needs, we fulfill them differently.

11. **Global Comparison of Fundamental Physical Needs**

Ask: do you think that a group of Eskimo children living somewhere way up north in the ice and cold have the same needs as we do?

What foods do they eat?
What kind of clothes do they wear?
What kind of shelter do they have?
What kind of transportation?
What kind of defense?
In order to impress, choose pictures of large contrast and, again, don't worry about prototypes, as they will be overcome soon.

Example: Aleuts eat fish and seals, wear parkas made of seal fur, live in igloos made of ice, use dog sleds and snowshoes for transportation, and use harpoons for defense.

Combine with Art (collage and diorama) and language.
As children explore the Aleuts of Alaska in the National Geographic or other sources, they will soon discover that they also live in houses, use snowmobiles, and guns. Let them discover!

Continue the comparison with a "group of children like us living in the hottest part of Africa."
Remember outrageous contrasts and make it fun!
Food - Fruits, snakes, and roasted ants (true!).
Clothes - none or grass skirts.
Shelter - grass huts.
Transportation - feet, logs, canoes, and riding animals.
Defense - poison dart, bow and arrow, spears.
Combine with Art (collage and diorama) and Language.

Continue with a "group of children like us" living in China or Europe.

Emphasize that all the peoples of the world have the same fundamental needs but fulfill them differently.

12. **Spiritual Needs of Mankind**

Establish the spiritual needs of Mankind by asking the children what they do after school at home. Draw, listen to music, read, watch TV…

**Art:** Drawing, painting, music, dancing. Ask for examples in their home. Have a large collection of postcards, art reproductions of paintings and sculpture.

**Culture:** Language spoken in home, drama, TV, alphabets, books, reading, literature, customs, traditions, celebrations both religious and ethnic. Example: Bar Mitzvah, Thanksgiving, Chinese New Year, Fiesta, etc.

**Religion:** Ask children what religion their families observe. Have them describe how they see God. Fascinating discussions ensue! Make a collage of different places of worship, churches, temples, synagogues, weddings, baptisms, funerals etc.

**Vanitas:** Complex subject, but can be explained. Vanitas is Latin root for vanity and vanish. It deals with love of beauty, self image, and social acceptance. For older children add ego and power and exploration of values. Start by asking, “Do you ever look in a mirror? Why? Why do you want to know how you look? How does that make you feel?” Go on to: "Why do you want people to like you? Why do you say "I won't be your friend anymore?" or "You can't come to my birthday party." "What do you do to make your little brother/sister do what you want them to do? How do you get mommy, daddy, me, to do what you want us to do?"
Would you like to find a treasure of gems? Lots of money? Be a king or queen? Be rich and famous? Why?

With somewhat older children you can also explore how they would feel if they suddenly lost their good looks, health, wealth, attributes of power. Compare to famous figures from history, politics, sports, and entertainment. Demonstrate how devastating the loss of these outer trapping can be to the ego, yet the person, remains the same. Give examples of individuals admirably overcoming and coping with such disastrous afflictions.

13. Global Comparison of Spiritual Needs of Mankind

Art: Compare the art of different continents. Again, use large contrasts, for example, compare Asian art with African art, etc. (Keep adding to your art postcard collection from museums.)

Culture: Compare the languages, alphabets, cultures and people of different continents. For example: Compare the Japanese alphabet with the Chinese, the Russian, Sanskrit, Arabic, etc. Compare folkloric dancers in their particular costumes, families at meal-time or a typical celebration.

Religion: Compare the major religions of the worlds. Christianity, Judaism, Hinduism, Buddhism, Taoism, and Islam. Keep it simple. Emphasize that all people seek God, but give God different names and pray in different ways. Introduce pictures of Jesus (Christianity), Moses (Judaism), Krishna (Hinduism), Buddha (Buddhism), Lao Tzu (Taoism), and Mohammed (Islam). All these great teachers admonished Mankind to love one another and not to kill. Christ even taught to love our enemies, since we are all children of God. Collage of different religious observances, priests, and places of worship.

Vanitas: Compare the concept of beauty and power on the different continents: Introduce pictures of tattooed and painted African beauties with extended lips or earlobes, Japanese women with faces painted white, Bedouin women wearing all their wealth around their neck and head, American Indians wearing the full regalia of power, the Queen of England in ceremonial robes and crown, the Pope, the President of the United States, Gandhi, etc.


Introduce the concept by asking the children "Do you think that a group of cave children living thousands of years ago in some cave had the same needs as you and I?"

"Let's see how Joey and Janie Cave have fulfilled their needs!"
What food did they eat? Roots, fruits, nuts, fish, a mastodon.
What clothes did they wear? Animal pelts.
Where did they live? Caves.
What transport did they use? Feet, floating logs.
What defense did they have? Fire, rocks, spears.
Did they have art? Cave painting.
Did they have culture? Started language, pictograms.
Did they have religion? Started to bury dead, worshiped sun, rain, and other natural forces.
Did they have vanitas? Tribal chief and medicine man.

This introduces children to the evolution of the fundamental needs and the progress of Mankind. Time line of Early Man, from 500,000 BC to the settlers, and picture cards of the Fundamental Needs from cavemen through Egyptians, Greeks, Romans, Renaissance, etc., to the present day. Time line of B.C. - A.D.

15. **Physical Geography of Continents**

Introduce physical geography of mountains, plains, rivers, and lakes of the continents. Children make maps, coloring according to altitude. Relief maps made with clay or playdough are fun.

Continue by introducing resources of each continent: minerals, lumber, cereal, coffee, cattle, etc.

Make overlay transparent map, indicating countries, major cities, and harbors of continent.

This makes the child aware which countries own the resources and why major cities developed where they did.

Enter major transportation lines: roads, railroads, waterways, and airways of the continent connecting the major cities.

16. **Economy and Trade**

Introduce the concept of trading and bartering at the caveman level.

Explore the resources of each continent and explore what kind of trading would be necessary within the continent.

What kind of transportation would be necessary for the exchange of goods through the ages?: feet, animals, carts, caravans, sailboats, wagon trains, steamboats, trains, cars, trucks, airplanes, and ocean liners.

Explore the needs for trade between continents and nations.

Point out how trade is like the blood circulating in our body, servicing and uniting all parts of the organism. Just like the blood circulating in an organism, trade is the unifying bloodline between all peoples of the world. It leads to the exchange of art, music, culture, sports, and love.

This planet is our world, it belongs to all of us, and we are all a part of it.

This completes the Global View.
II. **Key Experiences for the Cosmic View**

These key experiences help the child explore the universe intellectually and let him discover that everything in the universe is interrelated and interdependent. We and our planet are an integral part of the universe.

The material and activities are described in detail in “The Montessori Elementary Curriculum.” The following is the curriculum outline:

1. **Physics Experiments** - Sensorial foundation relating to the creation of the Earth and the Universe.

2. **Impressionistic Charts** - Illustrated explanations of the creation of the Earth, Insulation, Air and Water.

3. **Cosmic Tale** – The relation of God to the Universe.

4. **Clock of Eras** – The evolution of the planet Earth.

5. **Time line of Life** - The evolution of life on our planet. Interdependence and unconscious contributions of the mineral, plant, and animal kingdoms.

6. **Time line of Early Man** - This time line highlights the special place Mankind occupies in evolution. It introduces the attributes which differentiate humans from animals: creative imagination, reflective thought, altruistic love, and conscious choice.

7. **Time line of BC and AD** - Pictures of the progress of Mankind from cave to the present day.

8. **Civilization Time line** - Contributions of civilizations from 10,000 BC to the 20th century computers, rockets, and nuclear bombs.

9. **History Time line** - The historical evolution of nations in chronological order.

Cosmic education is related to God and Man. It tries to bring science and theology closer together. With the advent of television satellites and computers, these types of programs can be televised into the most remote villages of the world for everyone to see and hear. Writing and reading programs originating in individual countries can be coordinated with the programs and, possibly, with corresponding computers programs. This would be a great step toward world education and toward the comprehension of the brotherhood of the Peoples of the World.
Education as Peace
by Ursula Thrush

Our hope for peace in the future lies not in the formal knowledge the adult can pass on to the child, but in the normal development of the new man.

The essentials of education for peace are built into the Montessori curriculum at every level. At the preschool stage (ages 3-6), when the children are in an absorbent state of mind, they are exposed to the Continents and the Peoples of the World, thus providing the basis for a global view of life and humanity’s part in it. At the elementary stage (6-12 years), students are in a reasoning, abstracting and imagining state of mind. At this time the Peoples of the World are studied in depth and from a historical perspective, with the help of the timelines, leading to the discovery that all humans have the same fundamental needs, and that the fulfillment of these needs vary according to the potentialities present in each given geographical environment and historical era. By emphasizing the family of man and the interrelationship of all life, students begin to realize that the individual is not an isolated, fragmentary entity, separate from the life around him, but rather an integral part of a potentially harmonious whole.

At the Erdkinder stage (ages 12-18), students, who are now in a social, moral and ethical state of mind, are ready to explore the larger community, and to begin to find their own place within it. During this period, they move toward a true “valorization of personality,” a realization that everything in the universe is interdependent and that each individual has a function to perform which serves the whole. Their own relationship to life is reinforced through their academic studies: at this time they bring to consciousness all the microcosmic and macrocosmic analogies Montessori uses to illustrate the interdependence of everything that exists, from the concentration of energy which induces cells to specialize and to perform the function of the organ they are about to construct, through the lichen which “eat” rocks and give their life so that mosses and grass can take root in their remains, to the great river of life, commerce--the exchange and sharing of goods--which like the blood circulating in the body and “servicing” all parts of it, binds all nations together. Concurrently, psycho-mathematics illustrates the point in a different tongue, as it builds up the decanomial from the one unit bead to the cube of the different powers--to the “ten thousand things,” William Blake called it--and then dismantles it back to the unit.
Now on the threshold of adulthood, students are exposed to actual involvement in the larger community. Self-expression and cooperation with others are the keys to their educational experience. Their activities include large group discussion-encounters (we call them pow-wows) which were started in the previous period, with the addition of training in the classic art of debate. On a local level they are exposed to other peer and adult groups, be they of an artistic, economic, athletic or political affiliation. Nationally and internationally, there can be correspondence and visits (or even exchange programs) with similar groups, sponsored possibly through UNESCO or an international organization such as AMI. In all such activities, the goal is to create concrete experiences of conscious, non-competitive cooperation and collaboration with others.

It is during this period that we, as teachers, are challenged to the core. We cannot begin to teach cooperation and collaboration if we ourselves are interacting with others in a competitive way. Despite the content of the Montessori curriculum, it cannot in and of itself result in peace. We as teachers must remain aware--at every step--that our function is not simply to talk about peace, but to create an environment that will promote the evolution of peaceful individuals and will allow for the “normal development of the new man.” We must reach beyond our efforts toward and education for peace and venture into the virgin territory of education as peace.

All too often, given the natural everyday pressures of our work as teachers and administrators, we tend to lose sight of the immensity and inspiration of Montessori’s fundamental vision concerning education. Education is not, in her view, simply one component in the overall operation of society; it is, rather, the very heartbeat of life itself. Montessori’s contribution to education goes beyond the creation of the new techniques and curricula; it involves, in essence, a redefinition of the function of education itself.

Either education contributes to a movement of universal liberation by showing the way to defend and raise humanity or it becomes like one of those organs which have shriveled up by not being used during the evolution of the organism.2

Education is not simply a matter of developing manual and intellectual skills; it involves, in fact, the creation of a “new man”—a new type of individual who can consciously and creatively further the evolution of the entire race. This may sound like a lofty ideal, but what it involves, essentially, is quite simple: that each of us discover our own unique value and dignity
by finding our function in life and “doing our own thing.” Thus fulfilling our potential, we valorize our personality and make a conscious contribution to the whole of life. (Man is the only being who can make such a conscious choice; all other entities, be they of animal, vegetable or mineral kingdom, are limited in their being and have no such choice. For example, the bee following its compelling instinct seeks the nectar of the flower, not being conscious of the fact that during the process it is pollinating and thus contributing to the whole of life.)

In speaking of the educational movement that was developing around her, Montessori once remarked: “For the word ‘method’ we should substitute something like this: ‘Help given in order that the human personality may achieve its independence.’”³ The independence of human personality that can be achieved through education is not restricted to children, to students. Adults who honestly help children toward liberation will, in the process, work toward their own liberation as well:

A reform of the adult will accompany it [self-actualization of the child] step by step because an obstacle in the adult will have been removed. This reform of the adult is of enormous importance for society as a whole. It represents the re-awakening of a part of human consciousness which has been covering itself progressively with layer upon layer of impediments... “Consciousness” has been dimmed, not in some adults only, but in all adults.⁴

The reconstruction of human society that Montessori envisions is based, therefore, on the transformation of the individual. Adults who set out to educate children must, at the same time, be willing to educate themselves.

For Montessori, education represents the most powerful and universal potential for a thorough reconstruction of human society--which demands a transition from an ambience of war to an ambience of peace. Greed, envy, competition, etc., which lead inevitably to hostility and war, can be replaced by generosity, cooperation, and mutual support, creating an atmosphere of peace. This is not simply an idealist’s dream, but a practical long-range goal that each human being can either work for or work against. And not moving actively toward this goal, is to let it slip further and further out of reach.
Two paths lie open in the development of personality—one that leads to the man who loves and one that leads to the man who possesses. One leads to the man who has won his independence and works harmoniously with others, and the other to the human slave who becomes the prisoner of his possessions...and comes to hate his fellows.5

Education as peace demands that we practice what we preach. This becomes particularly evident at the Erdkinder stage, when students begin to challenge the ethical standards and behavior of adults. The least trace of hypocrisy on the part of adults shatters the students’ trust and thereby blocks their own natural evolution toward harmonious interaction with others. We, as teachers, cannot afford to lose touch with our education, which—as Montessori has pointed out—demands self-honesty and inner transformation. This process, although more dramatically demanded at the Erdkinder level, is in fact essential throughout Montessori education.

On the preschool level, the teacher provides a dynamic link between the child and the environment, neither interfering nor correcting but simply channeling and directing energy by demonstrating with slow and precise movements. During the elementary stage, the teacher becomes an enthusiastic but firm leader who keeps the child’s flame of interest for the cosmic view glowing, while making absolutely certain that he is, at the same time, perfecting his basic skills. At the Erdkinder stage, the teacher becomes a moral and ethical sounding board, model, guinea pig and scapegoat, who must be totally honest and vulnerable in sharing his views and convictions with his students.

Consequently, we as adults must be able to dare to take an honest look at our own values and attitudes. Are we preaching peace in the classroom and waging war at home? Are we, perhaps, open and loving toward our children, but envious of our colleagues? Are we cooperative with our immediate colleagues, but competitive with the personnel of other schools, or other branches of Montessori? If we are hypocritical in our own behavior, we cannot claim to be educators of peace. Our students learn not only from what we say but also from what we do and what we are. If we want to make our own individual contribution toward the reconstruction of human society, we must be humble enough to take a critical look at ourselves and to be ever willing to learn from those we hope to teach.
The child’s psychic energy, once awakened, will develop according to its own laws and have an effect on us as well. The mere contact with a human being developing in this way can renew our own energies. The child developing harmoniously and the adult improving himself at his side make a very exciting and attractive picture.\(^6\)

Education as peace is not always a comfortable, or immediately comforting, process. But real growth inevitably entails a degree of pain and struggle. Certainly we recognize this fact in relation to our students; but can we accept it also for ourselves? Can we more and more, as adults, support one another as well as our students in this ongoing process and relate together in a spirit of cooperation rather than competition?

Perhaps each one of us can take some time apart to remind ourselves of Maria Montessori’s overall vision of the function of education—a vision both vast and exceedingly simple: that we work together toward the liberation of every individual, that we help one another—whatever our age or role—to discover and to be ourselves, contributing what we each have to offer to the peace and harmony of the whole.

\textit{This ideal is universal in scope. It aims at the deliverance of the whole of humanity. Much patient work, I repeat, is needed along this road toward the freedom and “valorization” of mankind.}\(^7\)
Recommended Reading

Education and Peace  Maria Montessori
The Formation of Man  Maria Montessori
To Educate the Human Potential  Maria Montessori
Peace is Every Step  Thich Nhat Hanh
Being Peace  Thich Nhat Hanh
The Heart of Understanding  Thich Nhat Hanh
Zen Keys  Thich Nhat Hanh
Inner Treasures  Swami Chidvilasananda
Meditation for Children  Deborah Rozman
Nurturing the Spirit  Aline Wolfe
Body, Mind and Soul  Deepak Chopra
Building the Earth  Teilhard de Chardin
At Home with Montessori  Patricia Oriti
Montessori: Science Behind The Genius  A.S. Lillard
Montessori Matters
The Montessori Way  Tim Seldin
One World Montessori Song Book
Parents Guide to the Montessori Classroom  Aline Wolfe
Theories of Development  William Crain
The World In The Palm Of Her Hand  Tim Seldin
Social Responsibility Resources

These are some of the programs/events you can do with the children to help develop their sense of social responsibility.

**Heifer International:**
1 World Avenue, Little Rock, AR 72202. (800) 422-0474  
[http://www.heifer.org/](http://www.heifer.org/)
Raise funds to purchase farm animals for a family in a developing country.

**The Rainforest Foundation**
5401 Mitchelldale, Suite B-4, Houston, TX 77092. (800) 5-MONKEY  
Joanna Gibson, jgibson@earthfound.com, (800) 566-6539 x 103
Sell t-shirts to benefit Conservation International's annual campaigns to save acres of rainforest.

**Pennies for Peace**
P.O. Box 7209, Bozeman, MT 59771. (406) 585-7841  
Organize a campaign to collect pennies (pennies only, so all students, even those of limited means, can participate) to engage students as philanthropists.

**Vermicomposting**
In San Jose: San Jose Composting Hotline (408) 918-4640
Other cities: contact your city's garbage/recycling organization to get more information.
Use worms to create compost for your gardens.

**Second Harvest Food Bank**
[http://feedingamerica.org/default.aspx?show_shov=1/](http://feedingamerica.org/default.aspx?show_shov=1/) (Feeding America website which will allow you to search for your local food bank.)
Holiday canned food drives to benefit the needy.

**Sing Peace Around the World**
[http://www.shelleymurley.com/SingPeace.htm](http://www.shelleymurley.com/SingPeace.htm)
On Monday, 21 September 2009, Montessori schools from around the world will join together on the United Nations Peace One Day celebration to sing "Light A Candle For Peace." This children’s song about peace will be sung continuously around the world for an entire day. The singing will start in New Zealand and finish in the Hawaiian Islands.

**The Go Green Initiative**

**The Green Schools Alliance**
Programs that work to create a culture of environmental responsibility on school campuses throughout the United States.
PART TWO

Peace Making and Keeping Techniques and Tools

1. Going to the Heart
2. Peace Table
3. Peace Mandala (From Sonnie McFarland)
4. Other Tools for the Peace Table
5. I Care Rules/I Care Language
6. Peace Makers Problem Solving Guidelines
Peace Making and Keeping Tools and Techniques

Going to the Heart

"Going to the heart" is what we call a technique utilized by the Hearthmath Institute. We utilize it before each peace lesson, before going to the peace table, before afternoon lesson and anytime that we need to bring our energy back to the source.

Direct Aim: Centering, preparing for problem solving
Indirect Aim: Self Awareness, Peace Making
Axiom: Peace Makers go to their hearts so that they can better solve their problems.
Age: 3-6

Materials: Heart Zones tape/CD

Presentation: This presentation is given many times and can be given individually, spontaneously, or at group.

"When we are worried or upset, is it easy to solve a problem? (Response) "No, usually we are too busy feeling how we feel to sort things out. We are confused and can't think. Just thinking about being upset or angry can make us feel that way. Here is a way to help us when we are angry and upset or sad or confused, a way to feel more comfortable, so we can figure out what to do. We are all going to close our eyes, sit very still and put our hands on our hearts. Imagine all your energy going to your heart. Feel it beating. Pretend that you are breathing in and out right through your heart. -That's right-" (Allow a little time to elapse). "Now, when you feel you are really in your heart, remember a time when you felt really, really good - sitting on your mommy's lap, cuddling, reading a story together, being with a friend, petting your kitty - whatever makes you feel all full of love. Bring that feeling into your heart and let it fill you all up - inside and outside."

"How does that feel?" (Solicit responses.)
"Now we'll try again. This time we'll play this music. Each time you hear this music, it can help you go to your heart and stay there." (Play Heart Zones tape selection - or part of it, depending on attention/energy of group. Gradually extend time.)

Variations: Sending love to one another or to specific people who are sad.

One metaphor that was helpful for me in describing going to the heart to the children was that of a bird. "Our thoughts are like a little bird - flitting here and there, looking for food, watching for danger. But where does the bird go to be safe and warm - in his nest - our hearts are like our safe nests -let's take ourselves there and remember feeling warm and safe."
Peace Making and Keeping Tools and Techniques

The Peace Table

Direct Aim: Using the Peace Table
Indirect Aim: Peace Education
Axiom: Peace Makers go to the Peace Table when they need to
Age: 3-6 years

Materials: A small table and two chairs placed in a quiet corner of the room. Children can go there to solve their problems with others, or one child may go there to center his/her self. Peace rose or other implement, like a talking stick for taking turns.

Presentation: (At group time) Bring the Peace Table to the center of the circle/group. "The Peace Table is a place where we go to talk about conflicts, without fighting or hurting each other's feelings. We find solutions that we both know are fair. Before we talk, we both go to our hearts, so that we can listen from the heart and speak our truth. When one person is talking the other is listening. To remind us of this, when we speak from the heart, we hold our heart rose" (hold up the heart rose). Use an example of a typical problem and practice resolving it with the group using an assistant or an older child as your partner.

"We have some rules at the peace table (post them) that help us solve our problems. We'll all agree to use them. Let's read them through and talk about them."

Peace Table Rules
1. Tell the truth (speak from the heart)
2. Listen without interrupting (listen from the heart)
3. No name calling or blaming
4. List ideas to solve the problem
5. Choose the best solution

"Let's use these rules to solve this problem. First we need to tell the truth - to speak from the heart. Let's go to our hearts first and then begin. We use I care language"
   1. Look the person in the eye and say their name
   2. Say how I feel
   3. Say what made me feel this way
   4. Say what I want him/her to do

"Now we switch". Reverse the process. Children can choose another problem and/or take turns solving the same problem. Older children can write down the rules or a story about how to solve problems.
PEACE MANDALA  
(Material Description)

The Peace Mandala is a way of concretizing the abstract principles of personal psychology and the make up of the human being. The purpose of this Mandala is to give the children something tangible to use when solving interpersonal conflicts. It will help them describe and represent their internal condition to others. The Mandala is composed of four concentric circles which represent the body, mind, emotions and spirit.

The smallest circle (yellow) represents the soul, self, identity, etc., the center for deep knowing and for intuition. Native Americans call this the "eye of the heart". For the child, the expressions "heart light" or "love light" may be appropriate terminology. "This is you. You are someone very special and unique. This circle represents that special something inside you that is you, that makes you who you are." This is how we can help the children to understand that they are spiritual embryos, how we can begin to verbalize and mirror their nature for them?

The next circle (green) represents the emotions. "This represents the things that you feel. These can make you feel all different ways. What are some of the ways that you feel?" etc. "These feelings can control you or you can use them to learn about yourself and others. One of the best ways of using them is to own them and express them clearly. We can say, I feel sad, angry, etc., and not blame these feelings on others. Often, when we recognize and express our feelings, they no longer have control over us and we can remember who we are."

The third circle (blue) represents the mind. There is a great need to keep the heart and soul in harmony, that is the true nature of wisdom. Maintaining this balance can help keep you in the right mood and allow you to see challenge and conflict as opportunities for growth. But there are parts of the mind that are critical of the true self, that keep us lodged in our fears and memories of negative experiences. It can also convince us that the ego is the self, and that we "own things that are exclusively ours". We need to let go of both these kinds of ego attachments and let our mind observe us as we fall apart, diagnose the situation and help us to let go. You can call the mind the "inner teacher, that part of you that helps you choose your work." Children have an incredible imagination, and we want to honor it and allow them to honor and use it, so we can bring that to their attention. "But the mind can also be a trickster; it can make you feel like you can't do things, like people are making fun of you. It can make you feel good or bad. But you can turn your thoughts to things that help the real you feel good."

The largest circle (purple) represents the body. The body is the most concrete, connected part of ourselves, so it is easy to identify with it. We need to accept it and also take care of it, and treat it with honor and respect. We can use this when we talk about eating right, exercising, getting sleep, etc., and explain that caring for the body helps the self feel better. Proper breathing is essential, and can be practiced with visualization at circle time.
Peace Making and Keeping Tools and Techniques

The Peace Mandala

Direct Aim: Self awareness
Indirect: Peace Education
Axiom: Peace Makers can use the Peace Mandala to talk about themselves and help solve problems
Age: 3 -6 years
Materials: Peace Mandala (as description)
Presentation: (at group time)
"What makes a person a person?" (Response) "Right - we all have a body" - "What else?" Thoughts, feelings etc. "Absolutely - we all have a body, and thoughts and feelings…and each of us is special, unique.

When you go to your heart, you know how there is something special that let's you know you are you. We represent that with this little yellow circle. (Hold up the circle). We call that our spirit. Whenever we go there, we feel really good."

"Now, what about our feelings? Do you have feelings? What kind of feelings? (Responses). What makes you feel happy, sad etc.?" "Sometimes we feel like we control our feeling, sometimes our feelings seem to control us. We can use this green circle (hold up circle) to help us talk about our feelings, sometimes talking helps us get control over our feelings, so that we are in charge instead of them. We can also go to our hearts and remember feeling loved, that can help us with our feelings too. Because when we feel sad, or angry we don't feel very good."

"What about our thoughts? (Response) Sometimes our thoughts can control us and our feelings, sometimes we can control them. Let's pretend your friend didn't say good morning to you when you said good morning to her. Your thoughts might say, Sammy didn't say good morning to me. She must not like me anymore, how would you feel? etc. What might you do?" (Response) "But what if your thought said, Sammy didn't say good morning to me, she must be feeling shy or sad - maybe she misses her mommy. Then how would you feel? What would you do?" So how we think about something can change how we feel and influence what we do. We'll use this blue circle to represent our thoughts. (Hold up blue circle) When we are thinking about why Sammy didn't say good morning - how will we really know why? (We can talk about it) Right, and we can use our thoughts to make us feel good, instead of bad.

"What about our bodies - can our bodies ever get hurt? What do we need to do to take care of our bodies? Can we feel good if we don't eat right, get enough sleep, etc.?" (Response) "We'll use this big purple circle to represent our bodies". "So this is the peace Mandala."
"We can use it to talk about different parts of us, about if our bodies or our feelings are hurt, or if our thoughts are angry or confused. It can help us identify and solve our problems."

When we take care of all the parts of us we feel good all over!" (Line the circles up one inside the other).
"We'll keep this on the peace table so we can use it when we come together to solve our problems."

### Other Tools for the Peace Table

**Direct Aim:** To facilitate Communication and Problem Solving.

**Indirect Aim:** Peace Education

**Axiom:** Peace Makers use all the tools they have to communicate and solve problems

**Age:** 3-6 years

**Materials:**
1. Peace Rose or Indian Talking Stick
2. Problem solving, "spin the dial" - a disk made of poster board with an arrow that can be spun divided into six sections, each with a different problem solving techniques, i.e.: take turns, listen, talk it over, apologize, get help, share (This is appropriate for older children who can read)
3. Peace chime or bell

**Presentation:** (At the peace table with individuals or at group time with the class.)
"This is the peace rose. Before we talk, we go to our hearts - when we're ready, we pick up the peace rose and speak from the heart. When we're ready, we listen from the heart. We take turns speaking our truth and listening from the heart until we understand each other and the problem. Then we try to solve it. We can go to our hearts, and ask how to solve it - what is the best way that is fair to everyone.

We can use the I Care rules and I Care language. We can also use these ideas to help us (Read over Peace Makers Problems Solving Guidelines.) When our problem is solved, we sound the gong. That let's everyone know we found a peaceful solution."
I Care Rules

1. We listen to each other.
2. Hands are for helping.
3. We use "I Care" language.
4. We care about each others feelings.
5. We are responsible for what we say and do.

I Care Language

1. I look a person in the eye and say their name.
2. I tell how I feel.
3. I tell what makes me feel that way.
4. I say what I want them to do.
5. Then I listen and let them do the same thing.

Peace Maker Problem Solving Guidelines

1. Tell the truth. (Speak from the heart).
2. Listen without interrupting. (Listen from the heart).
3. No name calling or blaming.
4. List ideas to solve the problem.
5. Choose the best solution.

(These can be posted next to the peace table so you can remind the little ones, and the older ones can read them themselves).
PART THREE

Peace Making and Keeping Exercises

1. Peace Works
2. Peace Axioms
Peace Works

1. WHO AM I?
2. I’M GLAD TO BE ME
3. MAKING FRIENDS
4. WE LISTEN TO EACH OTHER
5. HANDS ARE FOR HELPING
6. WORKING TOGETHER – THAT’S COOPERATION
7. WE CAN WORK TOGETHER
8. WHAT CAN I SAY? I CAN USE CARING WORDS TO SAY WHAT I MEAN
   (Extension of Grace and Courtesy)
9. BODY LANGUAGE
10. WE ARE ALL ONE FAMILY UNDER THE SKY
11. GROWING – CHANGING
12. WE CARE ABOUT EACH OTHER’S FEELINGS
13. MY FEELINGS COUNT TOO
14. WHAT MAKES ME ANGRY? WHAT CAN I DO
15. WE ARE RESPONSIBLE FOR WHAT WE SAY AND DO
16. WE HAVE CONFLICT
17. MEET SOME PEACEMAKERS
18. I CAN MAKE A DIFFERENCE
19. INCLUSION/EXCLUSION
20. THE PEACEFUL WARRIOR

These Peace Making presentations are given to the class on a weekly basis first thing Wednesday morning. We precede each lesson by sitting in a circle and going to our hearts, listening to the first piece on the "Heart Zones" tape. Then we hold hands and sing "Peace is the World Smiling" and “Light a Candle for Peace.” We conclude each lesson the same way.
Peace Works

1. WHO AM I? I'M GLAD TO BE ME

Direct Aim: Self Awareness and Self Esteem
Indirect Aim: Peace Education
Axiom: Peace Makers care about and take care of themselves
Age: 3-6 years

Materials: Peace Mandala, crayons, paper, pencils

Presentation: (At group time)
"Let's look around the circle. What do we see?...Do we all look the same? Same eyes, hair, etc. No, each one of us is different on the outside aren't we? Our bodies are all unique - no one looks exactly like us."

"What other parts of us are there? What else makes up a person?" (Act out an emotion) “That's right - we all have feelings. What kind of feelings do you have?” (Sharing feelings "Have you ever felt that way?") “So, we all have the same feelings.”

“What goes on up here? (Point to head) That's right, thoughts…We also have thoughts, too.”

“What else makes each of us special and unique?” (Put your hand on your heart). “That's right - Your spirit, that space inside you, where you feel deep inside who you are. This is where we go when we go to our hearts. So we are all made of a body, feelings, thoughts and spirit. We are all glad to be who we are. Why are you glad to be you?”

“Peace makers care about themselves and take care of themselves. Each of us is special and unique. We are different on the outside, but inside we are the same."

Kid's Peace Song
(next page)
Kid's Peace Song

People come in different sizes, colors shapes and names
Though we're different on the outside, inside I think we're the same! (Hmmmm......Instrumental ad-lib)

Sometimes happy, sometimes sad, Scared or silly, mean or mad,
Feelings you have, I have, too; We're not so different,
me and you! I bet you have ideas like me, Our brains are built the same, you see! And if I understand you right, We
both want peaceful sleep at night!

C     G7     C     G7
Fine

C     F     G7     C     F     G7

C     F6     C     G7

C     F     C     G7

C     F     C     G7

G7     G7     F6     G7

D.C. al Fine
2. **I'M GLAD TO BE ME**

Direct Aim: Viewing uniqueness and diversity in a positive light  
Indirect Aim: Peace Education  
Axiom: Peace keepers know about themselves and others  
Age: 3-6 years  
Materials: Mirror  

Presentation: The following activity can be done with older children in the afternoon. Children take turns looking in the mirror and record the following information.

Fill in the blanks:  
- My name is  
- My eyes are  
- My hair is  
- My skin is  
- My favorite color is  
- I like to think about  
- I like to feel  
- My heart tells me

After blanks are filled in, we can read and discuss each child's self description. Children can draw themselves or write about who they are.

Variation: Tracing around bodies and coloring them in.

3. **MAKING FRIENDS (Introduction)**

Direct Aim: Acquiring the tools to make friends.  
Indirect Aim: Peace Education.  
Axiom: Peacemakers like to make friends.  
Age: 3-6 years  

Presentation: (At group time)  
"We all have friends and we like to be friends. How do we make friends?" (Response) "This is how I make friends. I look at a person, I smile and I say, 'Hello! My name is Rebecca, what's your name?' If I said that to you what would you say?" (Response)

Choose a child or another adult to role play making friends. Children can take turns practicing. "How do you show you are a friend? What makes you think someone is your friend? What do you do with your friends?" (Response)

"A friend is someone who cares and shares...There are many ways to be a friend. How are you a friend?" (Response) "When some one is nice to you, is it hard or
easy to be a friend?" (Response) "What if they are mean or mad?" (Response) "Maybe that's when someone needs a friend the most. How about you - When do you need a friend the most?" (Response) So, a really good friend is someone who cares about you even when you are having a bad day! We can all try to be really good friends."

The children will share the way that they are friends: helping, listening, sharing, playing. The younger children can draw pictures of them being friends, the older children can do a written extension and story.

**Make New Friends song (below)**
Make New Friends
(Round)

1. Make new friends, but keep the old,
   C7       F

2. one is silver and the other gold.
   F

3. A circle is round, it has no end,
   C7       F

4. That's how long I want to be your friend.

(Sing rounds as many times as desired.....)

(Last group's ending notes.)
4. WE LISTEN TO EACH OTHER

Direct Aim: Improving listening skills.
Indirect Aim: Peace Education.
Axiom: Peacemakers show they care by listening.
Age: 3 - 6 years.

Presentation: (At group time.)
"Let's pretend we have a problem and we want to solve it. We want to listen to each other. Tell me, what will help? Will sitting and looking at each other help?"
(Response) "How about if we both talk at the same time, will that help to listen?"
(Response) "If we ask a question when we don't understand something, will that help?" What if we do something else at the same time as trying to listen, will that help? Continue asking questions until you or the children have exhausted the possibilities. "Remember to go to your heart." “Is it important to listen? Why?” (Response). "How do you feel when someone listens to you?" (Happy, important.) Younger children can draw pictures; the older ones may do a written extension.

5. HANDS ARE FOR HELPING

Direct Aim: To use their hands in constructive ways.
Indirect Aim: Peace Education.
Axiom: Peacemakers use their hands for helping.
Age: 3 - 6 years.

Presentation: (At group time.)
“I have a poem that I would like to share with you today. We’ll do it in echo form.” (Read each phrase and have the children repeat.)

I can help me; I can help you.
That is what my hands can do.
I can hold the door open for you,
That is what my hands can do.
I can pick up something for you,
That is what my hands can do.
I can be gentle when I touch you,
That is what my hands can do.
You can meet me, I can meet you,
That is what our hands can do.

"If you see me do this with my hands, (pretend to punch) is that helping?"
(Response) "How about if I pick up this scrap of paper and throw it in the recycling, is that helping?" (Emphasize gentle touching and asking before touching). "What can you do with your hands that is helpful?" The children can draw ways in which their hands can help, and the older children can also write about it.
6.  WORKING TOGETHER – THAT’S COOPERATION

Direct Aim:  Cooperation.
Indirect Aim:  Peace Education.
Axiom:  Peacemakers cooperate to get the job done.
Age:  3 - 6 years

Presentation:  (At group time) Recite poem in echo format.

This job is too big for me,
This job is too big for you,
But we can work together,
Until the job is through.

"Do you ever feel that something is too big for you to do alone" What do you do?"  (Response) "How can you tell if someone needs help?"  (Response) "How do you cooperate at home? How about in the classroom? What about on the playground, do you cooperate there?"

The children can all cooperate to make a cooperation book. All of them can illustrate it, and the older children can write the text.

7.  WE CAN WORK TOGETHER

Direct Aim:  Working together.
Indirect Aim:  Peace Education.
Axiom:  Peacemakers work together to get the job done.
Age:  3 - 6 years

Presentation:  (At group time) Recite poem in echo format.

"Everyone has a job to do,
Other people depend on you.
Everyone has a part to play,
Working together is the best way."

"Who can tell me what games they play that they need other people for? What do you like about playing or working with other people?  (Response)

You can ask the children what they can do to help, that would benefit the whole group; for example, it's circle time and the thousand chain is out across the group space, what could they do?
8. **WHAT CAN I SAY? I CAN USE CARING WORDS TO SAY WHAT I MEAN**  
(Extension of Grace and Courtesy)

Direct Aim: Grace and courtesy.
Indirect Aim: Peace Education.
Axiom: Peacemakers use caring words to show respect.
Age: 3 - 6 years

Presentation: (At group time)
"We treat people with respect. Respect means caring about each other. I Care Language tells other people we care about them, and about their feelings. Who can think of some ways that we can let people know that we care about them and their feelings?" Act out examples - role play with another adult or older child, i.e.: bumping into someone, borrowing a crayon and not returning it. The younger children can work with this verbally; the older children can do a written extension.

9. **BODY LANGUAGE**

Direct Aim: Recognizing body language.
Indirect Aim: Peace Education.
Axiom: Peacemakers know that body language show feelings.
Age: 3 - 6 years

Presentation: (At group time)
"I can tell how people feel by looking at their bodies. Can you tell what I'm feeling now? (Act out an emotion). How about now? (Act out another emotion). Would anybody like to come and act out a feeling, and we will try to guess what feeling it is?"

Bring up the idea of being threatening - "How does that make people feel? What might they do?"

The children can draw their feelings, and the older children can do a written extension. Some of the feelings you could cover are: afraid, happy, angry, lonely, excited, loving, sad, and proud. "What can you do when you feel sad, afraid, angry etc." (Go to your heart).

As a further extension of this exercise you could ask the children for suggestions of what to do when they see a friend lonely, sad or angry, and the children could role play these.
WE ARE ALL A FAMILY UNDER ONE SKY

Direct Aim: We are all one family.
Indirect Aim: Peace Education.
Axiom: Peacemakers know that everyone belongs to the human family.
Age: 3 - 6 years

Presentation: (At group time)
“Even though we are all different, we are all part of our class, part of our One World family. It feels good to be part of a family. Here is a poem about this that we can say.” Repeat poem in echo format.

All over the world there are boys and girls just like me.
They work and play and learn together just like me.
The children of the world belong to one big family.
The human family.
My family is special, yours is too.
Why is your family so special to you?
We are different, not the same.
Different languages, different names.
From different places around the globe,
Different dreams, different hopes.
Yet we share our special earth,
This precious planet of our birth.
We are one family under the sky,
Let's celebrate our common tie.

“What are some things that we so that help us know we are part of one family?
(Response) “Do we have any books that we read about that?”

Related activities:
Learning greetings in different language.
U.N. Celebration

“We Are One” song
(next page)
We Are One

Chorus:

1. We are one, we are one. We are one people, one planet, we are one. We are

2. Many colors fill the rainbow, many

3. All existence is connected, every

4. Rivers find the sea. Many people, many

5. Atoms, every soul. The web of life in every

6. Cultures, many lands, all weave together one great tapestry, is an orchestrated inter-

7. Try, play of humanity. (Chorus: We are... We are...

8. Easy to say, easy to say. Easy to

9. Talk about the peaceful way. To live in peace, to
love and to forgive.

Easy to talk about, harder to live!

Easy to talk about, harder to live .......

Fire and water earth and sky, spirit and matter am I

Father and mother, sister and brother, One and many am I

I am, you are, we are one

We are one people under the sun

Heaven and earth am I. Heaven and earth am I
11.  GROWING, CHANGING

Direct Aim: Enjoying taking responsibility for oneself.
Indirect Aim: Peace Education.
Axiom: Peacemakers become more capable and responsible every day.
Age: 3 - 6 years

Presentation: (At group time) Recite poem in echo format.

"Nothing ever stays the same, things keep changing."
When I was a baby,
I couldn't do much for myself.
I needed you to help me eat,
To tickle my feet,
To wipe my tears,
To calm my fears,
When I was a baby,
The world was new,
I thank goodness that I had you.

When you were a baby, what could you do? (Response)

As I started to change, and my body grew,
I learned to do many things brand new.
Tie my shoe, count to two,
Catch the ball, get up when I fall,
I know there is more I need to know,
As I get older and continue to grow.

How old are you now? What can you do now that you are _____?

The children can draw, and the older children write about the things they could do as a baby, and all the things they can do for themselves and others.

Related exercise: Birthday celebration

“Everything Grows” Song

Next page
Everything Grows

1. A blade of grass, fingers and toes. Hair on my head, a red, red rose. Everything grows, anyone knows that's how it goes. Yes, everything.

2. Food on the farm, fish in the sea, Birds in the air, leaves on the tree. Everything grows, anyone knows, That's how it goes.

3. That's how it goes, under the sun. That's how it goes, under the rain. Everything grows, anyone knows, That's how it goes.
12. WE CARE ABOUT EACH OTHER’S FEELINGS

Direct Aim: Awareness of others.
Indirect Aim: Peace Education.
Axiom: Peacemakers care about each other’s feelings.
Age: 3 - 6 years

Presentation: (At group time)
“Do you remember the I Care rules?” (Response. Read them if necessary.)

“So we all care about each others feelings.” Here’s a poem that talks about that.”
Recite poem in echo format.

I care about you; do you care about me?
I have many feelings you can't always see.
Let's be kind and think before we say
Mean things that hurt, let's find a new way.

"Let's act out some different things that happen and see if we can guess the feelings".

13. MY FEELINGS COUNT, TOO

Direct Aim: Identifying feelings.
Indirect Aim: Peace Education.
Axiom: Peacemakers know how they feel
Age: 3 - 6 years

Presentation: (At group time)
“Each of you pretend it is your birthday. How do you feel?” (Responses) “How do you feel when somebody takes away your favorite toys?” (Response) “Or calls you a bad name?” (Response) “How about if somebody hits you, or won't let you play?” (Response) “How do you feel if you watch a scary movie?” (Response) “What can we do about these feelings?” (Response) “That’s right, you go to your heart.” Go to your hearts together then share experiences.
14. WHAT MAKES ME ANGRY? WHAT CAN I DO?

Direct Aim: Identifying and dealing with anger appropriately.
Indirect Aim: Peace Education.
Axiom: Peacemakers deal with anger without hurting themselves or others.
Age: 3 - 6 years

Presentation: (At group time)
“Today I have a poem about feeling angry. Let’s say it together.” Recite poem in echo format.

I feel angry, I feel sad.
Sometimes I feel doggone mad.
I want to scream, I want to shout.
I want to punch my feelings out.

“Can you tell me some things that make you just a little bit angry?” (Responses)
“How about some things that make you really angry?” (Responses) “How about things that make you boiling mad?” (Responses)

“Is it OK to be angry?” (Responses) “It is O.K. to be angry, it is not O.K. to hurt people. When we get angry, it is important for us to find some safe way to deal with our anger? What can we do?” (Go to your heart, talk about it, etc.)

15. WE ARE RESPONSIBLE FOR WHAT WE SAY AND DO

Direct Aim: Understanding personal responsibilities.
Indirect Aim: Peace Education.
Axiom: Peacemakers are responsible for what they say and do.
Age: 3 - 6 years

Presentation: (At group time)
“Let me tell you a story. There are two children, and they are brother and sister. Their names are Jane and Jim. It is a rainy day and Jane and Jim decide to paint pictures. They get the paint and paper, they paint their pictures at the easel, they hang their pictures up to dry, then they want to do something else. A little while after that their Mom comes into the room and she sees that there is paint everywhere! There is paint on the easel, paint on the floor, paint on the walls, paint on the table, and she yells, "Who made this mess?" Well Jane says, "Jim did it." And Jim says, "Jane did it." Do Jim and Jane have a problem?” (Response) “Yes, that's right, they have a big mess to clean up.”
“To solve this problem as peacemakers, what do they need to do?” (Responses)
1. They listen to each other.
2. They need to use their hands for helping.
3. They need to use the I CARE language.
4. They need to care about each other’s feelings.
5. They need to be responsible for what they say and do.

“When they have done that, what could they do?” (Responses) “That’s right, they could clean up the mess.”

The children can discuss other scenarios, with the emphasis on what problem-solving techniques they could use, then how to solve the problem using the techniques. The children may need help to identify the problem in some scenarios, especially if an accident precipitated a series of problems.

16. WE HAVE CONFLICTS

Direct Aim: Trying to solve problems before they start.
Indirect Aim: Peace Education.
Axiom: Peacemakers use the peace table rules to solve conflict.
Age: 3 - 6 years

Presentation: (At group time) Describe a conflict in the classroom, such as two children wanting to use the same work at the same time, or a child stepping on another child’s rug, etc. Use something that really happened. When you have described this to the children ask them:

“What can we do? Bob and Fred need help. What words can we use that will help them?” (Response) “That’s right, we can use the I CARE language.”
1. I say a person’s name.
2. I tell how I feel.
3. I tell them what they did that makes me feel that way.
4. I say what I want them to do.

“What could we do the next time to make sure it doesn't happen again?”
17. MEET SOME PEACEMAKERS

Direct Aim: Learning about other peace makers.
Indirect Aim: Peace Education.
Axiom: Peacemakers care about people in our world.
Age: 3 - 6 years

Presentation: (At group time) Find or make a book, with photographs or illustrations, and some very simple text about different peacemakers who have made a difference in the world. Such as Martin Luther King, Mahatma Ghandi, Maria Montessori, etc. The children can then draw and write their own booklets and maybe do research into their heroes.

18. I CAN MAKE A DIFFERENCE

Direct Aim: Discovering each person’s creative peace-making potential.
Indirect Aim: Peace Education.
Axiom: Peacemakers know that they can make a difference in our world.
Age: 3 - 6 years

Presentation: (At group time) “I have a poem about being peacemakers. Let’s say it together.”
Recite poem in echo format.

I am a peacemaker, look what I can do.
To find solutions, I try something new.

"How are you a peacemaker?" The children can act out different ways of being a peacemaker, and the older children can do written extensions with stories and books.

Related activity: Go around the group and say: "The next time I have a conflict I will ______________," and let the children fill in the blanks.
19. **INCLUSION/EXCLUSION**

Direct Aim: Awareness of others feelings  
Indirect Aim: Peace Education  
Axiom: Peace Makers care enough to include others  
Age: 3-6 years  
Materials: Crayons, pencils, paper  

Presentation: (At group time)  
“I want to talk about two very big words today; they are ‘EXCLUSION’ and ‘INCLUSION.’ Can you say them?” (Practice each word). “Does anyone have any idea what they mean?” (Draw forth ideas from the group, then summarize) “So exclusion means leaving some people out and inclusion means finding a way to let everyone in.”  

“Let’s pretend that some friends are playing a game outside together and you go up and ask if you can play too. What would you want them to say?” (Response). “How would you feel if they said ‘no’?” (Response) “How would you feel if they said ‘yes’?” (Response)  

“What if you were playing with your friends and someone came up and asked to play? What do you think they would want you to say?” (Response) “How do you think they would feel if you said no? …Yes?” (Response)  

“Can you think of times when you were included or excluded? …when you were inclusive or exclusive? (Response) “How do you think peacemakers should act?” (Response)  

“Why do you think it is sometimes hard to be inclusive?” (Response)  

“Peace makers care about others feelings and try to be inclusive. Everyone is special and needs to be treated with respect.”  

As an extension, children can draw pictures of ways of including others in games and other activities.
20. **THE PEACEFUL WARRIOR**

Direct Aim: Self-awareness, self control  
Indirect Aim: Peace Education  
Axiom: Peace Makers use their inner strength to control their actions  
Age: 3-6  
Materials: Crayons, pencils, paper  

Presentation: (At group time)  
“Have you ever been very angry or upset at someone?” (Response) “What do you feel like doing?” (Responses) “Do you feel like hitting or doing something hurtful?...Is it okay to feel that way?...Is it okay to do something hurtful?” (Response)  

“What do peacemakers do when they feel that way?” (Response)  

“When you control yourself, even when you’re angry, is it hard or easy?” (Response). “That’s right! It’s much harder to be in control. That’s when you need to be a peaceful warrior!”  
“Who knows what a warrior is? what a warrior does?” (Responses). Do you think a warrior is strong?” (Response)  

“So how can a warrior be peaceful?” (Response)  

(Summarize) “So a peaceful warrior uses her/his strength to control his actions and those of others with his/her words so that no one gets hurt. It’s a big job to be a peaceful warrior!”  

“Are there times when you have been a peaceful warrior?”  

“Can you think of any people you know or have heard of that are peaceful warriors?”  

“Peace makers show they care by practicing being peaceful warriors”.  

As an extension, children can draw pictures of people being peaceful warriors.
Peace Axioms

1. Peacemakers go to the peace table when they need to
2. Peacemakers can use the peace mandala to talk about themselves and help solve problems.
3. Peacemakers use all the tools they have to communicate and solve problems.
4. Peacemakers care about and take care of themselves.
5. Peacemakers know about themselves and others.
6. Peacemakers like to make friends.
7. Peacemakers show they care by listening.
8. Peacemakers use their hands for helping.
9. Peacemakers cooperate to get the job done.
10. Peacemakers work together to get the job done.
11. Peacemakers use caring words to show respect.
12. Peacemakers know that body language shows feelings.
13. Peacemakers know that everyone belongs to the human family.
14. Peacemakers become more capable and responsible every day.
15. Peacemakers care about each other’s feelings.
16. Peacemakers know how they feel.
17. Peacemakers deal with anger without hurting themselves or others.
18. Peacemakers are responsible for what they say and do.
19. Peacemakers use the peace table rules to solve conflicts.
20. Peacemakers care about people in our world.
21. Peacemakers know that they can make a difference in our world.
22. Peace Makers care enough to include others
23. Peace Makers use their inner strength to control their actions
Part Four
Collected Peace Songs

1. Blowin’ in the Wind
2. Dona Nobis Pacem
3. Dreams of Harmony
4. I’d Like To Teach The World To Sing
5. It’s An Old-Fashioned World
6. Last Night I Had The Strangest Dream
7. Let There Be Peace On Earth
8. One Voice
9. Turn The World Around
10. Peace Is The World Smiling
11. Weave
12. One Light, One Sun
13. One World
Blowin' In The Wind

( Bob Dylan )

C F C

How many roads must a man walk down, before you call him a
G C F C

man? Yes, and how many seas must a white dove sail before she
F G7 C F C

sleeps in the sand? Yes, and how many times must the cannon balls
F G F G

fly before they're forever banned? The answer, my friend is
C F G7 C

blowin' in the wind, the answer is blowin' in the wind.

How many times must a man look up before he can see the sky?
Yes, and how many ears must one man have before he can hear people cry?
Yes, and how many deaths will it take till he knows that too many
people have died?
The answer, my friend, is blowin' in the wind, the answer is blowin' in the wind.

How many years can a mountain exist before it is washed to the sea?
Yes, and how many years can some people exist before they're
allowed to be free?
Yes, and how many times can a man turn his head pretending he just doesn't see?
The answer, my friend, is blowin' in the wind, the answer is blowin' in the wind.
Dona Nobis Pacem

Dona nobis pacem, pacem,
Dona nobis pacem,
Dona nobis pacem.

Dona nobis pacem.
Dona nobis pacem.
Dona nobis pacem.
Dreams of Harmony

(Words and Music by Joanne Olshansky)

Good night, bonne nuit, o-yasumi-nasai, buenas noches, lala sala ma, wan- an, spo-koiyu noche, gutte nacht, li-la-

Swahili, Mandarin, Russian, German, Hebrew)

1.

2.

Good night. Wherever you rest your

head tonight, we are all one family. Let's hold tight and

fill the world with dreams of harmony tonight (Split to 2 parts)
ever you rest your head to-night, we are all one family, let's hold tight and
night, bonne nuit, o-ya-su-mi-na sai,bue-nas no-ches la-la sa-la-ma, wan-an, spo-
A \quad \text{C#m} \quad \text{D} \quad \text{E} \quad \text{F#m} \quad \text{C#m} \quad \text{D} \quad \text{A}

fill the world with dreams of har-mo-ny no mat-ter what words we use to say... Good
koi-nyu noche, gut-te nacht, li-la tov.
\text{Em} \quad \text{E} \quad \text{A} \quad \text{C#m} \quad \text{D} \quad \text{E}
I'd Like To Teach The World To Sing

(B. Backar R. Davis
R. Cook R. Greenaway)

1. I'd like to build the world a home and
2. furnish it with love, grow apple trees and honey bees and
3. snow white turtle doves. I'd like to teach the world to sing in
4. perfect harmony. I'd like to hold it in my arms and
5. keep it company. I'd like to see the world for once all
6. standing hand in hand, And hear them echo through the hills for
7. peace throughout the land. That's the song I hear, let the world sing today
8. A song of peace that echoes on and never goes away.

Fine
It's An Old Fashioned Word

C

It's an old fashioned word, and it's been all around.
C G

Cross every ocean, every mountain or town.
C Am

Thinking this word is lots of fun to do.

D

Here is what some children said, when they thought it through:
G C

1. Peace is a quiet countryside. Peace is jumping

2. Peace is a furry Easter bunny, Peace is when your

Am

on the moon. Peace is a little kitten in your lap.
C G
dad-dy's funny. Peace is sleeping with your teddy bear.
Peace is a happy birthday party, peace is fun,
Peace is using words not fighting, peace is helping

peace is loving. Peace is shaking hands and stuff like that,
solving problems. Peace is showing someone that you care.

Peace is planting flowers, peace is good to
Peace is feeling happy, peace is feeling

say. Peace is blowing bubbles, Peace is when you
free. Peace is full of magic, Peace is you and

pray. So, find a peaceful thought, and plant it in your
heart. Maybe then a peaceful world could really

start to grow! (Hmmm-mmm)
Last Night I Had The Strangest Dream

(Pete Seeger)

1. Last night, I had the strangest dream I'd ever dreamed before.

2. I dreamed the world had all agreed to put an end to war.

3. I dreamed I saw a mighty room, filled with women and men.

4. And the paper they were signing said they'd never fight again.

5. And when the paper was all signed, and a
million copies made: They all joined hands and bowed their heads, and grateful prayers were prayed.

And the people in the streets below were dancing round and round. While swords and guns and uniforms were scattered on the ground.

Last night I had the strangest dream, I'd ever dreamed before: I dreamed the world had all agreed to put an end to war.
Let There Be Peace On Earth

1. Let there be peace on earth, And let it begin with me;
   Let there be peace on earth, The peace that was meant to be. With God as creator, Family are we.

25. Let us walk with each other, in perfect harmony.

33. Let peace begin with me. Let this be the moment now.

41. With every step I take, let this be my solemn vow: To take each moment and live each moment in peace eternally.

49. Let there be peace on earth, and let it begin with me.
One Voice

May peace prevail on Earth. May every one rejoice. And come to celebrate, joining in one voice.

One voice of common heart, of one world family, where all the tones and colors, blend in harmony.

May one voice rise above, and sound in
39 every land. To heal the tears, of
44 hatred and of fear, by love's forgiving hand.
49 May justice be fulfilled. May wisdom
55 guide each choice. To serve the greatest good,
61 and hear the common voice. May one voice
67 rise above, and sound in every land.
73 To heal the tears of hatred and of fear, by
78 love's renewing hand. One voice in every
child-- whose dreams take hold each day:

Calls in every soul, deep inside where we

pray, to walk the peaceful way. May

one voice rise above, and sound in every

land. To heal the tears of hate and of

fear by love’s embracing hand. May

peace prevail on Earth.
Turn The World Around

1. We come from the country, living in the country,
   Go back to the country, Turn the world around.

9. We come from the city, living in the city;
   Go back to the city, Turn the world around.

2. We can make a difference
   Kids can make a difference
   Save the place we live in
   Turn the world around.

3. Listen to the children
   Voices of the children
   Spirit of the children
   Turn the world around.
Peace Is The World Smiling

1. Peace is the world smiling.

3. Peace is a gentle dove.

5. Peace is sharing, peace is caring,

7. Peace is filling the world with love.

9. (Begin rounds...)

13.

17.
Weave
(Rosemary Crow)

Weave, weave, weave us together, Weave us together in unity and love. Weave, weave, weave us together.

Weave us together, together in love.

1. We are many textures, we are many colors,
2. We are different instruments, playing our own melodies,

13 each one different from the other. But each one tuning to a different key. But

15 we are entwined with one another, in one great tapestry, we are all playing in harmony, in one great symphony,
One Light, One Sun

C D7 G Em Am7 D7 G
One light, one sun, One sun lighting everyone.

C D7 Cdim Em D7 G
One world turning, One world turning everyone.

2. One world, one home,
One world home for everyone.
One dream, one song,
One song heard by everyone.

3. One love, one heart,
One heart warming everyone.
One hope, one joy,
One love filling everyone.
One World

Dm  Am7  Dm  Am7  Dm  Am7  Dm  Am7  Dm  Am7
One World, One World, we are one world family love our neighbors

Dm  Am7  Dm  Am7  Dm  Am7  Dm  Am7  Dm
as ourselves for we are one we are one.
NOTES: