



# Promoting Peace Through Picture Books Activities Guide

**Developed by:**



**Mary Jan Bancroft, Julie Friberg,  
Emily Phy, Jenny Volpe**

**2011 Edition assisted by Monica Farmer,  
April Turner**

**2014 Edition assisted by  
Sunni Lopez**

**Copyright Notice: All art and written material in this guide is copyrighted. You have permission to use these materials in your own classroom or library. You may not copy, reproduce or distribute, for sale or commercial use, any portion of the art or written material.**



## Using Sign Language to Promote Peace

American Sign Language (ASL) is a form of gestural communication that most deaf people use when they are communicating among themselves. Over the years, many benefits to teaching sign language to hearing children have been shown.

Small children will enjoy learning to sign, just as they love to learn anything by doing, exploring, trying, and being active. Children already communicate physically from a very young age—through waving “bye, bye,” blowing kisses, grabbing, crying, hugging, pushing and shoving. Since they are learning to communicate through physical actions anyway, signing can direct this in a more positive way. Studies have shown that hearing preschoolers who learned to use sign language had fewer behavior problems and cooperated more with their classmates.

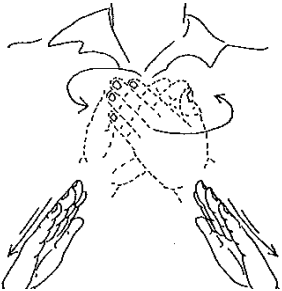
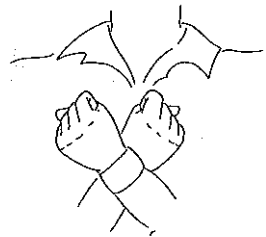
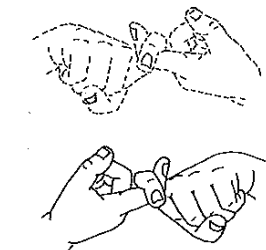
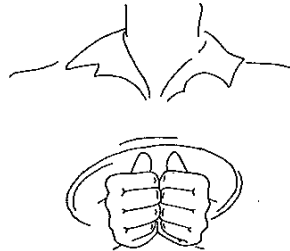
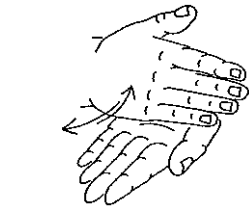
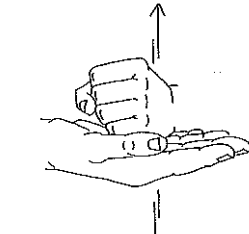
Knowing a second language, such as ASL, boosts self-esteem of the children and their confidence in learning, as well as their awareness of the Deaf culture. This helps to foster an acceptance of differences.


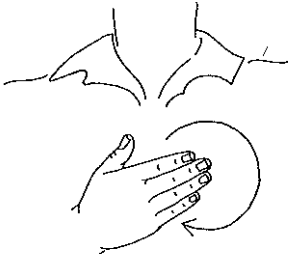

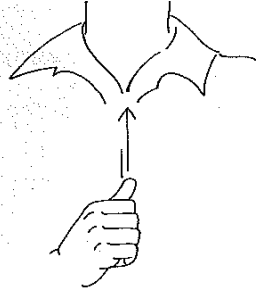

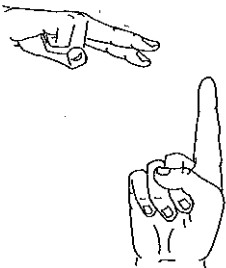
A dozen signs have been selected that go along with concepts found in the Peace books. Teach the signs to your children as you come to them in the Peace Curriculum. Use your hand to shape a child's hand to make the sign if he or she is having trouble. You can use the signs throughout the day when the same concepts come up.

Look at sign language as a fun physical activity that your children can learn along with you!

The appendix contains more signs for you to teach and use with your children.



	<p><b>PEACE</b>      Origin: A handshake of peace.</p>
	<p><b>LOVE</b>      Origin: Pressing to one's heart.</p>
	<p><b>FRIEND</b>      Origin: Representing a close-knit</p>
	<p><b>TOGETHER</b>      Origin: Moving along with another.</p>
	<p><b>SHARE</b>      Origin: As if dividing something that</p>
	<p><b>HELP</b>      Origin: Offering a helping hand.</p>

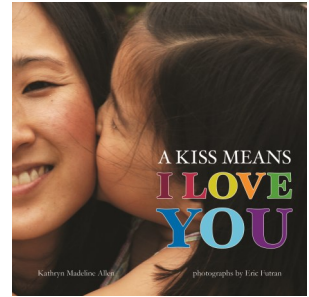
	<p><b>CARE/ COMPASSION</b>      Origin: Four eyes watching over an area.</p>
	<p><b>PLEASE</b>      Origin: Rubbing the heart to indicate pleasure.</p>
	<p><b>THANK YOU</b>      Origin: Similar to throwing a kiss.</p>
	<p><b>PROUD</b>      Origin: Inner feelings rise.</p>
	<p><b>HAPPY</b>      Origin: Patting the chest shows happiness.</p>
	<p><b>POINT OF VIEW</b>      Origin: The direction from which someone or something is seen.</p>



# Peace Starts with Me

## A Kiss Means I Love You

By Kathryn Allen



### Share a Poem: My Feelings

Sometimes on my face you'll see,  
 How I feel inside of me.

A smile means happy, (smile)  
 A frown means sad. (frown)  
 And gritting teeth means I'm mad. (grit teeth)  
 When I'm proud, I beam and glow, (smile)  
 But when I'm shy, my head hangs low. (bow head)

### Building your library:

- Llama, Llama Mad at Mama by Anne Dewdney
- The Story of Ferdinand by Munro Leaf

### Extension Activity:

For this activity, you will help your children create their own "Body Language Story" picture book. Help the children select an action and a feeling. For example, "this is the story of when I run. When I'm feeling frustrated, that's when I run." If children are stuck while brainstorming, talk to them about healthy options for acting out their feelings. For example, "when I'm angry, I play my drum".

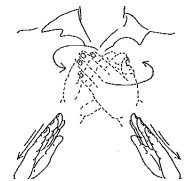
Children can either illustrate their own book or you could take photos of the children.



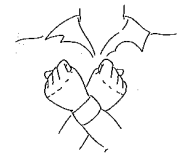
### Happy:



### Peace:



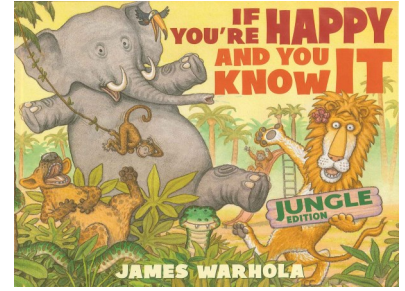
### Love:



**Building a Peaceful Environment:** Provide activities that offer children the opportunity to creatively explore their feelings through reflection, discussion, art, and dance. These activities help children to understand how they can promote positive feelings in one another by practicing kindness in their daily lives.

# Peace Starts with Me If You're Happy and You Know It

By James Warhola



**Summary:** Get ready to stomp your feet, flap your wings, and give a ROAR in this fun, sing-along safari. The book is based on the classic children's song, but with a WILD twist!

### **Building your library:**

- Grumpy Bird by Jeremy Tankard
- The Story of My Feelings by Laurie Berkner

### **Emergent Literacy Skills:**

- Concepts of Print
- Comprehension

### **Feeling Faces**



### **Peace Focus:**

- Feelings

### **Peace Signs:**

- Happy
- Sad
- Grumpy

### **Extension Activity: "If You're ———- and You Know It"**

For this activity, you will sing to the tune "If You're Happy and you Know It," but replace the word "happy" with another feeling word. While singing, act out what this feeling may look like (facial expression or body language). Simple choices can include "sad," "scared," or "mad." Other feeling words you can help children learn to express include brave, cheerful, lonely, confused, or proud.

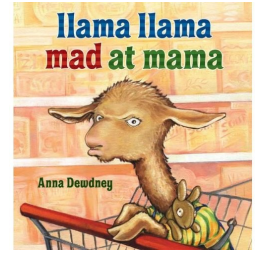
**Building a Peaceful Environment:** "Understanding emotions is a critical part of children's overall development. It is up to adults to teach children to understand and deal with their emotions in appropriate ways. They are experiencing many new exciting things for the first time. It can be overwhelming! We need to be sure to validate our children's emotions and don't punish them for expressing their feelings." (The Center on the Social and Emotional Foundations for Early Learning)



# Peace Starts with Me

## Llama Llama Mad at Mama

By Anna Dewdney



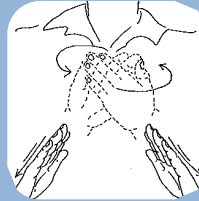
**Summary:** Mama Llama is shopping with her tired and restless child for whom the excursion is lasting way too long. Mama handles the inevitable tantrum with grace and humor. Llama Llama learns that it is possible for him to help rather than hinder. This story is a great conversation starter to discuss melt-downs.

### **Building your library:**

- Grumpy Bird by Jeremy Tannard
- Llama Llama Misses Mama by Anna Dewdney

Emphasize the concept of peace by using the ASL sign on the right. Talk about how Mama Llama helped Llama Llama calm down and be more at peace.

### **Peace:**



### **Peace Focus:**

- Feelings
- Love
- Peace

### **Peace Signs:**

- Love
- Help
- Together
- Peace

### **“Freeze Dance” to Promote Self-regulation:**

1. Use the song “Freeze Dance” by Greg and Steve to practice self-regulation. Tell the children that they will be playing a movement game in which they will tell their bodies what to do. They will have self control of their bodies. When the music is playing they will dance to the music. When the music stops, they will freeze immediately and not move a muscle.
2. If they get quite good at the Freeze Dance Game, give them a silly challenge to do the opposite. See if they can dance when the music is not on and “freeze” when the music is playing.

### **Building a Peaceful Environment:**

“When Angry Feelings Start to Mount” poem

When angry feelings start to mount,  
That's when I take some time to count:

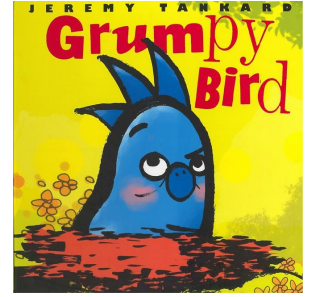
One... Two... Three... Four... Five...  
Counting helps me settle down,  
Counting helps to fade my frown:  
Six... Seven... Eight... Nine... Ten...

Note: practice this poem with children during circle time as a strategy to use when they are upset.

## Peace Starts with Me

### Grumpy Bird

By Jeremy Tannard

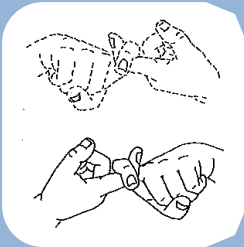


**Summary:** Bird wakes up feeling grumpy – too grumpy to eat or play, too grumpy to even fly! He walks past Sheep, who offers to keep him company. He walks past Rabbit, Raccoon, Beaver, and Fox. Before he knows it, a little exercise and companionship has helped Bird turn from grumpy to joyful.

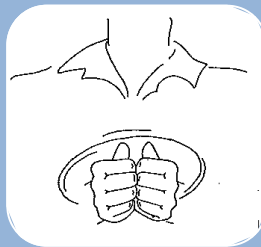
#### **Building your library:**

- Llama, Llama Mad at Mama  
by Anne Dewdney
- The Story of Ferdinand  
by Munro Leaf

#### **Friend:**



#### **Together:**



#### **Peace Focus:**

- Feelings
- Friendship

#### **Peace Signs:**

- Friend
- Together

#### **Extension Activity: Follow the Leader**

- Show children the sign for “together” and emphasize that you are all making the motions together just like the characters in the story.
- Enjoy each other’s companionship by doing movements together. In the book the characters repeat Grumpy Bird’s movements. Play a follow the leader game with the “A Tooty Ta” song by Johnny Only. Play “A Tooty Ta” and let the children have fun following your lead (you are Grumpy Bird). Invite the children to take turns being the leader, being Grumpy Bird.

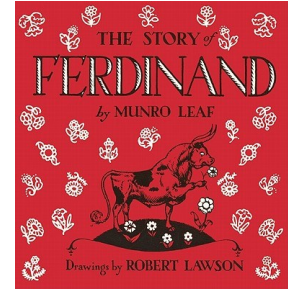
#### **Building a Peaceful Environment:**

Provide activities that offer children the opportunity to creatively explore their feelings through reflection, discussion, art, and dance. Use the song, “The Story of My Feelings” by The Laurie Berkner Band as an invitation to explore feelings.

# Peace Starts with Me

## The Story of Ferdinand

By Munro Leaf

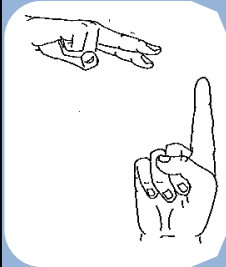


**Summary:** Ferdinand is a big strong bull who does not like to fight. He prefers a special place under a tree where he can be at peace and smell the flowers. One day he is selected for the bull fights in Madrid and Ferdinand shares his soft, gentle side with all of Spain.

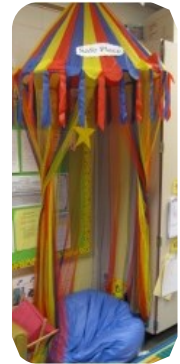
### Building your library:

- The Quiet Book  
by Doborah Underwood
- The Curious Garden  
by Peter Brown

**Point of View:** Teach the children the sign for “Point of View” and talk about the importance of understanding one another. Sometimes we need to communicate our thoughts and ideas to avoid misunderstandings. We all have valid thoughts, ideas, and feelings.



### Peaceful Place Examples:



### Extension Activity: Our Peaceful Place

Create a quiet place in the classroom. Label it “Our Peaceful Place” with a picture of Ferdinand under his tree with flowers. Ask the children for ideas that would make the place softer and more comfortable for them. Offer ideas like: adding stuffed animals, having peaceful music available, hanging a curtain, and/or using pillows or blankets.

Talk with the children about when to use the peaceful place. For example, “When Ferdinand was mad about the bee sting, he smelled the flowers and was at peace again. We could use the peaceful place if someone has made us feel mad, so that we can be happy again.” Ask the kids to share times when they might feel mad and want to go to the peaceful place. When you notice kids that seem to feel mad in your classroom, invite them to hang out in “Our Peaceful Place” if they want until they feel calm and peaceful again.

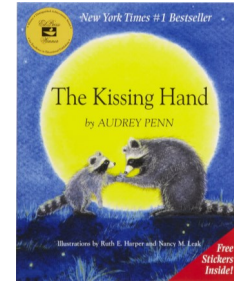


**Building a Peaceful Environment:** Establish agreements and common language with children to decrease conflict. Children are empowered when they know what to say to one another. For example “stop pulling my shirt, I don’t like it when you do that.”

# Peace Starts with Me

## The Kissing Hand

By Audrey Penn



**Share a Poem: The Kissing Hand Poem**

This special heart I give to you,  
Because you love me-  
And I love you.  
The heart is you, the hand is me,  
It shows we are a family!



-Author Unknown

**Building your library:**

- My Monster Mama Loves Me So by Laura Leuck
- A Book of Hugs by Dave Ross
- I Love You Because You're You by Liza Baker

**"The Kiss Goes On"** (Tune: Twinkle, Twinkle, Little Star)

Here's a special trick I know,  
When I'm sad and scared to go.  
Take my hand and kiss it here,  
The kiss from you I will hold dear.  
Down my hand and up my arm,  
Into my heart the kiss goes on.

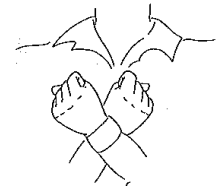


-Author Unknown

**I Love You:**



**Love:**



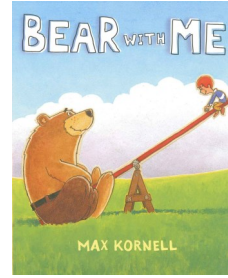
**Extension Activity:** Invite children and parents to make a handprint for each other. You can either use paint or a large stamp pad for handprints. Or, trace around their hands and color them with crayons or markers. Demonstrate how to trace your hand by spreading your fingers apart and holding your hand very still.

- You may want to draw a large circle around each handprint for the cutting line. (It may be too difficult or frustrating for young children to cut out each finger.) Leave enough room to write a note to one another. Children can dictate a short note to their parents about the handprint. Write down exactly what the child says. The note can be glued to the center of the handprint/tracing.
- Punch a hole in the handprint/tracing and attach a book ring, so that they can be attached to a key ring, bag, or backpack.



**Building a Peaceful Environment:** Ask parents to provide their child with a family picture. These family photos should be displayed in the room for all to see. Children learn more about one another while visiting the photos, but also feel that they are represented in the space. Some children can be comforted by their family photo when feeling stressed.

**Peace Starts with Me**  
**Bear with Me**  
**By Max Kornell**



**Share a Song:**

Sing the following song to the tune of “Mary had a Little Lamb.” Sing a verse for each child in the group.

Clap a friend’s name with me,

Name with me,

Name with me.

Clap a friend’s name with me.

Let’s try (Shirley)

(Shir-ley) *clap syllables in name*



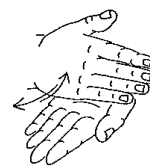
**Building your library:**

- Chester’s Way by Kevin Henkes
- Koala Lou by Mem Fox
- The Pigeon Finds a Hot Dog! by Mo Willems

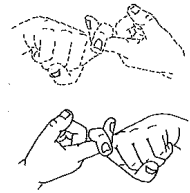
**Creating Portraits:** Children may be inspired to create portraits of themselves with siblings, cousins, pets, or friends after viewing the illustrations found in the inside front and back covers of the book.



**Share:**



**Friend:**



**Extension Activity: Building Together**

Pair the children together. You may use different strategies to do so (pull names from a hat, have them work with a partner to their right, another that starts with the same letter as their name, etc.)

- Divide the blocks up among the groups.
- Have the children work together on a block structure.
- If possible, take pictures of the children sharing.
- Having a camera or even pretending to have a camera and “shooting pictures” often encourages positive behavior.

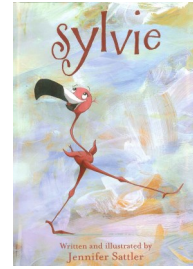


**Building a Peaceful Environment:** Invite children to reflect upon the *Building Together* activity. Ask children to think of other ways that they might work with a buddy or partner on a project or classroom job. Sometimes a team can get a task done quickly and efficiently, especially if heavy lifting or multiple steps are involved.

**Peace Starts with Me**

**Sylvie**

**By Jennifer Sattler**



**Interactive Bulletin Board:**

Create a flannel board, magnetic, or stick puppet set of flamingos that students may interact with after listening to the story. They may have new ideas for additional colors/patterns to create. Allow children to add to the story/experience by creating other foods/colors for Sylvie to try. Discuss healthy foods and how they make us feel.



**Building your library:**

- Chamelia by Ethan Long
- My Colors, My World by Maya Christina Gonzalez
- A Color of His Own by Leo Lionni
- The Mix-up Chameleon by Eric Carle
- Gregory, the terrible eater by Karen Mitchell Sharmat
- Clumsy Crab Clumsy Crab by Ruth Galloway
- The Cat Barked! by Lydia Monk!
- Wish I were a Butterfly by James Howe

**Happy:**



**Proud:**



**Extension Activity: Painting a Self or Family Portrait**

“We are all special and proud of ourselves and our families.”

Model for children how to use the paint to make their portrait:

- Using oil pastel/watercolor, show children how to draw themselves and their families first with the oil pastels. Then, they can paint the background of their pictures using watercolor paints. Show children that it is alright to paint over the oil pastels with the watercolors – they will still be able to see the picture they drew with the oil pastels.
- Using textured paint, have the children help you create the colors of the paint. Show them how to make different colors to create varying shades of a color.
- When children are finished with their portraits, invite them to talk about their pictures. Then display the portraits around the room.

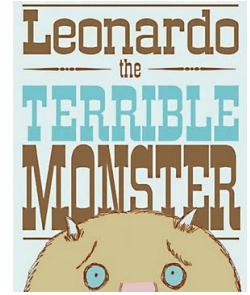


**Building a Peaceful Environment:** Encourage children to share special qualities that they are proud of. For example, “I know how to ride my bike and it makes me feel proud to be me!”, “I am a big sister and I love to read books to our baby. I feel proud when I share books with her.” Celebrate their uniqueness!

# Peace with Friends

## Leonardo the Terrible Monster

By Mo Willems



**Summary:** Leonardo is truly a terrible monster - terrible at being a monster, that is. Despite his best efforts, he can't seem to frighten anyone. But when Leonardo discovers the perfect nervous little boy, will he finally scare the tuna salad out of him? Or will he think of something even better?

### **Building your library:**

- Scaredy Squirrel Makes a Friend by Melanie Watt
- Do You Want to Be My Friend? by Eric Carle

### **Extension Activity: Being a Wonderful Friend!**

What does it mean to be a “wonderful friend?” Have a discussion with your children about a wonderful friend. What makes that friend wonderful? What can they, themselves do to be a wonderful friend? Write down the children’s responses and post them in the room for all to see. It can help the children to see the power they have to be a wonderful friend!



### **Peace Focus:**

- Making new friends

### **Peace Signs:**

- Friend
- Compassion

**Building a Peaceful Environment:** Bullying can cause stress, fear, and anxiety in young children. Behaviors that are indicative of bullying in a child may include:

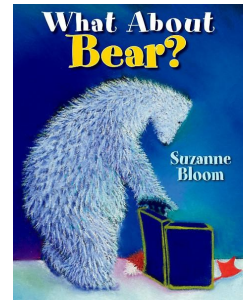
- Suddenly afraid to go to school
- Complaining of headaches or stomachaches for no reason
- Comes home with unexplained injuries
- Withdrawn and depressed
- Talks about one particular child doing mean things to them

Give children the tools they need to handle a bully. Teach them how to stand tall, look the bully in the eye, tell an adult, and avoid being alone. Confident children are less likely to be targeted by bullies, so find ways to build your child’s self-esteem. For more information visit [www.education.com/magazine/article/bullying-preschool/](http://www.education.com/magazine/article/bullying-preschool/).

## Peace with Friends

### What about Bear?

By Suzanne Bloom



**Summary:** It's playtime! Bear and Goose are having fun. But when Fox joins in, somebody gets left out. This gentle story delicately opens up conversations about conflict resolution and how to solve problems when a new friend joins in the play.

#### **Building your library:**

- Treasure by Suzanne Bloom
- A Splendid Friend, Indeed by Suzanne Bloom
- Friends by Mies van Hout

Teach the children the sign for "friend" and talk about the importance of problem solving and working together with friends to deal with conflict.

#### **Friend:**



#### **Peace Focus:**

- Friends,
- Conflict
- Resolution

#### **Peace Signs:**

- Friend

#### **Extension Activity: "Treasure Box"**

Put toys like those shown in the book in a "treasure box". Before heading outside to play, introduce the treasure box. "We have a treasure box just like Bear, Goose, and Fox. When we get outside, everyone will sit down and then we will be ready to see what is inside our amazing treasure box." Once outside, take out the items one by one. As you take out each item, ask the group how they might play with it together. Then, set the item aside until you are finished going through the box. Let them know that they will be figuring out how to play together and solve problems that arise.

**Building a Peaceful Environment:** "Friendships are important in helping children develop emotionally and socially. They provide a training ground for trying out different ways of relating to others. Through interacting with friends, children learn the give and take of social behavior in general."

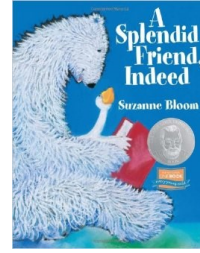
(NYU Child Study Center [http://www.aboutourkids.org/articles/do\\_kids\\_need\\_friends](http://www.aboutourkids.org/articles/do_kids_need_friends))



# Peace with Friends

## A Splendid Friend, Indeed

By Suzanne Bloom



**Play “Amigo, Amigo”:** Create a number of cards that come in pairs. You can use colored cards or cards with shapes on them. Shuffle the cards, and pass one out to each child in the group. Make sure that each pair is passed out.



- Invite the group to stand and bounce around the room. Let them know that when you say “Amigo, Amigo,” they will stop and find an “amigo” or friend that has a card that matches their card (same color, same shape, etc.)
- Once everyone has found an amigo, call out different body parts and encourage the friends to match up their parts. As you say “hand to hand,” each pair of amigos will touch hands. (elbow, shoulder, knee, foot, finger, toe, back, etc.). After calling out 2 or 3 body parts, collect and redistribute the card pairs. Children may begin bouncing around the room again. When you say “Amigo, Amigo” this time, each child must look for his or her new amigo, and start the matching body part activity again.



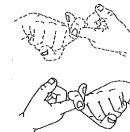
### **Building your library:**

- Treasure, by Suzanne Bloom
- Duck and Goose by Tad Hills
- George and Martha by James Marshall
- Mama by Jeanette Winter

### **Thank You:**



### **Friend:**



### **Extension Activity: A Splendid Note for a Splendid Friend**

- Invite children to use paper and markers, crayons, or colored pencils to draw a picture and/or write a note to one of their friends. If it is available, show the children how they can roll their note up in a scroll like Goose did in the story and tie it with a ribbon.
- Set up a special mailbox in the classroom where children can “send” their notes to their friends in the class. Leave the mailbox out as a permanent item in your class where children can continue to send letters to their friends. Have a delivery time each afternoon before the children go home to share the notes and drawings. Teach the sign for THANK YOU, and after each friend receives a note or drawing, encourage them to sign THANK YOU.

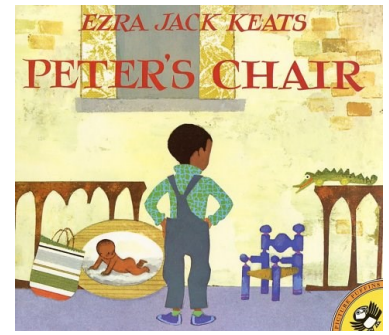


**Building a Peaceful Environment:** Take photographs of children as they learn to work together. Spotlight Splendid Friends in a class book or display that children can revisit and reflect upon. This may help them to continue to see the good in others.

## Peace with Friends

### Peter's Chair

By Ezra Jack Keats



#### **Summary:**

After Peter becomes a big brother, he notices that his old furniture has been painted pink. Not wanting to share his belongings, he quickly snatches his chair, the one piece of furniture that has not yet been painted. When Peter actually tries to sit in the chair, he realizes that he is much too big for it. Peter soon takes pride in the fact that he is no longer a baby, but a growing boy, and he returns home to help his father paint his beloved chair and share the chair with his new sister.

#### **Building your library:**

- The Bear who Shared by Catherine Rayner
- Bear with Me by Max Kornell

#### **Emphasize sharing**

Emphasize the concept of sharing by teaching children the ASL sign for share. The more you focus on sharing in a positive way, the more children will put sharing into practice.

#### **Sharing:**



#### **Peace Focus:**

- Sharing
- Self-Identity

#### **Peace Signs:**

- Share

#### **Extension Activity:**

Talk with the class about growing up. Remind them that in the story, Peter realized he is too big for his chair, and so he decides to give it to his baby sister. Ask the class if they can think of anything that they don't use anymore in the classroom or at home that they would like to share with others. Invite them to share the item with a friend or the class so that they have the opportunity to practice sharing.

#### **Building a Peaceful Environment: Baby Photo Matching Display**

Provide children the opportunity to develop and demonstrate knowledge about self-identity.

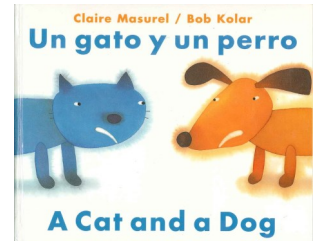
- Have each child bring in a photo of him or her self as a baby. Also, take a current photo of each child.
- Create a bulletin board with all of the baby photos on one side and all of the current photos on the other.



## Peace with Friends

### A Cat and a Dog

By Claire Masurel



**Summary:** A cat and a dog live in the same house, but they are not friends. They fight all the time, about everything. Then disaster strikes. Dog's beloved ball bounces up into a tree and is stuck. Cat's precious stuffed mouse falls into the pond. Dog can't climb. Cat can't swim. What are they to do? This book shows how a simple act of kindness can turn an enemy into a friend.

#### **Building your library:**

- Knuffle Bunny Too by Mo Willems
- Duck and Goose by Tad Hills

#### **Peace Focus:**

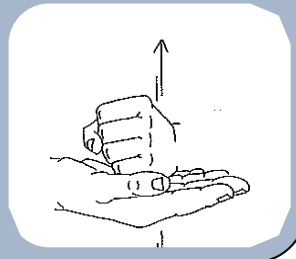
- Helping
- Friendship
- Conflict Resolution

#### **Peace Signs:**

- Help
- Friend

#### **Help:**

Remind children that the cat and the dog were able to help each other because of their differences. Show children the sign for help.



#### **Extension Activities:**

- When we focus on helpful behavior, children will spend more time being helpful. For the next several weeks, tell a brief story each day during circle time about a helpful behavior that you noticed in the class. Have children join you in making the sign for help in order to emphasize the importance of helpfulness in the class.
- Invite children to tell stories about helpfulness in the class.
- Create a bulletin board to post artwork and stories of helpfulness.
- If you have a child in the class who needs more support with helpful behavior, give them support in doing something helpful and post a photo of them being helpful on the board.

#### **Building a Peaceful Environment:**

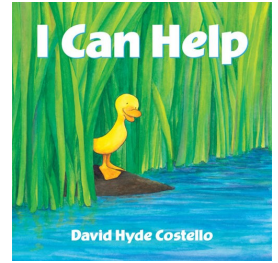
Children feel powerful when they can help others. Being a part of a family, group, or community that supports each other is like being on a team. Here's a poem that could be your team's mantra!

*You help me and I help you  
That's what friendly people do  
When I have trouble or get  
something wrong  
It all works out when you come  
along!*

## Peace through Caring

### I Can Help

By David Hyde Costello

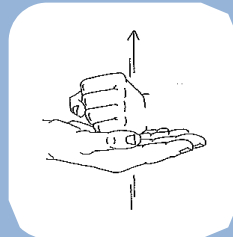


**Summary:** "Uh-oh. I'm lost," a little duck says. "I can help," says a monkey, who swings down from a tree and helps the little duck. Then the monkey loses his balance! Who can help him? Giraffe can! And so the fun begins in this story about how easy it is to help someone in need.

#### **Building your library:**

- Daisy and the Egg  
by Jane Simmons
- My Friend Rabbit  
by Eric Rohmann

#### **Help:**



#### **Peace Focus:**

- Caring
- Helpfulness

#### **Peace Signs:**

- Thank You
- Help
- Point of View

#### **Extension Activity: "I Can Help" game**

For this activity you will need a large area for the children to run around. You may want to designate an area they must stay within by using sports cones. Give it a name, for example the "Peace Garden." For the first round of the game, the teacher can be "it." Holding a soft ball in her hand, she will gently tag the children with the ball one at a time. A child who is tagged with the ball will become frozen. He or she will say "Help me, help me!" Three other children will run over to the "frozen" child, form a circle around him or her and say "I can help!" The "frozen" child is now unfrozen and the game continues. Pause the game about every 1-2 minutes to allow different children the opportunity to be "it." Tagging with a soft ball helps to prevent children from pushing or tagging too hard.



#### **Building a Peaceful Environment:**

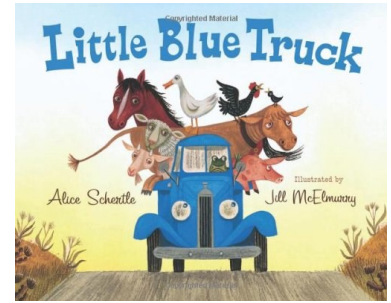
Children feel powerful when they can help others. Being a part of a family, group, or community that supports each other is like being on a team. Here's a poem that could be your team's mantra!

*You help me and I help you  
That's what friendly people do  
When I have trouble or get something wrong  
It all works out when you come along!*

## Peace through Caring

### Little Blue Truck

By Alice Schertle



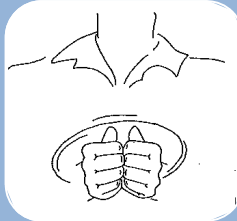
**Summary:** Beep! Beep! Beep! Meet Blue. A muddy country road is no match for this little pick-up truck-- that is, until he gets stuck while pushing a dump truck out of the muck. Filled with truck sounds and animal noises, this story displays the power of friendship and the rewards of helping others.

#### **Building your library:**

- Duck in a Truck by Jez Alborough
- Little Blue Truck Leads the Way by Alice Schertle

#### **Together:**

Share the sign for together and talk about how you are a helpful team.



#### **Peace Focus:**

- Caring
- Helpfulness

#### **Peace Signs:**

- Help
- Thank You
- Together

#### **Extension Activity: "Go Team"**

Just like the characters in the book, children feel happy when they are part of a helpful team. After cleaning up, setting the table, or working on a project together, have some fun by putting your hands together in the middle and cheering, "Go, Team!" Personalizing this cheer makes it even more special and builds community.



#### **Building a Peaceful Environment:**

Being a part of a family, group, or community that supports each other is like being on a team. Here's a poem that could be your team's chant!

*You help me and I help you  
That's what friendly people do  
When I have trouble or get  
something wrong  
It all works out when you come  
along!*

# Peace through Caring

## The Lion and the Mouse

By Jerry Pinkney



### Helping Hands:

Although my hands may be very small  
 I can be helpful to someone quite tall.  
 I can pick up my toys, keep my room clean.  
 I can be the best helper that you've ever seen!



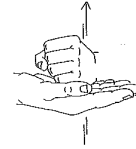
### Building your library:

- Do You Want To Be My Friend? by Eric Carle
- Owen & Mzee: Best Friends by Isabella Hatkoff
- A Splendid Friend Indeed by Suzanne Bloom

**The Lion & the Mouse Puppets:** Create a set of puppets that can be used to revisit the story. Use them to further discuss why and how the animals decide to help one another. If we really take the time, we can learn to see the best in others! Regardless of our differences we can use the help of others!



### Help:



### Thank You:



### Extension Activity: Little Helping Hands

Revisit the title page and point out the illustration of the mouse in the lion's footprint. Use your hand to help demonstrate the differences in size. Help each child trace around his or her hand. Ask them to tell you some way they can help out a grown-up at their house. Write what the child says on the front of the hand shape (Later, cut out each hand shape.).

Ask children to take their hand shapes home. Send a note to parents asking them to trace their hands and cut them out, then attach the child's hand to the center of theirs. Encourage families to have a discussion about how they each play important roles in helping their family. Then, hang their hands up as a reminder.



### Building a Peaceful Environment:

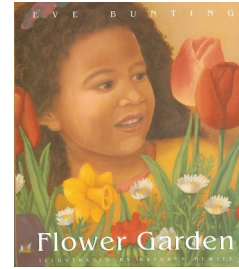
Establish or revisit your classroom agreements. Decide how you can create a display such as "Helping Hands" to encourage others to work together and maintain an organized and collaborative space...



# Peace through Caring

## Flower Garden

By Eve Bunting



### Flower Shop:

Create a dramatic play center that functions like a real flower shop.

Include such items as a cash register, silk flowers, bins, cards, pots/vases, tissue wrap, and even a system for ordering and delivery. Children can order and deliver flowers to others, showing that they care and allowing them to feel proud as well.



### Flower Garden Play Dough:

Follow a play dough recipe and color it to resemble soil. Then add props that will encourage planting and sensory exploration.

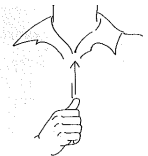
### Building your library:

- Mystery Vine: A Pumpkin Surprise by Cathryn Falwell
- Grandma's Gloves by Cecil Castellucci
- Carrot Soup by John Segal
- How do Dinosaurs say Happy Birthday? by Jane Yolen
- Birthday for Bear by Bonny Becker

### Care/Compassion:



### Proud:



### Extension Activities:

- **Sensory Bin Garden:** Grow flowers in your sensory bin.
- **Dissecting flowers:** Use contact paper, tweezers, and magnifying glasses to create a science lab.
- **Dyeing flowers:** Place white carnations in tinted water and watch them change.
- **Sandbox Garden:** Add silk flowers, mini pots, garden shovels, hats, etc. to set the scene.

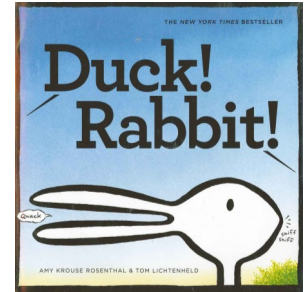


**Building a Peaceful Environment:** Having fresh flowers in your classroom increases positive emotions and creates a sharing atmosphere. (Research study by Rutgers, The State University of New Jersey)

## Peace with Others

### Duck! Rabbit!

By Amy Krouse Rosenthal and  
Tom Lichtenheld



**Summary:** Is it a duck or is it a rabbit? Depends on how you look at it! This book is a clever take on an age-old optical illusion. It's also a subtle lesson in helping children see another person's point of view and that, sometimes, there is no right answer.

#### **Building your library:**

- Hey Little Ant  
by Phillip and Hannah Hoose
- Sometimes It Looks Like Spilt Milk  
by Charles Shaw

#### **What could it be....**



#### **Peace Focus:**

- Perspective

#### **Peace Signs:**

- Point of View

#### **Extension Activity: What Could It Be?**

Do a fun drawing activity together with your children. Begin drawing a shape of something and have the children guess all of the different things it could be. Then have children draw something as you say all the things it could be.

**Building a Peaceful Environment:** Children look at the world in their own special and surprising ways. Every child is a unique being with unique opinions and a unique point of view. For teachers, educators, and caregivers, it is important to understand that what works for one child may not necessarily work for another. Between the ages of three and five, children develop motor skills, social skills, their imaginations, the capacity to follow directions, the ability to think visually, and the capacity to understand and express emotions. How children view the world and function within it is in direct relationship to these stages of development.

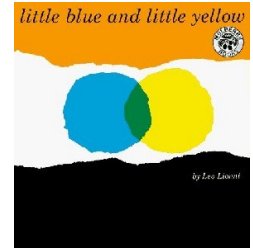
(PBS.org Parent Tales)



# Peace with Others

## Little Blue and Little Yellow

By Leo Lionni



**Play dough:** Place small balls of yellow and blue play dough (golf ball size) in bags. Invite children to retell the story using their play dough.



### Building your library:

- Margaret and Margarita by Lynn Reiser
- All the Colors of the Earth by Sheila Hamanaka
- Ten Little Fingers and Ten Little Toes by Mem Fox
- The Colors of Us by Karen Katz
- Yo! Yes! by Chris Raschka

### Fruit Salad:



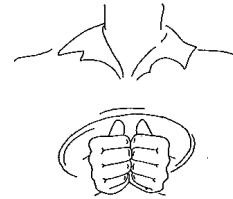
Pineapple (yellow)

Blueberries (blue)

Honeydew (green)

You can experiment with other fruits as well.

### Together:



### Extension Activities: **\*\*try with other colors as well!\*\***

**Ice Cube Painting:** Create blue and yellow ice cubes with food color/ water color paint. Place a small popsicle stick in them before they freeze. Add a sheet of butcher paper to your sensory table and the cubes for children to explore.



**Coffee Filter "Painting":** Provide children with small jars of yellow and blue water color paint, eyedroppers, and coffee filters. As children transfer the color to the coffee filters, invite them to examine the movement in color as the coffee filter absorbs the paint.

**Marble Painting:** Place white paper in a cardboard box lid, then have children squeeze yellow and blue tempera paint out of squeezable bottles onto the paper. Add golf balls, encouraging children to work together to tilt the box in different directions.

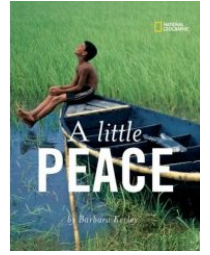


**Building a Peaceful Environment:** Extending a simple book like this in many different ways encourages children to interpret the message that although we are different, we are also alike. It is important that children are taught to be inclusive of all people.

## Peace with Others

### A Little Peace

By Barbara Kerley



**Share the globe:** Young children can begin to understand more about our world and where we live with the use of a globe. Children can also make the connection that people live in different parts of the world, yet do some of the same things that they do, like go to school or visit the park.

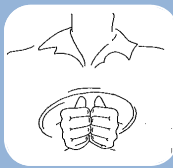


Children may be curious about the children shown in the book. The photograph index at the back of the book contains detailed information about each of the photographs.

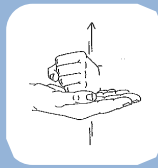
#### **Peace:**



#### **Together:**



#### **Help:**



#### **Building your library:**

- Our Grandparents by Maya Ajmera
- You & Me Together: Moms, Dads, and Kids Around the World by Barbara Kerley
- Be My Neighbor by Maya Ajmera
- Global Babies by Children's Global Fund
- My Family by Sheila Kincade
- To Be an Artist by Maya Ajmera
- A Cool Drink of Water by Barbara Kerley
- One World, One Day by Barbara Kerley

#### **Extension Activities: Random Acts of Kindness**

- Brainstorm ways that you might acknowledge important people in your school/center. For example, create a thank you card from the class as a surprise for the custodian/bus driver/nurse/cafeteria cook/mailman, etc.
- Follow a recipe together and bake a batch of cookies for someone or to celebrate a special occasion such as the birth of a child.
- Think of ways to help someone with their job in the school.



**Building a Peaceful Environment:** Create a peace table with children in your classroom. It can serve as a special place for peaceful conflict resolution to occur between children. Provide a small table and chairs or pillows on a small rug. There should be a flower/talking stick for children to use to discuss a problem and their feelings. For example, the child who created the invitation to the peace table speaks first. Holding the talking stick/flower, the child might say "I didn't like it when you took my blocks away from me. It made me feel sad." Then, the other child has an opportunity to respond while holding the talking stick/flower. This process should be modeled by adults in the classroom several times in order to help children understand the process.

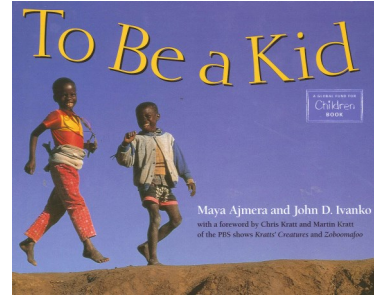




# Peace with Others

## To Be a Kid

By Maya Ajmera



### **Around the World:**

Explain that all over the world people say hello to each other. Teach the children how to say hello in some different languages that are represented in this book. Point to the country as you say hello.

Mexico: *Hola!*

Israel: *Shalom!*

India: *Namaste!*

Australia: *G'day Mate!*

Madagascar: *Salama!*

France: *Bonjour!*

Japan: *Konichi-wa!*

Senegal: *Salamaleikum*

(Pronounced: sah-lahm-ah-lly-come)



### **Building your library:**

- Whoever You Are by Mem Fox
- The Colors of Us by Karen Katz
- You & Me Together: Moms, Dads, and Kids Around the World by Barbara Kerley
- Be My Neighbor by Maya Ajmera

### **Friend:**



### **Happy:**



### **Extension Activity: Create your own version of the book To Be A Kid**

- Ask, "What do we do each day that we can include in our book? What are some of your favorite things to do?" On a piece of chart paper, record what the children say. Write, "To be a kid means..." then list different ideas the children share.
- Take pictures of the children doing different activities. For example, play music and dance. Have children paint pictures or create any kind of artwork that they want. Go outside and play a game or just have the children have fun playing together, etc.
- After you print the pictures, arrange them on blank paper. Leave some space at the top of each page so you can have the class help you label the pages. For example, if you have a page of children doing an art activity, then write, "To be a kid means " and have the children help you fill in the sentence. Create a special cover and put the pages together to make a book. Read the book to the class. Display your book in a special place so children can look at it as they wish.



**Building a Peaceful Environment:** Be sure to add photos of children working together throughout the year to the Friends and Family Board. This will strengthen the relationships that they are building.





### Pulling It All Together Activity

What is the behavior?	Why might the child be doing this?	What can I do to prevent this behavior?	What new skills can we teach?

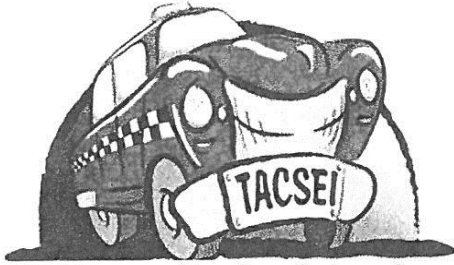
## National Center Information

More information on the Teaching Pyramid and CSEFEL on the following websites



**Center on the Social and Emotional Foundations for Early Learning**  
<http://csefel.vanderbilt.edu>

CSEFEL has many resources for training, classroom teachers, and family members.



**Technical Assistance Center  
on Social Emotional Intervention**  
for Young Children

**Technical Assistance Center on Social Emotional  
Intervention for Young Children (TACSEI)**  
[www.challengingbehavior.org](http://www.challengingbehavior.org)

TACSEI has several web-based presentations, workshops, and podcasts archived and available for viewing/listening their sites.



**California Collaborative on the Social & Emotional  
Foundations for Early Learning (CA CSEFEL)**  
[www.CAinclusion.org/camap/csefel.html](http://www.CAinclusion.org/camap/csefel.html)

This is the home page for CA CSEFEL. Information about California's Teaching Pyramid and Leadership Team, can be found on this website.

# *Peaceful Reflections*

What makes you a peaceful teacher/provider/educator?

What is one thing you can acknowledge and appreciate in your children or what do you love about them?

What is one thing you will do to promote peace in your classroom, work environment, or in your own life?