

NCYM Peace and Social Issues Committee

Peace Curriculum

~This packet includes five lessons with activities for four different age groups. Group one is for Pre-K to Kindergarten. Group two is for grades 1st-3rd. Group three is for 4th-5th graders. Group four is for grades 6th-8th.

Lesson 1

Historic Peace Testimony:

As Quakers we have always promoted peace and equality. George Fox, the man who started the Society of Friends, said that we should live in virtue of a peaceful life that takes away the occasion for all wars. There are five things we should remember as Friends:

1. We should have no participation in war because all people are God's children and created in his image.
2. We follow Christ's example of non-violence.
3. We overcome evil with good.
4. We are to be a witness to those around us that peace can be achieved.
5. We will help those who have been affected by war and violence.

In March 1781, during the Revolutionary War, when we were fighting for our independence from Britain, the Battle of Guilford Courthouse took place around New Garden Meeting. Those wounded in the battle were sent into the meeting house and the homes of Quakers in the community. Quakers took care of the living, and buried the dead of both the American and British. General Nathaniel Greene, the American Commander, who had been a member of a Friends Meeting in New England, asked the Quakers to give some support to the American's battle for independence. But to the Quakers, war went against the will of God, and they could not help in any way to continue the war.

Discussion Questions:

1. What do you think of the Quaker Peace Testimony?
2. What are other ways we can overcome evil with good?
3. Have you ever seen anyone practice this?

Activities

Group 1: Making Friends

Group 2: Handprints

Group 3: Tug of War

Group 4: Rubber Band

Group 1: Making Friends

Materials: music

Have children walk in a circle to music. When the music stops they turn to the child beside them and introduce themselves. Have the children move randomly to the music until everyone has been introduced. Then have children sit and one by one introduce a new friend by name.

Group 2: Handprints

Materials: construction paper, scissors, markers/crayons, glue and poster board or string

Have students trace their hands on paper. Then have them cut it out and write something on it that they can do to promote peace. Glue all the hands onto a poster to display or attach a string to each hand for the student to hang up at home.

Group 3: Tug of War

Materials: rope 20 ft. or more

If able have students participate in a tug of war. If not, describe it using the rope as a visual stimulation.

-What determined which side won?

-Would this solve a conflict?

Hand out Tug of War activity sheet and discuss.

Group 4: Rubber Bands

Materials: various sized rubber bands (enough for each student)

Give each student a rubber band. Have them make a circle and link their finger in their rubber band and in the rubber band of the person beside them until everyone is connected on both sides. Have the students gradually step back, continuing to stretch the rubber bands without breaking them.

- Who will likely be hurt when the rubber band breaks?
- What will happen if you continue to step back?
- Discuss tension in relationships because of people's unwillingness to work together.

Lesson 2

Happy Peacemakers:

Matthew 5:9 says, “Blessed are the peacemakers: for they shall be called the children of God.” (KJV)

Bill had just gotten his driver’s license and everyone already knew that they should stay out of his way. Bill felt that he could drive faster and wilder than anyone without getting in trouble. One Wednesday night, the weekly youth meeting at Bill’s church had already started when they all heard the sound of screeching tires, flying gravel, and the loud crunch of a car colliding with something. The youth leader tried to ignore the sounds and went on with his discussion of peacemaking in a violent world. After a several minutes, Bill came walking in. It was all the youth leader could do to keep the focus on the discussion of peacemaking. The closing prayer of the meeting had barely finished before Tom rushed outside to see if his fears were true. Tom saw his brand new bicycle crumpled beside of Bill’s car. Bill had hurried out the door after the youth meeting, hoping Tom wouldn’t see the results of his reckless driving. But Tom caught up with Bill and started a heated argument with him. Both had just heard a discussion on God’s call to be peacemakers. But both had assumed that the meeting had mostly to do with violence between countries not with the person next to you.

Discussion Questions:

1. How could Bill and Tom settle their conflict peacefully?
2. Could this conflict have been avoided?
3. Is it always easy to be a peacemaker? Why?

Activities

Group 1: Friendship Chains

Group 2: Telephone/ “I’m going on a picnic...”

Group 3: Analyzing My Conflict

Group 4: The Anger Tree

Group 1: Friendship Chains

Materials: Strips of paper, markers, crayons, stickers, stapler

Have each student draw himself or herself and write his/her name on a paper strip. Have them decorate their strip as they wish. Staple all the strips together to create a chain. Leave the chain hanging in the room. Emphasize what they accomplished by working together.

Group 2: Telephone/ "I'm going on a picnic..." (Attached)

Materials: Two paper cups, pointed pencil, 3ft of string or yarn

Show students how to make a telephone with the materials. Then have all the students make circle. Two by two let them talk to each other through the telephone using the "I'm going on a picnic game". Then have the students fill out the worksheet.

"I'm going on a picnic game"- Each student will say "I'm going on a picnic and I am going to bring ____". The next student repeats what the previous person said and adds something to it until everyone has had a turn.

Group 3: Analyzing My Conflict (Attached)

Group 4: The Anger Tree (Attached)

Lesson 3

A Peaceful World

Micah 4:3 states that, "He will judge between many peoples and will settle disputes for strong nations far and wide. They will beat their swords into plowshares and their spears into pruning hooks. Nation will not take up sword against nation, nor will they train for war anymore." (NIV).

The ultimate Christian vision of a peaceful world would be one in which each person is fully motivated by love for all other people and always helping others. The "Peaceful Kingdom" of William Penn, with its laws based on the Ten Commandments, obeyed and peacefully enforced by courts and police, with a large degree of justice for all citizens, and with necessary changes made by peaceful means fulfilled this vision. This peace is also present in many communities. Effort is needed to maintain, strengthen, and make changes to it.

William Penn was a Quaker who lived in the 1600s during the beginnings of America. He was born in England to a wealthy family, the son of the Commander of the British navy. William Penn received a section of land in America from the King of England. This is where he set up his new colony called Pennsylvania. Penn created his own set of rules for his colony. These included religious freedom, no forts or soldiers, and a treaty with the Native Americans. The Holy Experiment as it was called proved that a peaceful society could exist.

Discussion Questions:

What does the Bible say about getting along with others?

1. 1 John 3:15- Hating is the beginning of killing
2. Leviticus 19:18- Love your neighbor as yourself
3. Romans 12:18-21- Live at peace with everyone; don't seek revenge

Activities

Group 1- William Penn Coloring Page

Group 2- Hello World Word Search

Group 3- Dove Origami

Group 4- Snow Bright Role Play

Group 1-William Penn Coloring Page (Attached)

Group 2- Hello World Word Search (Attached)

Group 3- Dove Origami (Attached)

Group 4- Snow Bright Role Play (Attached)

Lesson 4

Peace in Action

We often bounce back and forth between wanting to do good, and wondering how much good it will do. If we do nothing we will definitely not have any effect. God does not call us to be successful; He calls us to be faithful. We never know when our faithfulness will be rewarded. One individual can make a difference in many ways. We can pray, give time or money, or just show love to someone on a daily basis. James 2: 18, 24 says, "...Show me your faith without deeds, and I will show you my faith by what I do... You see the person is justified by what he does and not by faith alone." (NIV). Levi Coffin was a Quaker who did not like the way the slaves in America were being treated. He lived with his family and owned a general store in Indiana. That is where he started helping slaves escape from the Southern States into the Northern Free States. He then felt God calling him to move to Cincinnati, Ohio to start a produce store that sold only items that were not produced by slave labor. He spent a lot of his time and money supplying food, clothing, and transportation for runaway slaves. Levi Coffin did not have peace about the treatment of slaves because they were God's children created in God's image like he was. He chose to overcome the evil around him by doing good things for those who were suffering.

Discussion Questions:

1. What do you think about what Levi Coffin did?
2. What are some things you can do to help your community live in peace?
3. Are there things you can do with your family to promote harmony?

Activities

Group 1- Children as Peacemakers

Group 2- Levi Coffin Coloring Page

Group 3- Peace Acrostic

Group 4- The Case of the Missing Ear

Group 1- Children as Peacemakers (Attached)

Group 2- Levi Coffin Coloring Page (Attached)

Group 3- Peace Acrostic

Materials: paper, markers/colored pencils

Have students write down the word *Peace* and then come up with a different word or sentence for each letter that represents peace to them.

Group 4- The Case of the Missing Ear

Materials: Bibles, paper, pencils

Break students up into groups and have them study the story of Peter cutting off the High Priest's servant's ear. Have them answer the questions of Who, What, Where, Why, and How in each version of the story. They are then to report as investigative reporters what they found. The important thing to emphasize is that Jesus spoke against the use of violence to overcome evil. Jesus overcame the situation with peace and loving action toward his enemies.

Matthew 26: 50-56; Mark 14:43-50; Luke 22:47-53; John 18:1-11

Lesson 5

Learning to Live in Peace

Matthew 22:36-40, “‘Teacher, which is the greatest commandment?’ Jesus replied: ‘Love the Lord your God with all your heart and with all your soul and with all your mind’. This is the first and greatest commandment. And the second is like it ‘Love your neighbor as yourself.’ All the Law and the Prophets hang on these two commandments.” (NIV).

The Garden of Eden was a beautiful place. Adam and Eve lived there in peace and security. God had given them one rule: do not eat from the tree of the knowledge of good and evil. Adam and Eve disobeyed and ate this forbidden fruit. As a consequence they lost the peace and security they had in the Garden of Eden. Life outside of the Garden wasn't as easy. The rules of the land were based on retaliation. If someone uprooted your flowerbed, you uprooted his whole garden. If someone killed your sheep, you killed his sheep. And the cycle would continue until there would be little left to kill or destroy. God was not happy with this though. Mankind experienced many changes after being evicted from the Garden. God gave new laws about love and retaliation. Retaliation had to be limited to the exact amount of injury. For example, if someone uprooted your flowerbed, then you were permitted by law to uproot his. You were no longer allowed to uproot his whole garden, though. Then Jesus came with the law of unlimited love: love your neighbor and your enemies. This law does not sound like the most practical one to follow. It is like saying if someone uprooted your flowerbed, you should give him the flowerbed, and then help him plant it in his yard. But Jesus wanted us to experience the peace and love that God had intended for us to have when He put us in the Garden of Eden.

Discussion Questions:

1. Why do you think Adam and Eve ate from the tree of the knowledge of good and evil? Have you ever broken a rule and then wished you hadn't?
2. Why do you think that loving others will give us peace?
3. How thoughtful are you of others?

Activities

Group 1- Draw Your Own Garden of Eden

Group 2- Tissue Paper Flowers

Group 3- Girls vs. Boys

Group 4- Working Together

Group 1- Draw Your Garden of Eden

Materials: construction paper, crayons/markers

Have students draw a picture of their own Garden of Eden. When everyone is done, have each student present their drawing, telling what they drew in their garden and why.

Group 2- Tissue Paper Flowers

Materials: different color pieces of tissue paper cut into 6x6 inch squares, scissors, green piper cleaners, pencils with erasers, and tape.

Have each student choose a piece of tissue paper and a pair of scissors. Have them cut 1-1.5 inch long slits around the tissue paper, 1-1.5 inches apart to create the petals. Place the eraser end of the pencil in the center of the tissue paper. Twirl the pencil around, so the paper twists up together to create the flower. Take the pencil out, holding onto the bottom. Tape the bottom so it stays together. Attach a pipe cleaner to the flower for the stem. This flower can be a reminder to forgive our enemies so we can be forgiven and live in peace with others.

Group 3- Girls vs. Boys

Materials: paper, pencils, scissors, hat or jar/bowl, marker board or poster board

Students of this age are already well conditioned as to their ideas of boys and girls. Give each student a piece of paper and a pencil. Do not have them put their names on the paper. Have them fold the paper in half. On one side have them write boys, on the other girls. Have them write three or four things on each side that describes

either a boy or a girl. Then have them cut the different ideas apart. Make columns on a marker board or poster board labeled for boys and girls. Collect all of the ideas in a hat or jar/bowl. Have the students draw out a slip of paper one at a time and have them write on the board whether they think that idea goes with boys or girls or both. You will find that many of the things they feel about themselves as male and female can apply to both sexes. Show your students that we are different, but the differences do not limit us, but join us together in Christ's work.

Group 4- Working Together

This activity will show your students that sometimes they must work together to accomplish something for the good of everyone. You might have some students make a snack for the class. Have Chex cereal, raisins, M&Ms, cinnamon-sugar, a bowl and spoon, and some napkins or paper bowls. Pass out the napkins or bowls. Have five students to make the snack. Give each of the students one of the items, one the cereal, one the raisins, one the candy, one the cinnamon-sugar, and one the bowl and spoon. Tell them that they must each make the snack using only the item they were given without anyone or anything else. They will soon realize they are unable to make anything with the one item they have, they must work together with the other students and the items they have. Let them lead each other in the best way to use their items to accomplish their goal and then serve the snack. Remind them that we each have our own abilities that make us unique and are valuable to others.

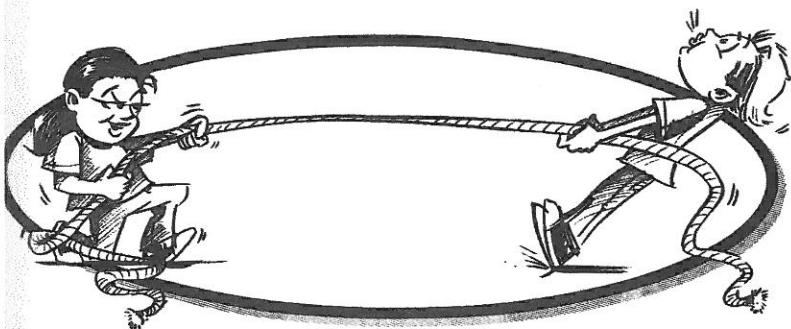
Or you could have the group build something together. If there are enough students, divide them into two-four groups of at least three people, preferably with people they don't work with often. Each group is assigned the task of building a card house. Give groups paper and pencils so they can design their card houses if they wish. Give each group two decks of playing cards. Each participant draws a card. If they draw a king, they are the leader. A person with a queen is second in command. If no king or queen is drawn, the group may choose their own leader. If more than one king or queen is drawn, students will share the role. Everyone must, in turn, place a card on the house, but leaders have the option of telling others where to put their cards. The group with the last standing house wins. Or if there is only one group, go until the house falls. Discuss which houses stayed up the longest and what strategy worked best. Discuss how working together as a team accomplished the goal.

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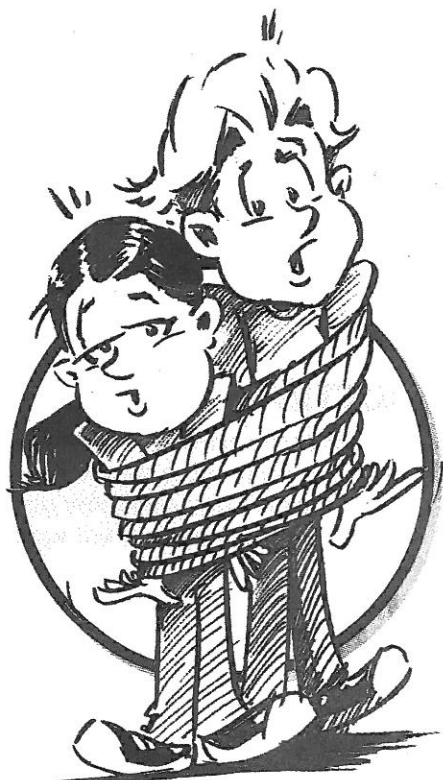
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Tug of War

A tug of war is a win/lose game. It shows one person or team as physically stronger. It has one winner and one loser. Wouldn't life be simple if we could settle all conflicts with a tug of war? At least the stronger person might like that! But in real life, stronger doesn't always mean right. Sometimes a person may "win" by insulting, by threatening, by cheating, or by bullying. Settling conflicts fairly—going for a win-win—goes beyond seeing who yells more loudly, is stronger, or who gets the last word.



When we feel angry, we may see the other person or group only as an opponent or even an enemy. We may think that the argument comes down to only winning or losing. Peace Scholars don't limit themselves to those alternatives. Peace Scholars understand that both sides have the problem. It doesn't mean "me against you" but both of us tied up in the problem. It makes sense for us to work together to create our way out.



PUTTING IT TOGETHER

Write how you'd deal with these situations:

WHEN SOMEONE

AS AN ENEMY I WOULD

AS A FRIEND I WOULD

- Gives me a nasty look
- Breaks in the lunch line ahead of me
- Makes fun of what I wear
- Wants to use the computer while I have it
- Calls me a name

MAKE A TELEPHONE

YOU NEED:

- paper cups
- pointed pencil
- ten feet of string

STEP 1: Gather all materials.

STEP 2:

Poke a small hole with the point of a pencil in the bottom of each cup.

STEP 3:

Push one end of the string through each cup hole and tie a knot.

STEP 4:

Pull the string tight when using your telephone.

When someone
listens to me
I feel

It is important to listen to each other because

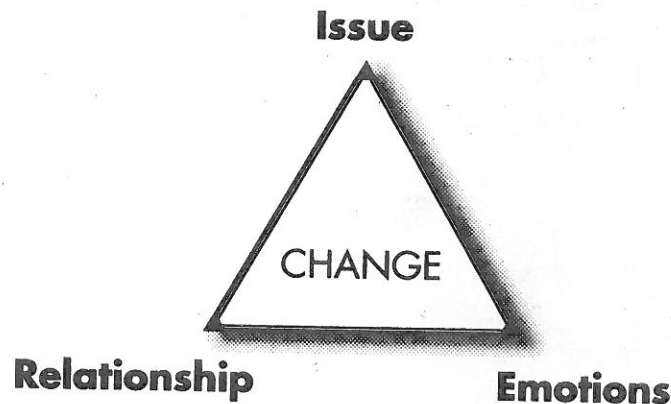
ANALYZING MY CONFLICT



Just as a triangle has three corners, every conflict has three elements: the issue, the relationship and the emotion.

The **issue** is the problem that caused the conflict and that needs to change in order to resolve it.

The **relationship** is the connection between the people involved. The **emotion** is what people in the conflict are feeling.



In order to create a positive change in a conflict, you need to think before you act. This is called analyzing the conflict. To analyze a conflict, ask yourself a question about each element.

1. "What is my issue?"
2. "What is my relationship with the other person involved?"
3. "How did I feel about the conflict?"

Let's try it!

Think of a conflict you recently experienced. Analyze each of the elements of conflict and record the answers here:

What is the issue? _____

What is my relationship with the other person involved? _____

How did I feel about the conflict? _____

THE ANGER TREE

People get angry all the time. However, the anger that people express is not always what it seems to be. Sometimes, people use anger as a cover-up, a way to avoid expressing other feelings that they don't feel comfortable with.

For example, let's suppose Linda was cleaning the house while her mom was at work. While dusting, she dropped her Mom's favorite plate, the one with the big cows painted on it, and broke it. Linda feels several emotions:

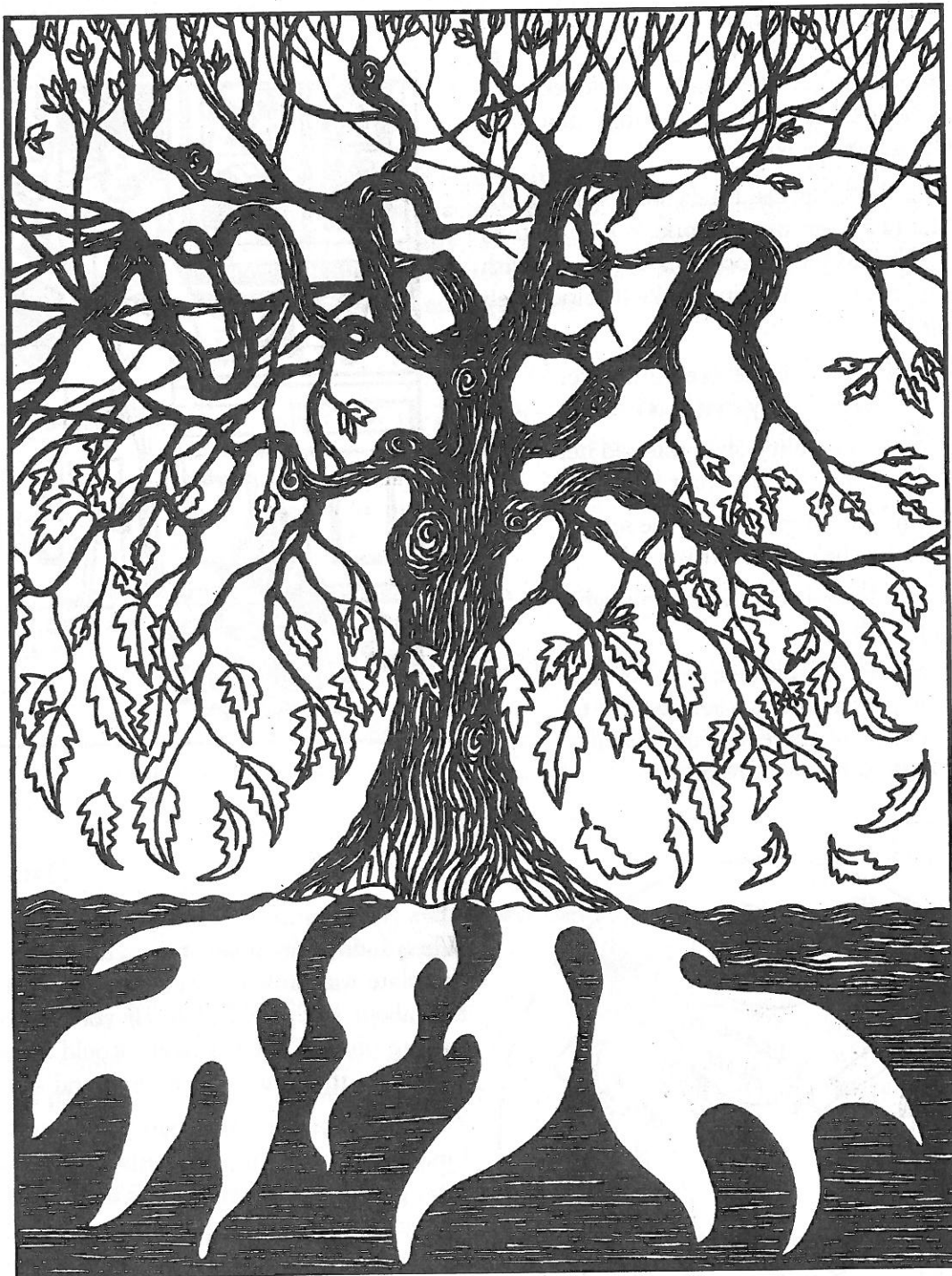
- ◆ She feels sad; she liked the plate, too, and is sorry that it is broken.
- ◆ She feels guilty; she promised her mom that she wouldn't touch it.
- ◆ She feels stupid; this is the second thing she's broken this week.
- ◆ She feels scared; her mom might punish her.
- ◆ She feels frustrated; she was cleaning the house as a surprise gift to her mom and ended up breaking her mom's favorite plate.



When Linda's mom gets home, she asks Linda how the plate was broken. Linda yells, "I don't want to talk about the stupid plate! If you hadn't stuck it way up on that shelf, I never would have dropped it!" Linda then ran to her room and slammed the door.

Linda didn't want to deal with her feelings of sadness, guilt and frustration, so she covered them up by using anger to express her emotions instead. In this way, anger is like a tree; you can see only the branches and leaves—you can't see the roots that are making it grow.

THE ANGER TREE



**Write in the roots of the tree feelings
that you think students might keep inside or hide.**



"Mutual Trust"

William Penn is shaking hands with an Indian chief. They are shaking hands to show they trust each other. This picture is taken from a painting by Paul Domville.

—Reprinted from *Color Me Quaker!*, Susanna Combs, artist. Used with permission of Friends United Press, Richmond, IN.

Under One Sky



*We are different - not the same,
Different languages, different names.
From different places around the globe,
Different dreams, different hopes.*

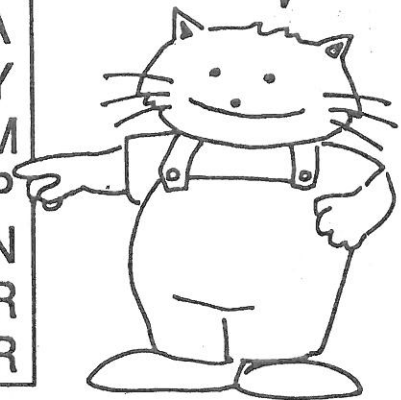
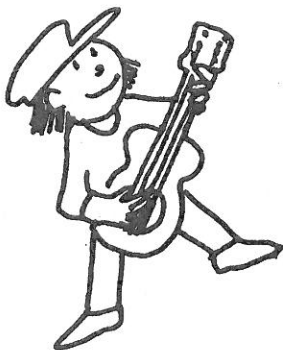


*Yet we share our special earth,
This precious planet of our birth.
We are one family under one sky,
Let's celebrate our common tie.*

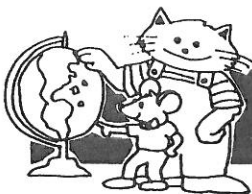


J	A	M	B	O	T	D	V	B	S	A
H	B	O	H	H	H	O	G	A	S	P
S	H	A	L	O	M	B	N	D	D	J
Y	S	A	L	A	M	R	H	O	L	A
X	B	A	M	W	O	E	G	N	M	Y
V	F	T	V	Z	L	D	I	I	A	M
N	L	B	I	B	S	E	H	H	X	P
M	U	U	S	Y	X	N	C	A	O	N
S	Z	V	S	B	O	N	J	O	U	R
L	H	E	L	L	O	Y	Z	M	O	R

Find hello
in different
languages.



HELLO	(English)	NIHAO	(Chinese)
JAMBO	(Swahili)	SHALOM	(Hebrew)
BON JOUR	(French)	DOBRE DEN	(Russian)
HOLA	(Spanish)	BONJOU	(Creole)



Peacemakers know that everyone belongs to the human family.

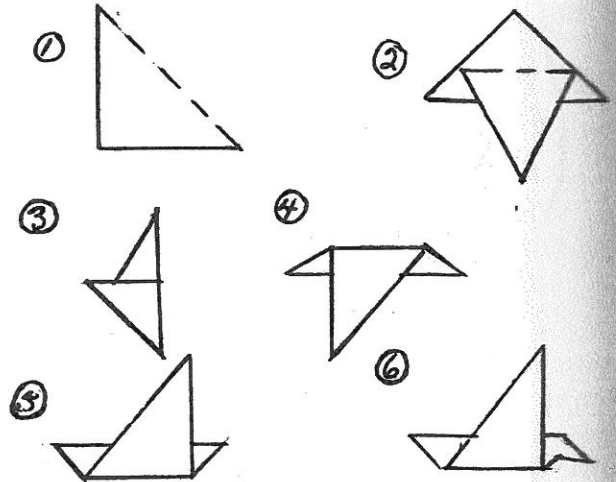
PEACE

PEACE I LEAVE WITH YOU

It not known when the custom of paper folding began in Japan. Hundreds of objects can be made. Methods of folding have been handed down from generation to generation. Even today families enjoy this creative art in which parents and children can work together. Since World War II, the origami birds, the traditional symbol of good fortune, have become a symbol of the hope of all the world that the tragedy of Hiroshima may never hapern again.

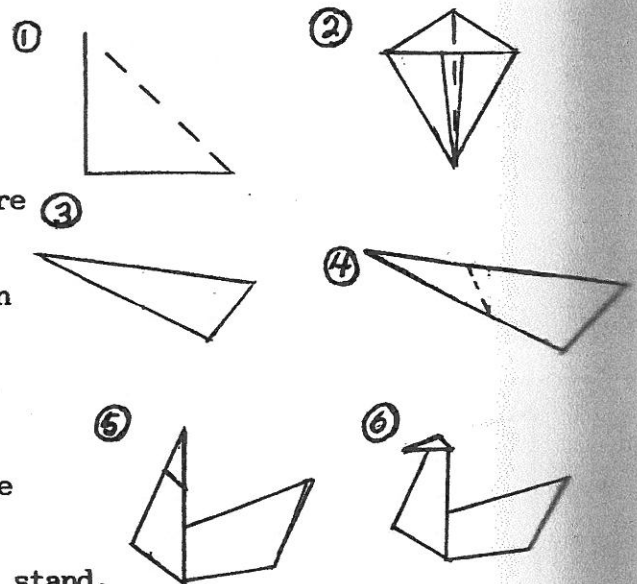
Below you will find instructions to make a paper bird for yourself. This will help you remeber that Jesus calls us to live peacefully in this world. You may want to put your bird in a place you see it often or make several and make a mobile to hang in your room. Use it in a way that will mean something to you.

1. Take a square of paper. Fold it from corner to corner.
2. Now take your paper and fold one side down 2/3 of the way down.
3. Then fold that piece in half.
4. Fold each wing down.
5. Turn your bird over like this.
6. Tuck in the nose like this.



Don't give up on the first try. If you have not done birds before it may take you a few tries. Have fun. After you have done several birds like this you may want to try another kind. Below you will find a bird that will stand up.

1. Fold your paper to make a crease line in the middle.
2. Open your paper again and now bring in the corners as shown below. Be sure to crease the paper well.
3. Turn your paper side ways and fold in half again like this.
4. Now fold up the long section to make the neck as shown below.
5. Now fold down the upper point to make the head as shown.
6. Now open the tail and your bird will stand. You can trim the tail to make a different bird or simply keep on folding.



Now that you can make these birds you can go on to learn other birds and even other critters. Use your own ideas and create.

SNOW BRIGHT

OBJECTIVE:

To practice application of the Rules for Fighting Fair through participation in a play

INTRODUCTION:

"We have discovered that the Rules for Fighting Fair help us solve conflicts and build trust. Do you remember Snow White and the Seven Dwarfs? In this scenario, Snow Bright may be having difficulty with how she feels about herself. She might be worried about being accepted by girls who she thinks are 'cool' and popular. Let's see how these six peacemakers decide to deal with Snow Bright."

ACTIVITY:

Choose six volunteers to read the roles of Peacemakers. Perform the play, "Snow Bright and the Seven Peacemakers."

DISCUSSION:

How might Snow Bright react to the Six Peacemakers?

Do you think that middle school students worry about being popular? What kinds of things do middle school students do to be popular? (possible student responses: kids will dress like people they want to accept them, or listen to the same music, or even pretend to like the same things that the popular kids do)

Sometimes good friends, like the Six Peacemakers, can help their friends learn that they don't have to be the "coolest" or most popular person in school to be a good person. How can we help our friends by using the Rule for Fighting Fair when they're in a conflict?

How does this situation compare with problems sixth-graders in our school encounter?

CLOSURE:

"The Rules for Fighting Fair are like an elevator that takes you up and makes you feel good about yourself and others; the Fouls are like an elevator that takes you down. You can decide at this moment to hop on the elevator and push the up button!"

EXTENDING ACTIVITIES:

In pairs, make up roleplays using the Rules for Fighting Fair and have the class identify the Rule that is being demonstrated.

JOURNAL STARTERS:

The Rules for Fighting Fair can help me...

A time using fouls caused problems for me was...

Snow Bright and the Six Peacemakers

Peacemaker One: Identify the Problem

"I have to tell you guys about this problem that I've been having with Snow Bright. She's been really rude lately. I can't believe what's been coming out of her mouth! I think the problem is that she spends too much time with those older girls — you know how cool she thinks they are — and tries to act like them. They insult people and call people names, so now Snow Bright does it, too. When I try to talk to her about it, she just ignores me."

Peacemaker Two: Focus on the Problem

"She's been blowing me off, too! It's really making me mad! And that look she gives me! If she gives me that look one more time, I'll— uh-oh, looks like I'm getting a little off-track here. OK, let's get back to the problem."

Peacemaker Three: Attack the Problem, not the Person

"Now is as good a time as ever to deal with this. Yesterday, Snow Bright's homeroom teacher called and said that she was insulting a boy in the class by calling him names. Ever since she started hanging out with those girls, she thinks it's OK to put people down. I know it won't help if we start to put her down or call her names."

Peacemaker Four: Listen with an Open Mind

"It's just not right for her to act like this! I'm so angry right now that I feel like grounding her forever! I need to go out and shoot some hoops so I'll be ready to really listen with my mind and my heart."

Peacemaker Five: Treat a Person's Feelings with Respect

"You know, that's a good idea; maybe we should all play and chill out a little bit. I know that we don't like how Snow Bright is acting, but remember, she has a right to voice her feelings. If we don't show her respect, she won't want to talk with us anymore."

Peacemaker Six: Take Responsibility for Your Actions

"Do we agree that we have to talk to Snow Bright about this name-calling stuff as soon as we can? Here's the plan. When we get home tonight, we'll play basketball and then sit down with Snow Bright after dinner to resolve this problem. That means all of us, guys!"

Children as Peacemakers

I am going to tell you a story about Alex, Danny, and Michael. Then let's see if you can tell me who acted as a peacemaker.

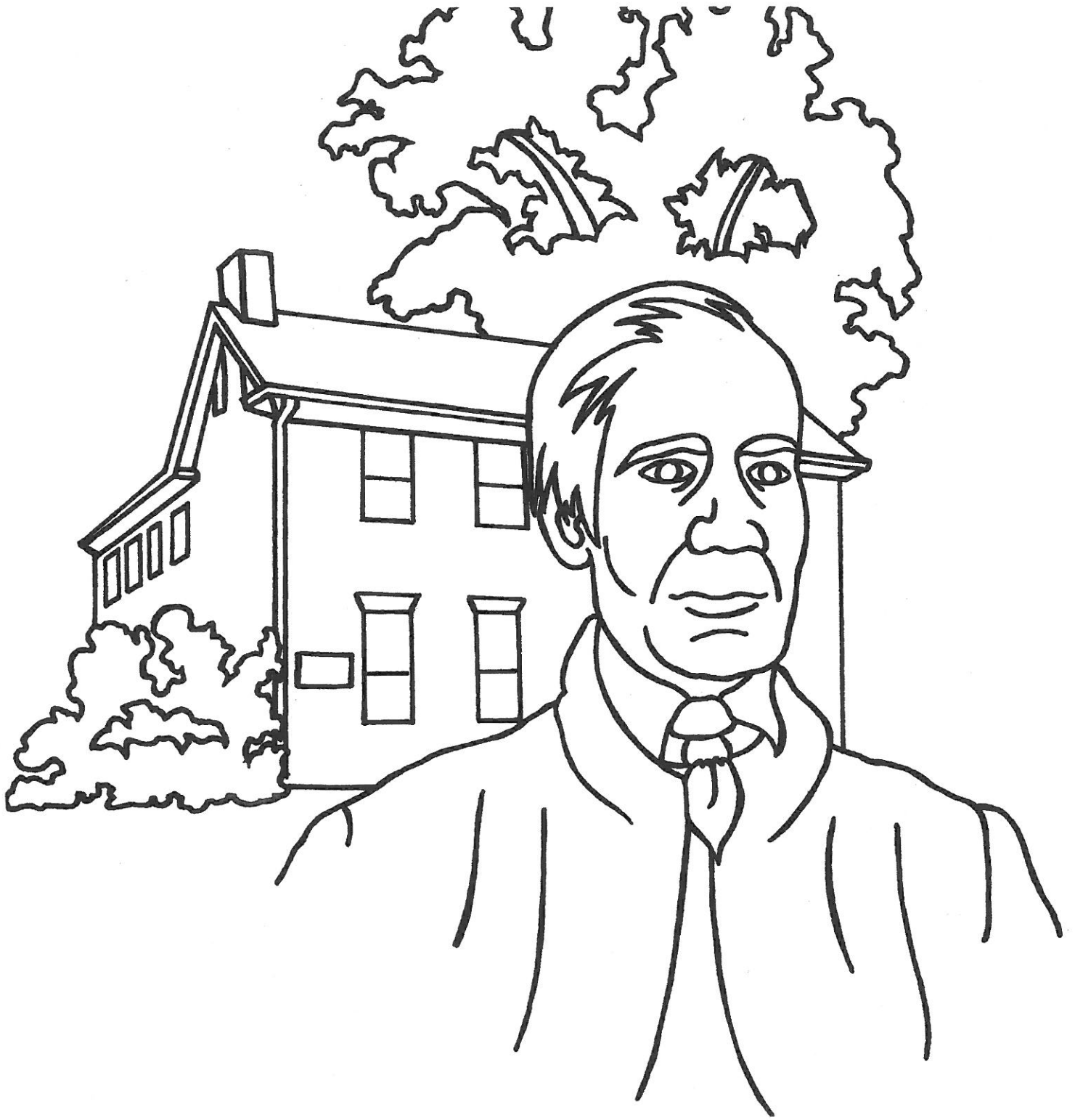
Alex and Danny were playing with Alex's new train set. Everything was going fine until Danny asked if he could control the train. Alex told him that only he could control it. Danny got mad and hit the table making the train stop running. Alex's older brother Michael heard the noise and came in the room. Alex told him what happened and then Michael suggested that they take turns controlling the train. Alex and Danny told each other that they were sorry and they spent the rest of the day sharing peacefully with each other.

Discussion: Who acted badly in this story? Who acted as the peacemaker in this story?

Now listen to this story about Julie and Sarah.

Julie and Sarah were painting pictures at Julie's house one afternoon. When they finished painting, Julie showed her picture to Sarah and said, "I drew a garden with all of these flowers." Sarah then showed Julie her picture and said I drew a picture of my new puppy Max". "Mine is prettier than yours." answered Julie. This hurt Sarah's feelings and she started to cry. Julie felt bad for what she said, "I'm sorry Sarah, and I didn't mean to make you cry." Sarah forgave her and they went back to painting pictures.

Discussion: Who acted wrong in this story? Who acted as a peacemaker?



Levi Coffin and His Home

This Quaker is Levi Coffin. He did not believe that people should have slaves. Levi Coffin helped many slaves escape to freedom. His home in Fountain City, Indiana, was called the "Grand Central Station" of the Underground Railroad.

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