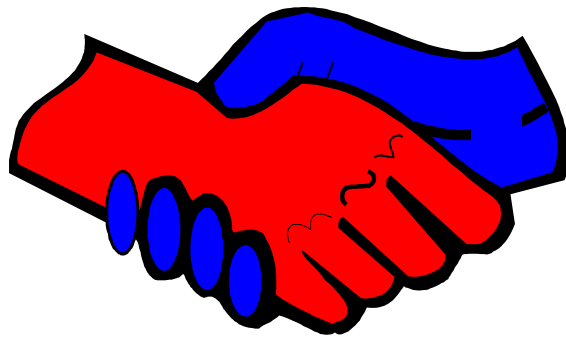


# Study Guide

PEACEMAKER



by  
David Holman

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## INTRODUCTION

This study guide is designed to help you and your pupils explore tolerance and conflict resolution. Please feel free to copy this guide and to adapt the activities listed.

We welcome suggestions for additions and improvements. Please contact us by writing to Theatre Britain, PO Box 1395, Addison, TX 75001 or emailing us at [producers@theatre-britain.com](mailto:producers@theatre-britain.com).

## ABOUT THEATRE BRITAIN

Theatre Britain was formed as a non-profit partnership in June 1996 and aims to promote British theatre in its many and varied forms. We produce shows for both adults and children. We are particularly interested in providing quality theatre in a school setting and have toured three of our shows to schools in and around the Dallas Fort Worth Metroplex.

More information about Theatre Britain and past productions can be found on our web site at [www.theatre-britain.com](http://www.theatre-britain.com).

## ABOUT THE PLAY

Simp and her friend, Franny, live in the Land Of Red. They are very glad that they have never seen anyone from the Land Of Blue, for Blues are monsters with huge claws and eyes like burning coals. And Blues eat Reds if they catch them. Everyone says so.

But today is a day like no other. Today is the day Simp and Franny will remember for the rest of their lives. Today is the day they will meet a Blue!

## ABOUT THE AUTHOR

### David Holman

David Holman has written more than 70 works for stage, radio, film and opera which have been performed for or by children. His work has been translated into many languages and has been produced on every continent.

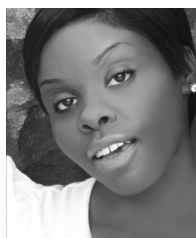
Many of these works have explored environmental questions, including: *Drink the Mercury* about the effects of heavy metal pollution on the fishermen of Minamata in Japan; *Adventure in the Deep* about the despoliation of the oceans; *Big Cat*, *Bad Coat* and *Solomon and the Big Cat* both concerned with endangered species in Africa; *Operation Holy Mountain* on the second coming of the patron saint of animals, Francis of Assisi; and *Whale*, about three whales trapped in the ice off the shore of Alaska.

Holman lived for many years in Australia, where he made a huge contribution to the Theatre in Education repertoire with such plays as *Peacemaker*, *No Worries* and *The Small Poppies*. He also spent a year as Artist in Residence with Green Thumb Theatre for Young People in Vancouver, BC, where he created *One in a Million*, following the story of a boy living below the poverty line.

More recently Holman has produced a stage adaptation of a story by Nikolai Gogol called *Diary of a Madman* which toured the Soviet Union in 1991 after winning the Sydney Critics Prize. Further stage adaptations include *Billy Budd* and *Beauty and the Beast*.

Currently, Mr Holman lives in London, England.

## ABOUT THE COMPANY



**Feleceia B Benton** (*Bluey*). Feleceia is a 2006 graduate of Texas Christian University and holds a BFA in Musical Theater and a BS in Advertising/Public Relations and is an MBA student at LeTourneau University. She is passionate about helping young artists understand their role in society today, which has led her to pursue her passions as an actress, performer, and entrepreneur. She is currently acting in the DFW area such as Theatre Three in Dallas, Casa Mañana and Bass Hall in Fort Worth, Artisan Center Theater in Hurst, and the Texas Amphitheater in Glen Rose. She is also the Founding Director of Calling in Action Christian Dance Troupe and a teacher at Turning Point Christian Academy in Wilmer, TX.



**Corey Cleary-Stoner** (*Simp*) is as excited as he is honored to be a part of Theatre Britain's children's show *Peacemaker*. He is a part of Collin Theatre Center's Alumni and is currently in their production of *Big Love* as the character, Nikos. He has recently been in such productions as *Blythe Spirit* as Madame Arcati, *Lil'Abner* as Pappy Yokum, and Joseph in *My Three Angels*. He wishes nothing but success and growth from this year's show and is thankful for the wonderful relationships that were made in the process. Whether red or blue, it takes all the colors to make a world.



**Amber Fussell** (*Franny*). Amber is glad to be working with Theatre Britain again, as she was last seen in their 2004 Christmas panto *Snow White* playing the sneezing role of Hanky. Since then she has been working behind the scenes for Shakespeare Dallas in their costume department, and for Act I Productions as a choreographer and director of various shows, including their first children's show: *Little Red Riding Hood - The Musical*. She looks forward to continuing her work in children's theatre both on and off stage.



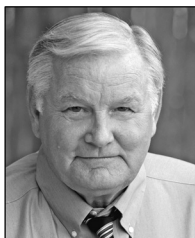
**Caitlin Tiffany Glass** (*Simp*). A recent graduate of The University of Texas at Arlington, Caitlin has been seen around the Metroplex at such theatres as Theatre Three, Dallas Children's Theatre, Theatre Arlington, Act 1 Productions, and The Hip Pocket Theatre. She is also a voice actress and ADR director for FUNimation Entertainment. Her voice can be heard in such anime titles as *Fullmetal Alchemist* and *Case Closed* on Cartoon Network and the FUNimation Channel. *Peacemaker* is her first production with Theatre Britain and she is delighted to be a part.



**Nancy Lamb** (*Ms Lady*). ): Nancy Lamb died multiple times in the MBS production of *Theatre of Death* in Addison, transformed pumpkins and mice as the Fairy Godmother in Theatre Britain's *Cinderella*, turned children into apples as "Mrs. Gorf" in Rover Dramawerk's *Sideway's Stories at Wayside School*, and sang duets with a puppet as "Sister Amnesia" in Mesquite's *Nunsense*. She has created roles with Casa Mañana and Stage West in Ft. Worth, with Anagram Productions at Deep Ellum's Hub Theatre, and at Dallas Children's Theatre. A professional singer, conductor and pianist, she also works as a sound designer/engineer for theatre companies.



**Darius-Anthony Robinson** (*Franny*) is thrilled to be making his Theatre Britain debut! Currently you can catch Darius-Anthony on the Theatre Arlington stage in *Annie Get Your Gun!* He has recently been seen performing at Dallas Children's Theatre in *A Year With Frog and Toad* and *All Shook Up* at Garland Civic Theatre. His New York credits include: *Let Us Entertain You* (Duplex Theatre), and choreographing and performing in the off-off Broadway musical, *Broadway Revisited: A Musical Revue* (Malverone Players). Local Credits include: Uptown Players, RCT, DCT, T3, GCT, ACT, TA, ICT, FMT, DSM, etc. He has also served as principal/ensemble dancer for the Alvin Ailey American Dance Theater and Steps On Broadway, etc.



**Garrett Schenck** (*Mr Man*). In addition to appearances in various television series and television movies, Garrett has appeared recently on stage as Norman Thayer in *On Golden Pond*, as Julius Caesar in Shakespeare's piece of the same name, as Reverend Samuel Gardner in Shaw's *Mrs Warren's Profession*, Mr. Rice in *Molly Sweeney*, Hope Shakespear in *Sailing to Byzantium*, and The Colonel in *The Oldest Living Graduate*.

## ABOUT THE DIRECTOR

### Sue Birch

Sue trained at The Oxford School of Drama and has appeared in numerous productions in the UK and in Texas. Other credits include several independent films, industrials, a national commercial for AutoZone and playing Donna Morgan in the recently released videogame *Deus Ex - Invisible War*. Sue is Executive Producer for Theatre Britain and directed the company's last five holiday shows, *The Sleeping Beauty*, *The Frog Prince*, *Snow White*, *Jack & The Beanstalk* and *Cinderella*. She received two Leon Rabin nominations (Direction and Sound Design) for her work on the 2003 Texas premiere of *Peacemaker*.

## MUSIC USED IN THE PRODUCTION

*Dreams Of Harmony* by Joanne Hammil

And instrumental versions of:

*Dancin' To The Beat* by Joanne Hammil

*Rules* by Joanne Hammil

© 1987, 1988 JHO Music (BMI)

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Available on *Pizza Boogie*

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

Selections from *I Will Be Your Friend*

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*I Will Be Your Friend*

Songs And Activities For Young Peacemakers

An educational package from Teaching Tolerance

A project of The Southern Poverty Law Center

[www.teachingtolerance.org](http://www.teachingtolerance.org)

### Joanne Hammil

Joanne Hammil, a nationally known singer-songwriter-educator from Boston, is a major figure in community and children's music. She directs six intergenerational and children's choirs in the greater Boston area and presents dynamic concerts and workshops for children, adults, families and teachers across the country. Her songs have been performed and recorded by many artists, have been widely published, and her rounds have become exciting standards in books and harmony circles. Joanne served as President of The Children's Music Network for many years and continues to be an active Board Member. Her two award-winning recordings of original children's music, *Pizza Boogie* and *The World's Gonna Listen*, and her adult songs continue to receive the highest acclaim.

## **I Will Be Your Friend**

*I Will Be Your Friend* is a new educational package produced by Teaching Tolerance, a project of The Southern Poverty Law Center. The package consists of a cd and an activity songbook. Although recommended for grades 2 through 5, many of the activities can be adapted to work with younger children.

The cd includes rap, folk, jazz, gospel, show tunes, spoken word and traditional song. There are learnable, singable songs in languages from numerous immigrant communities, as well as several of the indigenous languages spoken in North America today. As Larry Long, the producer, explains “ Our goal was to honor the diversity we find here at home – not so much by including songs *about* diversity, but by ranging as far and wide as possible in musical styles and sources.”

*I Will Be Your Friend* is available free to elementary schools and teachers. To order a copy, send a request on school letterhead to the address below:

I Will Be Your Friend  
Teaching Tolerance  
400 Washington Avenue  
Montgomery, AL 36104  
Or fax (334) 956-8486

<b>Resource</b>	<b>Peacemaker</b>  Author: Theatre Britain Play by: David Holman
<b>Age range</b>	Preschool to Grade 4.
<b>Learning Objectives</b>	To build on the themes of tolerance and friendship depicted in the performance.  To elicit answers to the question at the end of play.
<b>Materials</b>	Writing, drawing and painting materials.
<b>Time</b>	15-30 minutes for each activity listed below. Story or picture could be given as homework.
<b>Activities</b>	<p><b>Examining differences and similarities</b></p> <p>Solicit suggestions and write on the board the ways in which Bluey was different from Simp and Franny and the ways in which he was the same.</p> <p>and/or</p> <p>Choose two children. Ask the rest of the class to suggest ways in which the two children are different. Each time a valid example is found, the children at the front of the class must move apart by one step. When no more suggestions are forthcoming, ask the rest of the class to suggest examples of how the two are the same. Each time a valid example is found, the two children move closer together.</p> <p>Discuss the idea that no matter how many differences there are, we all have things in common.</p> <p>and/or</p> <p>Split the students into groups and have them make up their own gesture for hello. Then mix up the groups and have them teach their gestures to one another.</p> <p>Discuss the idea of different languages, using examples from the class if available. Gesture is also a language. Dialects can also be different. Even though we may use different words for things, we all communicate in the same way.</p>

	<p><b>What happens next?</b></p> <p>At the end of the play, Simp says that she and Franny don't know what will happen next and challenges the audience to say how the story will go on.</p> <p>Students should draw a picture or write a story of what they think happens next. Discuss what the children have drawn or written. Display on the wall of the classroom or send to Simp &amp; Franny at Theatre Britain, PO Box 1395, Addison, TX 75001.</p> <p>and/or</p> <p>Students should write a short play about what happens next and then act it out.</p> <p><b>Small steps</b></p> <p>Discuss how change comes slowly. Simp and Franny became friends with Bluey, but Ms Lady was not ready. So it will take time for the wall to be taken down completely. Use the Civil Rights struggle as an example of how change can take a long time, but begins with individuals making the first steps.</p>
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<b>Resource</b>	<p style="text-align: center;"><b>The Boy With Two Eyes (Persons with Disabilities)</b></p> <p style="text-align: center;">Author: Amnesty International</p>
<b>Age range</b>	Preschool to Grade 4. Middle/Junior High School (Grades 5-8). Senior High School (Grades 9-12).
<b>Learning Objectives</b>	<p>To give children a positive picture of 'difference'.</p> <p>To understand that disabled people have the right to be treated the same way as everyone else.</p>
<b>Materials</b>	<p>The Simplified Version of the Convention of the Rights of the Child.</p> <p>Available at UNICEF's website: <a href="http://www.unicef.org/crc/">http://www.unicef.org/crc/</a>.</p>
<b>Time</b>	About an hour.
<b>Activity</b>	<p>Tell the children the story below. Then ask the questions which follow.</p> <p>"Way, way out in space there is a planet just like Earth. The people who live on the planet are just like us except for one thing, they only have one eye. But it is a very special eye. With their one eye they can see in the dark. They can see far, far away, and they can see straight through walls. Women on this planet have children just like on Earth.</p> <p>One day a strange child was born. He had two eyes! His mother and father were very upset. The boy was a happy child. His parents loved him and enjoyed looking after him. But they were worried because he was so unusual. They took him to lots of doctors. The doctors shook their heads and said "Nothing can be done."</p> <p>As the child grew up, he had more and more problems. Because he couldn't see in the dark, he had to carry a light. When he went to school, he could not read as well as other children. His teachers had to give him extra help. He couldn't see long distances, so he had to have a special telescope. Then he could see the other planets, like everyone else. Sometimes when he walked home from school he felt very lonely. "Other children see things I can't see," he thought. "I must be able to see things they don't see."</p>

And one exciting day, he discovered he could see something that nobody else could see. He did not see in black and white as everybody else did. He told his parents how he saw things. He took his parents outside and told them about his thrilling discovery. They were amazed! His friends were amazed as well. He told them wonderful stories. He used words they had never heard before...like red and yellow...and orange. He talked about green trees and purple flowers. Everybody wanted to know how he saw things. He told wonderful stories about deep blue seas and waves with foaming white tops. Children loved to hear his stories about amazing dragons. They gasped as he described their skin, their eyes and their fiery breath.

One day he met a girl. They fell in love. She didn't mind that he had two eyes. And then he found that he didn't mind either. He had become very famous. People came from all over the planet to hear him talk. Eventually they had a son. The child was just like the other children on the planet. He had only one eye."

### **Questions**

What do you think it was like to have two eyes on a one-eyed planet?

What difficulties do you think the boy with two eyes had? Why?

What other sort of differences in their abilities do people have?

Would you be "different" if you lived somewhere else on Earth? Why? How would you like to be treated if you were "different"?

### **Choices**

Look at article 23 of the Simplified of the Convention on the Rights of the Child. What sort of "special care" might disabled children need? If there were a disabled child in your class what would you do to help?

Ask the class to imagine that they are going to a country where everyone has one eye. Ask them to write a letter to their new friends telling them how two-eyed people like to be treated.

	<p>Ask the class to re-create the story in another form. For example, as a play or a picture.</p> <p>As a project children could study one particular disability, learning more about how people who have that disability live, what they can and can't do, what special equipment or help (if any) they need. This is an excellent opportunity for children to meet disabled people and challenge prejudices they might have about disability.</p>
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<b>Resource</b>	<p align="center"><b>When Life Hands You A Lemon, Peel It</b></p> <p align="center">Author: Anti-Defamation League</p>
<b>Age range</b>	Preschool to Grade 4.
<b>Learning Objectives</b>	To understand that despite outward differences, people are the same on the inside.
<b>Materials</b>	A lemon for each child. A basket.
<b>Time</b>	About an hour.
<b>Activity</b>	<p>Give each child a lemon. Tell them to “get to know your lemon.” The children will examine their lemons - smell them, touch them, throw them in the air, and roll them around. After a few minutes, take the lemons back and collect them in a big basket. Next, ask the children to find their lemons from among the bunch. Remarkably, most recognize their lemons at once. Some will even get protective of them.</p> <p>Next, ask the children to describe how they recognized their lemons. The responses are always varied. "My lemon was a big lemon", one might say. "My lemon was a perfect lemon", says another. And another, "My lemon had dents and bruises." This launches the discussion about how people are like that - different sizes, different shapes, different shades of color, different "dents and bruises."</p> <p>After exploring those ideas, collect the lemons again. This time, peel the lemons and return them to the basket without their protective skin. Now tell the children to again find their lemon. "But the lemons all look the same!" they'll exclaim. This opens the door to a discussion of how people, much like the lemons, are pretty much the same on the inside.</p>

<b>Resource</b>	<b>Respecting Each Others' Differences</b>  Author: ChildLine, Theatre Britain
<b>Age range</b>	Kindergarten to Grade 5.
<b>Learning Objectives</b>	<p>To understand and celebrate individual identity in a positive way.</p> <p>To understand the term 'difference' and that differences between people are inevitable, natural and positive.</p>
<b>Materials</b>	Paper, crayons, art supplies, map of the world
<b>Time</b>	30 minutes and ongoing.
<b>Activity</b>	<p>Get students to discuss any examples of intolerance they themselves have experienced. How does it make us feel when we are treated as different?</p> <p>Have the students each make a brick and write or draw on it an example of tolerance, friendship or kindness to others. Make a wall from the bricks. This can be a physical wall or on paper which is then displayed on the classroom wall.</p> <p>Introduce the idea that not all walls between people are physical (ie bricks and mortar). What are the ways in which we judge other people?</p> <p>Answers might include color of their skin, their clothes, their hair, their accent, what job they do, where they live, how much money they have, their age, whether or not they have a disability. Are there any historical reasons why we might regard people as different. Discuss whether these things really make people different.</p> <p><b>Suggested activities for younger children</b></p> <p>Think about what is special about you and what is special about your friends. Make a "What Makes Us Special" graffiti wall.</p> <p>On a big map, put flags where everyone has come from or where their family once lived. The map could be of the area, the country or the world.</p>

	<p>Draw a cartoon to show how you celebrate special days such as birthdays.</p> <p>In drama/movement groups, see if you can show how you are special without using words. Practice some of the moves you'll need before you put together the sequence.</p> <p><b>Suggested activities for older children</b></p> <p>Think about why differences make people uncomfortable. Write a list of what schools could do to help people feel more comfortable with differences.</p> <p>Write a "Welcome To Our School" leaflet for a new pupil.</p> <p>As a group, make a collage with a title on the theme of "Celebrating Our Differences". It could be a fabric banner to hang in the school's entrance or hall.</p> <p>In drama groups, improvise a dialogue around the theme of "Celebrating Our Differences". When you are satisfied with your script, write it down and perform it.</p> <p><b>Suggestions for general discussion</b></p> <p>Compare and share the results of the activities. Are there any ideas that we could use in an assembly? Are there things we need to do in our school to make sure that differences are celebrated? Who could we talk to about our ideas?</p>
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<b>Resource</b>	<p style="text-align: center;"><b>Live Human Rights In Your Classroom</b></p> <p style="text-align: center;">(from the Teaching Young Children About Human Rights Resource Notebook)</p> <p style="text-align: center;">Author: Gloria Needlman, Nursery/Kindergarten Teacher University of Chicago Laboratory Schools Early Childhood Advisor to Amnesty International USA's Human Rights Education Steering Committee Author and Workshop Presenter © 1994</p>
<b>Age range</b>	Preschool to Grade 4. Middle/Junior High School (Grades 5-8).
<b>Learning Objectives</b>	To understand that differences should be respected.
<b>Materials</b>	<p><i>Universal Declaration of Human Rights, An Adaptation for Children</i> by Ruth Rocha and Otavio Roth, United Nations Publications, 1989.</p> <p><i>People</i> by Peter Spier, Doubleday and Company, 1980.</p> <p>A long feather.</p> <p>Paper on which to print the classroom Declaration.</p> <p>Black ink or paint.</p>
<b>Time</b>	Ongoing.
<b>Activity</b>	<p>On the first day of school in the Fall, it's time to start setting the foundations for a classroom which functions with respect for each child, and with children respecting each other. It may be apparent when you look at lunches and discover that one child eats ham each day, while another hates it ... there's the opening to explain that people have different opinions or tastes, look different from each other, and that you respect these differences. Make children aware of the many areas in a school experience where you emphasize the rights of each person. The teachable moments come at unexpected times. Use them!</p> <p>Within a few weeks you will be ready to introduce the children to the <i>Universal Declaration of Human Rights, An Adaptation for Children</i>.</p>

	<p>The use of big words with children is almost always a captivating experience. Start with the word <i>universal</i>. Most children know the word <i>universe</i>, and can figure out that <i>universal</i> means everybody on our planet Earth. Ask what the word <i>rights</i> means. Have children look at each child in the group and, if you have an ethnically diverse class, discuss the outstanding features as you together discover the range of different skin colors, hair, size, etc. If your class is a more homogeneous group, have children check out noses or ears and it will be evident that they are each unique individuals.</p> <p><i>People</i> by Peter Spier is the book to bring out at this time. It shares differences in the four billion people (<i>Editor's note: now six billion people</i>) on Earth in wonderful ways. Pictures in books, discussions, the materials in your classroom, the pictures on the wall, and your responses all need to show respect during work and play times. Children will soon know that each person, child, or adult is important, needs to be respected and has rights.</p> <p>By early December, children have experienced living in a classroom where not only do they show respect for each other, but the teachers show the way. You and your children are now ready to write a Declaration of Human Rights. It may be one based on the Universal Declaration of Human Rights (UDHR) or it may be one which reflects the rights of children in your classroom.</p> <p>A possible beginning is to ask each child to pretend s/he is writing the Universal Declaration, and to think and suggest a <i>right</i> which seems important to her/him. As a <i>right</i> is offered, the whole body of children should discuss it, agree or disagree, and, when a consensus is reached, the accepted <i>right</i> is put on a long sheet of paper. Perhaps you'll be fortunate to hear an idea like this: "I'm from the country of Detroit and I want the Declaration to say, "No one can tell you what to be on Halloween." The body of children would then call out "Yea", "Yes", "That's a good one" and the right is listed. Or children might say, "Wait a minute, that's not a good idea" and a discussion begins. Use the children's language for a meaningful Declaration.</p> <p>Continue the list for as many days as there are ideas, with the deadline being Human Rights Day, December 10th, the anniversary of the creation of the Universal Declaration of Human Rights (1948).</p> <p>On December 10, set a special table with a long feather</p>
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	<p>(you'll need to look carefully to find one), a dish of ink or black paint, and the printed page with the Declaration. Invite all the children to listen once again as you read the few, or many <i>rights</i> they have offered and explain that before anyone puts her/his initials on a document such as this, s/he must agree to all the ideas and words. No one <i>must</i> sign it; only those children who believe what it says are to dip the feather (like the one in the UDHR book) to print their initials.</p> <p>The room will most likely experience a hushed tone as one by one, solemnly and seriously, children dip the feather into the paint to print their two initials. If you have an old Notary Public Seal at your disposal, after the last initials are in place, affix the seal in the corner. A photocopy of the signing feather made into a book mark can be presented to each "signer." With your Declaration in place, live the school year under its guidance.</p>
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<b>Resource</b>	<b>Creating A Peace Place</b>  Author: Operation Respect Inc. and Educators for Social Responsibility © 2000
<b>Age range</b>	Preschool to Grade 4.
<b>Learning Objectives</b>	To teach children alternatives to acting out when upset or angry.  To practice group problem solving and build community.
<b>Materials</b>	(Optional) <i>Your Own Best Secret Place</i> by Byrd Baylor (Atheneum, 1991).
<b>Time</b>	40-50 minutes.
<b>Activity</b>	<p><b>Gather Together</b> (5-10 minutes)</p> <p>(Optional) Begin by reading out loud Byrd Baylor's <i>Your Own Best Secret Place</i>.</p> <p>Do a go-round in which each child completes the sentence, "A special place that I find peaceful is . . ." Discuss, if necessary, what a peaceful place is before children begin. Begin by sharing your special place.</p> <p><b>Brainstorm: Our Peace Place</b> (30 minutes)</p> <p>Explain: "In today's activity you will discuss setting up a special place in your classroom which will be your very own Peace Place."</p> <p>Ask: What is the value of having a special, peaceful place? How do you use the special place or when do you go to it? Reflect back and summarize what volunteers share.</p> <p>Explain that the goal of your classroom Peace Place is to provide a place for children to go when they are too upset or angry to focus, work and learn or when they are beginning to feel that way. Point out that this is not like a "time-out" when being asked to go somewhere separate from the group is a form of punishment. Going to the Peace Place is not a punishment. Rather, it is a place to go to honor your feelings and get ready to go back to work or join the group.</p>

	<p>Brainstorm: What are some ways you can calm yourself down when you're angry or upset?</p> <p>Write down all the children's contributions on chart paper. Some ideas to include are: draw, read, write in a journal, write to a friend, breathe deeply and rhythmically, think of people you care about, distract yourself with a puzzle, hug a stuffed animal, etc. (Note: As time goes on, add to and refine this list. Post it in your Peace Place.)</p> <p>Now brainstorm: If the Peace Place is to be a good place to go to calm yourself down when you're upset, what things will we want to include in that space? Where should our Peace Place be? Most classrooms find that it's important to delineate the Peace Place with a rug or table or some other physical boundary. How should we decorate it? Be sure to keep the discussion focused on how these decisions support the Peace Place being a good place for calming down.</p> <p>Discuss the circumstances for going to the Peace Place. Some guidelines to include are:</p> <p style="padding-left: 40px;">Going to the Peace Place is voluntary.      You have to tell the teacher you are going.      One person at a time.      There's a time limit –perhaps five minutes.      Note: Include a timer in your Peace Place.</p> <p>Ask: Does someone have to be angry, worried, sad, or upset to go to the Peace Place? In an argument, one might want to go to the Peace Place before getting angry in order to be alone and think. Stress that the point is not to ignore the problem, but to gain a little time to think about it before reacting.</p> <p>Summarize your agreements around how you will use the Peace Place. Ask if there are any clarifying questions or concerns.</p> <p><b>Pair/Share</b> (5-10 minutes)</p> <p>In pairs have the children say, "One thing I'm looking forward to about having a Peace Place is . . ." Ask for a few volunteers to share.</p>
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<p><b>Curriculum Connections</b></p>	<p><b>Science</b></p> <p>One image that often comes to mind to students when talking about anger is a volcano.</p> <p>Explore this image with students by researching volcanoes. Like a volcano that brings up rich minerals from the earth, our anger often brings up rich insights about what we really feel and need in our relationships.</p> <p><b>Music</b></p> <p>Sarah Pirtle's "Anger Chant" song and activity from Linking Up! (ESR: 800-370-2515) is a wonderful way for children to explore their feelings of anger through music and movement.</p> <p><b>Language Arts</b></p> <p>Institute "morning papers" where children write continuously for ten minutes when they first arrive at school. They can write about anything that is on their minds - the only rule is that their pencils or pens cannot leave the paper; they must keep writing the whole time.</p> <p>Staple together the children's morning papers into a class journal.</p> <p><b>Social Studies</b></p> <p>Have students research people who have used their anger constructively, like Rosa Parks, Harriet Tubman, Martin Luther King, Jr., Rachel Carson, Mother Jones, etc. Use this to talk about being "strong" (assertive and constructive) with your anger, rather than being "mean" (assertive and destructive).</p>
<p><b>Sample Description Of A Peace Place</b></p>	<p><b>Situations</b></p> <p>When a child is angry or upset and requests to go to the Peace Place.</p> <p>or</p> <p>When a child is angry, upset, or disruptive and you suggest (among other options) that he or she allow some time and space to cool down, get in touch with his or her feelings, and think of options and solutions before rejoining the group.</p>

	<p><b>Using the Peace Place</b></p> <p>Take a few minutes to sit quietly until you're ready to come back to the group.</p> <p>Write down or draw what you're feeling and why and what would help you feel better.</p> <p>Create or choose a feeling picture that matches how you feel.</p> <p>Do something distracting that will engage your attention and help you cool down.</p> <p>Pretend you are a balloon and, after inhaling deeply (blowing up your balloon), exhale all your anger so that it disappears into the air surrounding you.</p> <p><b>Materials/Equipment</b></p> <p>Rocking chair or other comfortable place to sit and a five-minute hourglass timer to monitor time.</p> <p>Feeling words, feeling stickers, paper, pencils, art supplies, clay.</p> <p>Pictures of children that show them expressing various feelings.</p> <p>Eye-catching toys, puzzles, books, music, and earphones.</p> <p>A list of cool-down strategies generated by the children.</p>
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## Classroom Activities For Promoting Tolerance

Acknowledge differences among students and celebrate the uniqueness of every one. In Debra Goldsbury's first-grade class in Seattle, children paint self-portraits, mixing colors to match their skin tone. They then name their colors, which have included *gingerbread*, *melon* and *terra cotta*. They learn that everyone has a color, that no one is actually *white*.

Establish a *You can't say you can't play* policy. Created by teacher Vivian Paley in Chicago, the rule prohibits the kind of hurtful rejection children dish out and suffer. "We must start in kindergarten", she says. "Justice must become an intuitive law."

Promote inclusion and fairness, but allow discussions of all feelings, including bias learned at home and the street. Establish a *peace table* where children learn to fight fair, perhaps with hand puppets in which conflict is acted out.

Use sports to bridge racial gaps. In Brooklyn, New York, an interracial basketball program called Flames was founded in the mid-'70s. Since then, it has brought together more than 10,000 young people of diverse backgrounds.

Promote diversity by letting children tell stories about their families, however different they may be. Diversity embraces not just race, but age, religion, marital status and personal ability. Remember that charting "family trees" can be a challenge to some children, such as those who are adopted or living with single parents.

Teach older children to look critically at stereotypes portrayed by the media. Ask them to close their eyes and imagine a lawyer, doctor, rap musician, gang member, bank president, hair stylist or criminal. What did they see and why? Confronted with their own stereotypes, children begin to question how they've been shaped by the media.

Teach mediation skills to kids. Some 300,000 high school students are physically attacked every month by some estimates. One survey of 130 New York City teachers found that after student mediators went to work, incidents of violence and name calling declined dramatically, while cooperation and communication among students increased significantly.

**Source: [www.teachingtolerance.org](http://www.teachingtolerance.org)**

## **Ten Ways To Nurture Tolerance**

### **Talk about tolerance**

Tolerance is an ongoing process; it cannot be captured in a single moment. Establish a high "comfort level" for open dialogue about social issues. Let children know that no subject is taboo.

### **Identify intolerance when children are exposed to it.**

Point out stereotypes and cultural misinformation depicted in movies, TV shows, computer games and other media. Challenge bias when it comes from friends and family members. Do not let the moment pass. Begin with a qualified statement: "Andrew just called people of XYZ faith 'lunatics.' What do you think about that, Zoe?" Let children do most of the talking.

### **Challenge intolerance when it comes from your children.**

When a child says or does something that reflects biases or embraces stereotypes, point it out: "What makes that joke funny, Jerome?" Guide the conversation toward internalization of empathy and respect -- "Mimi uses a walker, honey. How do you think she would feel about that joke?" or "How did you feel when Robbie made fun of your glasses last week?"

### **Support your children when they are the victims of intolerance.**

Respect children's troubles by acknowledging when they become targets of bias. Don't minimize the experience. Provide emotional support and then brainstorm constructive responses. Develop a set of "comebacks" for children who are victims of name-calling.

### **Foster a healthy understanding of group identities.**

For tweens and teens, group identity is critical. Remind them, however, of three things. First, pride in our own groups does not mandate disrespect for others. Second, no group is entitled to special privileges. Third, we should avoid putting other groups down as a way to elevate the status of our own groups.

### **Showcase diversity materials in your home.**

Read books with multicultural and tolerance themes to your children. Assess the cultural diversity reflected in your home's artwork, music and literature. Add something new. Give multicultural dolls, toys or games as gifts. Bookmark equity and diversity Web sites on your home computer.

**Create opportunities for children to interact with people who are different from them.**

Look critically at how a child defines *normal*. Expand the definition. Visit playgrounds where a variety of children are present -- people of different races/ethnicities, socioeconomic backgrounds, family structures, etc. Encourage a child to spend time with elders - grandparents, for example. Attend religious services at a variety of houses of worship.

**Encourage children to call upon community resources.**

The earlier children interact with the community, the better; we are not islands unto ourselves. If a child is interested in stars, visit the local library, museum or planetarium. A child who is concerned about world hunger can volunteer at a local soup kitchen or homeless shelter.

**Be honest about differences. Do not tell children that we are all the same; we're not.**

We experience the world in different ways, and those experiences matter. Help your child understand the viewpoints of others.

**Model the behavior you would like to see.**

As parents and as children's primary role models, we must be consistent in how we treat others and in our commitment to tolerance. If we as parents treat people differently based on characteristics such as race or gender, our children are likely to do the same.

**Source:**[www.teachingtolerance.org](http://www.teachingtolerance.org)

## **Talking To Your Child About Hatred And Prejudice**

### **Explaining violent incidents**

Days after the Columbine shootings, my 4-year-old son became curious about all of the activity in our house. My husband and I had tried to keep him distracted from the news coverage of the horrific shootings and the ringing telephone. It became quite difficult after I began making TV appearances as an educator with expertise in talking to children about hate. It was unavoidable keeping the news from him. My son wanted "to see mommy on TV" so I arranged for him to watch one of these shows.

At first my son was mad at me because I didn't wave at him. He will be fine, I thought. Two days later as we were getting ready for school and work, he started to cry and told me he couldn't go to school. What ultimately came out was that there were "bad men at school and they have guns:"

From the earliest years of development children are prone to make things connect and to internalize in ways that we adults find extraordinary. Like so many other parents my experience and years of training and working with children failed me at that moment. What can you tell a 4 year old child about hate and discrimination? Along with some of the other difficult issues we must negotiate as caring parents, this particular subject can be as forbidding as explaining a divorce. With Columbine and other violent incidents in schools across the country, thousands of parents have reached out to the Anti-Defamation League (ADL) and similar organizations seeking a way to explain these events to their children. Basically, parents want to know how do we teach our children not to hate, how do we teach our children to stand up to hate, and how do we help our children when they are victims of hate? At ADL, we know that while we have not yet found a cure for hate, the best antidote is education.

### **Hate is learned and can be "unlearned"**

No child is born a bigot. Hate is learned, and there is no doubt it can be unlearned. Leading experts on child development argue that the problem begins as early as preschool, where children have already learned stereotypes or acquired negative attitudes toward "others". The process of countering those negatives with positives begins at an early age.

Louise Derman-Sparks, an educator and specialist on child development, points to three major issues that are important to keep in mind when talking to children about prejudice and discrimination.

### **Children are not colorblind**

It is a myth that young children don't notice people's differences, especially skin color. Children are in fact acutely aware of our shadings and gradations, and they need matter-of-fact, simple, and truthful explanations of these differences. At an early age they may ask for explanations. It is important for parents to be equipped to respond.

## **Talking about differences does not increase prejudice in children**

Being aware of differences is not the same as avoiding, ridiculing, or fearing specific differences. Moreover, awareness does not lead to negative attitudes. Children learn biases from important adults in their lives, from the media, from books, and from peers. Parents need to talk to their kids to give them accurate information and to reinforce when their behaviors indicate a value of differences as opposed to a prejudice. Surprisingly, many parents have trouble opening up and broaching the subject. For these parents it's a good idea to practice the discussion with an adult before taking it up with children. Above all, parents should ensure their words of wisdom are in tune with their actions. Sending a contradictory message only reinforces prejudices and stereotypes.

## **It is not enough to talk about similarities among people**

While we want our children to understand the things that bind us as human beings, it is equally important that they understand that shared characteristics, language, and customs are expressed in different ways. When we continuously tell our children, "See, they do that just like us;" we may be implying that similarities are the only things that make "those" people acceptable.

## **Talking to children about diversity: Preschool years**

A child's age is one of the most important factors in considering how to begin a discussion on any subject dealing with prejudice, discrimination or, more simply, the things that make people different. The most important thing to keep in mind is that it is never too early, or too late, to talk to children about respecting diversity.

During preschool years, children begin to notice physical aspects of identity. At about age 2, children become increasingly aware of gender. This is followed by curiosity about skin color, hair color and texture, eye shape and color, and other physical attributes. Awareness of disabilities tends to come later; however, some toddlers begin noticing more obvious disabilities, such as a person using a wheelchair. Usually between the ages of 2 and 3, children will begin to notice cultural aspects of gender influence. For example, they may take note of the fact that girls tend to play with dolls while boys play with trucks. They may also begin to recognize ethnic differences, noticing that children eat different foods and celebrate different holidays or, conversely, do not celebrate or recognize certain holidays. As they begin to notice differences, 2 year olds may show signs of "pre-prejudice" - they may act afraid or uncomfortable. Not necessarily possessing the vocabulary to express their concerns, they may avoid or ignore a child they perceive to be different.

Three and 4 year olds begin to expand observations of differences and seek explanations for those differences. They show a greater awareness of their own and other's appearances. They ask questions about where they got their own skin, hair, and eye color, or why certain groups of people are called names that reflect colors other than what they are.

It is not unusual for them to ask questions such as, "Will I always be this color or will it change as I grow up? Why doesn't my best friend have the same color skin as me? Why does daddy have brown hair and I have black hair?"

Five-year-olds begin to build a group ethnic identity, as well as an individual identity. They can more fully explore the range of differences within and between racial and ethnic groups as well as the range of similarities between groups. They can now begin to understand scientific explanations for differences in skin color, hair texture, and eye shape. They accept the use of categories and seek to know where they themselves fit.

It is essential to keep these stages of development in mind when addressing issues of diversity with preschoolers. What is in a child's environment (as well as what is absent) provides children with important information about who and what is important. Therefore every effort should be made to create a setting that is rich in possibilities for exploring cultural diversity. Consider decorating their rooms with objects made from a variety of materials; if they are enrolled in a formal preschool program, work with the teacher to see that their classroom follows suit. Play music with words from different languages and try to introduce games from around the world. Try art projects that introduce various cultural traditions. Folk dancing and storytelling are two especially effective ways to introduce children to other cultures.

Creating an environment rich in possibilities for exploring diversity

- Helps children develop their ideas about themselves and others.

- Creates the conditions under which children initiate conversations about differences.

- Provides adults with a setting for introducing activities about diversity.

When deciding which materials to include in a child's room or in a preschool classroom, do not inadvertently display pictures, books, or objects that reinforce stereotypes. Instead, show people within cultural groups enjoying a range of customs and activities, living in a variety of settings, and belonging to various socioeconomic groups as well as single-parent, two-parent, or extended family homes. In addition, it is important not to confuse images of past ways of life of a group with its contemporary life or confuse images of people's ceremonial or holiday life with their daily lives.

### **Talking to children about diversity: Onset of formal education**

Six to 8 year olds continue to recognize group members and begin to realize that their ethnicity is not changeable. They begin to become aware of history, local actions, and attitudes for and against racial, religious, and cultural groups. Moreover, they are highly influenced by what they see around them. Significant adults in their lives, peers, and the media become an even greater influence. Cultural pride may also begin to develop at this age. As parents, we can take advantage of these stages to form positive feelings about a child's own culture. The child who feels best about himself or herself is least likely to feel the need to hate others. And, we can continue to ensure that our children are exposed to consistent messages in the classroom, at church or synagogue, as well as at our dinner tables.

Nine to 12 year olds gain a greater understanding of the geographic and historical aspects of culture. Some may be moving into more abstract thinking. They become more aware of the attitudes and behaviors of persons of power within institutional settings. They also begin to get a clear understanding of the personal and family struggles against bias that may exist and are more willing to discuss culture, race, and differences.

Most 9 to 12 year olds can

Understand racial and cultural stereotypes.

Speak from dominant and nondominant perspectives.

Practice stating the strengths and positive aspects of various cultures.

Discuss how internalizing a negative view about a child's own racial, ethnic, or cultural group may affect a child's confidence.

### **Hate hurts**

Regardless of your child's age, when hate hits home, it hurts. The events that unfolded in Los Angeles during the summer of 1999 put many Jewish parents in an awkward position with their children. How do you explain acts of hate to a child that young? Buford Furrow's shooting rampage at a Jewish day-care center left all of us - children and adults - feeling disgusted, angry, and vulnerable. How could someone have so much hate in his heart to target the innocent child for death? Offices at ADL were flooded with calls, not only because the incident seemed to reinforce the perception of a rising tide of violent anti-Semitism, but also because many parents felt ill-equipped to explain the incident to their children.

This is one time when you want to set aside some serious time to talk with your children. Generally we advise parents to ask questions first, finding out what your children know about the situation. Make sure they understand the facts. Immediately reassure them that they are safe. Next you want to explain to children that the world is not perfect and that there are people who hate for reasons of skin color, size, religion, ethnicity, and other reasons. Once they understand this, it is important to help them understand what is wrong with hatred.

Reassuring words go a long way to helping put your child at ease. In response to the Los Angeles shooting attack, one might say to a child, "He must have been hurting a lot to do that kind of bad thing." Or, "Mommies and daddies love their children and like to help keep them safe." Messages like these should not only be reinforced at home but also discussed in the classroom. Children should be encouraged to draw pictures about how they feel because, often, children are better at expressing themselves in pictures than in words. Sometimes it helps if they can take action to help ease the pain. Here a parent might suggest, without pressuring, "It must be really scary to experience something like this. Maybe your class can write letters to the kids out there (in Los Angeles)." Giving children an action can help them feel more empowered after a traumatic situation touches them.

## **Teaching children begins by taking a look at ourselves**

Parents, guardians, and teachers also struggle with diversity issues every day. First, we need to take a hard look at ourselves and explore our own cultural biases and assumptions. What "filters" impact the ways in which we view the world? What words are we using to teach our children about their own culture, as well as about those around them? Do our actions match our words? If the only people different than ourselves that our children see us interacting with are paid service personnel, we are indeed sending a message about how we value diversity.

We should attempt to integrate diverse information into regular conversation and daily activities. Relegating this type of conversation to "multicultural time" or to a specific holiday or month sends a message that these activities are unimportant relative to other activities. We must seek out opportunities that relate to those things that a child does daily or weekly.

We must prepare ourselves to respond to acts of bias, even if they are unintentional. Children will carefully observe how the adults in their lives intervene when someone is the target of hurtful or discriminatory behavior. Silence in the face of injustice conveys the impression that adults condone the behavior or consider it not worthy of attention. We must make it clear to our children that name-calling will not be tolerated and explain the thinking behind "zero tolerance" when it comes to prejudice.

**Source: Anti-Defamation League**

## RESOURCES

<p><b>Teaching Tolerance</b></p> <p>Articles, lesson plans, online activities, list of age appropriate books and much more.</p>	<p><a href="http://www.teachingtolerance.org">www.teachingtolerance.org</a></p>
<p><b>Anti Defamation League</b></p> <p>Anti-bias resources and articles.</p>	<p><a href="http://www.adl.org/adl.asp">www.adl.org/adl.asp</a></p>
<p><b>ChildLine</b></p> <p>ChildLine is the free, 24-hour helpline for children and young people in the UK. Children and young people can call the helpline on any problem, at any time - day or night. Since 1998 ChildLine has also been providing resources to teachers.</p> <p>Note that their materials are written for the UK so there may be differences in vocabulary, spelling, focus and activity level.</p>	<p><a href="http://www.childline.org.uk">www.childline.org.uk</a></p>
<p><b>Amnesty International USA</b></p> <p>The official site of Amnesty International US Section. Check this site for articles and research on human rights.</p>	<p><a href="http://www.amnestyusa.org">www.amnestyusa.org</a></p>
<p><b>Amnesty International Volunteers</b></p> <p>This site is dedicated to providing a forum for sharing resources among active volunteers of Amnesty International. Check for articles by members.</p>	<p><a href="http://www.amnesty-volunteer.org">www.amnesty-volunteer.org</a></p>
<p><b>Unicef</b></p> <p>Information resources include books, publications and reports.</p>	<p><a href="http://www.unicef.org">www.unicef.org</a></p>
<p><b>Operation Respect Inc</b></p> <p>Don't Laugh at Me (DLAM) programs, one for grades 2-5, another for grades 6-8 and a third for summer camps and after-school programs. All of the programs utilize inspiring music and video along with curriculum guides based on the well-tested, highly</p>	<p><a href="http://www.dontlaugh.org">www.dontlaugh.org</a></p>

<p>regarded conflict resolution curricula developed by the Resolving Conflict Creatively Program (RCCP) of Educators for Social Responsibility (ESR).</p> <p>Go to the Programs section of their website and download a complimentary copy of the school and camp curriculum materials.</p>	
<p><b>Bucket Fillers</b></p> <p><i>Bucket fillers</i> are those who help without being asked, give hugs and compliments, and generally spread their love and good feelings to others. The simple metaphor of a bucket helps even preschoolers understand the importance of consideration and love, particularly towards those who bully.</p>	<p><a href="http://www.bucketfillers101.com/">http://www.bucketfillers101.com/</a></p>

## **APPENDIX**

### **Handouts**

Coloring sheet

Word grid

**Color in the hands using your  
two favorite colors.**



**Find these words in the grid. You can go up, down, sideways or diagonally!**

BLUE CARNIVAL DANCING DREAMS FEAR  
FRANNY FRIEND HARMONY JUGGLE MS LADY  
PEACEMAKER RED SIMP

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

**Find these words in the grid. You can go up, down, sideways or diagonally!**

BLUE CARNIVAL DANCING DREAMS FEAR  
FRANNY FRIEND HARMONY JUGGLE MR MAN  
PEACEMAKER RED SIMP

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