

## **Session Two: Peace Around the World**

Today's lesson will look at the way the world is and introduce children to people who have engaged the world as peacemakers.

### **Materials**

Songs Handout

Peace and Geography Matching Worksheet

Volleyball

String/Net

Construction paper or paper

Whiteboard or chalkboard

Crayons, Colored pencils

Markers or chalk

Optional books:

- Beatrice's Goat by Page McBrier
- I Love Saturdays y domingos by Alma Flor Ada
- Malian's Song by Marge Bruchac
- Martin's Big Words by Doreen Rappaport
- The Story of Ruby Bridges by Robert Coles
- Tomás and the Library Lady by Pat Mora

### **Coming Together** (5 minutes)

Gather together in a welcoming circle. Ask children to think of different ways that they have been welcomed- with a hug, a handshake, a smile, a kiss on the cheek.

See the Songs handout (pages 34-40) for supplemental fun activities! Plus, check out these links to learn the ways people around the world greet one another:

<http://mashable.com/2015/03/15/greetings-around-the-world/#SRBRiK8swOqB>

<https://youtu.be/quWZ7kXad4M>

### **Introduction** (5 minutes)

Briefly review Session One activities. Have the drawings they created displayed around the room. In Session Two, we're going to learn about another word for peace -shalom- and find out more about what takes shalom away from individuals and groups. We're also going to learn about people who have worked for shalom.

### **Shalom** (5 minutes)

Peace is more than just "no conflict or fighting." The word "shalom," which is often translated as "peace," is when we are in good relationship with others and living a full and respected life. Strong's Hebrew Concordance of the Bible says it means, "Completeness, wholeness, health, peace, welfare, safety, soundness, fullness, tranquility, prosperity, perfect-ness, rest, harmony, the absence of agitation or discord." Before sharing these definitions, you may want to ask the children if they can think of other words for "peace."

Interested in learning other words for 'peace' and what countries you may hear them in? Check out the Peace and Geography matching worksheet (pages 41-42)!

**Create a Country** (30 minutes) -or- **World Volleyball** (see attached)

*(Idea derived from 2002 World Vision 30 Hour Famine Educational Materials)*

Split the children into groups (about 3-5 children per group). Each group is to create their own country- some information will be supplied and some the children will create. The children will need to come up with the following to represent their country:

- A name
- A flag (have supplies ready for children to make their flag)
- A national anthem (suggest that the children use a familiar song from childhood or a TV theme song and change the words to fit their country)
- How the country makes money (grows a certain crop, tourism, steals it from other countries, oil, etc.)
- What is the biggest problem facing their country and what is their country's greatest success?

You will supply each group with one of the following country descriptions:

- Large country with a variety of climates and landscapes (e.g. mountains, large inland lakes, desert, flatlands with rich soil, etc.); surrounded by ocean on two sides
- Small, mountainous country with year-round mild temperatures in the valleys; surrounded by land (other countries) on all sides
- Small country with one border on a gulf; flat land with desert climate
- Medium sized country that is dry except for a two-month rainy season in the spring which makes travel difficult; mountains in the north

You get the idea! Please feel free to come up with your own country descriptions to supplement. Include conflict, inequality, and other issues that nations in the world face today. Help the children see how climate, ports and landscape can affect how they respond to their country descriptions. You might have some brief conversations about world hunger, education, war, human rights, and access to water and food before beginning independent work.

Please utilize the following links for resources:

<http://www.thp.org/knowledge-center/know-your-world-facts-about-hunger-poverty/>

<http://www.globalissues.org/article/26/poverty-facts-and-stats>

<http://www.globalissues.org/issue/137/human-rights-issues>

<https://ourworldindata.org/war-and-peace/>

Give children enough time (20 minutes) to discuss and create their country. The countries will come together at the "Global Gathering" to introduce themselves to the rest of the world.

### Following either activity:

Ask the children:

- Why are some people better off than others? Do they work harder for their wealth? Does society favor some people over others? Just because you're rich, do you have a good life?
- If you lived in a poorer country, how did you feel about those living in a richer country? Did any group choose to be/was any group assigned to be a poor country?
- Do you think the differences between the rich and poor in the world could cause problems/conflict? How about within the same country?
- What could make a rich country become poor? Do you think if this happens, if the powerful and/or rich could put themselves in the shoes of the poor, they would better understand what it means to live fairly and justly?

One of the hardest things we can do is to put ourselves in someone else's shoes and to take responsibility for how our lives affect the lives of others and the Earth. One of our greatest gifts is that we are all different! If everything in nature looked the same, had the same ecological job, ate the same food, or moved at the same time of day, the natural world would fall apart. Living takes work, and peaceful living takes thoughtful work. First, we need to recognize our place as part of and not rulers of the gifts of the world.

### Design Time (15 minutes)

For this session's "Design Time," invite the children to draw images of world peace. What would it look like for the whole world to get along? Who would be represented? What might the Earth look like? Give each of the children a chance to share their designs with the larger group. **Again, collect the drawings and save them for the mural design process.**

### Peacemakers (30 minutes)

What does it mean to be a peacemaker? Pretend you were trying to fill a job description for a peacemaker- what kind of qualifications would the person need to have? What kind of skills would be helpful? What sort of personality?

Write out ideas on large piece of paper as a group or have children break into small groups and create their job descriptions. Share your ideas with the group.

After the children have shared their peacemaker job descriptions, ask them if they think they meet these qualifications. What do they need to do to be better peacemakers? Do they know anyone who is a peacemaker? Brainstorm names of people and ask the children to tell a little bit about each person they name. Encourage the children to think of people they know personally as well as famous people.

If you have only one hour for this session, adjust times and break here. Begin the next session by finishing the accompanying peacemaker job description exercise. When you gather again, please be sure to add some "coming together" activity to the below activities.

Once you have a good list of peacemakers, invite the children to hear the story of one peacemaker. You may choose to read any story you'd like about a peacemaker. Here are some suggestions:

Beatrice's Goat by Page McBrier

This book tells the story of Beatrice, who receives a goat from Heifer International, and goes on to get an education and become a peacemaker.

I Love Saturdays y domingos by Alma Flor

This heartwarming book is about a little girl who comes from a family of European and Mexican-American cultures in which her grandparent's love transcends differences.

Malian's Song by Marge Bruchac

This powerful book details how the life of a young Abenaki girl is forever altered in her perspective when the English attack her village.

Martin's Big Words by Doreen Rappaport

This book is about Martin Luther King Jr. and his "big words." The beautiful illustrations in this book demonstrate the possibility of the peaceful unity of different components. Don't forget to discuss the "Important Dates" in the last few pages of the book!

The Story of Ruby Bridges by Robert Coles

This book tells the story of six-year-old Ruby and her role in the integration of schools in New Orleans in the 1960s. An inspiring story of faith and courage!

Tomás and the Library Lady by Pat Mora

This book tells the story of a boy from a migrant family who, with the help of a kind librarian, discovers that each book is a world one summer.

Each of these books can be found at your local library or through an Interlibrary Loan- make sure to request them a week in advance! Contact On Earth Peace if you need assistance.

After sharing the book, ask the children for their reflections. Was it always easy to be a peacemaker? Did the people in the story always think like a peacemaker? Was it safe? Why did the person in the story become a peacemaker? Did their actions make a difference?

Reflect: It isn't always popular to stand up for others or a cause. As kids, sometimes you may feel like you can't make a difference, but this is not true. Look back at examples of peaceful people who made a difference- (refer back to the list you generated earlier) and model yourself after those individuals. If you want to stand up for something as a peacemaker, do these things:

1. Run your concerns and ideas past a grown-up you trust
2. Know your facts
3. Be respectful in how you share your views to those who do not hold your opinion
4. Listen
5. Act. Do something to make a positive difference.

**Closing** (5 minutes)

We did a lot of things today. We learned the word "shalom." We demonstrated the world and how some have much and others little. Good work! Next session, we are going to begin to think about the ways that each of us can promote peace in our own community.

When we gathered today, we each shared different ways that we are welcomed in a group. What are some ways that we say goodbye to our friends? Choose one and do it as a group -or- have everyone say bye in their own way at the count of three.

## World Volleyball

A variation on a familiar game illustrating the inequalities between people and nations.

**Minimum number:** 16 persons.

**Time:** 30 minutes to an hour, depending on the number of groups.

**Materials:** volleyball, volunteers to keep score and hold a string that serves as the net.

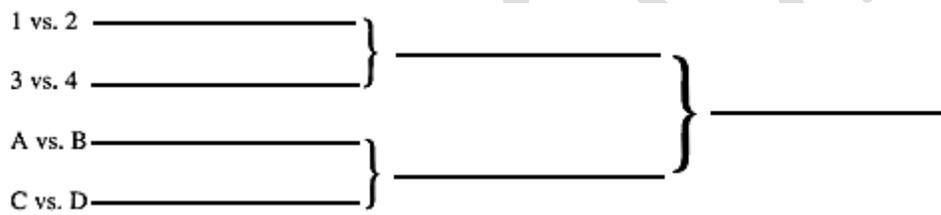
### PROCESS

- Divide the group into teams of equal numbers
- Assign teams the following numbers and letters:

1 = Canada	A = Norway
2 = Indonesia	B = Laos
3 = Papua New Guinea	C = El Salvador
4 = Ethiopia	D = Tanzania



- Divide the tournament into the following brackets:



- In each bracket, have one game played at a time. Games are played to five points.
- Offer a prize to first and second place.
- Post the following **RULES:**
  1. Team A and Team 1 always determine the height of the net at each serve. They can hit the ball any amount of times and it can hit the floor without being out.
  2. Team B and Team 2 must hold hands and use their heads to hit the ball over the net.
  3. Team C and Team 3 must play the game on their knees.
  4. Team D and Team 4 must lay on their backs and use only their feet.

After the tournament has concluded, invite reactions, questions, and reflections on the experience. Ask them why they think there were different rules for each country. Ask them to list things that might put a country at an advantage or disadvantage (access to health care, education, safe water, food, jobs, etc.). Look up information online!

- **Optional:** Play one more round with representatives from each team. Encourage them to reflect on the need to support and cooperate with each other to succeed.

*From: The Real Meal Deal: A Hunger Justice Resource by Miriam Campbell, ELCA, 1997. Questions (by OEP)*