

PeacePack™ for Young Children A Curriculum Sampler



PeacePack™ for Young Children Introduction

What Is It?

PeaceBuilders® is a committed team of educators, site staff, and children who use principles to create a climate change designed to reduce aggression. The PeaceBuilders program has the practical effect of decreasing negative behaviors and creating peaceful environments conducive to learning. PeaceBuilders improves relationships by teaching and encouraging peaceful ways of solving conflicts. PeaceBuilders is not just a program—it's a way of life.

Why Do We Care?

Through teaching a PeaceBuilder™ way of life to young children, we set the tone for a more peaceful society. Violence is a growing concern across the world, and young people are our future. We can help decrease incidents of violence by setting examples of how we want children to behave, and by teaching them the skills for how to build peace at home and in the community each day.

WIFM – What's In It For Me?

Working with young children is extremely rewarding but tiring. Think how much easier it would be to do your job if your children had fewer tantrums, less tattling and no name-calling! PeaceBuilders provides an environment where you will have more time to do what you do best, teach.

Why Practice PeaceBuilding™ With Young Children?

Because in a simple, how-to fashion, PeaceBuilders establishes a foundation for young children to learn responsibility and respect. As “wise people,” it is critical that we teach children the elemental basics: how to listen, share, take turns, be polite, and use peaceful “PowerWords™” (please, thank you, you're welcome, may I).

In addition to the fundamentals above, we teach the PeaceBuilders Principles, which are equally important.

- Praise People™
- Give Up Put-Downs™
- Seek Wise People™
- Notice Hurts™
- Right Wrongs™
- Help Others™

Children are visual, verbal, hands-on learners. The PeaceBuilders program is full of activities where children interact with each other and their environment in fun, creative ways as they actively learn the key principles above.

As we know, it is critical to instill such PeaceBuilding Principles at an early age. As children depart infancy and approach toddlerhood, they are faced with many new and exciting challenges. From crying and being comforted, to talking and making friends, children begin to grow socially and emotionally.

Social development is a child's ability to get along with others in a group. Emotional development is learning to control and manage one's emotions and demonstrate respect for others. Social and emotional development are an extremely important part of the child's overall development. Our goal as wise people is to provide children with positive role models and safe environments. PeaceBuilders is a great addition to every nurturing environment where children know that adults care about them.

PeaceBuilders in the Toddler Years

Once they become toddlers, children rapidly start to explore their surroundings and test their limits. They are confident in their actions, stubborn in their behavior, and dominant in their world. Toddlers learn to play with other children and are introduced to the concept of sharing. They love the word "No!" And too often, toddlers are less than peaceful. As the wise people in a toddler's life, it is important not to get into power struggles with them. Instead, we offer choices, set limits, and are consistent in order to help toddlers develop PeaceBuilding behaviors together with positive social and emotional skills.

PeaceBuilders in the Preschool Years

The social world of a preschooler is considerably broader than that of the toddler. During the preschool years, children enter peer groups, bringing them into contact with many new friends. At this stage of social development, children are becoming more socially aware, beginning to take initiative in conversing with other children and adults. They are learning how to get along with others, share, and

use words to solve conflicts. Ideally their opportunities to interact with other children and adults will help them to develop positive PeaceBuilding skills.

As young children's social horizons broaden, their emotional experiences expand, and they start learning how to handle their emotions. Preschoolers begin to experience feelings of empathy: for example, one child's devastation at a parent's departure will often evoke pouts and sniffles from other children. Preschoolers are highly motivated to understand the feelings of others, but they are limited in their understanding.

During the preschool years, children witness confrontations with other children over toys and friendships. They also witness disagreements between adults and children about rules and appropriate behaviors. Preschoolers may not understand confrontations, but wise people can help them in their understanding by talking about the situation. When we acknowledge children's feelings, it makes them feel important.

Beginning the PeaceBuilders Program

PeaceBuilders is not like any other intervention you've tried in the past. It's not merely violence prevention and it's not a one-shot deal. When PeaceBuilders becomes a way of life for both adults and children, it creates a positive climate of steady peer pressure for children to behave in pro-social, nonviolent ways. Children will learn to view adults as potential mentors and friends. Over time, all the significant members in a child's life (preschool aged peers, teachers, caregivers, parents, family members, people

in the neighborhood, etc.) will become exposed to, and learn to practice, the principles of PeaceBuilding.

Children recite the PeaceBuilders Pledge each morning to reinforce each of the principles. In this curriculum, you will find many activities which were created based on PeaceBuilders philosophy: "We believe that children can become responsible, resilient, and respectful citizens if they are taught how to praise people, give up put-downs, seek wise people, notice and speak up about hurts, and help others."

Young children soon take pride in being PeaceBuilders! And they will take each of the principles with them as they grow and develop.

Including Children with Special Needs

Being a PeaceBuilder means respecting the differences in others including those with different physical abilities. As adults we play an important role in influencing young children's acceptance of children with special

needs. Children with disabilities are like all other children; they have the same needs for love, acceptance and encouragement.

Working with children with special needs may be challenging however the experience will be rewarding for all children involved.

With guidance and a little imagination you can include special needs children in any PeaceBuilder activity. Depending on the developmental level of your special needs child you can modify any of the PeaceBuilders activities. Remember to offer more or less challenging alternatives if the child becomes frustrated, overwhelmed or easily bored. For example, during an art activity that requires painting, you may need to use a paintbrush with a larger handle or assist them in holding the brush. If a child has difficulty hearing, encourage other children to look directly at them when speaking to them. For children in wheelchairs or other walking devices encourage children to assist each other from one activity to another or while playing group games. Be sure to speak with parents or other caregivers for suggestions on working with a particular child.



PeaceBuilders[®] Pledge

 Praise 
People 

 Give Up
Put-
Downs 

Seek 
Wise
People

Notice
Hurts 

Right 
Wrongs

 Help
Others

I am a PeaceBuilder.[™]
I Pledge...

- To praise people
- To give up put-downs
- To seek wise people
- To notice and speak up about hurts I have caused
- To right wrongs
- To help others

I will build peace at home, at school, and in my community each day.

Promesa de los PeaceBuilders®



Yo soy un PeaceBuilder.™
Yo Prometo...

- Elogiar a las personas
- No burlarme de otra gente
- Buscar a personas sabias
- Reconocer y hablar sobre el daño que he causado y rectificarlo
- Corregir mis errores
- Ayudar a los demás

Yo crearé paz en mi hogar,
en mi escuela, y en mi
comunidad todos los días.

Activities for Creating a Peaceful Environment



Activity: PeaceFlag™

Materials: White fabric or butcher paper, craft sticks, glue

Description: Have the children design their own PeaceFlag. Make a big flag and fly it if you're having a peaceful day. Make small flags on paper glued to craft sticks and plan a parade in which every child can proudly wave a small flag.

Curriculum Area: Arts and Crafts

Development Area: Social Emotional and Fine Motor

Activity: PeaceApron™

Materials: Child-size apron and paint

Description: Decorate the apron with paint and write "PeaceBuilder™ of the Week" on the front. Choose one child to be PeaceBuilder for the week. This child may wear the apron every day and may have special responsibilities. Choose a different child every week, being sure to select children who exhibit PeaceBuilder behaviors.

Development Area: Social-Emotional

Praise People™



Praise makes people feel good and acknowledges their positive behaviors and attributes. By teaching praise, we are teaching children how to look for the good in themselves and also in each other. Praising people for the kind things they do is a key PeaceBuilders® skill. When a child

is praised for a positive behavior, they are more likely to repeat that behavior.

The lessons in this section are intended to teach children how to give and receive compliments. Children who learn early to praise others for positive actions are far less likely to have social difficulties later in life. Children who praise their peers are more socially accepted.

Activity: Teaching How to Praise

Description: When teaching how to praise, encourage children to focus on a specific positive behavior or action rather than the way someone is dressed or the way they wear their hair. Model specific praise such as, "I like the way you lined up so quietly," rather than just "good job." Here are other praises that can be used during large group time:

- I like the way you...
- You are so good at...
- Thanks for...
- You do a good job at...

Development Area: Social-Emotional and Language

Activity: PraiseBear™

Materials: A stuffed bear designated to be the PraiseBear

Description: Each day give the bear to a child to hold. The rest of the group can take turns giving praise to the child holding the bear. An adult can also write PraiseNotes™ and tell the children they were written by the PraiseBear.

Development Area: Social-Emotional

Give Up Put-Downs™



No one likes to feel insulted, embarrassed or threatened, and we don't like or trust people who make

us feel this way. Young children also have these feelings. Teaching children to give up put-downs helps to build trust. Giving up insults of all kinds, including put-downs, helps to create a peaceful

site and community. It takes commitment and daily practice from children and adults alike. Adults are powerful role models. As they communicate respectfully with each other and with children, children learn positive ways of interacting. Begin using the phrase "That's a put-down" whenever you hear a child say or repeat an insult. This helps them to identify inappropriate words or phrases.

Activity: Puppets Using Put-Downs

Materials: Puppets

Description: Explain to children that sometimes we say words that are not nice. These words are called put-downs. Give children a few examples such as, "You're a baby." "Your shirt looks funny." "You're a hog." Tell children that these words hurt people's feelings and we are going to stop using them. Explain that even when a child calls him or her self a name, it is also a put-down.

Use puppets to conduct a role-play where one puppet calls the other puppet a name.

Scenario 1:

- Puppet 1: You are ugly and I do not want to be your friend.
- Puppet 2: But I want to be your friend.
- Puppet 1: I said you are ugly and I do not want to be your friend.
- Puppet 2: I think I am beautiful! And I'd still like to be friends with you.

Scenario 2:

- Puppet 1: Stop it, baby!
- Puppet 2: Don't call me baby! I am not a baby, I'm four!
- Puppet 1: OK, baby!
- Puppet 2: It hurts my feelings when you call me baby. (Child walks away).

Development Area: Social-Emotional and Language

Seek Wise People™



When children learn to seek wise people, they do better in life. Children who are born into difficult life circumstances do better in school and in relationships if they actively seek out wise people. They are also much less likely to engage in destructive behavior toward themselves or others.

Wise people touch the hearts and minds of children. They are able to see beyond a child's negative behavior, family circumstances or other difficulties. During large-group time, explain to children what a wise person is. Give examples of wise people and explain why they are wise. Have children name a wise person in their life and explain what makes them wise.

Activity: How Do I Seek a Wise Person?

Materials: Puppets

Description: Teach children to ask questions about how to find a wise person. Use puppets to create a scenario and teach children how to ask for help.

Scenario 1:

- Puppet 1: You took my truck! Stop it!
- Puppet 2: It's mine, I had it first!
- Puppet 1: I will go find a wise person to help us.

Scenario 2:

- Puppet 1: Our friend _____ looks really sad.
- Puppet 2: Let's go find Miss _____, she can help us.

Curriculum Area: Large Group

Development Area: Social-Emotional

Activity: Seeking Wise People

Description: Take new children on a tour of your site and introduce them to all the wise people who work there. Tell what their job is and explain what they do to help. Encourage children to say hello and introduce themselves.

Development Area: Social-Emotional

Notice Hurts™



You can learn how a person is feeling by watching the way they look and act. Being able to understand how people are feeling is a part of being

a PeaceBuilder. PeaceBuilders have to understand their own feelings and how their actions can affect other people. Understanding feelings helps them recognize when their friends are hurt or when they have caused a friend to hurt.

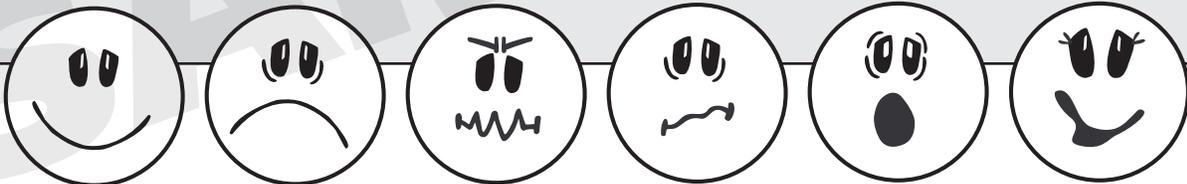
Activity: Emotion Cards

Materials: Emotion Card reproducible sheet or pictures cut out of a magazine

Description: Introduce the emotion cards one at a time.

Discuss each one and the things or situations that can produce these feelings. Ask children to show facial expressions that exhibit each emotion (happy, sad, angry, scared, etc.). After children become familiar with the emotion cards, select a card every day and ask children, "Who is happy today? Who is sad? Who is afraid?" Every day, have a child pick a card to describe how they are feeling that day.

Development Area: Social-Emotional and Language



Activity: Emotional Scenarios

Description: Give children scenarios and ask how it would make them feel. "How would you feel if..." (you lose a game, receive a present, your mom gives you a kiss, someone pushes you).

Development Area: Social-Emotional

Right Wrongs™



When children use inappropriate behavior or make someone feel bad, they should learn to accept the consequences.

Children of all ages need to learn this skill and the perfect time to begin is when they are

young. It is important to show children how to apologize for their behavior or do something to right the hurt they have caused. This can be done by modeling and practicing the activities in this section. Let them know that by righting their wrongs, they can prevent the situation from becoming worse.

Activity: PeaceTable™

Materials: A small table with three chairs

Description: Create a PeaceTable as a place to resolve conflicts. This is the place where children can go to talk about how to work out their differences. An adult leader must be present to teach them words to use when working on conflicts.

Scenario 1:

- Child 1: "_____, (name of Child 2) hurt my feelings when you said I could not be your friend. I want to be your friend."
- Child 2: "I apologize for saying that you cannot be my friend. I will let you play with me."

Development Area: Social-Emotional, and Language

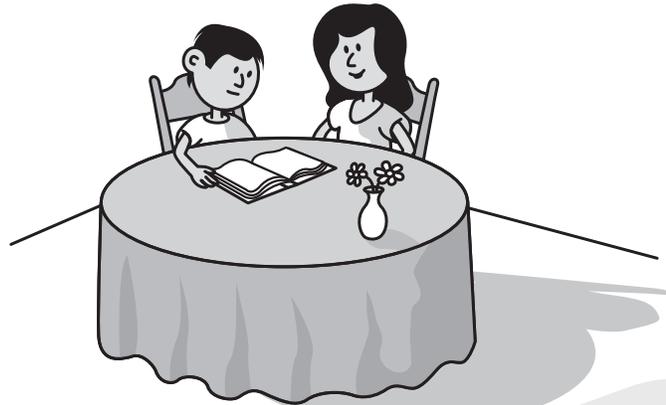


Help Others™



PeaceBuilders look for ways to help others. Children will experience the satisfaction of helping others in need,

as well as asking for help when they need it themselves. Start off by talking about what it means to help others.



Activity: Community Service Projects

Description: PeaceBuilders help others. Let children know that helping others in the community makes them good citizens. Ideas for helping the community includes making get-well cards for a hospital, arts and crafts projects for a retirement home, planting a neighborhood garden or picking up trash in a local park. Plan a community project and then ask families to volunteer to help out.

Development Area: Social-Emotional

Activity: PeaceTrain™

Materials: Upbeat music and lines to stand on

Description: To form their own train, have children find a place on the line(s) to stand on. Once they have a space, instruct them to “freeze.” Start the music, and have the individual trains walk forward, not disrupting other trains in motion. Be sure that children are following lines on the floor. Stop the music! Children should stop their train and freeze like statues. Comment on the “great statues” as they freeze without moving. As the activity continues, challenge children to travel on the lines using different skills of locomotion. Encourage children to travel in different directions, joining others to form multiple boxcar trains! Use music with different tempos and ask trains to match that speed. Discuss the difference between working alone and working with others.

Curriculum Area: Music, Outside Play Area

Development Area: Gross Motor

PeaceBuilders® Program Standards Alignment

National Association for the Education of Young Children (NAEYC), Head Start,
and Early Childhood Environment Rating Scale (ECERS)

PEACEFUL SOCIAL & EMOTIONAL SKILLS: Creating a Peaceful Environment			
ACTIVITY	NAEYC	HEAD START	ECERS
PeaceFlag™	<p>Performance Category – Relationships Building Positive Relationships Between Teachers & Children – 1.6, 1.18; Creating a Predictable, Consistent, and Harmonious Classroom – 1.27; Promoting Self-Regulation – 1.39;</p> <p>Performance Category – Curriculum Essential Characteristics – 2.1, 2.2, 2.3, 2.5, 2.6, 2.10, 2.11, 2.12; Social-Emotional Development – 2.18, 2.19; Understanding Ourselves, Our Communities, and Our World – 2.64, 2.70; Creative Expression and Appreciation for the Arts – 2.79; Physical Development and Skills – 2.84</p>	<p>1304.21 – Education & Early Childhood Development – (a) child development and education approach for all children - (1) I, II, IV; (4) II; (5) II, III (c) child development and education approach for preschoolers – (1) I, IV, V, VI, VII</p>	<p>Fine & Gross Motor Activities - #15, #16; Creative Activities - #21, #22, #27; Social Development - #30</p>
PeaceApron™	<p>Performance Category – Relationships Building Positive Relationships Between Teachers and Families – 1.6; Creating a Predictable, Consistent, and Harmonious Classroom – 1.27, 1.31; Promoting Self-Regulation – 1.39</p> <p>Performance Category – Curriculum Essential Characteristics – 2.1, 2.2, 2.3, 2.5, 2.6, 2.10, 2.11, 2.12; Social-Emotional Development – 2.18, 2.19; Understanding Ourselves, Our Communities, and Our World – 2.64, 2.70</p>	<p>1304.21 – Education & Early Childhood Development – (a) child development and education approach for all children (1) I, II, IV; (5) III (c) child development and education approach for preschoolers – (1) IV, V, VI, VII</p>	Not applicable to ECERS