



**Creating a Peaceful Puzzle One Piece at a Time:
Peaceful Hearts Growing Compassionate Citizens**

by Wendy Mueller, 2021 CTI Fellow
Parkside Elementary School

This curriculum unit is recommended for:
Grades 2-5 Literacy, SEL, and Social Studies

Keywords: peace, power, mindfulness

Teaching Standards: See [Appendix 1](#) for teaching standards addressed in this unit.

Synopsis

In third grade, much of our social studies curriculum focuses on building citizenship and relationships with those of other cultures. Without a peaceful way to communicate and carry ourselves, living peacefully can seem like an impossible task. This curriculum unit focuses on developing a peaceful heart that can translate into cultivating compassionate citizens who recognize that beauty and harmony are created when we can celebrate the differences in others and work together to create a harmony that is intentionally full of peace. The younger that children learn to find this positive peace within themselves and towards others, the more they will be able to cultivate the intentional mindfulness that is required to be positively peaceful. I have long loved Gandhi's quote: "Be the change that you wish to see in the world." This thought would be the framework for helping students to learn that as they develop their own peace, they are then able to be one piece of the positive peace puzzle that will change the world. This concept is visualized as students create a physical "Puzzle of Peace" throughout the unit.

*I plan to teach this unit during the coming year to 33 students in **third-grade literacy, SEL, and social studies.***

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Creating a Peaceful Puzzle One Piece at a Time: Peaceful Hearts Growing Compassionate Citizens

Wendy Mueller

Introduction

Over the past couple of years, our society has become increasingly aware of the lack of peace surrounding ourselves and our choices. This awareness has come in many forms, but it has resulted in even the youngest of our children experiencing new types of fear and trauma. Now, perhaps more than ever, children in the United States need to understand that it is possible to have peace in their own lives and minds and to know that they can be active participants in the development of that peace. Each day we see our students striving for peace and power, attempting to find that balance of knowing who they are and where their value lies. As educators, we are given a unique opportunity to help shape these young people into powerful peacemakers who are intentional about pursuing positive peace for themselves and those around them.

Rationale

How many people have truly felt powerful in their lives? How many have felt truly at peace? Two small words: power, peace. These strong, seemingly paradoxical, words are finding themselves forged together more and more throughout society. Terminology like “striving” and “seeking” is often connected to each of these words while we consider that they cannot be found through work or searching. While our adult society struggles to make meaning of these words, our smallest citizens are feeling the repercussions of them every day. Young children on the playground trying to play basketball fight over who gets to play. Even at eight and nine years old, these children are calling each other names and wrestling to gain control over the ball as they push to prove their own power and worthiness. Juxtapose this with classroom conversations just minutes or hours earlier where the district curriculum is instructing students about integrity, compassion, and empathy. Are these lessons making any impact if students cannot generalize what they are learning and show those skills in their own lives?

As an educator, I have long wondered about the balance and responsibility of teaching content along with character development. If my students walk out of my classroom with outstanding scores on their end-of-grade assessments but they cannot walk out the door without feeling a need to weaken their classmates in order to gain their own power, then I have failed my students. In order to support my students, I have been on a journey of discovering peace within my classroom and my personal practice. Woven throughout this curriculum unit are pieces to help both educators and students develop their own personal “peace puzzle” perfectly fitted to their own lives and classrooms.

Demographics

Based on the 2020-2021 Academic Year, there were 335 students enrolled at Parkside Elementary School. The average class size is 15-20 students with a 1:15 teacher-student ratio.

PSE is a TSI school. Students are predominantly African American at 73.13%, followed by Latinx students at 11.34%, Caucasian students at 6%, Asian students at 3%, and a small percentage of Multiracial and Native American students. Males slightly outnumber females at 53.13% male and 46.87% female. This will be my first year working at PSE, so I will be learning more about my students as the school year progresses. I will be teaching literacy in the third grade.

Objectives

The goal of this curriculum unit is to provide teachers and students with the tools they need to begin to develop intentional positive peace within themselves so that they can share that peace with the community around them. Lessons will include opportunities to recognize what power and peace look like as well as exercises to hone their own ideas of where they can find balance and synergy between them.

Content Research

Using Peggy Chinn's framework from *Power of Peace*, students will compare the differences between Power-Over Powers and Peace Powers. They will learn the meanings of both constructs and be introduced to positive ways to implement these practices into their own lives.

Power

Power is a force that children experience from a very young age, although adults rarely talk to children about the word or its meaning. Daily examples of power can include students choosing or being chosen to have classroom jobs, participating in games during recess, expressing interests in friendships and classmates, and even more globally, discovering how even as children they can make a difference through volunteering and helping others. In our school, students are becoming more familiar with the word POWER through our school motto of "The Power of Possibilities" and our classroom mottos: "The Power of Yet" and "Life is Hard, but we do hard things." Students are learning that they have the power to choose good, kind, and helpful actions, or they can choose actions that are hurtful or unkind to others.

When looking to define power, I discovered that its meaning can be stretched from politics to religion, and from sports to mathematics. Each industry and entity has its own way of defining power specific to its own needs. Often, this power displays as some sort of authoritative, hierarchical control. Miriam Webster defines power as "the capacity or ability to direct or influence the behavior of others or the course of events."

Power is often viewed as desirable or controlling, depending on the role of the participant. Power can intersect with peace and conflict resulting in either healthy negotiations or violence depending on the participants' background and desires. When power is used to convey peace, it can be rewarding as both parties feel that their needs have been met. Conversely, power can lead to conflict or even violence if one of the parties is coercive or affected by trauma. Within the classroom, peaceful power can be modeled by allowing students choice in their work and through teaching mindful practices that bring the body and mind into stillness and focus. Whereas negative power may be displayed when a student becomes frustrated by a lack of understanding and acts out in the classroom. Teachers historically move into the authoritative

role of demanding that students immediately participate exactly as required. They have strict pacing guidelines that need to be followed, and there is no time to waste. Consequently, it can be easy to fall into the practice of making demands rather than allowing student choice or listening to the student's needs.

Throughout history, power has been perceived as a controlling force over another being, primarily for the benefit of the controller. This is often perceived to be a negative experience for those who feel controlled by the one in power. Many peace experts are now beginning to define a new type of power that draws from the same experiences but mirrors a more peaceful approach. Peggy Chinn (2013) defines these powers as "Power-Over Powers" and "Peace Powers". Most of the work in this project will focus on comparing and modeling these two types of power. Chinn explains that most people tend to connect Power-Over powers with hierarchical business and political models, but we do not often recognize Peace Powers because they tend to be more private and idealistic. Chinn has identified sixteen different Power-Over Powers that are traditionally recognized then contrasts them with the Peace Powers that balance their authoritarian hierarchy. Systems such as the Power of Fear vs. the Power of Trust, the Power of Command vs. the Power of Sharing, and the Power of Tokenism vs. the Power of Appreciation are just a few examples of how students can learn to turn Power-Over Powers into their Peaceful alternatives.

Power also tends to be associated with war. This war can be a physical war, but it can also be a war between our associates, or even with ourselves. As we look at power, we need to recognize where our hearts are focused as well as where our students focus. In *The Anatomy of Peace* (Berrett-Koehler, 2006), Yusuf-al-Falah and Avi Rozen talk about the states of the heart. If a heart is at war, then the person tends to see others as objects: tools that can be used to accomplish their goals, or as obstacles to their goals. Others are in competition for resources, and they cannot see the other person's point of view. Alternatively, people with a heart of peace see others with all of their hopes, needs, cares, and fears. They recognize that each person has their own experiences, and these experiences are as real as their own. As we can learn to empathize with others, we can develop a heart of peace.

Peace

As much as children are not taught about power, there seems to be an even greater disconnect in teaching Peace. Peace seems to be as elusive as fairy tales and monsters under the bed. Defining peace can be challenging as can visualizing it. This unit will help students to find practical ways to understand their own peace and how to extend that peace to others. In our classroom, we practice mindfulness techniques such as Mindfulness Moments and practicing the Power of Yet, both strategies that we have already begun to learn about through our SEL lessons. Students will also learn that the most important part of developing peace is to take one small step at a time. Students will also be introduced to others, both adults and children, who have made an impact on society through the peaceful choices that they have made.

Peace has been pursued since the beginning of time, but its definition is often controlled by those who view it. To a world leader, peace may be defined as having control of a region and having limited wars. To a preschool teacher, peace may be defined as having a few moments when all her students are quietly working. Peace can be "peace with" or "peace from". Both of

these imply relationships that are filled with a power-over relationship. Leaders have come together to create a Universal Declaration of Human Rights. The abridged version can be found in the resources at the end of this document. The council agreed on many rights that all citizens of the world should be entitled to include the right to education, freedom from discrimination, and the right to participate in cultural life in the community, among many other rights. But, do these human rights ensure freedom and peace? How do they impact the daily lives of citizens? And what happens when these rights are violated? Finding a peaceful process in our daily lives allows each of us to define our own peace and live within that definition.

Negative and Positive Peace

Peace can be further broken down by looking at the difference between Negative and Positive Peace. Negative Peace can be defined as “...the absence of violence or fear of violence” while Positive Peace is defined as “the attitudes, institutions, and structures that create and sustain peaceful societies” (Institute for Economics and Peace Academy, 2021). IEP focuses on the Eight Pillars of Peace to define our interactions with others. These pillars include the following concepts: well-functioning government, equitable distribution of resources, free flow of information, good relations with neighbors, high levels of human capital, acceptance of the rights of others, low levels of corruption, and sound business environment. Each of these pillars works together to create a peaceful society.

Traditionally, we have focused on negative peace to control and manage classrooms. Negative peace might look like the teacher having full control of the classroom while the students silently do their work. However, positive peace within the classroom might be better visualized as an intentionally designed space that allows students to choose items where they work best such as flexible seating, calming environments, and multiple ways of presenting work. While this may not seem like peace on the surface, providing ways where students recognize their strengths and use those strengths to successfully meet their learning goals provides them with great power within themselves which can produce a more peaceful heart and mind.

Peace in Practice

As we look at both power and peace, we have to look at what influences both students and teachers. In today’s classrooms, there is an overwhelming number of students who have experienced trauma in their lives. Crisis Prevention Institute released the “Trauma-Informed Care for Educators Resource Guide” (CPI, 2021) to help educators better understand the trauma that students may be experiencing and provide them with strategies to support both educators and students. CPI categorizes trauma in three ways: acute trauma (Type I), complex trauma (Type II), and crossover trauma (Type III). Acute trauma would include exposure to a single overwhelming event. It can manifest itself with detailed memories of the event and often results in students displaying exaggerated startle responses and overreactions. Complex trauma includes exposure to traumatizing situations. These situations are different from acute trauma in that they are often prolonged exposure to violence or profound neglect. Individuals exposed to complex trauma are often in denial and express social withdrawal, rage, and dissociation. Finally, crossover trauma includes a single traumatic event that has severe long-term effects. This might include a pandemic, refugee dislocation, or major injuries. Individuals who have experienced crossover trauma may display ongoing depression, chronic pain, challenges with concentration, and irritability.

Teachers can no longer focus only on the academic content in their classrooms, they need to be aware of the possible effects of trauma on their students and how that can affect their classrooms and their students. Students who have experienced any of these traumatic experiences may be less likely to be able to function properly within the classroom environment and will need additional support to be successful both personally and academically.

Expanding our awareness to trauma-informed care for our students can seem like a daunting task that requires significant training, but there are simple steps that educators can take to help support their students. Crisis Prevention Institute (CPI, 2021) recommends incorporating attunement into our practice. Attunement is defined as “the ability to see beyond the behavior presented by the student to determine the real meaning behind the behavior.” Being attuned also means that we need to be aware of ourselves and our self-care. If we are not caring for ourselves as we need to, we cannot care for those we serve. In this age of expecting more and more from our students, it is imperative that we place a strong emphasis on caring for ourselves as well. Dr. Kristin Neff has focused on developing Compassion Guided Practices and Exercises that can help educators practice self-care consistently. These exercises include mindfulness and intentional movement to help participants stay in the moment and reflect on their needs (Neff, 2021)

Trauma-informed care focuses on strategies that teachers and teams can use to support their students. In “Trauma-Informed Teaching Strategies” (Minahan), teachers can find specific details to use in their classrooms. Minahan recommends using specific language rather than vague comments to help students understand their power. Often students feel the power struggle from an adult in a trauma situation and will reflect their trauma back to a teacher. But when teachers use more trauma-informed responses, students do not feel threatened and can maintain their sense of safety by being given choice. For example, a teacher may give a student the option of whether they want to be in the front or back of the line instead of simply commanding that the student line up. The goal of getting the student in line is still met, but the student is also given some control in the situation. This can lead to a more peaceful transition into the next activity rather than a power struggle that interrupts the entire class and leaves both teacher and students feeling frustrated.

Personal Background

As with most others, I have frequently heard the term “peace”, but I did not understand its meaning on a personal level. I might consider a quiet-spoken person as peaceful or a louder person as not being peaceful, but I did not connect it with an inner sense of well-being or as regard for another’s well-being. Over the years, I began to learn of Gandhi and Martin Luther King, Jr. Both men had great examples of peace and quotable content, but they were amazing men of power and did not seem to connect to me personally. I did not imagine that I could be a part of the peace work because my life experiences did not lead me to that place. I was grateful, and a little relieved, to discover that I would probably never be called upon to lead conversations about peace because my life did not have that kind of drama. Then I learned that my viewpoint was wrong. In so many daily experiences, I found that I was holding my breath waiting for a response from someone else or concerned to face a fear that I did not think I had the power to overcome. My Apple Watch© would often remind me that I needed to pause for even a minute of breathing.

I began to study techniques of yoga, mindfulness, and eventually, trauma-informed education as ways of helping myself, my family, and my students find more peace in our daily lives. But it seemed to make little difference. I began to contemplate whether there were more simple ways that I could incorporate peace in a practical manner rather than looking at large philosophical ideals. Gandhi's quote came to my mind often, "Be the change you want to see in the world." Such a simple, yet profound thought. Could I be the change that I wanted to see around me? Could I be the one who made a difference? Throughout this unit, you will find teacher tips to help you implement these strategies in your own life, resources for ways that you can deepen your understanding of this topic of peace, and resources and strategies for your students.

General Teaching Strategies

5E Lesson Plan

The 5E lesson plan provides a specific protocol that teachers can use to promote active engagement in the classroom. With each lesson following the same format, teachers can focus on ensuring that the lesson provides for a rich learning experience that includes engagement, exploration, explanation, elaboration, and evaluation. Each step of the process builds upon the previous to support students in their understanding and evaluation of the topic.

Anchor Charts

Anchor charts provide a place for teachers and students to collect what they know about a subject and build on it over time. Anchor charts can be used to introduce new information or for students to classify data that they are collecting.

Gallery Walks

Gallery Walks give students an opportunity to view several examples about a specific topic and begin to collect notices and wonderings before beginning their study on the topic. The images may be displayed either around the classroom or in a digital environment. Using a KWL chart or note catcher, students can collect their thoughts to discuss and think critically about the upcoming lesson. This strategy can also be used for individual student drawings.

Jigsaw

Jigsaw activities allow students to become content experts in specific areas. They can then share these ideas with their classmates. Groups are usually 3-4 students. Groups begin with one topic area per member. The members will then split up with members from other teams who are studying the same topic. After they have finished their research (or at the end of the allotted time), students will return to their original group to share their findings.

KWL Charts

Know-Want to Know (Wonder)-Learned (KWL) charts allow students to activate their prior knowledge on topics before presenting the lesson. Students can list what they already know about a topic, then share what they are wondering or would like to know. After completing the lesson or research, students return to the KWL to record what they have learned. This helps to confirm that they have answered their questions and can identify what they have learned.

Knowledge Boards

Knowledge boards provide a central location for students to collect information on specific topics. Students can add to this board as they learn more about the topic. Knowledge boards allow students to track what they have learned and challenge their assumptions while collaborating with their classmates. Knowledge boards can also promote interconnectedness

between students when using departmentalized classrooms or multi-class grade levels because multiple classes can contribute to the same board and learn from each other.

Mindfulness

Mindfulness entails intentionality and awareness of the current moment. Teaching mindfulness to elementary students allows them to develop their own strategy toolbox to use when they are facing anxiety or other strong emotions. Implementing mindfulness in the classroom can create a more peaceful classroom with students who are able to collaborate more effectively because they know how to communicate their needs and ideas.

Mindful Drawing

Mindful drawing allows students time to process what they are thinking about. This can be used before writing a story to get down more details, and it can be used in partnerships to help with collaboration.

Quick Write

Students are given a short period of time (usually 5-15 minutes) to write without stopping. They write on a specific topic, expressing their thoughts and feelings as expansively as possible.

Think-pair-share

Think-pair-share activities allow students time to think about answers to more difficult questions then discuss those answers aloud with a partner to think through the answer more thoroughly. Students are generally given two-three minutes of think time to process ideas helps them to be more engaged in the classroom and more confident in their responses.

Turn-and-Talk

Turn-and-talks are similar to the think-pair-share activity as they both allow time for students to collaborate with one another and discuss ideas. However, these activities are usually faster, consisting of a few seconds (up to 30 seconds) rather than several minutes. Students work within a pair, triad, or table group to develop an answer to a question. They discuss the question and can share their team's response with the class.

Wait Time

Providing students with intentional wait time before answering questions gives all students the opportunity to process their thoughts on a question and participate in the lesson. Wait time allows students who need more thinking time the ability to participate actively in the classroom instead of just calling on students who raise their hands quickly.

Classroom Lessons and Assessments

Using Peggy Chinn's framework from *Power of Peace*, students will compare the differences between Power-Over Powers and PEACE Powers. They will learn the meanings of both constructs and be introduced to positive ways to implement these practices into their own lives. Each lesson will include a resource that presents either a child who demonstrated great peace practices or a method that students can use to create their own peace practice. The format will follow the current CMS process of the 5 E's (Nitty Gritty Science, 2019). More details about the 5 E's can be found in the teacher materials.

Classroom Preparation

Before beginning these strategies, I recommend taking some time to be intentional about your classroom design. Take a few moments to look at your classroom through your students' eyes. What resources do they need? I'm not talking so much about papers, pencils, etc., but about how to meet their peace needs. Do they need more flexible seating? Do they need something to buffer some of the sounds from the environment around them? Do they need modified lighting? Is there

anywhere that they can go if they need to take a mindful moment? Create these intentional spaces, even if you need to develop just one space at a time. Creating a peaceful environment for your students will signal the priority of peace in your classroom. Additional ideas and examples of peaceful classroom environments are included in the teacher materials in [Appendix 3](#).

When presenting the definition of each power, keep in mind the age of your students. While older students may be able to process these concepts, younger students may need a simplified version of the concept. For example, in lesson 3 on fear, the definition includes use of the word “bomb.” The teacher may want to use a less graphic idea within the classroom that are more relatable to students.

Lesson 1: Introducing Peace and Power

Teacher Supporting Materials: Experiences with Power ([Appendix 3](#))

Materials: paper, pencil, timer, KWL Chart, “Puzzle of Peace” graphic ([Appendix 4](#)), blank puzzle pieces (many online sites offer templates, or you may purchase pre-cut templates if desired)

Engage

Draw (5 minutes):

- Draw a line down the middle of a piece of paper
- One side - draw or write times you felt powerless
- Other side - draw or write times you felt powerful

Explore

Share (3 minutes):

- What made you feel powerless? How was power used to control or suppress (can use *frustrate* for younger students)?
- What made you feel powerful and why? How did you use your power individually or with others?

Explain

We often feel powerless when someone else is making decisions for us. You may feel that in the classroom when you have to do an activity that you don’t understand or on the playground when another student gets to choose the activity. When we have peaceful hearts, we can find a way to own our power.

Elaborate

Over the next few lessons, we will be learning about different ways that we can show Power-Over Powers and Peace Powers. But what is that? Power-Over Powers are seen when we use our power to try to control someone else. Peace Powers are used when we find a way to build peace with our classmates and other people.

Evaluate

What are some things that you think might be Power-Over Powers and Peace Powers? Use your KWL to write them down.

Extension

Begin the "Puzzle of Peace" bulletin board. For the first lesson, the teacher will create the bulletin board in advance. The only piece on the board will be the centerpiece of the "Puzzle of Peace" scaled to fit the board. During each subsequent lesson, one puzzle piece will be added that shows the Peace Power learned that day. Provide students with additional puzzle pieces where they can show what they have learned in that lesson, as desired. It is not expected that every student will contribute to each puzzle piece but that they will connect with some of the powers and personalize them.

Lesson 2: The Power of Appreciation (vs. The Power of Tokenism)

Definitions

The power of Appreciation - everyone expresses gratitude for the people around them and for actions that promote well-being.	The power of Tokenism - leaders give token gifts and token "promotions" to a selected few: "You deserve this special recognition."
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Teacher Reference Materials: Center for Healthy Minds, University of Wisconsin-Madison <https://centerforhealthyminds.org>, Center for Compassion and Altruism Research and Education, Stanford University, <http://ccare.stanford.edu>

Student Source Material: *Henry Is Kind: A Story of Mindfulness*. (Ryden & Malone, SORA)

Materials: Chart paper, markers in at least two colors, wall or board space for Gratitude Board (consider posting in a public space), Gratitude Board, individual cards for "I am Grateful for..." and "We Did It!" (printout in student materials), blank puzzle pieces

Engage

- Teacher will read aloud *Henry Is Kind: A Story of Mindfulness* (SORA)
- Create an anchor chart of actions that promote Appreciation and Tokenism

Action	Appreciation	Tokenism
Sharing a ball at recess	Shows that we care about our friends and want everyone to participate	

Only the person with the highest grade gets recess		Shows that one person is better than everyone else.

Explore

Working with your partner, write out three other examples of either appreciation or tokenism. Make sure that you choose at least one of each type of power.

Explain

- Wait Time: Now that you've had some time to listen to the story and think of your own ideas, what do you think that "Appreciation" means? {pause for answers} Appreciation means that everyone expresses gratitude for the people around them and for actions that promote well-being.
- Turn-and-Talk: After looking at the examples that we have shared, what do you think that "Tokenism" means? {pause for answers} Tokenism means that leaders give special privileges to only a few people because they "deserve special attention."

Elaborate

Think about a time that you have seen appreciation and tokenism in your life. How did it make you feel? How does it build peace in your heart to be appreciated? Today we are going to focus on building peace in ourselves and in our friends through a Gratitude Board. We will have the chance to help build peace with our friends and family by writing cards to put on our "Things We are Grateful For" side. We will also build peace with ourselves by writing cards to put on our "We Did It!" side.

Evaluate

Create a Gratitude Board (Elias, 2014). Divide the board in half. On one side of the board, write "Things we are Grateful For" and on the other side write "We Did It!" The first theme is about basic gratitude, and it provides the opportunity to broaden students' appreciation for people and things that affect their lives. The second theme is a listing of something a student accomplished and the names of one or more people who helped them to be successful. We want students to recognize the truth of the statement that in success, we stand on one another's shoulders. This does not take away from students' success, but in fact, adds to it. Two examples: "I got a B+ on my test because my sister let me study" and "I learned a solo in a song in chorus because Thomas practiced with me."

Extension

Add today's piece to the Peace Puzzle.

Lesson 3: The Power of Trust (vs. The Power of Fear)

Definitions

The power of Trust focuses on building genuine human relationships where honest exchanges of thoughts and ideas are followed by consistent action. If trust is broken, then the relationship is renegotiated.	The power of Fear focuses on imaginary future disasters, and extreme actions are taken to prevent that which is feared and to control the behavior of others. "Let's bomb their cities: this will prevent terrorism." *
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*The teacher may change the example for younger students to "I'm going to punch my classmate because I'm afraid he will tell on me for taking the basketball away from him."

Teacher Reference Materials: "10 Trust-Building Exercises for Kids and Teens" (Timmons, 2016)

Student Source Materials: *A Little Spot of Anxiety: A Story about Calming Your Worries*. (Alber, 2020), *Meditation for Kids: How to Clear Your Head and Calm Your Mind* (Bernard, 2019, SORA)

Classroom Materials: clear jar or bowl, water, sand (or similar item that can settle at the bottom of the water), spatula to stir the sand, blank puzzle pieces

Engage

- (Prepare in advance: clear jar filled 1/3 full of sand, water in a separate container to fill the rest of the clear jar)
- Display the clear jar with sand and the container of water. Ask students what they think will happen when the two are combined. {pause for responses} *Answers may include becoming muddy, mixing up, not clear anymore.*
- Pour the water into the sand and stir well.
- Then ask students what emotions they would connect with how the water looks {pause for responses}. *Answers may include being afraid or confused. If these answers are not included, guide students to responses that include fear or anxiety.*

Explore

The teacher will read aloud *A Little Spot of Anxiety: A Story about Calming Your Worries*.

Explain

- Explain to students that we've used the words "trust" and fear" several times. Elicit responses from students about what they think these words mean.

- Explain that “trust” means building genuine human relationships where people are honest and share their thoughts and ideas. They act honestly with each other. If their trust is broken, then they must figure out how to restore their relationship. This helps us to build peace with each other.
- Then explain that “fear” means focusing on imaginary things that might happen in the future, then trying to control others because they are afraid. When we display fear or anxiety, we are breaking peace with ourselves or with others.

Elaborate

Think about a time when you have been afraid of something. How did you act? Did you make choices that hurt yourself or others? {pause for answers}. Now think about a time when you trusted someone else or yourself. How did you feel differently? Which way would you like to feel? Now, think about the water that we stirred up at the beginning of the class and what emotions we thought that might have expressed. Can you think of how this might feel in your body? What can you do to help calm your emotions when you feel afraid or anxious? {pause for responses.}

Evaluate

Using *Meditation for Kids: How to Clear Your Head and Calm Your Mind* (Bernard, 2019, SORA), guide students through a mindfulness activity to help them develop strategies for releasing their anxiety and building their peace through trusting their own choices rather than being fearful. Recommended: “Sensations, Thoughts, and Emotions” (pgs. 25-28) followed by “The Cherry Tree in the Garden Meditation” (pg. 46-50). Have students do a Quick Write on how they feel after meditating.

Extension

Add today’s piece to the Peace Puzzle.

Lesson 4: The Power of Diversity (vs. The Power of Xenophobia)

Definitions

<p>The power of Diversity encourages creativity, values alternative views, and encourages flexibility. The expression of dissenting views is expected and encouraged. All points of view are integrated into decisions.</p>	<p>The power of Xenophobia (the fear of strangers) rewards conformity and acquiescing to the values of those who hold the balance of power. “Be a team player. Don’t make waves.”</p>
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Teacher Reference Materials: *The Anatomy of Peace: Resolving the Heart of Conflict*. Berrett-Koehler Publishers, 2006.

Student Source Material: *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama* (Bass & Lewis)

Classroom Materials: “Despite Our Differences” graphic organizer (1/student), blank paper (1/jigsaw group), pencils, colored pencils, blank puzzle pieces

Engage

Jigsaw:

- Explore with your teammates some ways that people might have different opinions. What would you do if you were not included because you were different? Do you think that everyone should be the same as everyone else? Should we think the same? Wear the same clothes? What would happen if you wanted something that was different from what everyone else wanted? Should you give up on your idea?
- Write your team’s ideas on a piece of paper and save them for later in the class.

Explore

The teacher will read aloud *Seeds of Freedom: The Peaceful Integration of Huntsville, Alabama* (Bass & Lewis) (Sora)

Explain

- Explain to students that we can see diversity in many ways in our lives. We can see it in our activities, in our choices, in our opinions, and in our lifestyles. Diversity means that we are encouraging creativity, valuing alternative viewpoints, and encouraging flexibility. We welcome different opinions and thoughts. Creating diversity builds peace with others.
- Then explain that the opposite of diversity is Xenophobia. Break this word down on the board for them. “Xeno” means strangers and “phobia” means fear, so xenophobia is the fear of strangers. Even though this sounds like this means that we are afraid of other people, it usually means that we are afraid of other people’s ideas, differences, or giving in to their power. People who demonstrate xenophobia usually want us all to be alike. They might tell us not to “make waves” or to “be a team player” when we have ideas that are different from their ideas.

Elaborate

Return to the original jigsaw groups. Have students compare their ideas from the Explore portion of the class and discuss ways that they could find a better solution.

Evaluate

Have students complete the “Despite Our Differences” Graphic Organizer (Oak, 2018), located in [Appendix 4](#).

Extension

Add today's piece to the Peace Puzzle.

Lesson 5: The Power of Consciousness (vs. The Power of Expediency)

Definitions

The power of Consciousness considers long-range outcomes and ethical behaviors. Ethics and morality are derived from values that protect life, growth, and peace, and that are the basis for confronting destructive actions.	The power of Expediency emphasizes the immediate reward or easiest solution. "Oh, radioactive waste? Let's just ship it somewhere else or dump it in the sea."
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Teacher Reference Materials: "Putting Yourself in Someone Else's Shoes"

<https://youtu.be/cTOhzcSYMIM>, Kidz That Care: "Kids in Action Guide"

Student Source Material: What Does it Mean to "Walk in Someone Else's Shoes"? School Assembly on Empathy (<https://youtu.be/0jdQTwY0K4o>), *I Can do Hard Things: Mindful Meditations for Kids* (Garcia)

Classroom Materials: sticky notes (2/partner group), classroom parking lot (whiteboard or wall), markers, poster/graph paper (1/group), Chromebooks, blank puzzle pieces

Engage

Play "What Does it Mean to 'Walk in Someone Else's Shoes'? School Assembly on Empathy" (<https://youtu.be/0jdQTwY0K4o>)

Explore

Think-pair-share (5 minutes): Talk with your partner about what they noticed in the video we just watched. Prepare to share two things that you noticed in the video that are different from how you live your life. Write your noticings on sticky notes. After the timer goes off, have students share their noticings then place them on your parking lot.

Explain

- Explain that "consciousness" means thinking about long-term effects and ethical behaviors. Our ethics and morals are derived (come from) values that protect life, growth, and peace. These values are the basis for confronting destructive actions.
- On the other hand, "expediency" emphasized the immediate reward or easiest solution.

Elaborate

Explain to students that it is often easier to just focus on ourselves and not think about the needs of others around us. It could be as simple as leaving our trash on the floor or not picking up a crayon that we dropped. But sometimes, it could be even more important like noticing that other people have needs that we can help.

Many young students have found ways to help others in need. Some have started fundraisers for others, and some students participate in community service. (This is a great time to highlight any students in your classroom or school that have already done community service projects. Allow time for them to share their project, if possible.)

Today, we will look at some things that other students have done then choose a community service project for our own classroom. Working with your group, you will research one of three sites then select a project that your group would like to participate in. Divide students into groups of 2-3 students. These groups may be pre-selected or student-choice. (Recommended sites: Youth Service Agency: <https://ysa.org/resources/>, Love Like Lauren: <https://lovelikel Lauren.com/>, Share Charlotte: <https://sharecharlotte.org/search/volunteer-opportunities/kids/age5-12>)

Evaluate

You will complete a poster to show why we should choose your group. The class will then come together to vote on our class project.

Extension

Add today's piece to the Peace Puzzle.

Lesson 6: The Power of Letting Go (vs. The Power of Prescription)

Definitions

The power of Letting Go encourages change emerging out of awareness of collective integrity; leadership inspires a balance between the interests of each individual and the interests of the group as a whole.	The power of Prescription imposes change by authority; vested interests prescribe the outcome. The attitude is paternalistic: "Do as I say because I know what is best for you."
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Teacher Reference Materials: "How to Help People Handle Trauma: Crisis Prevention Institute" (CPI, n/d)

Student Source Material: *Desmond and the Very Mean Word* (Tutu, 2013)

Materials: piece of paper and pencil (1/student), divider to hide Partner A's work, Menti code, Chromebooks, blank puzzle pieces

Preparation: Before class begins (not more than 2 days before), go to www.Mentimeter.com and create a Menti for today's lesson. Present the Menti code in the Evaluation phase.

Engage

Turn-and-talk: Talk with your elbow partner about a time when you had someone say a very mean word to you. Share how you felt. Each partner should share for about 1 minute.

Explore

Teacher Reads *Desmond and the Very Mean Word* (Tutu, 2013, SORA)

Explain

- Explain that “letting go” encourages change that comes from a collective integrity. Leadership inspires a balance between the interests of each individual and the interests of the group as a whole. We can build peace with others when we decide to let go of choices that others make and forgive them, even if they don’t ask for forgiveness.
- Then explain that “prescription” imposes change by authority. This means that someone else decides what is best for you, and you must follow their ideas.
- When we say something unkind to someone else, we cannot take back what was said, but if we show leadership by being kind to others then we know that we can show the Power of Letting Go.

Elaborate

Draw a Twin: Teacher will pair students then provide each student with a piece of paper and a pencil. Partner A will draw a picture without letting Partner B see it. Allow a couple of minutes for drawing. When they are finished, Partner B will draw the same picture following Partner A’s directions. Partner A will give clues for drawing without telling exactly what the picture is. When finished, partners will compare their work.

Turn-and-talk: After all the groups have finished, talk with students about what was hard about the activity. How did Partner B feel when they could not see what Partner A was drawing? Did Partner A give instructions that were easy to follow? If not, how did Partner B respond? How can you relate this to the power of Letting Go or the power of Prescription? Is there anything that either partner could have done differently to help build peace as you were working?

Evaluate

Using the Menti code that you established before class, have students enter up to three ways that they can build peace in their lives by letting go. Remind students that this app is most effective when they only use one word per line. Encourage them to check their spelling carefully as the app sorts by spelling. Begin displaying the growing Menti graphic after several students have submitted their work. Then discuss the themes when all students have finished.

Extension

Add today’s piece to the Peace Puzzle.

Possible Additional Lessons

Peggy Chinn's *Power of Peace* contains many more Power-Over Powers and Peace Powers that you can implement in your classroom. Consider exploring them to expand your own classroom puzzle.

Appendix 1-- Teaching Standards

Literacy

- RL.3.6: Distinguish their own point of view from that of the narrator or those of the characters.
- RI.3.3: Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- W.3.5: Conduct short research projects that build knowledge through investigation of different aspects of a topic.

Social Studies

- 3.H.I.1.6: Organize relevant information from primary and secondary sources using the origin, authority, structure, credibility, reliability, and context of the sources to guide the selection.
- 3.H.1.1: Explain how the experiences and achievements of women, indigenous, religious, and racial groups have contributed to the development of the local community.

Health Education

- 3.MEH.1: Understand positive stress management strategies.
- 4.MEH.1: Apply positive stress management strategies.
- 3.MEH.2: Understand the relationship between healthy expression of emotions, mental health, and healthy behavior.
- 3.PCH.1.1: Classify behaviors in terms of whether they are related to physical, social, mental, and emotional health.
- 3.ICR.1: Understand healthy and effective interpersonal communication and relationships
- 3.ICR.1.2: Plan how to show compassion for all living things and respect for other people's property.
- 3.ICR.1.5: Analyze situations in terms of the strategies used by people in those situations that help or hinder healthy relationships.

Appendix 2 -- List of Materials for Classroom Use

Materials for Students and Teachers

Laptop/Chromebook

Due to the current distance learning environment, students will frequently be accessing their resources from a location other than the classroom. Both students and teachers will need a personal computer or Chromebook to effectively participate in the lessons.

Zoom Communication Platform

Zoom Communication Platform allows students and teachers to interact during remote instruction. Students can work in small groups through breakout rooms as well as in a whole group setting.

Microphone Headphones

Because many of our activities require listening skills, students are encouraged to use microphone headphones to listen to the activities and to respond to the teacher and classmates. The use of headphones also reduces the amount of background noise from multiple devices running synchronously

PearDeck for Google Slides

This interactive website add-on allows students to write, draw, and type on Google Slides as they are being presented. Student work can then be shared with feedback from the teacher.

Mentimeter

Mentimeter provides a way for creatively displaying community ideas. Using a simple interface, users enter one or more words into the website, and the site graphs words by the number of times that they are used. This is helpful for showing the popularity of ideas within a group.

Appendix 3 - Teacher Resources

Instructional Resources

5 E's of Instruction

Engagement
The goal of this phase is to grab students' attention and pique their interest. Teachers will need to determine what the students already know about the topic, determine misconceptions expressed by students and motivate them to learn more about it. This phase is not a full lesson, but usually a short demonstration of a phenomena that leads to a short question and answering segment.
Exploration
This phase should provide lesson(s) with hands-on experiences that give them the opportunity to observe patterns, investigate phenomena and formulate explanations. Teachers should give appropriate background, materials and safety guidelines, but then should step back and allow students to clarify their understanding, only giving help when needed.
Explanation
During this phase, students should be called on about what they know and their experiences with the topic. Using this information, teachers will add scientific explanations for phenomena and introduce concepts using vocabulary, pictures, videos, internet or software.
Elaboration
A key point for this phase is to use activities and lessons with students that are challenging, yet achievable. The intention is for students to use the information that was taught in previous phases and relate them to new situations or experiences. This allows students to form richer connections within science concepts
Evaluation
Even though formative evaluations will occur throughout the unit being studied, the evaluation phase is meant to conclude with an assessment to measure how well students have mastered the learning objectives in the major unit of study.

What Should Be Happening at Each Stage?	
Student Role	Teacher Role
ENGAGEMENT	
<ul style="list-style-type: none"> Shows interest in the topic Asks questions such as, "Why did this happen?" "What else can I find out about this?" 	<ul style="list-style-type: none"> Creates interest Generates curiosity Raises questions Elicits responses that uncover what the students know or think about the concept or topic
EXPLORATION	
<ul style="list-style-type: none"> Forms new predictions and hypotheses Tests predictions and hypotheses Records observations and ideas Asks related questions Thinks freely (within the limits of activity) 	<ul style="list-style-type: none"> Encourages the students to work together without direct instruction from the teacher Observes and listens to the students as they interact Asks probing questions to redirect the students' investigations when necessary Provides time for the students to puzzle through problems Acts as a consultant for students Creates a "need to know" setting
EXPLANATION	
<ul style="list-style-type: none"> Listens critically to others' explanations Explains own answers or possible solutions to others Questions others' explanations Listens to and tries to comprehend explanations that the teacher offers Refers to previous activities Uses recorded observations in explanations Assesses own understanding 	<ul style="list-style-type: none"> Encourages the students to explain concepts and definitions in their own words Asks for justification (evidence) and clarification from students Formally clarifies definitions, explanations, and new labels when needed Uses students' previous experiences as the basis for explaining concepts Assesses students' growing understanding
ELABORATION	
<ul style="list-style-type: none"> Applies new labels, definitions, explanations, and skills in new but similar situations Uses previous information to ask questions, propose solutions, make decisions, and design experiments Draws reasonable conclusions from evidence Records observations and explanations Checks for understanding among peers 	<ul style="list-style-type: none"> Expects the students to use formal labels, definitions, and explanations provided previously Encourages the students to apply or extend the concepts and skills in new situations Reminds the students of alternate explanations Refers the students to existing data and evidence and asks, "What do you already know?" "Why do you think ...?" (Strategies from Exploration also apply here.)
EVALUATION	
<ul style="list-style-type: none"> Demonstrates an understanding or knowledge of the concept or skill Evaluates his or her own progress and knowledge Answers open-ended questions by using observations, evidence, and previously accepted explanations Asks related questions that would encourage future investigations 	<ul style="list-style-type: none"> Observes the students as they apply new concepts and skills Assesses students' knowledge and skills Looks for evidence that the students have changed their thinking or behaviors Allows students to assess their own learning and group-process skills Asks open-ended questions such as, "Why do you think ...?" "What evidence do you have?" "What do you know about x?" "How would you explain x?"

Empathy

“Putting Yourself in Someone Else’s Shoes”

<https://youtu.be/cTOhzcSYMIM>

Resources for Teachers’ Extended Learning

Internal Peacebuilding

The Anatomy of Peace: Resolving the Heart of Conflict (Berrett-Koehler Publishers, 2006)

Anthology of interviews with people struggling with conflict and how they were able to resolve their conflicts through peaceful choices even despite racial and familial odds.

52 Small Changes: One Year to a Happier, Healthier You (Blumenthal, 2012)

Ideas for making small changes one week at a time in order to have real change that lasts.

“Compassion Exercises” (Neff, 2021)

This site provides multiple exercises that visitors can participate in to help develop compassion for themselves and others.

Intentional Design

Brief Google Slide with examples of intentional design and student engagement

<https://docs.google.com/presentation/d/e/2PACX-1vSi6yCcrH4rDjX0XUn-AZr16mZbVpeDrNfDBYmnlFI9nuYbCgrxHg-kKGMkg7-Asn7Tpcvm9xjsyMez/pub?start=false&loop=false&delayms=3000>

Universal Declaration of Human Rights

- 
- Right to Equality
 - Freedom from Discrimination
 - Right to Life, Liberty, Personal Security
 - Freedom from Slavery
 - Freedom from Torture and Degrading Treatment
 - Right to Recognition as a Person before the Law
 - Right to Equality before the Law
 - Right to Remedy by Competent Tribunal
 - Freedom from Arbitrary Arrest and Exile
 - Right to Fair Public Hearing
 - Right to be Considered Innocent until Proven Guilty
 - Freedom from Interference with Privacy, Family, Home and Correspondence
 - Right to Free Movement in and out of the Country
 - Right to Asylum in other Countries from Persecution
 - Right to a nationality and Freedom to Change Nationality
 - Right to Marriage and Family
 - Right to Own Property
 - Freedom of Belief and Religion
 - Freedom of Opinion and Information
 - Right of Peaceful Assembly and Association
 - Right to Participate in Government and Free Elections
 - Right to Social Security
 - Right to Desirable Work and to Join Trade Unions
 - Right to Rest and Leisure
 - Right to Adequate Living Standard
 - Right to Education
 - Right to Participate in Cultural Life of the Community
 - Right to a Social Order that Articulates this Document
 - Community Duties Essential to Free and Full Personal Development
 - Freedom from State or Personal Interference in the above Rights

Universal Declaration of Human Rights (abridged)

Should Peace be a Human Right?

Sites for Kids' Volunteering

Love Like Lauren

<https://lovelikelauren.com>

A website dedicated to raising awareness and resources for childhood cancer. This charity was created by Lauren's adolescent sister after Lauren passed away from a rare cancer.

Kidz In Action

<https://kidzthatcare.org>

Kidz in Action was created by four sisters who had grown up watching their parents volunteer even with very busy lifestyles. When disaster hit their community, they knew that they had to follow in their parents' footsteps.

Youth Service America: Youth Changing the World

<https://ysa.org/resources/>

Service Guides for Youth (Ages 5-12), Youth (Ages 13-25), and Educators on how to serve your community. Resources include idea guides to lead volunteers through the process of planning an event from start to finish.

Share Charlotte

<https://sharecharlotte.org/search/volunteer-opportunities/kids/age5-12>

Service project website that allows for searching multiple criteria in order to volunteer in the Charlotte, NC area

Appendix 4 - Student Resources

Lesson 1

Experiences with Power

Experiences with Power

Breakout Rooms

- 5 min - Draw a line down the middle of a piece of paper
 - One side - draw or write times you felt powerless
 - Other side - draw or write times you felt powerful
- 3 mins / person - Share:
 - What made you feel powerless? How was power used to control or suppress?
 - What made you feel powerful and why? How did you use your power individually or with others?



KWL Chart

Topic: _____ Name: _____		
K What I Know	W What I Wonder	L What I Learned

Puzzle of Peace Bulletin Board Centerpiece



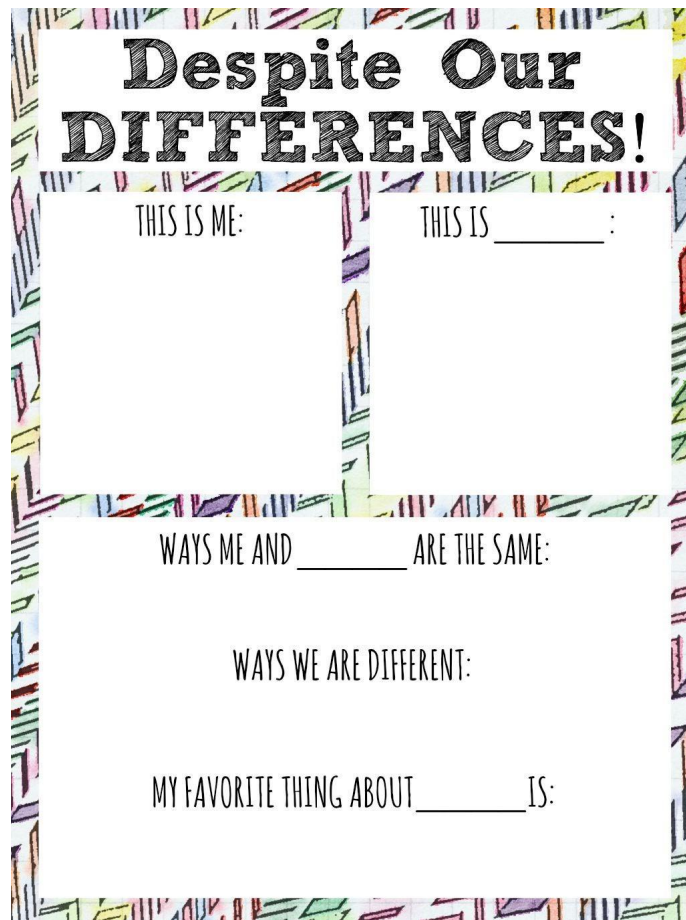
Lesson 2

Gratitude (Knowledge) Board Notes

I am Grateful for...	What I Did...
I am Grateful for...	What I Did...
I am Grateful for...	What I Did...
I am Grateful for...	What I Did...

Lesson 4

Despite Our Differences Graphic Organizer



Despite Our DIFFERENCES!

THIS IS ME: _____

THIS IS _____:

WAYS ME AND _____ ARE THE SAME:

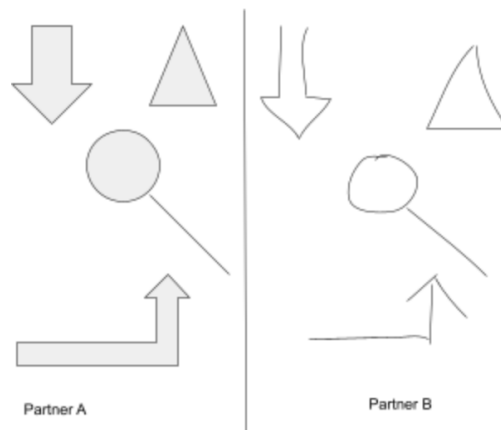
WAYS WE ARE DIFFERENT:

MY FAVORITE THING ABOUT _____ IS:

The graphic organizer is a rectangular box with a colorful, abstract border. It contains five sections for writing. The top section is titled 'Despite Our DIFFERENCES!' in a large, bold, black font. Below the title are two columns for 'THIS IS ME:' and 'THIS IS _____:'. The bottom section is divided into three rows: 'WAYS ME AND _____ ARE THE SAME:', 'WAYS WE ARE DIFFERENT:', and 'MY FAVORITE THING ABOUT _____ IS:'.

Lesson 6

Draw a Twin Exemplar



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