

PEACE TALK

A UNIT FOR STUDY IN LEAP CLASSROOMS

3 Modules for Classroom Study:

What is Peace?

Exploring Peace through Literature

Making a Difference – Peace Week

Fall 2007

Acknowledgements

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This document has been reviewed for equity.

PEACE TALK

TABLE OF CONTENTS

<i>Peace Talk</i> Unit Overview.....	page 1
Module 1: What is Peace?	page 16
Module 2: Exploring Peace through Literature.....	page 38
Module 3: Making a Difference: Peace Week.....	page 55
Bibliography of Resources.....	page 69

LEAP *Peace Talk* Unit

This **LEAP *Peace Talk* Unit** has been developed by LEAP teachers and field tested in LEAP classes in the Toronto District School Board. The Unit explores issues and concepts surrounding peace and encourages LEAP students to think critically about themselves and others in the world around them in order to promote equity, healthy relationships, and active, responsible citizenship.

Particular attention has been paid to providing LEAP teachers with teaching/learning strategies and materials that deal with sensitive issues within the context of appropriate and well-developed curriculum consistent with Ministry of Education and TDSB policies. The three modules in the **LEAP *Peace Talk* Unit** can be used in multi-level classrooms and with LEAP students of varying ages. Each module contains detailed teaching/learning strategies, suggested resources and ready to use worksheets.

The **LEAP *Peace Talk* Unit** reflects the Toronto District School Board's Equity Foundation Statement which states that:

"The curriculum of our schools accurately reflects and uses the variety of knowledge of all peoples as the basis for instruction; that it actively provides opportunities for all students to understand the factors that cause inequity in society, and to understand the similarities, differences and connections between different forms of discrimination; and it helps the students to acquire the skills and knowledge that enable them to challenge unjust practices and to build positive human relationships among their fellow students, and among all members of the society."

Equitable Schools: It's in Our Hands, Page 4

The **LEAP *Peace Talk* Unit** supports a cross-curricular approach that recognizes the need for students to have multiple opportunities to think critically about complex problems. The teaching/learning strategies are framed within the context of the Toronto District School Board guidelines for dealing with controversial and sensitive issues in the classroom.

1. Students together with their teachers will be free to investigate in a responsible manner issues that affect them, their peers and others.
2. Learning environments shall be established in which conflicting sets of values are processed analytically, and with respect for the differences in peoples and their cultures, identities, and world views.
3. Controversial issues shall be presented in a manner consistent with the developmental and maturity of the particular students being taught.
4. In the broad perspective of curricular activities, controversial material must be treated in a fair manner that is thorough, balanced and free of unfair biases.

from A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms, page 4

There are no easy answers to the complex issues related to peace. Throughout the unit teachers are encouraged to employ teaching/learning strategies and create conversations that help students to identify the nature of bias and learn how to assess and evaluate issues related to stereotyping, prejudice and discrimination. The following **Framework for Planning**, which is outlined in more detail in *A Teaching Resource for Dealing with Controversial and Sensitive Issues in Toronto District School Board Classrooms*, guides the teaching/learning strategies in the **LEAP Peace Talk Unit**.

Framework for Planning

Stage 1: Self-Knowledge

The teacher recognizes the personal biases he or she brings to the text. **Text** is understood to include listening, speaking, reading, writing, viewing and representing.

Questions

- What personal biases shape my reaction to the content of this particular subject/lesson? What experiences have shaped my biases?
- What assumptions do I make about learning and teaching? Do some assumptions derive from these biases?

Stage 2: Classroom Environment

The teacher works to establish an atmosphere of mutual trust, validation, and inclusion in the classroom.

Questions:

- How do I ensure that all students in my class feel included in the content and in the discussion?
- How do I ensure that my students have the confidence to regularly take risks by expressing opinions, asking questions, or disagreeing with me or with each other?
- How do I handle controversial points of view or expressions of prejudice during class discussion?
- How do I encourage student contribution to the development, delivery, and assessment of the curriculum?
- How do I encourage students to extend their enquiries beyond the classroom?

Stage 3: Knowledge of Students

In planning for instruction, the teacher considers the experiences, attitudes, and knowledge base of the students, based on their stages of development or social identities (e.g. race, ethnicity, religion, gender, sexual orientation, class and ability).

Questions

- Do my students have experiences with the issues that are central to the text? What experiences?
- What additional or background information do my students need to deal with this text/topic?

Stage 4: Preparation for Dealing with Text

In planning for instruction, the teacher reflects on the following:

Why have I chosen this particular text?

How does it further student learning on the topic?

Does the language in the text reflect the prejudices and biases of a group or culture?

Questions

- Why have I chosen this particular text? How does it further student learning on the theme or topic?
- Does language in the text reflect the prejudices and biases of a group of culture through labels, metaphors, and similes? How do the historical perspective and/or the author's purpose impose limitations on the point of view?
- If needed, how should I supplement the text in order to provide a balanced view, or to validate the social identities and experiences of my students?

Stage 5: Teaching the Text

In dealing with a sensitive text in the classroom, the teacher considers the students' experiences before, during, and after the presentation of the text.

A) Before

The teacher uses specific strategies and approaches with students before they read/experience the text.

Questions

- Have I discussed with students the way in which texts are always constructed from a particular perspective or using a particular bias(es)?
- Have I helped students to place the text in a broader historical/social context so that issues do not remain personalized?
- Have I provided materials with positive themes and role models to balance negative ones?
- Have I ensured that my student (and their parents/guardians) are aware that we study/discuss materials which may be controversial?

B) During

The teacher helps the students to focus on the presentation of the text, and handles concerns as they arise. The teacher models anti-discriminatory attitudes and behaviour in conducting classroom activities and in discussing material containing bias.

Questions

- Do I ask question that encourage students to think critically by examining more than one perspective?

- Do I deal with student responses constructively as they arise?
- Have I taught my students how to separate the writers' or developers' assumptions from the roles or traits assigned to their characters?

C) After

The teacher processes the issues in the text with students, making sure that they recognized and dealt with the bias.

Questions

- a. Can students formulate questions about the text that illustrate their ability to apply higher-order thinking skills (analyze, synthesize, and evaluate)?
- b. Do my activities/assignments enable students to deal critically with the bias contained in the text?
- c. Have I encourages students to research gaps in the material(s)/presentation?
- d. Can students respond to text, both on a personal and a theoretical level?

Stage 6: Metacognition

The teacher helps students to reflect on their learning, set future goals, apply their learning to new contexts.

Questions

- Can my students explain the processes they used to recognize bias in the text, for example, by recognizing the intention of the author/developer and the techniques used? Can they apply the same processes to other texts?
- Do my students recognize and respond appropriately to bias, stereotyping, prejudices, and issues of discrimination that they encounter beyond the classroom?

LEAP Peace Talk Overview

Module 1 - What is Peace?

Students begin to explore the concept of peace in their daily lives and in the world around them. Students listen to and read along from illustrated texts. They locate information on peace organizations by using interactive web sites and non-fiction texts. Students promote peace by creating a class peace corner displaying student made collages, peace wreaths, and other projects.

Module 2 - Exploring Peace through Literature

Throughout this module students will read a selection of stories involving children and young people to assess and evaluate issues related to peace and conflict. Through a variety of reading activities, students will begin to think critically about themselves and others in the world around them.

Module 3 - Making a Difference: Peace Week

This module provides active learning tasks to encourage higher level thinking and the application of learning about peace to new contexts. Students prepare a waste audit, create peace rocks, engage in yoga and perform simple acts of kindness.

LEAP Peace Talk Unit Planning Notes

In preparation for this unit, special consideration and sensitivity must be given to the particular backgrounds of the students you teach. Some LEAP students may have arrived in Canada fleeing crisis in their homelands and suffering from traumatic experiences. Feel free to adapt and adjust the teaching/ learning strategies suggested in the modules to suit the needs of your particular group of learners. Within each module, there is a wide range of learning activities that cater to a variety of learners. Students can choose assignments and resources that best suit their differing interests, linguistic abilities and ages.

The **LEAP *Peace Talk* Unit** explores issues and concepts surrounding peace and conflict. Students are encouraged to think critically about themselves and others in the world around them, in order to promote equity, healthy relationships, and active, responsible citizenship. It is essential that students actively explore ways to feel safe in their school and community.

This unit relies on illustrated texts as important core resources. These books are valuable because the pictures immediately link words to meaning, thereby making them less intimidating for emerging readers. The artist's or photographer's creative interpretations of the text heightens interest in reading. Examining the illustrations and text features will help LEAP students to fill in the details of the text and gain greater meaning from reading. Illustrated books are meant to be listened to, read and enjoyed by all ages. These books also reinforce the oral rhythm and intonation patterns of English. Reading aloud by the teacher is an important component of the unit. LEAP students benefit from hearing texts that are linguistically complex. Additional cues to meaning can come from vocal expression and intonation.

Authentic materials are crucial to the success of the unit. A large wall map of the world should be displayed prominently in the LEAP classroom. In advance of starting the unit, gather a collection of books, posters, newspapers, magazines, headlines, pictures, art and peace vocabulary to stimulate discussion and facilitate the explanation of new concepts. Create a special ***Peace Talk*** corner in the LEAP classroom. All school libraries should have a selection of books and other materials related to Peace. A flexible approach towards choosing materials will enable students of different reading and age levels to enjoy and explore books for personal reading in and out of class.

The **LEAP *Peace Talk* Unit** assumes that LEAP teachers are working together with the teacher-librarian to provide LEAP students with access to these resources - either in the library or in the LEAP classroom. **LEAP *Peace Talk*** Resource Kits have been created to support the activities in each of the **LEAP *Peace Talk*** Modules. The LEAP Resource Kits are available to **LEAP teachers only**, from TDSB MEDIANET.

To order a **LEAP PEACE TALK** Resource Kit contact:

Website; www.tdsb.on.ca/medianet

Phone: 416-395-5148 (8:00 a.m.-3:30 p.m.)

Fax: 416-395-5173

Email: tippet.media@tdsb.on.ca

The culminating activity for this unit is to have the students engaged in a series of Peace Week Activities. We encourage teachers to share ideas and resources by posting a message on the LEAP TEL Conference.

LEAP@tel.tdsb.on.ca

To facilitate access to websites and customization of teaching resources, an electronic version of this **LEAP Peace Talk Unit** is available on the TDSB Program Teaching and Learning website, on the LEAP page.

In addition, Public Secondary School ELD Course Profiles can be downloaded from www.curriculum.org. Further ideas can be gleaned from ELDDO, Unit 2, *Understanding Rights and Responsibilities*, ESLDO Unit 3, *It's Your Right* and a recommended supplementary unit is ELDAO Unit 3, *Health and Safety*. ELDAO Unit 3, *Health and Safety*.

Elementary ELD Descriptors

Sample Descriptors	Stage 1	Stage 2
ELD Oral Expression and Language Knowledge (Grades 4 - 6, and 7 - 8)	<ul style="list-style-type: none">• share personal knowledge and experiences• present a prepared story or poem• participate in choral speaking• retell simple stories	<ul style="list-style-type: none">• participate in classroom and group discussion• share personal experiences and opinions• participate in role playing activities
ELD Reading (Grades 4 - 6, and 7 - 8)	<ul style="list-style-type: none">• begin to recognize subject specific vocabulary• recognize the main idea of simple passages• use learners and visual dictionaries	<ul style="list-style-type: none">• expand academic vocabulary• recognize main ideas and key information in text with familiar background and vocabulary from a variety of genres• begin to use reading strategies to derive meaning from text

ELD Writing (Grades 4 - 6, and 7 - 8)	<ul style="list-style-type: none"> · copy words phrases and sentences · write short patterned compositions · write short journal entries, narratives, lists, stories, poems with assistance 	<ul style="list-style-type: none"> · begin to use in guided situations a variety of forms such as short journal entries, notes, narratives and reports, to answer questions, convey facts and information, express personal views and describe scenes, events and people
ELD Orientation (Grades 4 - 6, and 7 - 8)	<ul style="list-style-type: none"> · take pride and respect their own culture · work with a partner on a shared academic task · begin to adapt to a variety of teaching strategies used in a Canadian classroom 	<ul style="list-style-type: none"> • respect other cultures participate with increasing ease confidence in classroom activities
Media Literacy (Grades 4 - 8) demonstrate an	<ul style="list-style-type: none"> • demonstrate an understanding of a media text create a media text for specific purposes 	<ul style="list-style-type: none"> • demonstrate an understanding of a few media texts • create a media text for a specific purpose and audience using an appropriate form

Secondary Curriculum Expectations

Sample Curriculum Expectations	ELD A	ELD B
Listening and Speaking 1. Developing Listening Comprehension	<p>Listening for Specific Information 1.1 demonstrate comprehension of specific information in simple directions, instructions, and classroom presentations on personal and familiar topics, with contextual and visual support</p> <p>Listening to Interact 1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in highly structured interactive situations (<i>e.g., rehearse and respond to questions about personal information that students are comfortable sharing</i>)</p>	<p>Listening for Specific Information 1.1 demonstrate comprehension of specific information in directions, instructions, and classroom presentations on familiar and new topics, with contextual and visual support</p> <p>Listening to Interact 1.2 demonstrate understanding of clearly articulated, simple English on personal and familiar topics in structured interactive situations (<i>e.g., respond to questions relating to familiar topics in a role-play; participate in choral speaking and singing</i>)</p>
2. Developing Fluency in Speaking	<p>Speaking to Interact 2.1 engage in simple spoken interactions on personal and familiar topics (<i>e.g., interview</i>)</p>	<p>Speaking to Interact 2.1 engage in structured spoken interactions on personal and school-related topics</p>

	<p><i>a partner about likes and dislikes; take part in icebreakers; play simple language games; with a partner, ask and answer questions related to personal information, interests, and experiences that students are comfortable sharing)</i></p> <p>Speaking for Academic Purposes 2.3 present ideas and information orally for academic purposes in simple, highly structured situations (<i>e.g.; tell part of a story in a round-robin storytelling activity; retell key events from a photo montage or picture sequence</i>)</p>	<p>Speaking for Academic Purposes 2.3 present ideas and information orally for academic purposes in structured situations (<i>e.g., make a short rehearsed presentation referring to a student-prepared poster; participate in a think pair-share activity; give a book talk using visual aids and realia</i>)</p>
<p>Reading 1. Reading for Meaning</p>	<p>Reading a Variety of Texts 1.1 read a few different types of simple texts designed or adapted for English language learners (<i>e.g., written instructions, group language-experience stories, simple personal information forms, brief information paragraphs levelled readers</i>)</p> <p>Responding to and Evaluating Texts 1.3 respond to simple texts in highly supported contexts (<i>e.g., express personal preferences about characters; make a collage of favourite foods; create a word bank of vocabulary from a website</i>) <i>Teacher prompt:</i> “How is this book like the one we read together last week? How is it different?”</p>	<p>Reading a Variety of Texts 1.1 read some different types of simple texts, with teacher support (<i>e.g., group language-experience stories, readers for a specific level, simple poems, labels, advertisements, e-mail messages, simple maps, posters</i>)</p> <p>Responding to and Evaluating Texts 1.3 respond to adapted texts, with teacher support (<i>e.g., complete a reading log; create a poster or book jacket to reflect some aspect of a text; present a tableau depicting a key scene in a text</i>) <i>Teacher prompt:</i> “Tell me about your favourite part of the story. What did you like/not like about the story?”</p>
	<p>Reading Strategies 2.1 demonstrate understanding of reading -readiness concepts (<i>e.g., understand basic sound-letter correspondences; interpret pictures and use picture clues to aid comprehension</i>), and apply a few appropriate reading strategies to: • familiarize themselves with texts before they read them (<i>e.g., activate and build on prior</i></p>	<p>Reading Strategies 2.1 apply some appropriate reading strategies to: • familiarize themselves with texts before they read them (<i>e.g., complete a K-W-L chart with the class; predict content from visual cues, title, and organizational features; complete an anticipation guide; preview key vocabulary on a word wall</i>) • understand texts while they are</p>

	<p><i>knowledge using pictures, other visual supports, and teacher cues; preview key vocabulary and contribute to word walls; predict meaning using pictorial clues and create questions as a class)</i></p> <ul style="list-style-type: none"> • understand texts while they are reading them (<i>e.g., apply sight recognition of high frequency words; look at images and photographs to clarify meaning; track words during a teacher read-aloud</i>) • confirm understanding of texts after they have read them (<i>e.g., retell events in a story sequentially; record key information and facts using simple graphic organizers</i>) <p>Teacher prompt: “What do the pictures tell you about the book you are going to read?”</p>	<p>reading them (<i>e.g., use think-aloud as modelled by the teacher; ask questions to confirm meaning; use graphic organizers and visuals to aid comprehension; use knowledge of familiar grammatical structures and punctuation to determine meaning; look up unfamiliar words in picture and learner dictionaries</i>)</p> <ul style="list-style-type: none"> • confirm understanding of texts after they have read them (<i>e.g., connect themes or scenes to personal experience in class discussions; complete cloze activities; depict plot events or characters through drawing; complete the remaining portions of a K-W-L chart</i>) <p>Teacher prompts: “How does the title help you to understand what you are going to read?” “Can you imagine what the character in the story looks like? What words in the text describe the character?”</p>
	<p>Text Features</p> <p>2.2 identify a few features of simple texts that help convey meaning (<i>e.g., alphabetical order, pagination, illustrations and photographs, titles, headlines, captions</i>)</p>	<p>Text Features</p> <p>2.2 identify some key features of simple texts and use them to determine meaning (<i>e.g., title, author, numbered steps in a set of instructions, chronological order in a narrative, charts, icons</i>)</p> <p>Teacher prompt: “Were the instructions for the recipe clear and easy to follow? Why or why not?”</p>
	<p>Connecting Devices</p> <p>2.3 identify a few simple connecting devices and transition words that are used to show relationships among ideas in simple texts (<i>e.g., transition words such as “and”, “but”, “then”, “because”</i>)</p>	<p>Connecting Devices</p> <p>2.3 identify some simple connecting devices and transition words and phrases that are used to show relationships among ideas in simple texts (<i>e.g., because, so; first, next, then, after; first of all</i>)</p>
	<p>Grammatical Structures</p> <p>2.4 demonstrate an understanding of the grammatical structures of</p>	<p>Grammatical Structures</p> <p>2.4 demonstrate an understanding</p>

	<p>English used in texts appropriate for this level (<i>see the Language Reference Chart for ESL Level 1 on pages 68–69</i>)</p> <p>Vocabulary Building Strategies 3.1 use a few basic vocabulary acquisition strategies to build vocabulary</p> <p>Word Recognition Strategies 3.2 use knowledge of simple patterns of word structure to determine the meaning of unfamiliar words, with teacher guidance (<i>e.g., rhyming patterns, sound-symbol relationships, plural endings for regular count nouns</i>)</p> <p>Use of Resources 3.3 use a few different resources to build vocabulary, with teacher support (<i>e.g., picture dictionaries, classroom word walls, personal word banks</i>)</p> <p>Locating Information 4.1 locate key information relating to the school and community in a variety of simple texts (<i>e.g., pictures, maps</i>)</p>	<p>of the grammatical structures of English and conventions of print used in texts appropriate for this level (<i>see the Language Reference Chart for ELD Level 2 on pages 140–141</i>)</p> <p>Vocabulary Building Strategies 3.1 use some basic vocabulary acquisition strategies to build vocabulary (<i>e.g., make thematic word lists to classify words; record new words in a personal dictionary; play simple word games</i>)</p> <p>Word Recognition Strategies 3.2 use knowledge of simple patterns of word structure to (<i>e.g., irregular plural noun endings, regular present and past verb tense endings, comparative and superlative adjective endings, familiar words within compound words</i>)</p> <p>Use of Resources 3.3 use some different resources to build vocabulary and determine the meaning of new words (<i>e.g., consult informational picture texts, atlases, and learner dictionaries; check meaning with a partner</i>)</p> <p>Locating Information 4.1 locate information in simple texts relating to the school and community, and connect it to personal experiences and previous reading (<i>e.g., picture dictionaries, telephone directories, posters, the Internet, atlases, graphic texts, flyers</i>)</p>
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	<p>Extracting and Organizing Information 4.2 extract and organize key facts from informational texts designed or adapted for beginning learners of English</p> <p>Academic Purposes 1.1 write short, simple texts to convey information and ideas for academic purposes using highly scaffolded forms <i>e.g., label items and pictures, label maps; write captions for a poster; use sentence stems to write short answers to questions; record homework assignments and due dates in school agendas</i>)</p> <p>Organizing Ideas 2.1 organize words in simple sentences to communicate a central idea (<i>e.g., use a sentence stem to compose sentences</i>)</p> <p>Linking Ideas 2.2 use a few simple transition words to show relationships between ideas and information (<i>e.g., and, but, after, then</i>)</p> <p>Grammatical Structures 3.1 use correctly the grammatical structures and conventions of written English appropriate for this level (<i>see the Language Reference Chart for</i></p>	<p>Extracting and Organizing Information 4.2 extract, record, and organize information from a variety of teacher-selected resources</p> <p>Academic Purposes 1.1 write short, simple texts to convey information and ideas for academic purposes using a number of scaffolded forms (<i>e.g., complete sentences in a cloze exercise; label a bar graph showing the results of a survey; complete a T-chart I; develop a word web to describe a character in a story</i>)</p> <p>Organizing Ideas 2.1 organize a series of linked sentences chronologically, sequentially, or spatially to develop a central idea (<i>e.g., follow the model of a teacher think-aloud to write a description of a favourite activity, person, or place; use a graphic organizer to identify and order main ideas and supporting details on a topic</i>)</p> <p>Linking Ideas 2.2 use some different types of transition words and phrases to show relationships between ideas and information (<i>e.g., first, next, and, but, so, because</i>)</p> <p>Grammatical Structures 3.1 use correctly the grammatical structures and print conventions of written English appropriate</p>
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	<p><i>ESL Level 1 on pages 68–69)</i></p> <p>Spelling Strategies 3.2 use some simple spelling strategies to spell words accurately (<i>e.g., locate words on an alphabetical word wall using the first letter; find pictures or words in picture dictionaries; apply knowledge of common and predictable English sound-symbol and spelling patterns; spell words aloud; record words in a personal word list</i>)</p> <p>Canadian Citizenship 2.2 demonstrate basic knowledge about the rights and responsibilities of groups and individuals in Canada</p> <p>Canadian Diversity 2.3 demonstrate an understanding and acceptance of the diversity in the school and community (<i>e.g., show courtesy and sensitivity in pair and group work with peers of different cultures and languages, or with different physical and intellectual abilities, or of a different gender or sexual orientation</i>)</p> <p>Strategies for the Cooperative Classroom 3.3 work cooperatively with a partner or in a group (<i>e.g., use appropriate behaviour in coeducational, mixed age, or mixed cultural groupings, including showing equal respect for male and female classmates</i>)</p>	<p>for this level (<i>see the Language Reference Chart for ELD Level 2 on pages 140–141</i>) Teacher prompt: “Did this happen in the past? What verb form should you use to show it happened in the past?”</p> <p>Spelling Strategies 3.2 use some spelling strategies to spell words accurately (<i>e.g., consult word walls, personal word lists, and learner dictionaries; refer to class created word webs; apply rules for forming plurals to nouns; segment words to identify and record sound-symbol correspondences; identify rhyming patterns; use computer spell-check software</i>)</p> <p>Canadian Citizenship 2.2 demonstrate knowledge of some basic facts about Canadian citizenship (<i>e.g., the principle of free speech, the concept of multiculturalism, the rights and responsibilities of community members</i>)</p> <p>Canadian Diversity 2.3 demonstrate an awareness of the variety of languages and cultures represented in the school community (<i>e.g., map the countries of origin of classmates; make graphs of the first languages used in the school</i>)</p> <p>Strategies for the Cooperative Classroom 3.3 negotiate roles and tasks in group learning activities (<i>e.g., take on the roles of recorder, time keeper, or facilitator, as needed</i>) Teacher prompt: “Each person in your group took on a different role. How did that help your group finish the task?”</p>
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	<p>Understanding Media Texts 4.1 view, read, and listen to simple media texts to obtain information (<i>e.g., retell the story told by photographs</i>)</p> <p>Interpreting Media Texts 4.2 identify different types of media texts (<i>e.g., television programs, movies, documentaries, advertisements, newspapers, magazines, websites, video games, CDs and DVDs, comic strips, logos, billboards</i>)</p> <p>Creating Media Texts 4.3 create a few simple media texts for different purposes. (<i>e.g., collage, poster, notice, sign, greeting card</i>)</p>	<p>Understanding Media Texts 4.1 view, read, and listen to different types of media texts to obtain and record key information (<i>e.g., compile a weather report based on television forecasts; summarize sports results from the newspaper; obtain transportation schedules from websites</i>)</p> <p>Interpreting Media Texts 4.2 identify the purpose and intended audience of different types of media texts (<i>e.g., advertising flyers, public service or travel brochures, television commercials</i>)</p> <p>Creating Media Texts 4.3 create media texts for different purposes (<i>e.g., a poster to advertise a school event, , a song to tell people about a favourite activity</i>)</p>
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Module 1 -What is Peace?

Module Description

Students begin to explore the concept of peace in their daily lives and in the world around them. Students listen to and read along from illustrated texts. They locate information on peace organizations by using interactive web sites and non-fiction texts. Students promote peace by creating a class peace corner displaying student made collages, peace wreaths, and other projects.

Module 1 - Activity 1 - What is Peace?

Description

In this activity students activate their prior knowledge about peace. They complete a KWL chart, participate in creating a class peace web and learn new vocabulary associated with peace. They apply their knowledge by performing tableaux of peaceful scenes and creating a Peace Collage.

Planning Notes

- Photocopy *What I know about Peace* sheet (Appendix A), *New Words* (Appendix B),
- Have on hand: small notebooks for personal dictionaries and journals, supply of magazines, newspapers, bristol board, chart paper.
- In advance of beginning the **Peace Talk Unit**, display posters, pictures, texts and quotes by famous peacemakers from diverse cultures.
- Create a special corner to highlight the Peace Word Wall, current events and student work.

Web Sites

Pictures and posters can be ordered from www.unicef.ca and www.freethechildren.com

Teaching/Learning Strategies

1. Introduce the unit by asking students to observe the posters and pictures displayed. Have them predict what the topic will be and explain their reasoning.

2. Have students complete the *What I Know about Peace* sheet (Appendix A). Students may draw pictures if they wish or use words and phrases from their first language.
3. Sitting face-to-face with a partner, students talk about their ideas, opinions and drawings about Peace.
4. Encourage students to share ideas with the whole class while the teacher creates a thought web as an anchor chart of peace words and ideas. Write the peace vocabulary on blank cards and display prominently on the class Peace Word Wall.
5. Have students close their eyes and visualize peaceful scenes and situations. Ask students to describe their visualizations. Add any new words to the Peace Word Wall.
6. Distribute copies of the *New Words Sheet*, (Appendix B) or personal dictionary and have students write any unfamiliar words from the Peace Web and Word Wall.
7. Discuss peaceful situations. In small groups, have students express a peaceful situation by using tableaux.
8. Allow time for students to create and present Peace Collage.

Extensions

1. Create a class Peace book or Peace mural.

What I Know About Peace Appendix A

What I already know about Peace



Questions I have about Peace

Other things I know that make
a connection to Peace

MY NEW WORDS Appendix B

Word	Meaning/Sentence	Picture	Synonym	Antonym

Module 1 - Activity 1 - What is Peace? Appendix B

Module 1 - Activity 2 - Peace Begins with Me

Description

Students examine the quote by Chinese Philosopher Lao Tse, 6th century B.C. which explains that understanding the concept of peace begins with the individual. Students accept responsibility for creating peace in their different environments (e.g. home, school and community), by completing a Peace Contract.

Planning Notes

- Display a large version of the quote by Lao Tse on chart paper (Appendix C).
- Have on hand: copies of the *Peace Target* sheet (Appendix D) and copies of *My Peace Contract* (Appendix E).
- For stage 1 LEAP students as an alternative to the quote by Lao Tse, consider using the book *Talk Peace* by Sam Williams and Mique Moriuchi ISBN 0-340-88378-2-HB.

Teaching/Learning Strategies

1. Read the peace quote found in Appendix C by Lao Tse together as a shared reading exercise and then as a choral reading.
2. Discuss the main idea of the quote and the author's intent.
3. Distribute copies of the Peace Target found in Appendix D. Have students copy, retell, summarize or draw each stanza of the quote in the appropriate circle. Display the students' work in the Peace Corner
4. For homework, students complete the Peace Contract found in Appendix E.

Extensions

1. Create an illustrated booklet using the pattern, *If there is to be peace...*
2. Write a continuation of the quote with, *If there is to be peace at school, there must be...*
3. Create a poster depicting one part of the quote. Write a summary and state an opinion.
4. Learn the quote by heart. Perform it for others as a choral speaking activity for a Remembrance Day or other school assembly. For stage 1 learners, perform parts of the book *Talk Peace* as a rap or jazz chant.
5. Find other famous peace quotes to display around the classroom.

Appendix C
Peace Quote from Philosopher Lao-Tse
6th Century B.C.

If there is to be peace in the world,
There must be peace in the nations.

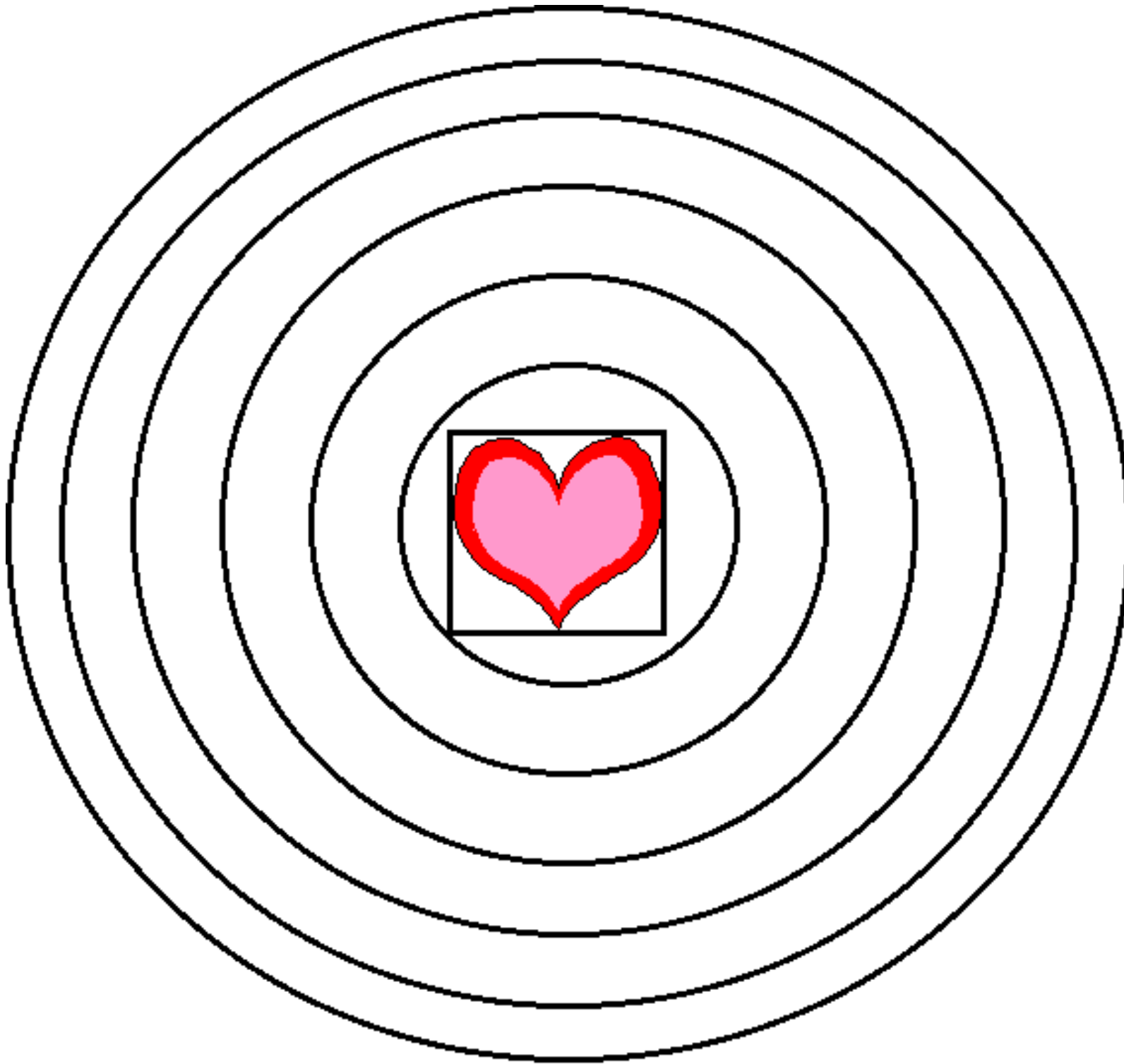
If there is to be peace in the nations,
There must be peace in the cities.

If there is to be peace in the cities,
There must be peace between neighbors.

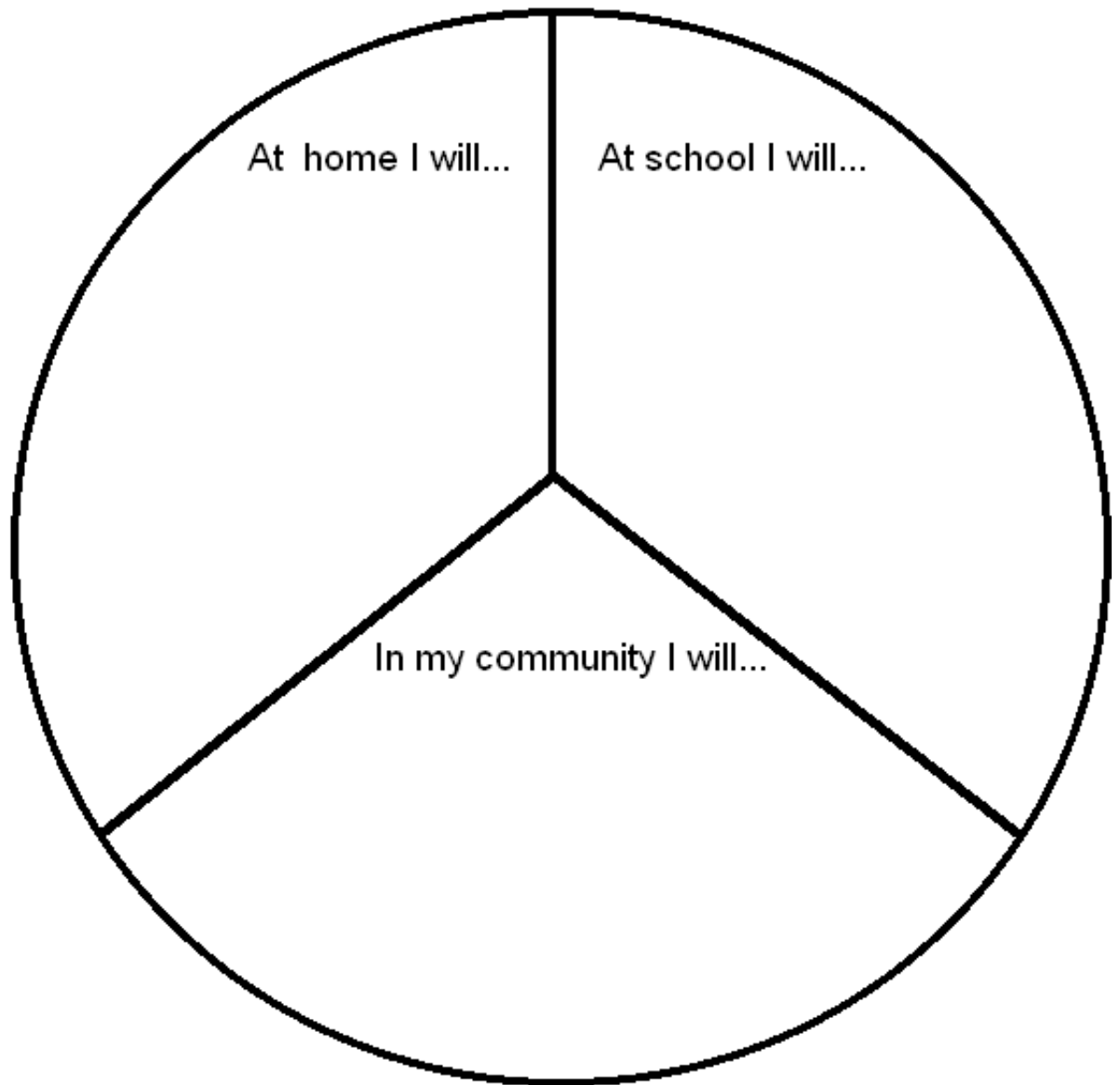
If there is to be peace between neighbors,
There must be peace in the home.

If there is to be peace in the home,
There must be peace in the heart.

PEACE TARGET SHEET Appendix D



Appendix E
MY PEACE CONTRACT



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Module 1 – Activity 3 – Whoever You Are

For Junior Students

Description

Students develop an understanding of the similarities and differences in people by completing a substitution activity and creating audio recordings.

Planning Notes

- Photocopy the substitution activity sheet, *Whoever I Am* (Appendix F) for small groups.
- Cut strips of coloured paper, approximately 4 x 12 cm. to assemble a paper chain.
- Have on hand: tape recorder, blank tape, computer with Internet access
- Order movie, *Just a Little Red Dot* from TDSB Media net # 972967. A young girl from Sri Lanka arrives at a school in Canada. She speaks no English and she is made to feel uncomfortable because she is wearing a bindi on her forehead. As the movie unfolds her classmates realize the importance of tolerance and diversity.

Resources Included in Kit

Fox, Mem. *Whoever You Are*. Voyager Books, Harcourt Inc, 2001. (Junior)

ISBN 0-15-216406-5. Website www.harcourt.com

Lester, Julius. *Let's Talk about Race*. Harper-Collins Publishers, 2005.

(Intermediate and Senior) ISBN -13: 978-0-06-028596-8. Website:

www.harpercollins.com

Web Sites

[http:// www.milestonesproject.com](http://www.milestonesproject.com)

This site has a project about similarities and differences using images of children from different countries and ethnic groups.

Teaching/Learning Strategies

1. Introduce *whatever, whoever, whenever, wherever* by writing a sentence using *what* and then writing a sentence using *whatever*. Have students explain the difference in meaning when *ever* is added. Continue with *whoever, whenever, wherever* by asking students to create and explain these words in sentences.

2. Distribute two strips of paper to each student and ask students to write one similarity and one difference in people to share with the class.
3. Have students create a paper chain using their strips of similarities and differences for the classroom.
4. Teacher reads aloud, *Whoever You Are*. Encourage students to join in.
5. Re-read the book. Ask students to volunteer to read one or two pages to the class. Examine the pictures closely. Ask what the author is inferring through the illustrations. Why did the author choose a girl to represent a doctor? What is she saying that is not written? Can girls do the same things as boys?
6. Visit the Milestones project at www.milestonesproject.com to reinforce similarities and differences in people. Encourage students to make personal connections to the images they see.
7. Have students watch the film, *Just a Little Red Dot*. Debrief.
8. In pairs complete the substitution activity (Appendix F). Pairs practise and record their version and share recordings with the class.

Extensions

1. Create "I am Me" T shirt.

Whoever You Are: Appendix F
WHOEVER I AM

My _____ may be
different from yours,
and my _____ may be
different from yours.

My _____ may be
different from yours,
and my _____ may be
different from yours.

My _____ may be
different from yours
and my _____ may be
very different from yours,

But inside,
my heart is
just like yours,
_____ I am
_____ I am
all over the world.

My _____ is like yours
and I _____ just like you.
My _____ is like yours,
and I _____ like you too,

Whoever I am
Wherever I am
All over the world.

Module 1 - Activity 4 - Can you Say Peace?

Description

In this activity students are introduced to the United Nations and International Peace Day through reading books and Internet activities. Students identify their country of birth on a world map and learn the word for peace in different languages. Students create a Join Hands for Peace Wreath to display in the school.

Planning Notes

- For Junior students collect several copies of the book, *Can You Say Peace?* by Karen Katz, plus one copy of *Peace One Day*, by Jeremy Gilley. These are included in the Resource Kit.
- Cut pieces of paper, approximately 8 x 6 cm for labels - these can be in a dove shape.
- For Intermediate and Senior students collect several copies of the book, *Peace Begins with You* by Katherine Scholes plus one copy of *Peace One Day*. These are included in the Resource Kit.
- Have on hand, large world map, chart paper, construction paper for tracing hands, glue, bristol board. Computer with Internet access.
- Consult the websites, www.unicef.ca and for a simple, visual explanation of the United Nations. Click on subheadings, *Kids and Teens* and *A Brief History of the United Nations*.

Resources Included in Kit

Katz, Karen. *Can You Say Peace?* Multiple copies (Junior students)

New York: Henry Holt and Company, 2006. ISBN 0-8050-7893-2

www.henryholt.com

Gilley, Jeremy. *Peace One Day, The Making of World Peace Day*

New York: G.P. Putnam's Sons, 2005. ISBN 0-399-24330-5

Scholes, Katherine. *Peace Begins with You* (Intermediate and Senior students)

Australia: Michelle Anderson Publishing Ltd, ISBN 0-316-77440-5

Teaching/Learning Strategies for Junior students

1. Ask students what peace means to them. List their ideas on chart paper. Explain that there are many organizations interested in promoting peace in the world.

2. Review/teach information about the United Nations and Unicef. From the website, www.uncyberbus.org, print out the Aims and Principles of the United Nations and discuss.
3. Introduce the word, Peacekeeper. Explain Canada's contribution to the world as a Peacekeeper. Encourage students to make connections to Peacemaking and Conflict Resolutions programmes in their schools and community. Add new vocabulary to the word wall.
4. Show students the book, *Peace One Day*, by Jeremy Gilley. As a class, take a picture walk through relevant parts of the book to understand Jeremy Gilley's mission to create an International Day of Peace, when there would be no fighting in the world.
5. Ask students to imagine they had one wish for the world on International Peace day. Brainstorm ideas of what that wish could be. Have students write their wish. Teacher models his/her wish.
6. Distribute copies of the book, *Can You Say Peace?* for students to follow along during the read-a-loud. Teacher reads aloud the book, *Can You Say Peace?* Students identify each country on the world map during the reading and repeat the word for Peace.
7. Distribute paper for labels. Have each student write the following: *Name: Country of birth: Word for Peace in my language: My wish for the world.* Have students attach the labels to the world map on their countries of birth.
8. International Peace Day activity: As a class, brainstorm the idea of hands. List all the things, negative and positive, that hands can do on a T-chart. On construction paper, have students trace each others hands. Ask students to cut out their traced hands, decorate, and write: I will use my hands to... Have them list all the things they will do with their hands.
9. Create a Join Hands for Peace Wreath by gluing hands in a circle on the bristol board. The Centre should contain signatures of all the students in class, and the words for Peace in different languages.

For Intermediate and Senior students

1. Follow steps 1-5.
2. Distribute copies of the book, *Peace Begins with You* for students to follow along during the read-a-loud. Teacher reads aloud the book, *Peace Begins with You*. Identify key concepts on chart paper.
3. Have students create a Join Hands for Peace Wreath by tracing each other's hands and writing their pledges for peace.

Extensions

1. Research how the dove became a symbol of Peace.
2. Write a short autobiography and attach to the world map or in pairs, students interview each other to create biographies.
3. Design a T-shirt with the word for Peace in a different language.
4. Divide a sheet of bristol board into jigsaw puzzle pieces. Each student decorates one piece with the word for peace in his/her language. Students re-assemble the jigsaw to create a display.
5. Create a class World of Peace mural.



Module 1 - Activity 5 -What We Need For Peace

For Junior Students

Description

Students learn to respond by rewriting the question and adding details. They re-read the book, *Can You Say Peace*, to develop an understanding of the difference between Needs and Wants.

Planning notes

- Gather multiple copies of, "*Can You Say Peace?*" by Karen Katz found in Resource Kit.
- Photocopies of sheet, *Wants and Needs* (Appendix G). Download printed Needs and Wants cards from UNICEF website at www.unicef.org.uk/tz/resources
- Have on hand chart paper, markers.

Resources Included in Kit

Katz, Karen. *Can You Say Peace*. New York: Henry Holt and Company, LLC, ISBN 2006.0-8050-7893-2

Additional Resource

Smith, David. *If the World Were a Village*. Toronto: Kids Can Press, 2002. ISBN 1-55074-779-7

Web Sites

www.unicef.org.uk/tz/resources

Teaching/Learning Strategies

1. On chart paper draw 2 columns. In the first column write several questions that cannot be answered by yes/no. Review/teach how to restate the question when answering and add an explanation using words like, because, so, but, etc. Write the answer in the second column modelling which words need to be changed. Display it as an anchor chart for reference. A sample question is: Do *you* think Peace is inside or outside a person? Answer: *I* think Peace is inside/outside a person, because...

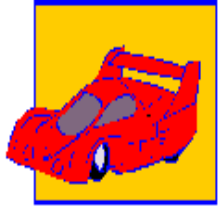
2. Distribute copies of the book, "Can You Say Peace?"
Have students re-read the book and answer the following questions. Review how to restate a question and add details. *What do all children around the world want? Do you want the same things? Are "Wants" and "Needs" different?*
Do you think these things are "Wants" or "Needs"? Does everyone get the things they need?
3. Share ideas, make chart of key concepts
4. Use UNICEF Needs and Wants cards to reinforce concepts or play the Wants and Needs
www.unicef.org/uk/tz/games/index.asp?nodeid=tz_games§ion=6
5. Have students complete the Wants and Needs sheet (Appendix G).

Extensions

1. Invite a student to volunteer to have his/her outline traced on mural paper. Inside the outline torso, write the word "PEACE". Outside the torso write, "NEEDS". Ask students to name things that a person needs to feel peaceful, e.g., love, kindness, medical care. Encourage students to add any ideas they have. Continue to add items as they arise during the unit.
2. Read and discuss the book by David Smith, *If the World Were a Village*.



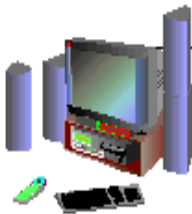
Needs and Wants



I want

I need

Everyone needs



Module 1 – Activity 6 – Children's Rights

Description

Students discuss the idea of the child as an independent being, with special rights to be cared for and protected by Governments and other adults. By examining the UN Convention on the Rights of the Child, they understand these universal rights and also the responsibilities that come with each one. Through written responses students develop awareness that many children do not have their rights met.

Planning notes

- Obtain a copy of, *For Every Child* (Included in Kit)
- Download booklet, *Rights for Every Child* from www.unicef.org.uk/tz for each student.

Resources Included in Kit

Castle, Caroline. *For Every Child*. A Red Fox Book, 2002. All royalties go to UNICEF.

ISBN 0-09-940865

Web Sites

Little Book of Children's Rights and Responsibilities downloaded from

www.unicef.org.uk/tz

www.unicef.ca, go to *Kids and Teens, Games and Cartoons*.

www.unicef.ca

www.unicef.org.uk/tz

www.unicef.org/magic/briefing/uncorc.html - This site has the UN Convention on the Rights of the Child in child friendly format in many different languages.

www.curriculum.org. Further planning ideas can be gleaned from Public Secondary School Course Profiles: ELDD Unit 2 *Understanding Rights and Responsibilities* and ESLD Unit 3 *It's Your Right*.

Teaching/Learning Strategies

1. Review/teach United Nations, Convention, Right, Responsibility, Human Rights.
2. Think/Pair/Share. Pairs discuss their rights at school, at home and in the community.

3. Make a list of ideas on a t-chart headed Rights and Responsibilities. Brainstorm ideas and suggestions and record on the t-chart.
4. Explain the UN Convention on the Rights of the Child. Discuss what basic human rights are.
5. In pairs, ask students to role-play a TV interview. One student is a member of the United Nations and has to select which rights are important for all children everywhere. The second student is the interviewer and asks questions.
6. Distribute copies of the *Little Book of Children's Rights* and Responsibilities, downloaded from: www.unicef.org.uk/tz/resources. Have students read these independently and compare them with their own ideas.
7. Alternately visit the website, www.unicef.ca, under subheading, *Kids and Teens to Games and Cartoons* to see an animated version of 10 basic rights and www.unicef.org/magic/index for students to read the articles in their first language.
8. Re-read the Articles together, discuss how and when the principles in the Convention were adopted. Identify the responsibilities that must follow each right and who is responsible.
9. Read aloud the book, *For Every Child*. Examine the illustrations. Discuss the format, authors' intent and why famous artists were selected to illustrate the book. Discuss how and why the book is different from the little booklet of Children's Rights.
10. Have students respond to the following questions in their journal:
Should all children everywhere have the same rights? Which rights do you think are the most important? Do all children everywhere get their rights met? What might be some reasons why children do not enjoy their rights? What advice would you give to Governments around the world about protecting children?

Extensions

1. Students create posters illustrating one Right. They should include an explanation of the Right under their illustration. Display posters around the school.
2. Rights mobile. Students make three- dimensional shapes from nets and decorate these with children's rights on each face. Hang on a wire coat hanger to display.

3. Read aloud the book, *The Carpet Boy's Gift* by Peggy Deitz and illustrated by Leane

Morin. Focus on making text-to-world connections between the U.N.Children's

Rights and the story.

4. Research Iqbal Masih, Child Labour and Craig Kielburger.
5. Invite a speaker from the Craig Kielburger Foundation, *Free the Children* to give a talk on child soldiers, child labour and other situations where children's rights are being denied. www.freethechildren.org
6. Start a fundraising project to help disadvantaged children e.g., Through Free the Children, raise money to buy a goat or cow for a family so they can have sustainable income and their children can go to school.

Social Studies Extensions

1. Introduce the Canadian Charter of Rights and Freedoms.
2. Examine the Rights and Responsibilities of Canadian citizens.
3. Compare Canadian Charter Rights to UN Children's Rights using a Venn diagram.

Module 1 - Activity 7 - Symbols of Peace

Description

Students become familiar with some common peace symbols. They listen to a legend, and engage in a retell using dictagloss and a visualization activity.

Planning notes

- Print a copy of the legend, *The Dove of Peace*, from the website below.
- Have on hand, paper for drawing, art supplies and pictures of some common Peace symbols.

Web Site

www.azer.com/aiweb/categories/magazine/43_folder/43_articles/43_peace.html

Teaching/Learning Strategies

1. *Review/teach the word symbol. Brainstorm common symbols, introduce peace symbols and explain their origins.*
2. *Introduce the legend, by explaining its purpose. Identify Azerbaijan on a world map and explain that it is still not a country in peace.*
3. *Review/teach the strategy of visualization.*
4. *Read aloud the story, stopping to model visualization or discuss what images the students see. Explain any unfamiliar vocabulary.*
5. *Describe the dictagloss activity. Students select a part of the story to visualize and retell. As the teacher re-reads the story, students write down important points and relevant details in preparation for their retell.*
6. *Students complete the activity by drawing and retelling their selected part of the story.*

Extensions

1. *Select a part of the text to perform as a play. Write a script, make some simple props.*
2. *Perform part of the text as a Readers Theatre. Model how to reformat the text into a script. Practise as a class, asking students to suggest what words the character might speak.*
3. *Perform as a puppet play.*
4. *Create a storyboard of the legend.*
5. *Draw pictures of the story on the computer and create a slideshow.*
6. *Research peace symbols from around the world.*

Module 2- Exploring Peace Through Literature

Module Description

Throughout this module students will read a selection of stories involving children and young people to assess and evaluate issues related to peace and evaluate conflict. Through a variety of reading activities, students will begin to think critically about themselves and others in the world around them.

Module 2- Activity 1 - Prejudice

Description

This activity introduces the concepts of prejudice and stereotyping. After reading *Red Parka Mary*, students complete a worksheet to analyse the story and investigate other forms of prejudice.

Planning notes

- Obtain a copy of *Red Parka Mary* found in Resource Kit.
- Make sufficient copies of the *Red Parka Mary* worksheet (Appendix A)

Resources Included in Kit

Eyvindson, Peter. *Red Parka Mary*. Winnipeg: Pemmican Publications Inc., 1996.

ISBN 0-921827-50-4

Hooks, Bell. *Skin Again*. New York: Hyperion Books for Children, 2004. ISBN 0-78680825-X

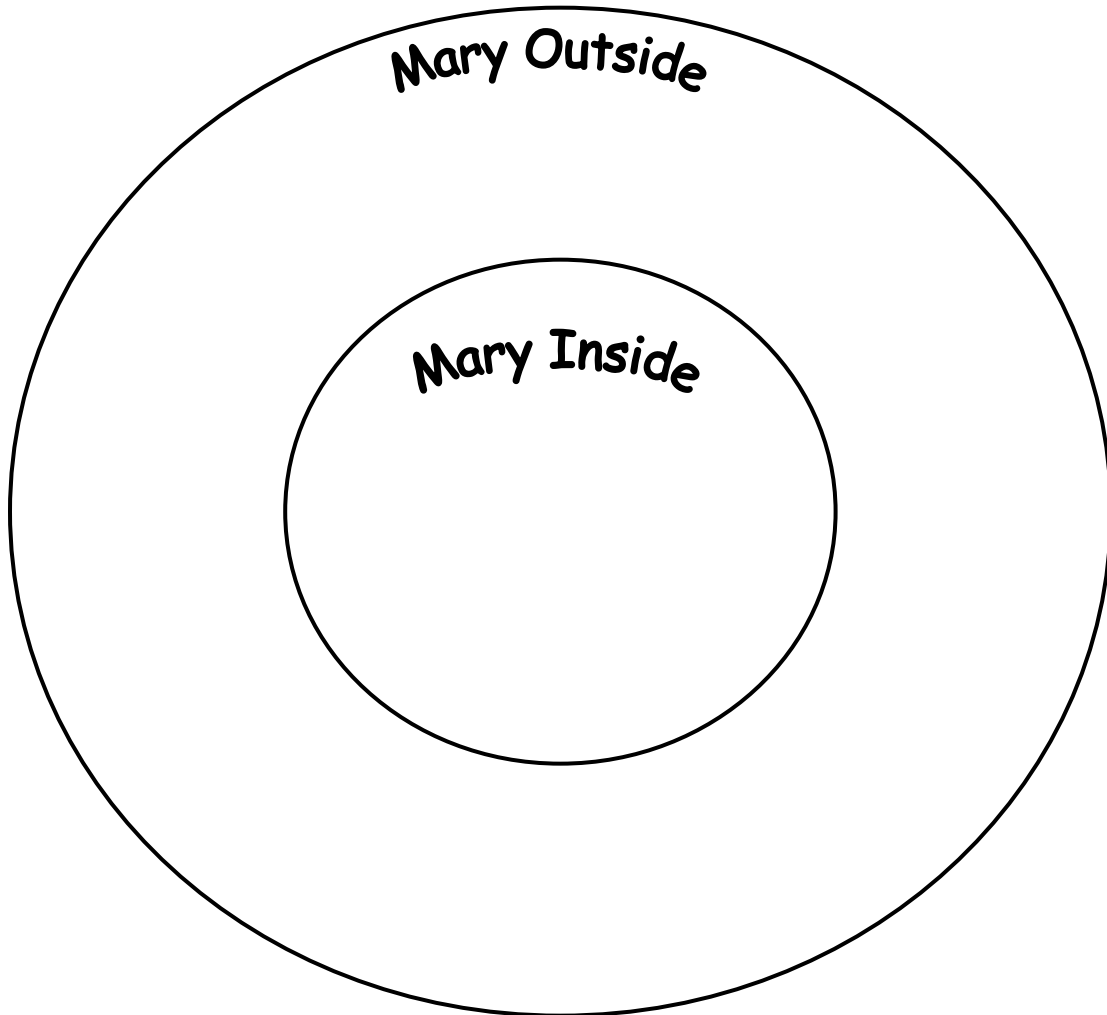
1. As a class, examine the cover of the book, the title, and picture of Mary.
2. *Read aloud the story, stopping to let students predict the outcomes.*
3. *Discuss the character of Mary and the boy's relationship to her. Have students complete the Red Parka Mary worksheet (Appendix A).*
4. *Introduce the words, prejudice and stereotype. Brainstorm the various forms of prejudice and stereotypes that people have. Discuss what the writer is trying to explain.*
5. *Have students think of someone special to whom they want to write a friendship letter. Review/teach letter writing format. Have students write a rough draft, peer edit, teacher edit to produce a final copy.*

Extensions

1. *Retell the story from Mary's point of view.*
2. *Read, "Skin Again" by Bell Hooks found in Resource Kit. Discuss what the writer is trying to explain. Students complete a Prejudice chart and use a Venn diagram to compare Red Parka Mary and Skin Again.*
3. *In a Literature Circle students share their connections and responses to the characters and themes in Red Parka Mary to their own lives.*
4. *Watch the film, The Rainbow Wars, available through TDSB, Medianet.*

RED PARKA MARY Appendix A

Describe what Mary was like on the outside and on the inside.



1. At the beginning of the story, the boy thought Mary was _____

because _____

2. By the end of the story the boy thought Mary was _____

because _____

3. The boy's feelings towards Mary changed when he _____

4. Is it fair to judge people from their outsides only? _____

5. How is friendship connected to Peace? _____

6. Complete the chart below to explain other forms of prejudice.

Prejudice	Explanation	My comment
Race		
Skin colour		
Language and culture		
Religion		
Appearance		
Physical disabilities		
Other		

Module 2 - Activity 2 - War is not a Game

The story featured in this activity is about a young boy who lost his family in a war. Use professional judgement in selecting this book and using the following teaching/learning strategies since reading or discussing this story may be uncomfortable for some students. Please see Framework For Planning questions starting on page 2.

Description

This reading activity uses the illustrated text *Playing War*. In Part 1, students examine the impact of violence on television and in video games. In Part 2, students read and analyse the illustrated text to consider situations from different points of view. In part 3, students confirm their understanding by playing communication games, performing Readers Theatre and creating posters titled, *War is Not a Game* to display around their school.

Planning notes

- It is highly recommended to visit the publisher's website at www.tilburyhouse.com the Children's books section, for an in depth explanation of the author's intent in writing this book.
- Gather several copies of *Playing War* by Kathy Beckwith found in Resource Kit.
- Photocopy *Playing War* sheet (Appendix B).
- Have on hand, chart paper and art supplies for making posters, TV Guide, newspapers, computer with Internet
- Photocopy questions about the text (Appendix C).

Resources Included in Kit

Playing War, Beckwith, Kathy, Gardiner, Maine: Tilbury House, 2005.
ISBN 0- 88448-267-7

Web Sites:

www.tilburyhouse.com
www.un.org/Pubs/CyberSchoolBus/
www.freethechildren.com
www.iycs-jeci.org/8goals.htm
www.child-soldiers.org/sub/schools/
www.warchild.ca/

Teaching/Learning Strategy

Part 1 Familiarizing Readers with Text Before Reading

1. Ask students to name some common video games, and describe them. Write a list on chart paper. Circle the names of those that involve any type of violence.
2. Discuss the violence in video games using the following questions as a guide.
What makes video games so exciting to play?
What is the difference between video games and real life?
Do the characters in video games really die?
How does it feel to shoot people in a video game?
Have you ever tried to copy some of the things you've seen in a video game?
Do video games make people forget that in the real world people actually die from being shot?
3. Lead the discussion from video games to violence on TV and the media. Examine the TV Guide to see how many programs contain violence, including Saturday morning cartoons.

Part 2 Understanding Texts During Reading

1. Show students the book *Playing War* and have students comment on its title. Ask whether any of them have ever played war. How did they play? Encourage students to make predictions, comments and ask questions about the story. Write any questions on chart paper.
2. Read aloud, stopping to clarify vocabulary. Write the unfamiliar words on chart paper. This can be added to personal dictionaries or New Words sheet later.
3. Discuss the main ideas in the book. As a class, answer the questions that were asked before the book was read. Discuss the different feelings in the book. How was Sameer's point of view different from Luke's? Explain the concept of seeing both sides of a situation.
4. Distribute copies of the text. In pairs, students re-read the book to each other.
5. Introduce the *Playing War* sheet (Appendix B). Review/teach how to complete the sheet by modelling the first section. As a class, discuss responses.

Part 3 Confirming Understanding After Reading

1. Distribute the question sheet (Appendix C). Have students add any questions of their own, making sure they start with the question words. Let

students play a roll the dice game in groups or as a class to answer these questions about the story. (1 = When? 2 = Where? 3 = How? 4 = Why? 5 = Who? 6 = What?)

2. Ask students to select one or two pages of the text to perform as a Reader's theatre or role-play. Discuss the importance of body language to express feelings. Re-examine the texts for body language examples.
3. Discuss the impact of war on children. How does this connect to children's rights? Visit the United Nations and Free the Children websites to read about child soldiers.
4. Students make posters to display around the school with the caption, *WAR IS NOT A GAME*. Review/teach poster-making techniques.

Extensions

1. Invite a speaker from UNICEF Canada or Free the Children to present on children of war, refugees and child soldiers.
2. Use a Venn diagram to compare how bullying is like war.

WAR IS NOT A GAME Appendix B

Read each section and then write what each character is thinking and feeling during the conversation.

#1

"How do we get ready for a war?" Sameer asked when they reached the trees.

"Pick up sticks for guns, and pine cones to use for grenades and bombs. And we have to make a plan of attack," Luke answered.

Within a few minutes Luke's hat was full of pine cones. Sameer had just one in his hand.

"Only one?" Luke questioned.

"That's enough," Sameer said.

"For you, maybe. Not me! I'm going to blow their heads off!"

Sameer's feelings and thoughts... _____

Luke's feelings and thoughts... _____

My feelings and thoughts... _____

#2

Sameer handed his pine cone to Luke.

"I just remembered I have to go home early today," he said.

And he left Luke standing in the woods.

"Hey, wait up," Luke called after him. I can't be the only Enemy. That's too many against one."

But Sameer was gone.

Sameer's feelings and thoughts... _____

Luke's feelings and thoughts... _____

My feelings and thoughts... _____

#3

"I was in it," Sameer added. This time the ball bounced off the rim.

"You were in what?" Jeff asked.

"A war."

"No way! You haven't told us anything about that" Luke said. "A real war? Did they let kids be soldiers? Did you have an M16?"

Sameer's feelings and thoughts... _____

Luke's feelings and thoughts... _____

My feelings and thoughts... _____

#4

"I don't like to talk about it," he said, taking a breath. "I wasn't a soldier. Nobody in my family was. But we got in the war anyway, when they blew up our house."

"Who blew up your house?" Jeff asked.

Sameer's feelings and thoughts... _____

Luke's feelings and thoughts... _____

My feelings and thoughts... _____

Suggested Questions for *Playing War* Appendix C

What made playing war fun for the kids?

How did they divide into teams?

How do you divide into teams?

Why did Luke suggest that they play war?

Why did Sameer have a top with him?

Why was Luke wearing a "dog tag?"

What was Sameer feeling when he said, "I have to go home now."

Where might Sameer's home have been?

Where did Sameer have to go after his home and family were destroyed?

Where do you think Sameer went that day? Do you think he really went home?

Why did Luke say he wished they had a real war for kids

When Sameer said there was a real war for kids, what did he mean?

How do you think Sameer felt when he went home from school the day the bombs hit his house?

Why did Luke erase the letters S and E

How do wars hurt people and especially children.

What can we do to prevent wars from happening?

How is bullying like war?

What do you think Luke learned from this experience?

What do you think Sameer learned from this experience?

Module 2 – Activity 3 – The Librarian of Basra

Description

In this activity, through reading *The Librarian of Basra* or *Alia's Mission*, students are introduced to a real hero, Alia Muhammed Baker, the librarian of Basra, who fought to make a difference. Students write dialogue journals, compare Alia Muhammed Baker to a superhero and create dioramas to show the sequence of events.

Planning notes

- Gather several copies of *The Librarian of Basra* for junior students or *Alia's Mission* for intermediate and secondary students.
- Collect newspaper articles about the war in Iraq.
- Obtain cardstock or thick paper for making dioramas.
- Have on hand a variety of art supplies.
- Computer with Internet access.

Resources Included in Kit

Winter, Jeanette. *The Librarian of Basra*. New York: Harcourt Inc. ,2005.

ISBN 0-15-205445-6 Website: www.harcourtbooks.com (Junior students)

Stamaty, Mark Alan. *Alia's Mission. Saving the Books of Basra*. New York: Alfred A. Knopf, 2004. ISBN 0-375-83217-3 (Intermediate and Senior students)

Teaching/Learning Strategies

1. Locate Iraq on a world map. As a group, examine newspaper articles and news stories about the war in Iraq. Ask students to imagine what life must be like for the people there. Ask them to imagine if they were there and they had to save one thing, what would they save and why.
2. Examine the front cover of the book, *The Librarian of Basra*. Have students make predictions. Explain that this is a true story. Examine the back cover. Ask students if this information that changes their ideas of what the story is about.

3. Read the story through, pausing only if the students have questions. After reading, discuss the story. Possible questions are:

What does the story remind you of?

What kinds of pictures did you see while you were reading?

What do you think will happen to Alia now?

What do you admire most about the main character?

What kinds of surprises did the story give you?

Does this story remind you of another story you have read?

Can one person make a difference?

Why didn't the Governor help Alia?

4. Tell students how the author Jeanette Winter heard about Alia Muhammed Baker and what prompted her to write the story. Distribute copies of the book to pairs or groups of students to reread.
5. Put up journal prompts on chart paper. Have students write dialogue journals with each other about the story. Possible prompts are:

How did...?
Why would...?
What will...?
Do you wonder if ...?
Do you think...?
What are some things that you worry about?
6. Visit the website at:
www.harcourtbooks.com/authorinterviews/bookinterview_Winter.asp to see a picture of Alia Muhammed Baker and the author, Jeanette Winter, and read the story.
7. Assign each student one part of the story. Have students create a diorama to illustrate one event. Display dioramas according to story sequence.

Extensions

1. Retell the story as a puppet play.
2. Interview the school librarian. Prepare questions in advance.
3. Write a newspaper article, with appropriate heading, to report on Alia Muhammed Baker.
4. Write a book review to inspire another class to read the book.

Module 2 - Activity 4 - Children Living In Conflict

The stories featured in this activity are about young people who have lost family or suffered in a war. Use professional judgement in selecting these books and using the following teaching/learning strategies since reading or discussing this story may be uncomfortable for some students. Please see Framework For Planning question starting on page 2.

Description

Students develop a definition of conflict and identify areas of conflict in the world. They read a selection of books on the theme of children living in war/conflict, and prepare a creative writing piece from the point of view of the main character.

Planning Notes:

- Obtain two copies of each of the following books. Some are found in the Resource Kit:
Anne Frank by Josephine Poole, ISBN0-375-83242-4 (Netherlands)
The Butterfly by Patricia Polacco, ISBN 0-399-23170-6 (France)
The Colour of Home by Mary Hoffman, ISBN 0-7112-1991-5 (Somalia)
The Composition by Antonio Skarmeta, ISBN 0-13 978-0-88899- 550-6 (Chile)
Sami and the Time of the Troubles by Florence Parry Heide, ISBN 0-395-72085-0 (Lebanon)
Sitti's Secrets by Naomi Shihab Nye, ISBN 0-689-81706-1 (Palestine/West Bank)
The Roses In My Carpet by Rukhsana Khan, ISBN 0-7737-3092-3 (Afghanistan)
- Gather recent issues of world news sections of newspapers, highlighter pens, and a large wall map of the world.
- War Chile Canada
http://www.getloud.ca/en/dyp_ktb.asp

Teaching/Learning Strategies:

1. Lay out a selection of recent newspapers on a large desk or table. Distribute highlighter markers and direct students to leaf through the newspapers looking for names of cities and countries that appear as if they

- are experiencing some kind of current conflict such as war, strikes, natural disasters, etc. Have students highlight those places.
2. Circulate to help explain the news items as students identify them, and note on chart paper the places that students find, as well as the types of conflict.
 3. Discuss their findings and develop a class definition of conflict. Create a list that includes only those cities and countries that meet the class definition.
 4. Have students locate the cities and countries on a large wall map of the world, and place a coloured push-pin at each hot spot. You may wish to colour code the pins so that red = war zone, and orange = national problems such as disease and natural disaster.
 5. Display the selected books and give a brief introduction to each. Explain that these are stories of children living in conflict. Identify the country in each book and have students locate that country on the map. Have each student choose a book that they would like to read. There should be two people reading each book so that every student will have a reading partner.
 6. Seat students with their reading partners and encourage them to help one another as they take turns reading aloud and discussing their books. Circulate to assist with understanding the text while they are reading. This step may take several periods.
 7. Sign the books out to go home. Have students note any words or phrases they don't understand and add them to their personal dictionaries.
 8. Students continue to read aloud in class with their partners. Encourage readers to make jot notes of the hardships the main character encounters, and the ways in which these characters deal with their situation. Guided reading questions might include: *What problems is the character faced with? What resources does the character use to help himself and/or his family?*
 9. When the books have been thoroughly read, discussed and understood, assign the following creative writing exercise. Imagine you are the main character in your book. Write a letter to someone you think could help you such as the Prime Minister, a child in another country, a letter to the editor, etc. Explain your biggest problem. Identify the most important things that you still have, and those things you need/want the most such as more food or an end to the bombing.
 10. Have student volunteers read their stories aloud to the class and share their letters. As a class discuss the connections between the various stories.

Extensions

1. Choose one image from your book that is important to its main character e.g., Anne's diary, Pedro's soccer ball. Draw or trace that image from the book. Now draw it again as it would appear in a dream if it were unattainable to the character e.g., floating in the air, shining. Make the drawings on large art paper, painting or colouring them with vibrant colours, glitter, etc.
2. Have students prepare formal book talks and present them in pairs to the class.

Module 2 - Activity 5 - PEACE HEROES

Description

Students explore the lives of outstanding individuals who have made positive changes in the world. As a group they formulate a definition of "peace hero", and independently they research a young peace hero and report on his/her life and accomplishments.

Planning Notes:

- Book the computer lab in your school.
- Gather materials for posters.

Resources:

Paths to Peace: People who changed the World by Jane Breskin Zalben. ISBN 0525477349 found in the Resource Kit.

Sadako and the Thousand Paper Cranes by Eleanor Coerr. Putnam Children's Books, 1993. ISBN- 10:0399217711 (Japan).

Web Sites

www.childrensworld.org/page.html

www.facinghistory.org

Teaching/Learning Strategies:

1. Discuss peace heroes by asking the class who has made a positive difference to the world. Present the book *Paths to Peace* to the class by showing its illustrations and by reading excerpts about famous peacemakers.
2. Discuss the question, Can young people make changes in their world? Brainstorm lists of things students can and cannot do to affect change in the world, and chart the answers. Discuss how making improvements in the living and working conditions of people helps spread peace. Create a definition of a "peace hero".
3. Explore the websites www.childrensworld.org and www.facinghistory.org, following the links to Be The Change. Assist the students in reading from the sites. Note the different types of people on the sites and the accomplishments they have made. Refer to the chart of ideas for affecting change and make comparisons. You may want to spend several class periods on this activity.

4. Compile a list of young peacemakers from your class research. You may include Craig Keilburger, Cynthia Maung, Iqbal Masih, Ryan Hreljac and others. Let students choose one of the peacemakers to research further and to feature on an information poster.
5. Use a graphic organizer to extract the following information from the text: name, photo, background, issue, what s/he set out to accomplish, roadblocks faced, achievements, and admirable qualities.
6. Accompany students to the library or computer lab for research. Assist them with reading from the internet sites. This may take several days to complete.
7. Identify the characteristics of the text form of a poster. Assist in compiling information in poster format including photos, charts and maps.
8. Students present their peace hero posters to the class. Encourage discussion at the end of each presentation.

Extension

1. Read the chapter book *Sadako and The Thousand Paper Cranes*.

Module 3 – Making a Difference: Peace Week

Module Description

This module provides active learning tasks to encourage higher level thinking and the application of learning about peace to new contexts. Students prepare a waste audit, create peace rocks, engage in yoga and perform simple acts of kindness.

Module 3 – Activity #1: Preparing a Peaceful Environment

Description

Students explore the link between one's physical environment and feelings of safety, comfort and peace. Students participate in a waste audit of designated school areas and make and carry out suggestions for improvements of those areas.

Planning Notes:

- Obtain permission from administration and caretaking staff for event.

Teaching/Learning Strategies:

1. Discuss the link between one's physical environment and feelings of comfort, safety and peace. Guided questions might include: *Describe your ideal place to relax. What would it look like? Would it have a comfortable chair? Plants? What sorts of physical things detract from a feeling of comfort: poor lighting, litter, absence of beautiful things?*
2. Brainstorm for areas inside and outside of the school that could be improved to make them more appealing places to spend time. Explain that they will go in pairs to designated areas in and around the school to do a waste audit.
3. Distribute audit forms. (Appendix A) Explain the categories. The *items* column may include things such as pop cans, fast food wrappers, and graffiti. The *probable source* column may include places such as the cafeteria pop machine, a neighbouring fast food restaurant, etc.
4. Accompany pairs of students to their chosen areas to audit, and assign a time and place to regroup. Circulate and check on the groups.
5. Groups report back to the class their findings. Chart the results.
6. Discuss suggestions for improvements and plan for extension activities that the class can undertake to accomplish these.

Extensions:

1. Students plan a schoolyard cleanup and enlist the assistance of other groups such as students' council, sports teams, etc.
2. Students do independent research on transformations of urban neighbourhoods that have gone from bad to good through concerted cleanup and "beautification" projects.
3. Class writes up a proposal for a schoolyard improvement plan and presents this to the school administration and parent council.
4. Write journal reflections on the experience of working on the project both publicly and as a group. How did one feel in this situation: more powerful? More committed?

Resources:

The Urban Institute at www.urban.org

"The Fall and Rise of an Urban Neighbourhood" at

www.zmag.org/Zmag/articles/july94sklar.htm

Community Revitalization at

www.newvillage.net/Journal/Issue1/1urbaninfill.html

Module 3 - Activity #1 - Waste Audit Form Appendix A

Group Members :

Area of school examined:

Item found	How much?	Probable source of garbage	Waste bin/recycling bin in place?

Comments/suggestions

Module 3 -Activity #2 - Peace Rocks

Description

This activity explores the idea of choosing peaceful options over violent ones. Students design a Peace Rock by decorating rocks with peace words and symbols. They display their Peace Rocks and explain their design process. The Peace Rocks serve as a reminder of the calm, peaceful environment we are trying to establish.

Planning Notes:

- Create a Peace Rock to show to the students.
- Gather art materials such as paintbrushes, acrylic paints, rough drawing paper, varnish, paper towels for students to use to decorate their Peace Rock.
- Assist students in finding smooth rocks for the project.
- Make multiple copies of vocabulary review sheet
- Ensure a variety of peace words are displayed on the Peace word wall.

Teaching/Learning Strategies

1. Explore the idea of the everyday objects being used for a positive or negative purpose. Focus on rocks and stones being used for weapons or for peaceful purposes by generating a list of positive uses such as: building homes, fireplaces, garden walls, cairns, and inukshuks.
2. Hand out one or two peace words from the peace vocabulary word wall to each student. In turn, each student reads his/her word and explains it to the class. Classmates are encouraged to help define/explain the word from their understanding of it. Students then post their words back on the peace vocabulary word wall.
3. Show the peace rock that you have designed. Explain that each student will choose one peace word to paint on his/her rock. Encourage students to plan a design for their Peace Rock. Distribute one rock per student and art supplies.
4. Assist students in painting and varnishing the rocks.
5. While the rocks are drying and when cleanup is done, distribute the vocabulary review sheet (Appendix B). Review/teach nouns, adjectives, and antonyms. Students complete the sheet and share their answers with a partner.
6. Display the peace rocks along a window ledge or use as paperweights on students' desks.

Extensions

1. Arrange a peace walk to a nearby garden, schoolyard or place suitable to deposit the rocks as a peace memorial.

Module 3 -Activity #2 - Peace Rocks: Vocabulary review Appendix B

Part A

Read each sentence carefully and fill in the blanks with a peace adjective. Each sentence contains an antonym for the missing word.

<i>Peace adjectives:</i> calm quiet relaxed peaceful content
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1. Yesterday the wind made the water in the lake *rough*, but today there is no wind so it is _____.
2. I like to study in a _____ place like the library, not in the *noisy* hallway.
3. Aliya was *nervous* about the spelling test, but she is _____ now that it is over.
4. The garden is a more _____ place to rest than the *busy* cafeteria.
5. Jermaine was *frustrated* with his leaky pen, but he is _____ now that he has a new one.

PART B

Read the peace nouns and choose at least three to write about. Use the sample sentence as a model for your sentences.

<i>peace nouns:</i> understanding trust freedom responsibility truth beauty gratitude patience forgiveness compassion openness

sample sentence: Compassion is peace because when you feel what someone else feels, you won't want to hurt that person.

1. _____ is peace because _____
_____.

Module 3 - Activity #3 - Yoga: Tool for Peace of Mind and Body

Description:

Students connect establishing peace in their environment to developing peace within themselves. They participate in a guided yoga class focussing on breathing and relaxation.

Planning Notes:

- Become familiar with basic yoga breathing and relaxation techniques through research or alternatively find a yoga instructor or proficient staff member to lead the class.
- Find and read the poem a meditative poem.
- Set up the classroom with floor mats or book space in the gym or drama room.
- Remind students to dress appropriately for this day's activities.
- Gather CD's of peaceful music.

Resources:

- Nhat Hanh, Thich. *Peace is Every Step*. New York, Bantam Books, 1991. ISBN0-553-35139-7
- Kome, Penney and Crean, Patrick (ed). *Peace: Dream Unfolding,,* 1986. ISBN0886191505
- www.yogatoronto.ca

Teaching/Learning Strategies:

1. Discuss the things that make us calm when we are angry or upset. Brainstorm for ideas and chart them. Include ideas such as going for a walk, taking a bath, and talking to a friend. Introduce the idea of yoga as a way to relax. Explain its basic principles, and tell the class they will try a simple demonstration.
2. Assemble students on the mats allowing ample space between each. Read a short focus meditative piece such as the poem *Untitled Poem* by Judy Chicago. Direct students to concentrate on the words of the poem such as: compassion, gentle, share, nourish, and harmony.
3. Demonstrate simple breathing techniques. Slowly have students work through simple breathing and stretching exercises, emphasising the need for silence and calm.
4. End the session with students lying on their backs with eyes closed listening to soft, peaceful music.

5. Distribute the reflection sheet (Appendix C) and assist students with its completion.

Extensions:

1. Students write journal reflections about the effect of the yoga class on their thoughts, moods, energy levels.
2. Establish a "meditation" time in the class for a daily/weekly quiet, breathing and relaxation period.

Module 3 – Activity #3 – Yoga: Reflection Sheet Appendix C

Complete these sentences. You may use the vocabulary words at the bottom.

During this activity I felt _____

_____.

Afterwards I felt _____

_____.

If I practised yoga every day, I _____

_____.

calm
peaceful

happy

relaxed
energized

focussed
stress-free

This is a picture of what I feel like:



Module 3 - Activity 4 - Acts of Kindness

Description

Through reading the text *Somewhere Today* by Shelley Moore Thomas, students make text to self connections to understand the author's intent

that peace begins with simple gestures and acts of kindness.

Planning notes

- ***Obtain 3 - 4 copies of the book, Somewhere Today found in Resource Kit.***

Resources Included in Kit

Moore Thomas, Shirley. *Somewhere Today*, Photographs by Eric Futran

Albert Whitman & Company 1998 ISBN 0807575453

Teaching/Learning Strategies

1. Write the book title, *Somewhere Today*, on chart paper. Students predict and brainstorm good and bad situations that might be happening, "Somewhere Today."
2. Read aloud the book, *Somewhere Today*, stopping during the reading to model text-to-self and text-to-world connections. Guide students to make their own personal connections to the images found in the text.
3. In small groups, have students re-read the book and discuss an occasion when someone was kind to them. They should describe where, what, why, when, who and how they felt. Encourage each group to share one personal story about kindness to retell to the whole class.
4. Students record in their Peace Reflection journal an occasion when someone was kind to them.
5. As a class, brainstorm acts of kindness that students can perform at home, school and in the community. Using sentence starters such as
When a new student comes to my class, I ...
At home I can try ...
At recess, I can...

Description

Students examine the text features used to present information and convey meaning in the book, *Somewhere Today* and in advertisements found in flyers, magazines and newspapers. Students create a media work, using photographs of examples of kindness that they observe after taking a Kindness Walk in the school and schoolyard.

Planning Notes

- Have on hand multiple copies of the text *Somewhere Today*.
- This activity may take several days to execute and complete. Check that all relevant permission forms are completed when photographing any individual and warn other teachers ahead of time of the upcoming Kindness Walk.
- Obtain disposable or digital cameras.
- Have on hand a plentiful supply of advertisements found in magazines, newspapers, flyers, art supplies, scissors, glue, chart paper.

Resources Included in Kit

Moore Thomas, Shirley. *Somewhere Today*, Photographs by Eric Futran

Albert Whitman & Company 1998 ISBN 0807575453

Teaching/Learning Strategies

1. Teacher re-reads the book, "Somewhere Today", to examine techniques used for lettering, superimposing. Examine other advertisement pictures with text to see examples of presentation. Discuss effective ways to present information. Why did the author choose these techniques? Explain mood, colour, background and foreground. Point out that no names are mentioned. Look at the text to see what is actually said in words and what else is inferred in the photographs.
2. Create a list of the important text features.
3. Explain that students will create a media work by using photographs of examples of kindness that students observe while taking a Kindness Walk in the school and schoolyard.
4. In advance of the walk discuss situations where the students anticipate they will see acts of kindness. Teachers may have to create an opportunity for each student to photograph one scene showing, respect, kindness, generosity and caring.

5. Discuss behaviour expectations stressing the concepts of peace experienced in this unit.
6. During the Kindness Walk students take pictures in school or in the schoolyard. Ensure that students ask any individual for permission before being photographed.
7. When prints of the pictures are available, students write their own "Somewhere Today" sentence to match their pictures.
8. Peer edit and teacher edit "Somewhere Today" sentences.
9. Students use a combination of cut-out letters from newspapers, magazines and their own writing to superimpose their sentences onto the images.
10. Display the completed photographs side by side to create a photo mural.

Extensions

1. Add text to the photographs on the computer and create a PowerPoint presentation of the photographs.
2. Create a class book of the photographs.
3. Use an appropriate computer program to create a slide show or multimedia presentation.

Module 3 - Activity # 6- Simple Acts of Kindness

Description

Students will explore the concept of acts of kindness, perform acts of kindness around the school and analyze the effect acts of kindness have on people and their surroundings.

Planning Notes

- Inform various staff members in the school such as secretaries, caretakers, and administrators that your class will be exploring and performing acts of kindness. Provide details of the date the lesson will take place.
- Book the library or computer lab for internet time.
- Preview the website www.actsofkindness.org

Teaching/Learning Strategies:

1. Lead a discussion on the concept of acts of kindness. Guided questions might include: *How does it feel when someone holds a door open for you? Or says "thank you" to you? Or lets you in ahead of them in a line-up?* Compile a list of other kind acts. Discuss how these acts may change someone's outlook.
2. Have students explore the site www.actsofkindness.org
3. Direct them to look for specific activities and jot down the ideas that they might like to employ at school.
4. Arrange students in pairs or small groups and have students choose a particular person or group or classroom in the school for which they will perform acts of kindness. Students make a plan of how they will help. For example: helping the caretakers put up the chairs in the cafeteria, making bookmarks for the librarian, or stuffing envelopes for the secretary. Set aside time for the students to perform the acts of kindness. Circulate to ensure that students are on task.
5. Reconvene class to discuss the outcome of the activity. Elicit ideas regarding the response of the recipients and the feelings of the students performing the acts of kindness. Chart these responses.
6. Using the chart as reference, have students in pairs explore the topic "How a little act of kindness changed my day" by designing a bulletin board, an illustrated booklet, greeting card or poster.

7. Have students analyze the impact acts of kindness can have on the school, home and community by creating a song, rap, poem or story that. Refer to books, websites, current events and class activities previously studied.

Peace Talk Resources

Beckwith, Kathy. *Playing War*. Gardiner, Maine: Tilbury House, 2005.

ISBN 0-88448-267-7

Breskin Zalben, Jane. *Paths to Peace: People who changed the world*. ISBN 0525477349

Castle, Caroline. *For Every Child*. A Red Fox Book, 2002. All royalties go to UNICEF. ISBN 0-09-940865

Coerr, Eleanor. *Sadako and the Thousand Paper Cranes*. Putnam Children's Books, 1993. ISBN-10:0399217711

Eyvindson, Peter. *Red Parka Mary*. Winnipeg: Pemmican Publications Inc., 1996. ISBN 0-921827-50-4

Fox, Mem, *Whoever You Are*. Voyager Books, Harcourt Inc, 2001. ISBN 0-15-216406-5. www.harcourt.com

Gilley, Jeremy. *Peace One Day, The Making of World Peace Day*. New York: G.P. Putnam & Sons, 2005. ISBN 0-399-24330-5

Hoffman, Mary and Karin Littlewood. *The Colour of Home*. London: Frances Lincoln Ltd., 2002. ISBN 0-7112-1991-5

Hooks, Bell. *Skin Again*. New York: Hyperion Books for Children, 2004. ISBN 078680825-X

Katz, Karen. *Can You Say Peace?* New York: Henry Holt and Company, 2006. ISBN 0-8050-7893-2 www.henryholt.com

Khan, Rukhsana. *The Roses in My Carpets*. Fitzhenry & Whiteside, 1998. ISBN 0-7737-3092-3

Lester, Julius. *Let's Talk about Race*. Harper-Collins Publishers, 2005. ISBN -13: 978-0-06-028596-8. www.harpercollins.com

Moore Thomas, Shelley. *Somewhere Today: A Book of Peace*. Morton Grove, Illinois: Albert Whitman and Company, 1998. ISBN-13: 978-0-8075-7544-4

Parry Heide, Florence. *Sami and the Time of the Troubles*. ISBN 0-395-72085-0

Polacco, Patricia. *The Butterfly*. ISBN 0-399-23170-6

Poole, Josephine, *Anne Frank*. ISBN 0-375-83242-4

Scholes, Katherine. *Peace Begins With You*. San Francisco: Sierra Club Books, 1989. ISBN 0-316-77440-5

Skarmeta, Antonio. *The Composition*. Toronto: Groundwood Books ISBN 10-88899-550-4

Shihab Nye, Naomi. *Sitti's Secrets*. ISBN 0-689-81706-1

Smith, David. *If the World Were a Village*. Toronto: Kids Can Press, 2002. ISBN 1-55074-779-7

Stamaty, Mark Alan. *Alia's Mission. Saving the Books of Basra*. New York: Alfred A. Knopf, 2004. ISBN 0-375-83217-3

Van Gurp, Hetty. *The Peaceful School: Models That Work*. Winnipeg: Portage and Main Press. ISBN 1-55379-000-6

Winter, Jeanette. *The Librarian of Basra*. New York: Harcourt Inc., 2005. ISBN 0- 15 -205 -445-6 www.harcourtbooks.com