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## General Overview of Peace Camp

### Peacemakers Come in All Shapes and Sizes

For three weeks during the summer, children attending the Peace Camp at Gwynedd Friends Monthly Meeting explore their own understandings of peace, and imaginatively delve into the world of conflict transformation. Through a wide variety of artistic, intellectual and recreational activities, campers have an opportunity to collaboratively build upon their own ideas, and to discover worlds of possibilities, both vibrant and diverse. They learn of ways to respect the world beyond their horizon, and to care for the world within their reach. Most importantly, each child is encouraged to realize his or her own significance and personal sense of responsibility; each is provided with the skills and resources needed to express his or her own creative designs for a more peaceful world. Social realities might not change themselves, but collective imaginations certainly can... and have for seven years running: just add sun, friends, some positive instruction and a handful of curious challenges.

The logistical format for this camp is divided into three abstract applications of peace: **Individual Peace** (or peace within); **Local Peace** (or peace in the community); and **World Peace** (or peace abroad). Each week focuses primarily on one of these three applications, although all three models are touched upon during each of the three weeks. For example,

Week one: days one through three – individual peace; day four – local peace; day five – world peace.

Week two: day one – individual peace; days two through four – local peace; day five – world peace.

Week three: day one – individual peace; day two – local peace; days three through five – world peace.

This way, all campers receive an opportunity to experience a full spectrum of projects and activities no matter which week they happen to attend. From a pedagogical standpoint, we feel as though it is important for each child to explore “peace” from a broad range of perspectives.

All of the programs, activities, lesson plans and projects found within this handbook are derived from a conceptual framework that, in itself, is composed of four “ideological milieus”.

One: **Peace-building** and **Conflict resolution**.

Two: ***Inclusion*** – celebrating diversity, fairness, good sportsmanship, friendship, and tolerance. Three: ***Self-reflection*** and ***Healthy expression of emotions***.

Four: ***Service learning***.

At least one of these four quintessential themes is infused into every exercise; and when drawn together, this framework adds cohesion to an otherwise expansive (and potentially dispersive) curriculum. Having identified these four milieus (and please note that a milieu implies curricular flexibility), this conceptual framework is ultimately designed to encourage an “action-oriented” form of self-expression, driven by critical thinking and positive reinforcement. It is our belief that, when combined with a team of caring and knowledgeable instructors, such a pedagogical approach will stimulate a “love-for-learning” in a challenging, yet highly rewarding learning environment, while establishing a comprehensive, yet highly adaptable outline for peace education.

# Getting to Know the Campus

## 1. Find the Location

Locations: bathrooms, 2<sup>nd</sup> floor, front lawn, playground, Meetinghouse, library, sandbox, stone wall, community room

Break campers up into small groups, each led by a counselor. Give each group a clue about a location and see if they can figure out which area is being described. The clues include advice about how to use some of these spaces. After all the areas have been found, campers can come back to the group and describe what they have found, and what guidelines, if any, are appropriate to that spot.

### Clues Set # 1

#### FIND THE LOCATION AT PEACE CAMP AT GWYNEDD FRIENDS

Always go in twos. Wash up before you leave. \_\_\_\_\_

This floor is never used at camp. \_\_\_\_\_

The noisiest outside area of Gwynedd Friends, an area we do not use. \_\_\_\_\_

An area for running, hopping, skipping, jumping. \_\_\_\_\_

Outside group games are played in this large open area. \_\_\_\_\_

Shh...this room is where we are still and quiet. \_\_\_\_\_

Bookshelves galore, a big table too, only for special activities. \_\_\_\_\_

The only place you can find sand. \_\_\_\_\_

Stones above the ground make this place off limits. \_\_\_\_\_

Our common space to come together during the day. \_\_\_\_\_

### Clues Set # 2

#### FIND THE LOCATION AT PEACE CAMP AT GWYNEDD FRIENDS

Locations: Meetinghouse, community room, bathrooms, classrooms, front lawn, patio, 2<sup>nd</sup> floor, ball field, sand box, playground, water fountain

A place we enter quietly, sit silently, and leave quietly. \_\_\_\_\_

A big area with high ceilings. All our camp fits in a circle around a rug here. It has many

- windows and doors. \_\_\_\_\_
- Always go here with a friend. And wash before you leave! \_\_\_\_\_
- We go in smaller groups to this space—for meditation, a craft or small group activity. \_\_\_\_\_
- Traffic is too loud for this area to be used in camp. \_\_\_\_\_
- Directly outside the Community Room, this area has plants, a tree, walls & a picnic table. \_\_\_\_\_
- We do not climb up the stairs and enter into this part of the building. \_\_\_\_\_
- An open, grassy place far from the main building. \_\_\_\_\_
- A box filled with fine particles. \_\_\_\_\_
- An area we like to move quickly to, where we can be very loud and active. \_\_\_\_\_
- The most important place if you are thirsty. \_\_\_\_\_

## 2. Scavenger Hunt

Locations: swings, Meeting room, garden, playground, entry hallway, nature trail

Break campers up into small groups, each led by a counselor. Ahead of time, place a large, easy to notice puzzle piece at each location. Give campers clues to see if they can find the location and bring back the puzzle piece. When everyone has returned, the groups can assemble the puzzle.

# Getting to Know Each Other

## Name Games – Beginner Level

### Getting to Know You 'New Friend' Interview

Staff needs to demonstrate this. Campers pair off with someone they do not know. Each actively listens to the other and answers questions about themselves. Questions are on an Interview Card: *"What is your favorite color? Animal? Food? Thing to play? Book? What makes you happy?"* Campers share their partner's name and one of their answers to the WHOLE group.

### Snowball Greeting

On scrap paper, campers write their name legibly. They then crumple the paper into a ball. When the leader says go, all campers throw their paper snowball, and any other snowball that arrives near them. After ½ to 1 minute, the leader says stop and each camper finds one snowball. They unfold it to discover whose name is inside. Then they find that person and greet them.

### Adjective Name

Each camper is responsible for finding a positive adjective that is true for themselves AND begins with the same sound as their own name. Each child shares this with the group. If they are unable to create their own Adjective Name, they may take suggestions from others, but must make the final decision on the adjective that fits them best. (Examples: Kind Kyle, Polite Pat, Biking Bill, Athletic Alan, Listening Laura)

### Action Name

An action or sound accompanies the child's name as they say it to the group. For instance, Laura could be accompanied by 2 claps, one for each syllable, OR a wave of each hand to delineate the syllables.

Immediately after one person says their own name with an action or sound, the group repeats it.

### Create Original Handshake

Partner up campers who are new to each other. Have them create a handshake in a defined number of steps. If there are three steps, an example of one might be: rap knuckles of both hands together with your partner's, high five each other, shake right hands.

### Conversation Ball Toss

Partner up campers with each partnership having a ball or beanbag to toss. One person begins the conversation with the goal being to continue the same conversation topic back and forth. (Dialogue) It might sound like this: *"Do you have any pets? I used to have a dog. Have you ever had one? No, but I have*

*fish. What kind are they? Just goldfish, but they aren't all gold. Some are gold and white, and one is black. What color was your dog?"...* (Ideally, one partner should not be asking all the questions. Each should find a way to do so.)

### **The 3 Musketeers**

Using the worksheet in [Creative Conflict Resolution](#) by Peter Kriedler (p. 158), campers work in threesomes to discover how they are alike and different. They then share with the larger group.

### **Pete & Repeat**

The first person shares their name and something about themselves while the group listens. Person #2 then repeats what Person #1 said and adds their own statement about themselves. It continues with the repeat only being of the person who is just before you (a neighbor in the circle.)

### **Team Juggle**

One or more Koosh, Nerf or other soft type of ball is ideal for this game. A pattern is created in this circle game by always sending the ball you receive to the SAME person. At first, you announce who you are sending your ball to, make eye contact and then gently toss the ball to the person. Once the pattern gets established, campers and staff stop using names and practice making eye contact only—first with the person sending it to YOU, and then with the person you are sending TO. If everyone is successful with one ball, after a time a second or third ball can be added to keep all involved! Partway through the game, have a brief discussion to note what happened as you played. *“What helped you know the ball was coming your way? What strategies did you use to be able to successfully pass the ball to someone else?”* After sharing strategies, players may want to try them out as they play another round.

# Getting to Know Each Other

## Ways to express and notice characteristics – Beginner Level

### **Stand Up If...**

A commonality can be stated by staff or campers. Anyone this applies to can stand up. Examples:

- Anyone who ate dessert last night
- All those who love to swim.

### **Join Me If...**

One person says something very unique about themselves. If there is someone else in the group this is true for, they also stand up.

Examples:

- I pet a shark.
- One summer I read a total of 20 books.

### **The Big Wind Blows**

One person stands in the center of the circle and finishes the sentence "*The big wind blows for...*". Anyone who the sentence stem applies to leaves their place in the circle and has to find a new circle spot. If they are the last one left without a place in the circle, they begin the next round by saying "*The big wind blows for...*"

Examples:

- Anyone who is wearing sandals today
- All those who love bananas
- Anyone who has a sister

### **Concentric Circles**

An inner circle FACING OUT is formed, and an outer circle FACING the inner circle is formed. Campers are now facing one person in the other circle. They meet and greet. Then they are asked to share their thoughts on a given subject. Each partner should take about one minute to share their thoughts on the same topic.

Examples can include:

- One new friend I have and how I met that person
- One of the best things about my summer



- One of the best things about me
- A teacher I have liked and why
- A peaceful place I like to go and think
- One wild animal I admire

One of the circles is to move ONE PERSON TO THE RIGHT each time a topic has been discussed. Each time players reach a new partner they give a new greeting using a new topic to share, until you run out of new partners (or new topics to share!)

### **Touch Blue**

Each camper acts individually to find and touch something with the stated characteristic. If a leader says "*Touch blue*", every camper is in search of the color blue on an object in the area. The more different items can be found the better. Textures, temperatures, sizes, shapes can be looked for in addition to colors.

Examples:

- Touch warm
- Touch scratchy
- Touch tiny
- Touch triangle

An extra bonus is that campers need to be respectful of personal space in this game.

## Getting to Know Each Other

### Ways to express and notice characteristics – Intermediate Level

#### **The Chosen**

This is a silent observation game of similarity. The 'Chooser' finds something about their own appearance that we can SEE and chooses others who have that same feature we can see (black shoes, brown eyes, a hair accessory, stripes on clothing, letters/words on clothing, blue jeans, pierced ears, etc.). Each person who has been chosen (or tapped) stands up so that we can see 'the collection'. When someone thinks they know what the similarity is, they raise their hand. 3-5 guesses are allowed before the Chooser tells us and another Chooser is chosen. This helps campers really notice each other and find connections with others.

#### **Draw Me Out!**

This is a modification of a board game. A die is rolled determining if a game token lands on 'School', 'Home', 'Community', 'Future'. The category card is picked up and read. It indicates what ALL campers are to draw.

Examples:

- Draw a place in your community that has water.
- Draw a place in your home where you feel very safe.

Campers share their drawing with someone else that gets 3 guesses to discover what the drawing is of. With each roll of the die comes a new category, a new card, and a new subject to draw and guess.

#### **People Bingo**

The goal of this game is to meet others, ask questions and find out facts about them. Each set of campers (1 younger/1 older) is given a Bingo sheet. In the process, their names go into squares that tell us what is true for that person.

Example:

- If a Bingo square says *"Has traveled outside Pennsylvania"* and you find out that Joe has, you write JOE in that square.

In the group circle after campers circulate and try to fill in their squares, each set of campers shares one fact they learned about someone else. Try to make sure each person gets mentioned.

## Community Building

### Games – Beginner Level

#### Ways to Form Partnerships

##### **Back-to-Back, Front-to-Front (also known as People to People)**

This is an easy way to form arbitrary partnerships for a subsequent activity.

Partners stand up against each others' backs. Directions change so that they will be touching different body parts—thumb to thumb, elbow to elbow, shoulder to shoulder. When the leader says “*Switch*”, each person finds a new partner to repeat the process.

#### Encourage Listening Skills

##### **How Do You Cross the Wide, Wide River?**

This is a very quick game, taking only a couple of minutes.

Objective: Listening

Materials: A line of objects to show the end line.

Set Up: Players stand in a line

The Goal: To cross the ‘river’ without being tagged.

To Play: Players call out “*How do you cross the wide, wide river?*” The leader (teacher, counselor) calls out a way to move.

For example: “*You may cross the wide, wide river if you can ....hop (or crawl, or fly like an airplane, or....)*”

Rules: If players cross the room in the specified manner they cannot be tagged, but if they stop moving in that way, they may be tagged by the leader. Tagged players can join the taggers and help tag others out during the next round.

#### Variations of Tag Games

##### **Elbow Tag**

Objective: Rapid switching of the player in the ‘It’ role

Two campers hook arms together so that they can run in the same direction. All campers have a partner except for one who is It. When ‘It’ hooks arms with one of the ‘already hooked’ partners, the other end person has to de-hook and becomes the new ‘It’. Partners are temporary because as soon as a player finds someone to attach to, the other player lets go and finds a new partner.

## **Partner Tag**

Objective: To take care of the other people around you by using the rules particular to this game  
Break into two groups of mixed ages, with partners from Snowball Greeting. Mark out the boundaries of a circle that is large enough to contain the group forming a circle with about a foot in between shoulders.

With your partner, play tag.

'It' partner stay still while other partner takes ten seconds to move anywhere in the circle.

'It' partner tries to tag the other partner.

Once the partner is tagged they are now 'It' and have to turn in a 360 degree circle before tagging their partner back.

Rules: No leaving the circle, no running.

After playing, discuss the objective of the game: *"Why are we playing this game? Why do you have to turn around in a circle and why can't you run?"*

## Other Cooperative Games

### **Scarf Juggle**

Objective: Acting responsively to a partner

Materials: One scarf per pair

Set Up: Partner up. Each pair of players gets a scarf.

The Goal: To catch the scarf before it hits the ground.

To Play:

1<sup>st</sup> time: Partners stand 1 step away from each other. Partner 1 holds the scarf with an arm out straight, then drops the scarf. Partner 2 stands with arms at sides and tries to catch the scarf before it hits the ground. Then switch turns.

2<sup>nd</sup> time: Partners stand 2 steps away from each other. Partner 1 holds the scarf above their head, then drops the scarf. Partner 2 stands with arms at sides and tries to catch the scarf before it hits the ground. Then switch turns

3<sup>rd</sup> time: Partners stand so that Partner 1 (the 'Dropper') faces the back of Partner 2 (the 'Catcher'). Partner 1 says "Go", then drops the scarf. Partner 2 stands with back to partner, then turns around and tries to catch the scarf before it hits the ground. Then switch turns.

4<sup>th</sup> time: Partner 2 ('Catcher') determines for themselves how far away to stand, and gets the same number of points for their catch as the number of steps away they are from their partner (4 steps away = 4 points). Partner 1 ('Dropper') throws the scarf up for Partner 2 to catch. Then switch turns .

A Variation: Players can toss the scarf themselves and catch it, with self-imposed challenges:

- Turn around and catch it.
- Clap 5 times and catch it, etc.

### **Little Pandemonium**

Materials: Scarves

Set Up: Players in a small circle

The Goal: The group works together to make sure scarves don't touch the ground. The group should work to develop strategies.

To Play: Players toss scarves into the air and try to catch them.

Rules: Don't let any scarves touch the ground. Players can't catch the same scarf again right away, another player needs to catch it.

### **Frozen Beanbag**

Objective: Observation, care and cooperation

Campers try to walk with a beanbag (or a paper plate) on their head. The goal is not to let it fall off. If it does, the camper may not get it themselves. The camper is frozen in place UNTIL another camper comes to pick up the beanbag and place it back on their head so that they can try again to walk with it.

### **Hula Hoop Pass**

Objectives: Cooperation, Creativity

Have the group form a circle by holding hands and putting the hula hoop between hands. The players have to pass the hula hoop from one person to next until it gets back to the starting point.

### **Booop** (Balloon game from The Many Ways Activities Book)

Objective: Cooperation

Make 3 groups of 8 people each.

In a group, hold hands in a circle while using any available body part to keep the balloon in the air in the circle and off the ground as long as possible. You can play a variation by just using feet.

### **Let it Fly**

Objective: Cooperation

Make 3 groups of 8 people each. Give each group a different colored balloon.

The goal of the game is to get a balloon to the finish line.

The team needs to appoint one person as the blower, to blow up the balloon.

All teams start at the same place.

With a blown up balloon (with an untied end) a team member holds balloon and lets it fly.

Wherever the balloon lands, the team moves to that spot, then blower blows it up again, then another person lets the balloon fly.

Group continues to take turns, watching to see if they can find the best way to let balloon go to get it farthest. Examples may include aiming it, or holding it a certain way.

If you want to use this game as a precursor to traveling to another place (if you have been playing outside and want to move the group inside, for example), you can ask each team to carry an inflated balloon between each member in a line of 8 or so kids, with the goal of getting inside without dropping the balloon.

# Community Building

## Games – Intermediate Level

### **Hoop It**

Objective: To take care of the people around you

Lay out hula hoops on the floor.

Call out numbers. The number called out is the number of people who must be in that hoop.

When that number of people is in hoop, pull up hoop so no one else can come in.

After playing, discuss the objective of the game: *“How did it feel to be left out of a hoop because it was full? What numbers allowed everyone to be in? What numbers didn’t? How could you solve the problem of people being left out? Is there any way to include them? What would happen if you tried to play a number with a half (2 ½) – how could you do this?”*

### **Machine**

Objectives: Cooperation, Creativity

Get into a group and create a machine. Examples may include: car, roller coaster, waterfall, piano, ....

Watch for the ability of players to consider each others’ ideas, display flexibility in shifting their actions in to take the group needs into account, and other aspects of cooperation.

### **Build a Bridge**

Objective: Cooperation

Using different colored hula hoops as rafts, campers must cross an imaginary river, trying to avoid leaving someone stranded. Each color group provides transport to a specified number of people (i.e. blue = 1 rider; red = 2; yellow = 3). Once ‘the raft’ leaves ‘the shore’, campers can only use the resources they have carried with them. An unoccupied raft will float away, and the campers will lose that resource.

### **Traffic Jam** (From The Many Ways Activity Book)

Objectives: Community, Leadership, Taking Action

Draw chalk circles or squares in a straight line on the playground, enough for one for each player as well as one extra.

Split group in half. One half of the group will be on one side of the unoccupied shape, the other half will be on the other side. The only open shape is the center shape. Both groups should face the center and each other.

The object is for each member of the groups to change sides.

Only 1 person may move at a time. Only 1 person can step on a shape at a time. No one can pass a person moving in the same direction. When passing a person traveling in the opposite direction, the two must

help each other (because no one must step out of their shape). If anyone steps out of the shape, they must make the move over.

Keep playing until everyone has crossed.

Discussion possibilities:

*“How was leadership established and solutions developed that were most effective in this situation?”*

Discuss communication issues and the ways they relate to real life.

*“What did the people, not involved in the actual move, do to assist or hinder the situation, and how does that relate to real life situations?”*

*“How was the physical touch issue handled, and what steps were done or not done to make it more comfortable for the group?”*

### **Human Knot**

Objectives: Problem Solving, Flexibility, Compromise, Perspective

Set Up: Players stand in a circle. This works better with an odd number of players.

The Goal: To untangle the group.

To Play: Everyone puts their right hand into the circle and takes the hand (or wrist) of another player. Then everyone puts in their left hand and takes the hand of a different person. Once there are no more free hands, the children try to untie themselves without letting go of anyone’s hands. Please note that children will be in close physical proximity to one another.

Rules: You can hold wrists instead of hands (although it is harder to maneuver that way.) Players cannot let go when unknitting.

### **Take a Hike, Please**

Objectives: Responsiveness to fellow players (getting out of hoop when asked)

Materials: Hula hoops, pinnies (or something that taggers can hold and then drop)

Set Up: Scatter hoops around randomly on the playing area (they are safe spots). Choose taggers – 1 per 10 players.

The Goal: To never become a ‘Tagger’.

To Play: Players run around and try to avoid being tagged. They can jump into any hula hoop to be safe and can stay there until they are asked to leave. ‘Taggers’ hold a pinnie (or other object) to identify themselves. Once they tag someone, they drop their object and the player who was tagged picks it up and becomes a ‘Tagger’.



Rules: Only one person may be in a safe hoop at a time. If another player asks the player in the hoop to move (*"Take a hike, please"*) that player has to get out. Once a player gets out of a hoop they cannot get back into the same hoop right away.

A Variation: 'Taggers' can be added or hoops can be taken away.

## **Batter Up**

Objectives: Persistence, Perspective (understand what the person who you will be throwing to needs in order to catch the ball), Forgiveness (if your teammate misses or drops the ball)

Materials: 1 cone, 1 ball, basketball hoop

Set Up: A cone with a kick ball on top

'Batting Team' lines up behind the cone with the ball, staying out of the way of the batter, one batter at a time. 'Fielding Team' is in the outfield.

The Goal: For the 'Batting Team' to score as many times around the cones as possible.

For the 'Fielding Team' to strike out the 'Batter' as quickly as possible.

To Play: The 'Batter' gets the ball off the cone

There are 3 ways to get the ball off the cone:

1. You can use your hand to knock it off
2. You can use a high kick
3. You can pick it up and throw it

After you get the ball off the cone, the 'Batter' runs around the 3 cones. When you get to each cone, circle around the cone one time.

1<sup>st</sup> cone – 1 point

2<sup>nd</sup> cone – 2 points

3<sup>rd</sup> cone (the batting cone) – 3 points

The 'Batter' keeps going, running around each cone in turn until they are made 'out' by the 'Fielding Team'. In order to get the 'Base Player' out, the 'Fielding Team' has to throw the ball to each person on the fielding team without dropping it (throwing, not just passing it).

Strategy: When you throw to your team member, get their attention, make sure you throw it so they can catch it.

If anyone fails to catch the ball, you have to start all over again. It takes everyone to cooperate.

Encourage 'Fielding Team' members to come up with their own strategies to make sure that no one fails to catch the ball.

Once everyone has gotten a turn to catch it, one person (and you have to take turns) gets to make a shot in the basket. Once they make the shot, the 'Batter' is out.

If the person shooting misses, the 'Fielding Team' keeps shooting till a basket has been made. Each person has a turn to shoot, one person can't keep shooting. You have to keep shooting baskets till someone makes a basket

Rules: If the 'Fielding Team' catches the ball when the 'Batter' gets the ball off the cone the batter is automatically out (so strategize how 'Batter' can make it hard for the 'Fielding Team' to catch the ball. The 'Fielding Team' does not need to touch the 'Batter' with the ball to get them out, they just throw it to the 'Batting Team' when they are finished shooting successfully.

Coaching Tips: After the 'Fielding Team' has had one go around, and successfully made a basket, thereby striking the 'Batter' out, gather them and give them a minute to come up with good strategies to help them cooperate.

Give players feedback (ex. *"Some of you were really far apart from each other."*)

Pay attention to the 'Fielding Team', you don't need to attend too much to the 'Batting Team'.

Observations: Players might be too far apart from each other, or disorganized and having trouble keeping track of who still needs a turn.

The 'Batting Team' may develop strategy of making it tougher for the 'Fielding Team' to get the ball quickly.

A Variation: No older players can shoot the ball (into the net) until the younger players get a turn.

## **Space Ball**

Objectives: Taking turns (making sure each player is valued), Perspective (understand what the person who you will be throwing to needs in order to catch the ball), Forgiveness (if your teammate misses or drops the ball).

Materials: 1 tennis racket, 1 tennis ball, 3 cones.

Set Up: There are two teams. One team is behind a line, the other team is seated, waiting their turn to swing the racket & hit the ball.

There are 3 cones set up like bases for baseball.

The 'Fielding Team' is spread out behind the line, with the 'Out Person' at the point of the bunch (like head bird in a flying triangle).

The Goal: For the 'Batting Team', to run the bases before getting out.

For the 'Fielding Team', to get the ball to the 'Out Person' so they can get the 'Batter' out, so they need to cooperate by passing the ball effectively enough to get to the 'Out Person'.

To Play: The 'Leader' throws the ball to the 'Batter'.

The 'Batter' swings the tennis racket, hits the ball, then the 'Batter' runs the bases (running to each cone), then back home to the seated line.

During this time, the 'Fielders' try to get the ball to the 'Out Person'.

When the 'Out Person' on the 'Fielding Team' gets the baseball, the 'Batter' is out.

The 'Fielder' doesn't need to touch the 'Batter' with the ball, they are just out.

The 'Fielding Team' takes turns so that whenever the 'Batter' changes, so does the 'Out Person'.

After a while, switch teams – 'Fielders' become 'Batters', etc.

Rules: The 'Out Person' has to stay in position as the tip of the triangle (flying bird triangle).

'Fielders' may not throw the ball, they have to pass ball.

If the ball touches the ground while you are passing it, that's OK.

The most important pass, the pass to the 'Out Person', has to be in the air (if the ball drops on the way to the 'Out Person', another 'Fielder' has to pick it up and throw it to the 'Out Person').

Coaching: "Batter up!" to tell the 'Batter' when to hit.

"Strike one" if the 'Batter' misses.

When you swing the racket, make sure it is flat, it helps you be more accurate.

Observations: If the 'Out Person' is not paying attention when the ball is passed to him/her, it slows things down.

A Variation: Make it so the ball may not touch the ground AT ALL.

Coaching Tips: Make sure the 'Fielders' are close together – make small, good throws. If the ball does hit the ground, the 'Batter' automatically scores the run.

This requires forgiveness, if someone drops the ball – you can get mad or make it easier for them, make it successful.

# Community Building

## Games – Advanced Level

### **Islands**

Objectives: Creativity, Problem Solving, Teamwork, Persistence, Responding to needs of others

This is a challenging game, good for end of the week after they have learned some strategies.

Materials: 5 mats, 4 rainbow balls, 2 scooters, 6 or 7 Frisbees, 1 Frisbee for your head, 1 ball

(For camp – don't use mats, just mark out mat area with cones or sidewalk chalk, use tricycles instead of scooters).

Set Up: 5 mats set up as islands in a line across the space to be crossed

Scooters (with rope attached), balls, hula hoops

Everyone starts at one end of the room

The Goal: Get everyone from one end of the room to the other end

To Play: One person gets on the 1<sup>st</sup> island to get people started

Others wait on the shore and use their wits and teamwork to cross – they have to wait till person on the 1<sup>st</sup> island helps someone get across by sending them a scooter

Tools to Use:

Scooters, with rope attached (on the 1<sup>st</sup> island): Players can only use scooters from the starting end to the 1<sup>st</sup> island, or from the 1<sup>st</sup> island to the 2<sup>nd</sup>. Players can use them by having someone sit on it and be pulled by someone else, or sitting on them and scootching themselves to move.

Balls (on the 2<sup>nd</sup> island): Use between 2<sup>nd</sup> island and 3<sup>rd</sup>. Players have to squeeze the ball between 2 people, and walk that way. When finished, pass it back to the 2<sup>nd</sup> island. Players cannot hold it in their hands.

Stepping Stones (on 3<sup>rd</sup> island): Build a little bridge and put the stepping stones in a good line. Once they are down, players can't move them.

Frisbee (on 4<sup>th</sup> & 5<sup>th</sup> island): Players can balance it on their head.

Ball (on 4<sup>th</sup> & 5<sup>th</sup> island): Player on 4<sup>th</sup> island can throw it to someone on 5<sup>th</sup> island, and then that player throws it back. The player on 4<sup>th</sup> island gets a free pass and can walk to the 5<sup>th</sup> island. Players will need a Frisbee to get to the far shore.

Rules: There is to be NO arguing. Players must work together. If there is arguing, the game will stop.

If a player steps in the water, they have to go all the way back and start over (which will require someone who go back far enough to help them, back to 1<sup>st</sup> island to pull them on a scooter.)

Coaching Tips: If kids are having difficulty knowing how to proceed, give them pointers.

Getting to 1<sup>st</sup> island: Players can use scooters by sending one across & pulling someone to the island.

Getting to the 2<sup>nd</sup> island: As the 1<sup>st</sup> island gets full, remind players that they may want to start getting people to 2<sup>nd</sup> island, because they don't want anyone to fall off the island. Players might want to use one scooter to get someone over there.

2<sup>nd</sup> island: Reminder that now players can use the scooters and the balls.

Players can toss a ball across to someone on the 1<sup>st</sup> island, and then 2 people can squeeze it between themselves and walk across.

Getting to the 3<sup>rd</sup> island: Players can use balls again, squeezed between two as they walk across

Getting to the 4<sup>th</sup> island: Spread out the stepping stones, walk on them.

Getting to the 5<sup>th</sup> island: Players can wear a Frisbee on their head to walk to the island. Once someone is there, they can throw a ball to someone on 4<sup>th</sup> island, they can throw it back, then they can carry it to the 5<sup>th</sup> island.

Getting to shore: Players can wear a Frisbee on their head and walk to shore.

Observations: Some players will pay attention to others, some won't.

## **The Plate Game**

Objective: Cooperation

Materials: Paper plates

Set Up: Players stand on one side of the playing field. Encourage players who have played this before to NOT jump in and tell other players what works best.

The Goal: The group works together to make sure that everyone makes it across the 'water' (playing area.) The group should work to develop strategies to keep from losing plates.

To Play: Players use paper plates as flotation devices across the 'water'. Players strategize about ways to step on the plates.

Rules: Plates only 'float' when there is at least 1 foot on them. Players can have 2 feet on a plate. If at any time a plate has no feet on it, it sinks.

## **Hoop Connections**

This is similar to plate game. It is a really good game with simple rules, but it is challenging. Players really have to pay attention to each other.

Objectives: Working as a group, Noticing what each other does, Responding quickly to each other, Leadership

Materials:

5 hoops of one color (that may be used for one player to be in at a time)

3 hoops of a different color (that may be used for two players to be in at a time)

3 hoops of a different color (that may be used for three players to be in at a time – just feet is OK if the hoops are too small to accommodate three bodies)

Set Up: Hula hoops set up across the floor, with given properties according to their color.

Just pile up the hoops at the starting line, let players figure out how to place them.

The Goal: To get everyone from one side to the other.

To Play: Players have to cross the floor by stepping within the hula hoops.

Rules: Players have to get their feet in the hoops on the floor within seconds.

Hoops may be re-used. Players can move them by picking them up and passing it to someone else, but they can't get in them and just scootch them along with a player inside them. Players do get a little grace period of having not enough people in a hoop – 4 seconds – to give someone a chance to ask for help from someone to help fill the hoop. There can be a hoop with no one in it.

Coaching Tips: Observe & see if there is anyone not listening to the group, and participating in planning, or at least doing what the group needs. Advise players to notice what each other are doing.

Observations: During one observed game, one group took two of the 3 people hoops and just set off on their own, without regard for the rest of the group (one of the three was reluctant but got pulled into it because the group convinced her. This provided a good opportunity for later discussion about peer pressure and how to do the right thing even if people around you are not, ways to resist.)

## Community Building

### Discussion / Teaching Activities – Beginner Level

#### **Good Deed Bucket**

Objective: This activity demonstrates the cyclical nature of giving, receiving and positively influencing one another.

Read aloud from Have You Filled a Bucket Today? : A Guide to Daily Happiness for Kids by Carol McCloud

Book Description: Through sweet, simple prose and vivid illustrations, this heart-warming book encourages positive behavior as children see how easy and rewarding it is to express kindness, appreciation, and love on a daily basis.

Activity: Arts, crafts, drawings and short stories are deposited in this decorated “bucket” over the course of the week, allowing for each child to anonymously recognize/celebrate their friends and classmates ‘good deeds’. At the end of the session, random stories/pictures are selected from the bucket for group discussion. Each child can then receive a “gift” from the bucket for their good deeds.

# Community Building

Discussion / Teaching Activities – Intermediate Level

## Group Puzzle

Objectives: Non-verbal communication, Learning how to receive

Children sit in groups of 4. Each child receives four disconnected puzzle pieces. The objective is to put the puzzles together, first to solve their own individual puzzles, and subsequently to put together their 'group puzzle'. Without speaking, each child may offer one puzzle piece at time to one of their classmates. Children may not ask for a puzzle piece that they might feel as though they need.

## Group Poem Building

Each child takes a turn writing one line to a poem. Encourage imaginative ideas. Sculpt vivid imagery. Enjoy the absurdity.

## Affirmation Acrostics

Break into 6 groups. Each group takes one person's name and writes an affirmation acrostic. Example:

		C	A	T		L	O	V	E	R	
		I	N	T	E	S	T	I	N	G	
S	E	N	S	I	T	I	V	E			
		D	A	N	C	I	N	G			
	G	A	R	D	E	N	E	R			
		C I N D A									



## Community Building

### Crafts – Beginner Level

#### **Medals**

Materials: Medals with plastic sides (so slips of round paper can appear on both sides), markers, pens

Set Up: Have a discussion with each team on what team behaviors they think would deserve a medal such as listening, helping each other, giving suggestions.

Directions: There are 2 sides to each medal. On the 1<sup>st</sup> side the team member will write their own name and the way they think they have contributed well as a team member. On the 2<sup>nd</sup> side team members will write team contributions. Later, the team will put all of their medals in the center of the circle with the 2<sup>nd</sup> sides up. The team should decide who exemplified the behaviors cited by the makers of the medals.

#### **Re-usable Tote**

Materials: Re-usable tote bags, fabric markers

Set Up: Discuss the fact that plastic bags take 1,000 years to decompose in landfills. Brainstorm ways to help the environment.

Directions: Campers can plan a design that depicts their environmental idea. Examples may include designs showing use of recycled materials, or materials that can be re-used, or other images of caring for the earth. Decorate the bags with fabric markers.

## Emotions / Communication

### Games – Beginner Level

#### **Chalk Drawings of Faces Expressing Emotions: 'Find the Face that Matches These Words'**

Drawing groups are formed with a limit of 5 per group. Each group is given an emotion to draw onto a large circle face (the size of a hula hoop) with chalk on the blacktop. Each person in the group is to take a different part of the face to draw. Circle faces need to have a yard or more of distance between them. The main feelings to be sure to include are: *Happy/Excited, Sad/Disappointed, Angry/Upset, Scared, Nervous/Shy*. A statement is made by a facilitator that would indicate one or more of these emotions. Campers listen to the statement and run into the face circle that expresses the emotion of those words. Campers share why they went to a specific face. Another emotion is shared and campers continue to sort out what feelings are being expressed in the words and tone of voice. A discussion can ensue about why this skill of reading the emotion in words is important.

## Emotions / Communication

### Games – Intermediate Level

#### **Emotion Analogies**

Questions are asked that prompt campers to consider emotions in a new way.

Examples can include:

*“How is anger like an elephant?”*

*“How is yellow like peace?”*

Play this like the game *Apples to Apples*, which uses emotion cards as well as pictures of things. Create emotion cards which feature emotions appropriate to the focus of the group and the ages of the players. Form small groups. Have one person put a card of an emotion in the middle. The others in the group each put in a random card with noun or picture and the person who puts in the emotion acts out the emotion by portraying the thing in the manner of the emotion. Campers can pick which object to act out.

#### **Emotion Charades**

Depending on the age of the camper, each is handed either a feeling WORD or feeling FACE for them to demonstrate in body language to the group. No talk, just show emotion in action. Others try to guess. 3 guesses allowed.

#### **Wireless Communication**

Form small groups of campers. Each group needs to designate a camper in their group as the best listener and a camper as the best communicator. Have a discussion about the reasons campers made the choices they did about who would be skilled at either listening or communicating. Have available items of clothing, such as a hat or a shirt, that the ‘Listener’ will need to get and put on. Lay out the items so that the ‘Listener’ can access them. The ‘Listener’ should sit so that she/he has their back to the ‘Communicator’. The ‘Communicator’ should sit facing the rest of the group. The ‘Communicator’ tells the ‘Listener’ where to get the items. The ‘Listener’ (with eyes closed) needs to follow directions from the ‘Communicator’ so that she/he can find the items. The rest of the group facing the ‘Communicator’ can use non-verbal cues to the ‘Communicator’ to help. This activity works best in small groups.

## Emotions / Communication

### Discussion / Teaching Activities – Intermediate Level

#### **Anger Mountain**

Campers are shown a large diagram of a mountain, with an inversely correlated dotted line below it. On one side of the mountain, campers write brainstormed words indicating signs of getting angry (internal and external.) At the top words are written that indicate what happens at the peak of anger. On the downside of the mountain, campers brainstorm words that tell the signs of a person cooling off. On the large diagram, there is a dotted line that goes from the bottom of Anger Mountain in the opposite direction from the peak of Anger Mountain and returns to the bottom of the “cooling off” side of the mountain. Camp staff shares with campers that this dotted line shows your brain on ANGER. As the anger increases (on Anger Mountain), your ability to THINK decreases (the dotted line). So at the peak of anger, a person is NOT thinking clearly, which is why it is not a good time for problem-solving! Ask campers for their ideas on when it would be a good time to problem solve.

#### **Color Your Feelings**

Each camper is given a small outline of the human body. They are supplied with a variety of colored markers, pencils or crayons. Each color is to express an emotion.

Examples could include:

*Red=Anger    Yellow=Happy    Orange=Nervous    Blue=Sad    Green=Envy    Brown=Lonely*

Campers are to draw in the appropriate color WHERE they feel this feeling in their body. For instance, if, when nervous, I feel this in my hands and stomach, I would color those parts of my body orange. Campers can share what they learned about their feelings and where they store them.

#### **Emotion Story**

Read Aloud: Because Brian Hugged His Mother by David L. Rice

Book Description: When Brian hugs and kisses his mother one morning, the act starts a chain reaction of kindness and consideration that spreads throughout the town and eventually comes back to him.

Activity: Brainstorm the feeling words used in the story and any additional feelings that campers can generate. Write a story using same pattern of text.

#### **I Messages**

The sentence structure of an 'I Message' is written on a large piece of paper so that it can be read from the circle.

*I feel* \_\_\_\_\_

*When* \_\_\_\_\_

*Because* \_\_\_\_\_

*And I would like it if* \_\_\_\_\_.

The 'I Message' is an introduction to the use of assertive behavior to label a feeling and express it safely to another person in hopes of solving the problem.

### **I Message & Solution Skits**

Slips of paper with a conflict are handed to one person in a pair. That person practices giving the other person an 'I Message' about that conflict. New slips of paper are given to the other person in the duo and they practice too. Alternatively, a page of situations for 'I Messages' could be given and the partners practice together. One situation is chosen to act out in front of the group.

## Emotions / Communication

### Crafts - Beginner Level

#### **Emotion canvas**

Objective: After discussing emotions in detail, the campers will decorate their own emotion canvas.

Materials: 1 thin canvas per camper, colored tape, paint, ribbon.

Preparation: Use colored tape to divide each canvas into 4 equal quadrants. Attach ribbon on the back with hot glue to make a hanging loop.

Directions: Give each camper a thin canvas prepared with tape. Give the campers examples of four different emotions appropriate to their age. Appropriate emotions for younger campers could include *happiness, anger, excitement and sadness*. Older campers could use more subtle emotions, such as *frustration*. Campers can use the paints to paint each quadrant to represent a given emotion. Encourage the use of illustrations, not words. Once the paint has dried the colored tape can be removed.

#### **Emotion frames**

Materials: 3 wooden frames per camper, an easel, someone to take digital pictures of each camper depicting the emotions of *happy, sad, and mad*.

Preparation: Take digital photos of each camper depicting each of the three emotions, and print them out.

Directions: Campers can paint 3 wooden frames, each one representing an emotion: *happy, sad and mad*. Campers can place the printed pictures into the appropriate frame. When campers take the frames home, they can display the frame that matches their current emotion.

# Understanding Conflict

## Games – Beginner Level

### **Everybody's It**

Objectives: Setting up conflict (an easy opportunity to encourage conflict resolution.)

Set Up: Assemble the players.

The Goal: To tag and avoid being tagged.

To Play: Players run around tagging each other and trying to avoid being tagged themselves.

Rules: Everyone is a tagger and everyone can be tagged.

If there is a dispute about who was tagged (in the event that two players touch each other at the same time) or if there is considered to be a tie: Players play a round of 'Rock, Paper, Scissors' to determine the winner.

Debriefing: Discuss the ways that conflict can arise, and connect to situations in real life which require conflict resolution.

# Understanding Conflict

## Discussion / Teaching Activities – Intermediate Level

### **Peace Pie/Conflict Cake**

On both sides of a piece of paper a circle is drawn with 8-12 slices in it. One sliced circle is labeled Peace Pie and one is labeled Conflict Cake. Campers are to draw or write in each slice what s/he considers to be THE INGREDIENTS of peace and the ingredients of conflict.

### **Kind Words on Traced FEET Stomp out Mean Words**

Campers write on mural paper mean words they have heard or said themselves. Onto cut-out feet, campers write affirming words or compliments that are glued OVER the mean words 'to stomp them out'. This is a reminder to campers that the mean words don't go away; they are still there. Our job is to do the right thing by lifting others up and not letting the mean words linger without good words being said.

### **Conflict Word Search/Crossword Puzzle**

Use already-created worksheets to help campers know helpful and harmful words, and the vocabulary of conflict.

### **Conflict Escalator & De-Escalator**

Using a flight of stairs that go up and down on the same page or separate pages, show campers how a conflict can get worse (escalate). This can be done by reading a story and going back to discover what started the conflict and each incident thereafter. It can also be done by taking a conflict in someone's life and breaking down what happened. Use as many steps in the escalation process as are necessary. Write in each step what was said or done. Now ask campers what could be done to de-escalate the conflict. At the same point in the up stairs, cross over to the down stairs and write in their ideas (If there were 6 steps in the worsening of the conflict, there should be 6 steps to bring the conflict to a better place.). Write in one idea for de-escalation per stair.



# Understanding Conflict

Crafts - Beginner Level

**Trace tallest teacher/volunteer project:** based on "Peaceable Beings" (Bucks County Peace Camp)

Materials: chart paper and markers.

Directions: Create tracings of one or more campers by tracing them around them with chalk as they lie down on blacktop (or some other surface that can be drawn on.) After bodies are traced, campers can walk around and draw images of peace inside the bodies. After the drawings are completed, walk around and discuss the images that have been drawn. Chart the ideas if desired.

A second set of tracings can be made focused on the images around barriers to peace. Discussion of conflict can include queries such as the following:

- *What are some of the things that get in the way of peace happening?*
- *What is conflict?*
- *What can cause it?*
- *What makes it worse?*
- *Better?*

Gather campers' examples of what conflict is in their world – have them cite concrete examples. What problems would you like to know how to solve? Chart campers' ideas.

## Positive Endings – Conflict Resolution

### Discussion / Teaching Activities – Intermediate Level

#### **Choices (Conflict Resolution Wheel)**

Using Conflict Resolution Wheel handout, volunteers explain what each resolution means.

For example:

Chance = decide with dice, or ‘rock, paper, scissors’ game’, or ‘one potato, two potato...’ chant

Definitions are also provided on a separate paper; once campers are clear about the definitions, a teacher presents specific conflicts and asks student pairs to resolve it **in a way that will work for them personally** and for the problem.

#### **Conflict Drawings for Discussion and Positive Endings**

Using drawings of children in conflict, ask campers these questions:

- *What do you think occurred BEFORE this scene?*
- *What do you think is happening IN this scene?*
- *What would a positive ending to this conflict look and sound like? (refer back to Conflict Resolution Wheel choices)*

A small group of students can be responsible for asking those questions about one drawing or the whole group can process the drawings together.

#### **Understanding differing perspectives**

Read aloud Hey, Little Ant by Philip M. Hoose, Hannah Hoose

Book Description: A song in which an ant pleads with the child who is tempted to squish it. This story includes a dialogue between ant and child in which each pleads his case for his perspective.

Activity: Use text from the story to present the differing perspectives presented in the story. Use as scripts to act out the perspectives of the ant and the boy. Discuss the dilemma and possible outcomes.

#### **Someone Who’s Fair**

Read Someone Who’s Fair out loud.

Book Description: I was unable to find this book in Barnes & Noble or Amazon’s website.

Ask campers to visualize what’s happening (because there are no pictures in the story.)

Make a chart: Not Fair / Make it Fair

On the chart, gather suggestions of a situation from the story that was NOT fair (people's houses bombed), and gather suggestions for ways it could be made fair (stop the war, open your home to those people). Gather suggestions from kids' lives (different bedtimes for siblings), chart solutions (everyone has same bedtime).

### **Conflict Resolution Steps**

Teach and post on newsprint these steps for solving a conflict:

1. *Both agree to these ground rules:*

*No interrupting—no name-calling or putdowns—try to solve the problem*

2. *The first person tells his/her side of the story using I Messages.*

3. *The second person restates what the problem is for the first person. After restating, this person may ask questions to understand the situation better.*

4. *Person#2 tells her/his side of the story.*

5. *Person #1 restates and asks questions.*

6. *Both people suggest possible solutions.*

7. *Both agree on one resolution (or more) to try.*

Using a few conflicts that have emerged at camp, and making them anonymous problems, break them down into these steps and find positive endings.

### **'Working It Out' VIDEO & Steps**

A simpler version of the 7 steps above for younger campers:

1. *Stop and Ask Questions*

2. *Listen and Tell How You Feel*

3. *Think of Ideas and Compromise*

There is a video with each step of this in its own segment. At the end of each segment, a scene is introduced for campers to practice that specific step in the process.

### **Conflict Skits**

These skits are examples of possible scenarios of conflict that can be used as basis for discussion and to practice using conflict resolution steps. It can be very effective for campers to contribute their own ideas for conflict scenarios that they have experienced or can imagine. A great way to present these scenarios is to get volunteers to act out the parts.

#### Scenario A

Jermaine and Janet sat at the same table. Jermaine asked Janet if he could borrow a pencil. Janet was trying to hear the teacher so she said, *“Will you shut up?”* Jermaine felt so angry, he pulled Janet’s braid. Janet punched him in the arm. The teacher asked, *“What is going on?”*

#### Scenario B

Tyrone wanted a new ball cap. Shanda came to school wearing a new Red Sox cap and Tyrone told her it looked stupid. Shanda said, *“Not as stupid as that old one you wear.”* Tyrone grabbed her hat and put it on his head. Shanda tried to grab it back, and it fell on the floor. Tyrone stepped on it to keep Shanda from picking it up and left a big footprint on the cap. Shanda yelled, *“You jerk! You’re going to buy me a new cap!”*

#### Scenario C

Maria ordered Juan, *“Get away from the computer. It’s my turn. You have had it a long time, and I need to get my assignment done!”* Juan responded, *“Tough! I signed up for this time, and I am playing my favorite game. I already finished my work.”*

#### Scenario D

Kay yelled at Tonya, *“If you are going to play with Sheila every day at recess, then you are not my best friend anymore!”* Tonya replied, *“I want to be your friend, but I also want to play with Sheila and have her be my friend.”*

## Positive Endings – Conflict Resolution

Crafts - Beginner Level

Envisioning Peace

### **Peace Center Activity**

Objective: To create a place that facilitates peaceful interactions

Materials: poster board, markers, blocks

Directions: Ask the campers to design and create a peace center for all kids to come and talk and learn about peace, imagining that money is not a limiting factor. Creativity is the key in this art project, allowing the campers to come up with any ideas!

### **Peace Book**

Objective: To make a book that describes ways to create peace

Materials: 8 ½ x 11" paper, markers, crayons, pencils

Directions: Discuss ideas that campers have about ways to make a peaceful world. Gather ideas and encourage variety in the ideas that each camper chooses to depict. It can be helpful to keep a running list of ideas that have been used to limit repetition. Campers can write and draw a page for a group book that can be added to by campers throughout the entire run of camp.

### **Peace Image Styrofoam Printing**

Objective: To create an image of peace on a printing plate (that may be used for a number of purposes)

Materials: Small piece of Styrofoam, block printing or acrylic paint, paper, pencil, brayer, paint tray

Preparation: Have a discussion with campers on what means peace to them. Think of something that he/she can draw that says peace just to him/her. The image should be an example of a specific image that elicited a feeling of peace, such as fishing or riding a bike or swinging on a swing, not as generic as a peace symbol.

Directions: Practice drawing on a piece of paper first. The campers can either draw in reverse right on the Styrofoam or turn paper over and press hard through the paper with a pencil to transfer drawing onto the Styrofoam. Remind the students that the depressed part will not receive ink and the positive space will receive the ink. The campers have now created a personal printing block to print with. The printing process requires a tray to hold the block printing or acrylic ink and a brayer. The camper uses the brayer to

roll the ink onto the printing plate. Once the ink is on the plate, then a piece of paper is placed on top to create a print. Use one ink color at a time. Campers can use several colors with individual trays with separate brayers. Since it is a plate, campers can go in to use it to create any number of prints for a number of purposes, such as cards, or book pages.

## Self Reflection

Discussion / Teaching Activities – Beginner Level

### Settling Activities

#### **Read aloud books:**

The Other Way to Listen Byrd Baylor

Book Description: A story about a child learning to listen deeply to the natural world.

Owl Moon Jane Yolen

Book Description: On a winter's night under a full moon, a father and daughter trek into the woods to see the Great Horned Owl. This book speaks to the power of seeking, waiting, silence, listening, and responding.

A Quiet Place by Douglas Wood

Book Description: Text and illustrations describe some of the special places that one can go to be quiet and alone and to imagine, such as a woods, a seashore, a library, or inside oneself.

Discussion: Ways to settle into a peaceful state: Share what kinds of places help you feel peaceful. *“Are there ways you can feel peaceful even though you are not by yourself?”*

#### **Quiet Settling Time**

Gather ideas in discussion for ways that you can settle into a peaceful state.

*“What helps you?”*

Make a list, explain that we will have a period of settling each day for a little while to learn various ways.

Be thinking of your favorite way – we’ll take turns trying what other people do and see if it fits us.

#### **The Talking Stick**

Objective: Active listening

Campers pass around a ceremonial talking stick, taking turns expressing their thoughts and emotions. Only the individual with the stick may speak. Speaking is not required; silence is not merely the absence of chatter.

## **Labyrinth Walk**

The labyrinth is designed for a contemplative experience. One way it is used is for a meditation on problem-solving. This method requires that campers reflect on a conflict/problem they are experiencing as a group or as an individual. With each path of the 7-Path Labyrinth, the camper is to move forward in thinking through the problem-solving. The steps are very similar to ‘Working It Out’, an earlier Friendship Skill Activity.

### *Labyrinth Meditation—7 Paths to Solutions*

1. *Stop and think.*
2. *Ask questions.*
3. *Tell how you feel.*
4. *Hear how others feel.*
5. *Discuss how to solve it.*
6. *Agree on an idea.*
7. *Decide if it will work. If so, shake hands and smile. If not, go back and try again.*

Following the meditative labyrinth walk, the camper is now ready to ‘work it out’ and is more aware of the feelings, listening skills and solutions they can bring to a positive ending.

Another way the labyrinth can be used for reflection is to provide a query before the walk is begun, so that each camper is reflecting on the same topic. If ‘Nature’ has been a theme, a query might be: “*What am I doing now to help local wildlife to survive?*” If ‘Healthy Eating’ is a theme, a query might be: “*What do I put into my body that is really good for me?*” After completing the Labyrinth, campers might form a circle to share their theme-related thoughts during the walk. Or this might be a topic for the tables at a MixItUp Lunch.

## **Spectrum Game**

*“Are you thinker or a doer?” “Are you a caterpillar or a butterfly?”*

This is a thought exercise that asks each camper to make a decision, while working to recognize the continuities and connections between extremes. The group explores differences and similarities, the meaning of diversity and the concept of identity. Campers position themselves along an imaginary line, and adjust their positions based upon how they identify themselves in regard to a certain dichotomy. Ask campers to explain their choices.

## **Creative Movement Examples:**



Chi Kung / T'ai Chi / Yoga

Resource: Mindful Movements Ten Exercises for Well Being Thich Nhat Hanh (see Resources: Books to Use as Teaching Resources for book description.)

## Self Reflection

### Discussion / Teaching Activities – Intermediate Level

#### **What Makes Me a Good Friend?**

Brainstorm a list of qualities we look for in a friend. The list could include qualities such as: honest, loyal, kind, giving, funny, good listener, etc. Ask campers to consider what qualities/traits they have which make them a good friend to someone else. Have them write these qualities on a paper with the camper's (their own) name on it. Save to use these 'identifying factors' for the Affirmation Picture Frame.

#### **What Can We Do?**

Read aloud What I Like About Me by Allia Zobel Nolan.

Book Description: The kids in *What I Like About Me!* are as different as night and day. And, guess what? They love it. Some adore the fact that their braces dazzle and gleam, others feel distinguished when they wear their glasses. Still others wouldn't trade their big feet for a lifetime of free video games. A mylar mirror embedded in the last page let kids take a look at themselves and decide what they like best about themselves.

Activity: Pair up older & younger kids to share reading of the book together. Make a plan with your partner – what are some things that you can do together?

#### **How Am I a Peacemaker?**

Form small groups of self-selected campers that define peacemaking skills. Have these small groups demonstrate how the particular skill looks for all the campers. Groups could address the following skills:

**"I calm down** before I try to solve a conflict."

**"I listen** to the other person to hear how they feel."

**"I include anyone** who wants to play in games and activities."

**"I try to picture a good ending** in my head first."

**"I keep my word.** If I say I will do something, I will."

**"I use I Messages** to solve conflicts."

#### **Me Becoming a Peace Hero**

Remind campers of the stories, songs, activities that have shown them what a Peace Hero does. Create a list of these actions. To create a wall of Peace Heroes of Peace Camp, ask each camper to draw a picture of him/herself doing an action of a hero.

## Self Reflection

### Crafts – Intermediate Level

#### Mirrors

##### **Affirmation Mirrors**

Materials: Unpainted mirrors wide enough to allow decorations around the frame (these can be purchased from IKEA or a craft store for approximately \$2 each), decoupage glue, foam brushes, and strips of paper printed with affirming adjectives originated from campers.

Set Up: Earlier in the week, give campers opportunities to get to know one another by playing name games, participating in various configurations of small groups, and other activities designed to let them become acquainted.

Directions: Form small groups. Give campers pre-printed lists of all the campers with space next to each name. The campers should generate one positive adjective about each other camper. Younger campers may require support to think of adjectives. Once lists of adjectives have been created, counselors, CITs or volunteers can cut the adjectives into strips. It's helpful to give campers a baggie to collect their adjectives in. Some examples of positive adjectives could include athletic, smart, funny, happy, etc. One time saver might be to have sheets of each one camper's name and space for campers to write their idea right on the list, then give back for the campers to cut their own sheets. Make sure each camper has strips, a frame, and decoupage glue. Campers should have the choice of using whichever adjectives they want.

##### **Peacemaker Mirrors**

This craft is based on the same concept as above, but the comments are written by campers about themselves, and are meant to be descriptions of ways they could be peacemakers.

# Guided Imagery

## Intermediate Level

The purpose of these activities is to help campers to develop and use mental images to experience relaxation and/or a meditative state. In short, the purpose is to set a goal by creating a mental picture, to focus on it and give it positive energy. Through deep breathing with their eyes closed, and with verbal guidance from a facilitator, campers can become centered and enter a mental space that is free from worry and stress. They can learn to access this peaceful mental space of their creation on their own.

### Supplies and Environment:

Adult First Day School or Meeting Room floor space

Large donated bath towels (1 per camper)

### Resource Books:

Meditation by Virginia Satir

Creative Visualization

Spinning Inward: Using Guided Imagery with Children for Learning, Creativity & Relaxation by  
Maureen Murdock

Coping with Stress: Activities for Children K-8<sup>th</sup> Grade

Feeling Better About Me

### **Opening Listening / Centering Guided Imagery**

*“Sit comfortably. Breathe slowly. Continue ... Listen to the sounds outside—traffic, birds, music, voices, horns ... Now put them aside. (Pause) Listen to the sounds here in this room—the rustling of people in their chairs, any flying insects, feet shuffling, a cough, a stomach growling. (Pause) Now listen to the sounds of persons breathing near to you. Put those sounds aside. (Pause) Listen to your own breathing ... going in ... going out ... keep listening. Go deeper. Listen inside yourself. Listen to your inner self.”*

### **Specific Exercises:**

TogetherNESS	Pg. 51 Satir’s <u>Meditation</u>
Pleasant Place	Pg. 26 <u>Creative Visualization</u>
Spheres of Light	Pg. 87-88 “ “
Affirmations	Pg. 36-37 “ “
Self-Appreciation	Pg. 71 “ “

Light Within	Pg. 57	“	“
Infinite Prosperity	Pg. 65	“	“
The Door to You	Pg. 31	Satir’s	<u>Meditations</u>
Be Positive	Pg. 36	<u>Feeling Better About Me</u>	
Be Happy	Pg. 55	“	“ “ “
Be Together	Pg. 20	“	“ “ “
Be Connected	Pg. 43	“	“ “ “
Happy Place	Pg. 39	<u>Peace Quest</u>	
Undersea Adventure	Pg. 44	<u>Spinning Inward</u>	
My Ancestors	Pg. 74	“	“

## World Perspectives

### Discussion / Teaching Activities – Advanced Level

#### **Melanin & Origins Activity**

Materials: A world map, pins, yarn, paper, crayons, Creative Conflict Resolution by Peter Kriedler physical differences activity (Kriedler, p. 161)

Preparation: Prior to this activity, make sure that campers have had a discussion with their parents about ancestry. Campers decorate little paper people with real skin tones and displayed them around the room. Use this as an opportunity to consider the variety of skin tones that people have. Display a large world map, and mark the equator with yarn.

Activity: Discuss the labels that people assign to skin colors. Using a large world map taped to a wall, give campers and staff an opportunity to place a pin on the map to show their ancestors' place of origin.

Discuss melanin:

*"The sun's rays could be dangerous to people's skin, so skin has something to protect it. It has tiny dark specks called melanin. Melanin absorbs the sun's rays so skin won't burn as easily as without melanin.*

*When you suntan, your skin gets darker because melanin is coming to the surface of your skin to protect it from the sun. Different people have different amounts of melanin."*

#### **Wants Vs Needs**

Use cones laid out on the ground in a giant Venn diagram to represent each category

Wants / Needs / BOTH Wants and Needs. Give campers things to categorize. Examples can include: water, friends, video games, peace. Have campers in each category justify their opinion of the way they categorize each things as a 'want' or a 'need'.

**Unfair Snack Allocation** – based on "Is It Fair? Right Sharing of Resources Snack" - Bucks County Peace Camp curricular materials

Materials: Index cards labeled 1, 2, or 3, snack foods

Preparation: Assign a country to each number, and assign campers to three small groups.

1 corresponds to a 1st world country, 2 to a 2nd world country, and 3 to a 3rd world country. The numbers are set up with the least number going to 1<sup>st</sup> and most to 3<sup>rd</sup> relating to population density.

Activity: Arrange this activity to occur during camp snack time. Give campers an index card labeled to correspond to their assigned group, but don't tell them what their number means. Invite them to join the

area labeled with their number. The #1 group is set up at an elaborate setting with a tablecloth, candles, fancy pitcher & serving platter, snack (small & plentiful, like Goldfish), juice and waiters. The #2 group sits on a rug with snack on paper towels and no juice. The #3 group sits on the cold floor with just a small pile of snack to share. The campers are treated according to their ranking, #1 the highest ranked, #3 the lowest ranked. Have any counselors available circulate among the campers on the rug or floor stirring up unrest, encouraging campers to notice how unfair the situation is. If campers on the floor ask for food, look at their card and tell them something like *"You're from Ethiopia - sorry, we don't have any food for you."* Let this continue for a while, long enough for the campers on the floor to revolt and try to steal food from the table. Then invite all campers to another table all together (in the usual snack place) and re-distribute snack so that all have enough. Then discuss how this felt. *"What did you want to do?"* Discuss what can happen when people are not treated equally.

### **Money from Around the World**

Materials: A variety of forms of currency from various places

Activity: Discuss the variety of forms of currency from all over the world. It works best if there are examples of different kinds of currency to show campers. Use as a springboard to discuss world resources, and the fact that different amounts of money carries different meanings dependent on culture.

### **The Game of (Peace) Risk**

Materials: A world map, reference materials about the countries to be used

Activity: Change the game of *Risk* so that the goal is peace. Place campers in small groups and assign each group a country to represent. Campers will need to research a little information on the country they are assigned. They should find information on resources and population numbers. *"What numbers of resources would be representative of the amount of food in your country? Education and health care resources? How do these relate to the population numbers in your country?"*

This discussion is vital to the campers understanding of the activity. The decisions campers make during the game should be informed by the information they gather and should relate to the goals of the game: to find a way to more fairly allocate resources. The accuracy of the representations is less important than the process of having campers realize that the factors of population density and the amount of resources available affects the quality of life in a place. Groups take turns either trading with other countries or donating resources to other countries.

### **If the World Were a Village**

Objective: To demonstrate how diverse the world is, to show that our individual communities are not



necessarily an accurate microcosm of our world community, to demonstrate the incredible disparities in wealth, security and opportunities around the world. This is a visual demonstration of what it looks like when this many people out of this many in our group (and our group represents the village of 100) are without electricity or water, are male/female, speak Chinese, etc. It is part of understanding that English is not the main language in the world, that there are large amounts of people who do not have enough food each day.

Activity: Read the story If the World Were a Village : A Book about the World's People by David J Smith & Shelagh Armstrong - Understanding the lives & ways of life of the world's peoples.

Tell campers the percentages from the book such as the number of people who will not have clean water to drink. Divide the numbers in the book into the number of campers and have the campers stand up to represent their number. It makes more of a connection when they realize they would be the number not getting the clean water.

### **Consequences of War**

Read aloud: Sadako Eleanor Coerr

Book Description: Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy.

Discussion Activity: Discuss the story, and the consequences of war

In a discussion during one year of camp, we talked about internment camps, which came up because one camper's grandmother had been interred. Campers asked why there was war, we made comparisons to civil wars, and talked about how wars start.

Craft Activity: Work on making origami cranes.

Note: Campers who are challenged by making cranes can also string existing cranes.

## World Perspectives

Craft – Advanced Level

### **That's Not Fair (a craft version of Unfair Snack)**

Cut out paper images of each camper. One group has better resources: good paper, good scissors. The other group has fewer resources. After a time groups switch resources.

## World Perspectives

### Games – Advanced Level

#### **Culture Clash (incomplete Description – details to follow)**

This is a role-playing activity that employs various problem solving skills: group communication, conflict resolution, crisis management, risk/benefit analysis.

The matrix for this exercise is flexible and should not be considered absolute. That being said, a teacher should help move the game along in a creative way, as if conducting an orchestra. The student participants should exercise their own creative license in determining unique evolutionary paths for this game. Group leaders will undoubtedly emerge. The final outcome of this activity should reflect both individual skill sets and collective levels of understanding.

Winning and losing are relative. There is no predetermined end to this game. Teachers should debrief all participants at the end of the game. A discussion that allows for the sharing of individual perspectives and experiences should conclude this exercise.

# Peace Building

## Discussion / Teaching Activities – Advanced Level

### **Cooking/Food Preparation**

To prepare food, a real ensemble is needed to work together with each person's role being defined. Foods prepared by campers included:

- Fruit Smoothies
- Sliced cucumbers, zucchini and tomatoes from the Gwynedd garden with ranch dressing for dip
- English Muffin pizzas (grated mozzarella, spaghetti sauce)
- Fruit Salad
- Stone Soup (reference Stone Soup by Marcia Brown for this project – see description in Read Aloud Books in Resource section)
- Ice Cream in Coffee Cans
- Trail Mix
- Banana Bread

### Cooperative Problem Solving

#### **Two Goats on a Bridge**

One camper starts at each end of a bridge (drawn onto laminated paper). When they meet in the middle, they need to find a way to get to the other side. Each twosome comes up with their own idea for how to do this. Other campers watch and learn.

#### **Class (Camp) Meeting**

The entire camp sits in a circle for this problem-solving exercise. It could be a problem in the camp community that we are trying to solve or a problem in the local community that needs work. The problem is told to all campers. Anyone who wants to share a possible resolution can do so. When many ideas have been shared, the group can come to consensus on which one they would like to pursue for now.

#### **Consensus**

Campers can be grouped in fours for this exercise in agreement. A paper can be folded/ divided into 4 quadrants and one topic placed in each of those four spaces. Topics can include the following: Food, Outside Activity, Indoor Activity, School Subject, Animal, Game, Book, Safe Space.

The four in each group are to share, ask questions of others and listen well so that they can find something in that topic area that they all agree they like. It doesn't have to be their favorite. After the groups reach consensus, each group can share what they discovered. A discussion can follow to learn how difficult this was for campers, what strategies they found to be useful in reaching consensus, and where they think they could use this new skill.

**MixItUp at Lunch** - Refer to the Teaching Tolerance.org website

Campers' lunches are randomly placed on any table. Those are their friends for lunch that day. Early in the week, it is easier if a topic is provided so that campers have a place to start a conversation. Counselors and teachers try to sit at separate tables to support the children in their efforts to talk and learn about one another.

**Assertiveness Roleplays** - Linked to Compassion, Bravery, Courage, Friendship activities/stories

A story or situation is read in which an assertive behavior is needed to stop a bad action. Campers must practice the Assertive Skill. This looks like standing up for a friend.

*"Posture confident. Head erect. Strong voice. Few words. Eye contact."*

\* Situations can be found in the [Don't Laugh at Me](#) curriculum.

# Mediating Conflict

## Discussion / Teaching Activities – Advanced Level

### 7 Steps of Mediation

(Campers can learn these steps for personal use at camp, school, home)

1. Ask for Agreement to Ground Rules
  - a. No interrupting
  - b. Be as honest as you can.
  - c. No name-calling or putdowns.
  - d. Try to solve the problem.
2. Have Person #1 Share Own Point of View  
Re-state what you heard them say and their feelings.
3. Have Person #2 Share Own Point of View  
Re-state what you heard them say and their feelings.
4. Ask Questions  
Try to find out any other relevant information
5. Have Disputants Brainstorm Solutions
6. Have Disputants Agree on Ones to Try
7. Write the Agreement  
Ask disputants to sign what they have agreed to
8. Congratulate and Thank Disputants

After campers have learned the steps to mediation they can practice them by acting out various roles in a staged conflict. It can be helpful to collect examples of genuine conflicts that campers have experienced as a way to have a repertoire of conflicts relevant to the developmental stages of the campers. Try to collect examples of conflicts from a variety of ages. Modeling ways to resolve conflict with the use of counselors and CITs is a helpful way to guide campers in their own practice. It can be effective to stage the conflict first as a true conflict, with accompanying bad feelings, and then to turn around the situation with resolution.

### Fairy Tale Re-enactment using Mediation

Using a Fairy Tale that has two clearly defined sides (Troll and Billy Goat Gruff, Goldilocks and the Three Bears, Red Riding Hood and Wolf), campers use the 7 Steps of Mediation to try to resolve the conflict. To find a role for each camper, there can be 4 groups. One group is pointing out one side of the story, a

second group the other side of the story, a third and fourth group act as mediating parties. In these groups, older campers facilitate the discussion. Each person will have one thing to share—how their character feels about the conflict, what they are thinking could solve it, what they don't understand about the other character, etc. There will be time provided for each character's 'voice' to be heard. The mediating groups will control the Mediation and make sure it follows the process outlined above.

### **Playground/Recess Opportunities**

Campers should feel they have permission to try out the skills they are learning, especially at less structured times like Free Choice and Recess. Counselors and teachers can remind them to use consensus, assertiveness, and the conflict resolution wheel for positive resolutions.

## Heroes / Bravery

### Games – Beginner Level

**What Time is it, Mr. Fox?** (This is a quick game, taking just a couple of minutes)

Objectives: Risk taking (the bigger steps players take, the closer they get to the tagger.)

Materials: A line of objects to show the end line.

Set Up: Players line up at the end line, facing the leader.

The Goal: To avoid being tagged.

To Play: Players yell out *“What time is it, Mr. Fox?”* The leader responds by yelling back a time *“It’s 7:00.”*

Players take the same number of steps that correspond to the time (7:00 = 7 steps). After players get tagged they can become taggers.

Rules: When the leader yells *“Midnight”*, that is the signal for players to run back to the end line without being tagged. Calling out *“12:00”* means the same thing as midnight.

**Coaching Tips:** Save yelling *“Midnight”* until the players are relatively close to the leader, to help make it easier to tag.



## Heroes / Bravery

Games – Intermediate Level – Younger Campers

### **Don't Sink Our Ship! (Battleship)**

Objectives: Risk Taking, Protection of your team, Protection of resources, Strategy, Finding resources to use, Taking of specific roles (and having to rely on one another), Offering help, Requesting help.

Materials: 1 mat for every team of 5-6 players, 4 bowling pins for each mat, 3 balls for each team. (For camp – don't use mats, just mark out mat area with cones or sidewalk chalk.)

Set Up: Place 4 mats, with a bowling pin at each corner. Put balls on the ground for 'Sailors' to use. Divide up group so there are an equal number of campers on each mat.

Challenge: Campers make their own teams.

The conditions: No talking while you negotiate, no pointing, no pushing. Each group decides who the submarine is going to be.

The Goal: 'Sailors' on the ships try to sink the other ships by knocking the pins down. The 'Submarines' try to keep getting balls to the 'Sailors'.

To play: 'Submarines' can run into the water and get balls to the 'Sailors' on the mats who then throw the balls and try to knock over the pins. The 'Sailors' can also be protectors of the pins and shield them with their arms to keep them from getting knocked over. The ship is sunk when all the pins have been knocked over. When that happens, stop, start the game again with new 'Submarines'.

Rules: One person is a 'Submarine' and they can go between the ball. 'Submarines' may not throw balls, only get them to the 'Sailors'. 'Sailors' do not leave the ship, they must keep their feet on the mat.

Coaching Tips: It doesn't matter who wins. The purpose is to have fun.

Observations: Some kids negotiate who should go where when the ship split happens. Some kids act as protectors of the pins.

A Variation: Readjust teams – all the 'Sailors' on each team, now split up and be on different ships – try to have completely different 'Sailors'.

## Heroes / Bravery

Games – Intermediate Level – Older Campers

### **Don't Sink Our Ship! (Battleship) (Same game as Battleship for younger kids)**

A Variation: This game can be used as a teaching game about limited resources: Consider the bowling pins to be resources. Try to knock down one or two of the other team's resources. Teams might want to consider which resources are most worth protecting.

**Dodger Down** (An underhand throwing version of Dodgeball. Dave Bass describes this game as being a non-team game, but every player out for themselves.)

Objective: Risk taking.

Materials: 8-10 balls for 14 or so players.

Set Up: Set up a line of balls in the middle of the playing area.

The Goal: To get all of the opposing team members out.

To Play: Campers on opposing teams run and pick up balls and throw them at each other.

Rules: You can only throw underhanded. If you get hit by a ball, you have to sit down till game is over. If you are holding a ball and you get out and have to sit, you can throw the ball you have. If you are out and sitting down you can get a ball if one rolls by. You can grab it while still sitting OR if someone throws one to you. You can deflect a ball coming at you by touching it with another ball.

### **Rescue Dodgeball**

Objectives: Risk taking, Rescue, Noticing others' needs.

Materials: 8-10 balls for 14 or so players.

Set Up: Place a line of balls in the middle of the playing area.

The Goal: To get all of the opposing team members out.

To Play: Kids on opposing teams run and pick up balls and throw them at each other.

Rules: If you get hit by a ball you have to walk into the basketball rectangle (or a demarcated area on the other team's side) and wait there until you are rescued. You can be rescued if someone from your team throws the ball to you and you catch it. You can then walk back to your side. Team members can defend their side of the playing area by deflecting balls thrown to those players who are trapped in the 'out' area, preventing them from catching balls thrown to them by their own team. 'Area defenders' may not walk into the 'out' area.

If you throw a ball to get someone out and they catch it, the 'thrower' has to go in 'out' area. You can't hold the ball for more than 15 seconds.

## **Danish Longball**

Objectives: Risk taking, Patience, Strategy, Reliance on others, Forgiveness (if your teammate misses or drops the ball).

Materials: 1 ball.

Set Up: 'Kicking Team' is on one end, the 'Fielding Team' is in the field. The ball is kicked from the end line.

To Play: There is a kicking team and a fielding team. The 'Kicking Team' takes turns to kick the ball and run for the wall (or a line of cones). The 'Fielding Team' tries to tag the 'Kicker'. After the 'Kicker' kicks the ball, they run to the far wall. You have the choice to stay on the wall or come back. If you stay on the wall you get 1 point. If you go down and right away come back (within 5 seconds) you get 3 points. The 'Fielding Team' can tag out any 'Runner', the ones on their way **to** the wall or the runner **on the way back** from the wall (if someone who was on the wall decides to run back). After each 'Kicker' has had a turn, switch roles.

Rules: There can be 3 campers on the wall. Once a fourth camper comes along, one camper has to leave. If the ball comes to you, you can't run after the 'Runner', you have to pass it to a team mate. You can't run when you have the ball. If the 'Kicker' kicks the ball and a 'Fielder' catches it in their hands, the 'Kicker' is out. 'Runners' get 1 point for making it to the wall and not getting tagged out, 3 points for making it to the wall and making it right back, or 2 points if they make it back after waiting a while. They can only make a run back after someone else kicks the ball.

Coaching Tips: If you catch the ball, look and see right away to see where they are running so that you can throw it to a teammate who is closer to where they are running to. That teammate can catch it and have an easier time getting the runner out.

Don't try to do it all yourself.

You can't run when you have the ball – campers who do not have the ball can run to where the ball will be needed, then if it gets passed to them they will have a better chance.

Campers without the ball, run to the spaces near the runner, where someone can pass you the ball.

A Variation: Give a player a chance to, on the last kick of the game, have the opportunity to make two full runs, (there & back & there & back again) to earn 7 points (to help his team tie in the game.)

## **Non Stop**

Objectives: Persistence, Deflecting danger (the blocker), Giving turns and recognizing that each person's effort is important (because the fielding team takes turns to try to knock down the pins), Paying attention to more than one goal at once (running and blocking).

Materials: 4 cones, 4 bowling pins, 1 ball.

Set Up: Create two teams: 'Fielding Team' and a 'Batting Team'.

Set up two bowling pins with a little space behind on either side of playing area. Put cones on either side of the space.

The 'Fielding Team' can throw the ball from behind a line that is closer than the dividing line in the middle of the space.

The Goal: Run back and forth as many times as you can touching cones before other team knocks down both of the pins from the center circle. The 'Runner' runs a maximum of 15 runs to the cones.

To Play: The 'Batting Team' has one camper running at a time, back and forth between cones, while the 'Fielding Team' takes turns to try to knock down the bowling pins. One player from the 'Fielding Team' can be designated as the player to throw the ball back to the 'Fielding Team' each time so they can throw again. The 'Runner' has the ball, and tosses it, then begins to run. The 'Fielding Team' can be close to the 'Batting Team's' area, but whoever is trying to knock down the pins has to be behind the line.

Rules: You are allowed to block the ball as you are running. The 'Runner' is the only 'Blocker'. The 'Batting Team' has to stay against the wall.

A Variation: Alternate 'Fielders' by gender: first a boy goes, then a girl, then a boy, and so on. Make it more like a relay race - one 'Runner' can tag another who can then run.

## Heroes / Bravery

Games – Advanced Level – Older Campers

**Apache Cherokee** (Dave Bass created this game – it's complicated)

Objectives: Risk taking, Bravery, Rescue, Compromise (juggling whether to “babysit” or make a run, and when working with a partner), Implications of defensive behavior (is inhibiting).

Materials: Pinnies for half the players.

Set Up: There is a 3 point arc that is near the end zone, and there is the end zone.

Assign teams: Choose a partner, do the best of 3 in rock, paper, scissors – the winners of this will be on one team. There are two teams, one team wears pinnies.

The Goal: Each team is trying to make it into the other team's end zone.

To Play: Start at the center line. Run into the other team's end zone. If you make it there safely without being tagged you become a 'Rescuer'. Once you are a 'Rescuer', stay in the line in the other team's end zone, and move down to the end of the line to wait till you are needed.

If someone is trying to make it through and they get caught, they put their hand up, they come over to the side, one of the 'Rescuers' comes out from where they are waiting, gives the caught person a high five, you both have to make it back to your side.

Rules: When you are tagged, you go to the side to wait for a 'Rescuer'. No 'babysitting' inside the 3 point arc (you can't hang out there waiting to tag someone, but you can run through it to tag someone.) If you step out of bounds, it's just like being tagged, you have to go back to your side.

Observations: This game can be very static. There can be lots of 'babysitting' at the dividing line between teams, resulting in campers just walking back and forth, trying to discourage the other side from making a move, and avoiding making a move themselves. Players might try to avoid being tagged so they don't make a run for it.

A Variation: (Coming in on the 2<sup>nd</sup> round)

You are allowed to come into the 3 point arc to tag someone. No playing defense inside the end zone.

Another Variation: Everyone has a partner from their own team, except for one camper (partners hold wrists or hands with each other.) That one camper can't tag anyone, but they can be a 'Rescuer'. When that camper rescues a twosome, one of the twosomes becomes the 'Rescuer's' partner and the other one is now the lone 'Rescuer'.

## Heroes / Bravery

Discussion / Teaching Activities – Beginner Level

### **Bravery Discussion**

Read aloud Courage by Bernard Waber

Book Description: Provides examples of the many kinds of courage found in everyday life and in unusual circumstances, from tasting the vegetable before making a face to being a firefighter or police officer.

Activity: Discuss times you have been courageous, in even small ways.

## Heroes / Bravery

### Discussion / Teaching Activities – Advanced Level

#### **Discussion of Issues Around Bravery**

Campers can participate in a discussion of risk assessment when standing up for an issue. Questions could include: *“What are you willing to do to be brave?” What are the risks? How can you decide what to do? Is there anything that could convince you to do something scary that would help someone else? Was there ever a time when someone did that for you? How did that feel?”*

#### **Stories from What Do You Stand For? For Kids: A Guide to Building Character by Barbara A. Lewis**

Book Description: Even elementary school children can build positive character traits like caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility. The true stories, inspiring quotations, thought-provoking dilemmas, and activities in this book help kids grow into capable, moral teens and adults. Previously titled *Being Your Best*, this award-winning book has a fresh new cover and updated resources.

Activity: Each character trait has a young person’s story in this book for elementary aged campers. If ‘Caring’ is the characteristic to investigate, read the story of the child who shows this. You can follow this up with the activities, role-plays and discussion questions cited in the same chapter on ‘Caring’ or any other character trait.

#### **Stories of Bravery**

Read aloud a story about bravery and heroism such as The Brave Little Parrot (see additional examples in the bibliography) or verbally tell a story. In the past we have invited Pat DeBrady, who lives at Foulkeways, a magnificent storyteller, to come and tell us stories. Storytelling can be a powerful experience for children, so consider this approach. It is particularly effective to choose stories in which children themselves make a difference to a situation, and act in an especially brave or heroic way. It’s useful to focus on stories that tell of ordinary acts, as opposed to extraordinary acts that campers may have difficulty relating to. Following the story, encourage campers to think of their own examples of times they have spoken up, or acted out, or somehow demonstrated an act that shifted a situation and made things better.

Book Description: The Brave Little Parrot by Rafe Martin

When a raging fire threatens to burn down the forest, all of the animals run away in fear. All except for one brave little parrot, who has an idea. “Help me,” she cries to the elephants, beseeching them to fill their trunks with water to spray on the flames. “Help me,” she begs the cheetahs, even as they urge her to flee and save herself. But the brave little parrot will not be daunted. Can the determination and courage of

one small bird be enough to save a forest? Susan Gaber's majestic illustrations and Rafe Martin's lyrical retelling bring to life an inspiring tale from ancient India that will speak to today's readers.

### **Kid Hero Stories**

There are a number of ways to create stories of young heroes.

#### Comic Strip:

Campers can write or draw a bravery tale in comic strip format starring their own hero (without super powers) solving problems peacefully and creatively. Suggest that campers can write a story that has: something he/she did or something he/she wish had been done, or create a story from imagination. Make sure campers have a beginning, middle and end, a problem and a solution. Then have a sharing session.

#### Group Story:

Have campers create a group hero story in a round robin method. Campers tell it, and then staff takes dictation on a chart. Campers can illustrate it the story.



## Heroes / Bravery

Crafts – Beginner Level

### **Kid Hero Frames – Split into age groups**

Set Up: Give campers some experience with community service projects and then discuss the ways that taking action in that way can be heroic.

Materials: Unpainted frames, glue for decoupage, foam brushes, strips of paper saying “I am a KID Hero”, acrylic paint.

Directions: Campers glue the “I am a KID Hero” strip onto each frame. Campers paint the frame with acrylic paints. Encourage the campers to put a picture of them in the frame when it goes home.

## Heroes / Bravery

Crafts – Intermediate Level

### **Hero Mobile**

Create hero mobile of a person based on a character traits positive character traits (such as caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility) of the children described in stories from What Do You Stand For? For Kids: A Guide to Building Character by Barbara A. Lewis.

Book Description: Even elementary school children can build positive character traits like caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility. The true stories, inspiring quotations, thought-provoking dilemmas, and activities in this book help kids grow into capable, moral teens and adults. Previously titled *Being Your Best*, this award-winning book has a fresh new cover and updated resources.

## Action Steps

### Teaching Activities That We Have Undertaken in the Past

#### Connections to other cultures

These are examples of activities that were made possible because of the people we became involved with. These opportunities arose because of connections we made.

#### **Peace Flag**

Objective: to establish a network of peacemakers.

We made a connection to The Peace Flag Project, a worldwide, pass-it-forward peace project for children originated by the University for Peace. For more information about this program, please contact The Master of Arts Programme in Peace Education/Department of Peace and Conflict Studies (e-mail: [peaceeduc@upeace.org](mailto:peaceeduc@upeace.org)). The organization requests that whichever organization the flag is sent to will then make a commitment to make their own peace flag and pass it on to another group. We sent ours to a school in the Philippines. Using paint, children created a flag with their handprints. A common symbol used for this project is a peace sign. We printed ours on a 3 X 5 foot square of canvas, and included the inscription "Children are Sacred!", at the request of the organization.

#### **Sharing Ourselves**

A member of the Peace Camp board made a connection to a school in India. The campers created posters about themselves, describing their favorite foods and activities. These posters were then sent to the school to facilitate connections and to illustrate similarities between our campers and the students. We received a DVD of the children in India expressing quotes about peace. We enjoyed viewing the DVD at a camp reunion.

#### **Learning About Poland**

We hired a counselor from Poland, a wonderful addition to the camp staff. She taught a lesson about Poland, led a game and made the campers a Polish snack. She e-mailed questions from our campers to a friend who was also teaching a camp in Poland. She shared the answers with our campers so the children could see all the similarities they shared.

#### **Learning About Chile**

One of our former camp counselors was studying in Chile while camp was in progress. The campers made postcards to be sent to her with questions about Chile. She had the opportunity to respond to the campers with answers while camp was still in progress.

### **Learning About China**

Another counselor had traveled to China and taught a lesson about China to the campers, along with sharing teas that he had brought back from his trip. He gave examples of similarities and differences in the lives of people there and in the US. Campers learned that a culture of people who live far away and have differences may have also similarities to themselves.

## Service

Service is such an important part of sending peace out into the world! At Peace Camp many service projects have been created and completed. Here are some examples of projects we have taken on:

### **School Supplies**

We built and painted pencil boxes that were donated by Home Depot. The pencil boxes were built from a kit with hammers and nails. Once decorated, the campers filled the boxes with school supplies that were donated by the Peace Camp families. The pencil boxes were donated to an inner city elementary school class. The most difficult part of this process was building the pencil boxes. We needed adult volunteers and only a few campers could build at a time for safety's sake.

### **Pillowcases**

The campers sewed pillowcases for an organization called ConKerr Cancer. This organization coordinates donations to children's hospitals. The campers got to choose the material to create the pillowcases. They got help from several patient volunteers who helped them sew on sewing machines. We had 3 sewing machines set up with complete adult instruction at all times. The founder of this organization was also able to come to camp and explain her mission and thank the children for the pillowcases, a moving experience in itself.

Directions: Cut fabric ahead of time from a template. This craft activity requires 1 volunteer per camper when using the sewing machine for safety reasons.

### **Watercolor Paintings**

The campers painted watercolor pictures for a local children's hospital. The campers were asked to paint something cheerful. The hospital asked that no messages of *Get Well* be expressed with the pictures. The story Sadako (a version of Sadako and the Thousand Cranes) was a useful reference text to remind campers that sometimes patients don't get well. The children's hospital was contacted first to see what project would be suitable. The suggested project was 8 ½" x 11" pictures that would go into frames that were set up in the hallways.

Book Description: Sadako Eleanor Coerr

Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy.

### **Greeting Cards**

Campers created cards to be given out to patients in a local children's hospital. We made printing blocks on Styrofoam. See **Peace Image Styrofoam Printing** in "Positive Endings" section for detail about this project. As with the watercolor pictures project mentioned above, we refrained from including the wish that patients would "get well". We focused instead on giving other positive messages.

### **Flower Containers**

The campers planted flowers in cleaned glass jars. After planting campers decorated the jars with paint. We donated the flowers to an assisted living facility. This project was a wonderful combination of re-using, connecting to the earth and giving.

### **Quilts**

The campers decorated quilt squares with fabric markers. Some quilts depicted themes of inner peace and others of world peace. The campers drew images that represented the theme to them. Volunteers sewed the squares together to make nap quilts for a local daycare center for children with special needs.

### **Door Signs, Birthday Cards**

The campers created door signs and birthday cards with paint markers for residents of an assisted living facility. First, the facility was contacted to see what project would be suitable. A list was supplied of residents' first names from the facility so the signs and cards could be personalized.

### **Snack Bags**

We created healthy snack bags for an area boys club. We made 130 bags with ingredients such as cereal, crackers, carrots and marshmallows. We set all the ingredients up in an assembly line fashion, and made sure that all campers washed their hands, of course!

### **Cooking**

The campers made muffins from muffin kits for a local food cupboard. Cooking activities tend to be most successful when done in small groups. Consider local cupboards, club, or local organization as places to donate to.

### **Giant Peace Puzzle**

The campers created a gigantic puzzle with symbols of peace that was donated to the pre-school where the camp takes place. We ordered pre-cut puzzle pieces from Oriental Trading. Each camper was given a square

and asked to draw an image of peace in marker. Once the puzzle was all put together, some campers asked to come back to the project to draw some images that connected the pieces.

## Free Choice Activities

We wanted to give campers a chance to have some choices about the action steps they might want to engage in. This was a great way to see what they had incorporated from their learning over time, to express their own ideas and to pursue their own interests. We gathered their ideas and helped them form interest groups around the kinds of activities that engaged them.

Campers chose activities that demonstrated their images of peace in some way. They had about a half an hour each day to work on their projects. We assigned a staff member to each group to help them in their task.

At the end of the week, campers presented their projects. They presented projects by showing their work, or teaching us to participate in an activity they created. It was great fun!

Here are some examples of the kinds of projects that arose:

1. Building with blocks and legos:
  - a. Building a Peace Town
  - b. Building a Peace Mall where every shop gave away fair trade supplies and materials, such as clothing.
2. Creating a board game about peace on poster board with accompanying cards.
3. Creating posters about peace with markers and drawings.
4. Experimenting with science projects.
5. Dancing and practicing gymnastics.
6. Cooking.
7. Producing a play about peace.
8. Creating games involving water balloons.
9. Writing a story about peace.



## Camp Culmination

Projects geared towards the acknowledgement of having participated in camp

Discussion / Teaching Activities – Beginner Level

### **Affirmation Pyramid**

This is a closing activity for a day or a week. Each camper in the circle comes up with an affirmation of the camp and shares it out loud as they put their hand in the center of the circle and turn their body sideways. As others come and do the same, a stack of hands is formed...not exactly a pyramid, but it feels like a building made from hearts and hands!

**Good Deed Bucket** - See full description of this project in “Community” section

Campers may choose a “gift” from the Good Deeds Bucket at the culmination of camp.

### **Tree exercise**

Materials: Tree outline on large paper, green and red construction paper, spray glue.

Directions: Gather a number of concepts that the campers learned about this week, such as getting to know each other, forming community, learning about emotions, communicating, listening, understanding different perspectives and working together as a team. One group will use pieces of green paper, and another group will use red. Campers should rip themselves some pieces of paper and write their thoughts on a Peace Camp topic that they have learned something about, or had meaningful experiences with. Attach the pieces to the tree outline with spray adhesive.

## Camp Culmination

Crafts - Beginner Level

### **Print T-Shirts**

Materials: T-shirts (1 per camper), fabric paint, stencil, stamp, leaves, fabric spray paint

Directions: Campers decorated their own Peace Camp shirt. There are a variety of techniques that can be used:

Peace camp stencil (our logo was hand cut into a stencil)

Peace Camp stamp (our logo was created into a stamp)

Nature spray painting with leaves and fabric paint

“Spin art” machine (was lent to us by campers’ family)

The campers take a large amount of pride creating their own camp shirts. On the last day of camp, all the campers sign each other’s shirts with fabric markers.

## Bibliography – Pertinent Books for Peace Camp

### Books to Read to Campers

(Descriptions are from the Barnes & Nobles synopses on website)

**Andrew's Angry Words**      **Dorothea Lachner**

Andrew shouted angry words when his sister spilled his toys. He was instantly sorry, but Marion had already shouted the angry words over the phone to Ted. Andrew ran to Ted's house—but it was too late. Ted had already passed them along, and the angry words were loose in the world. Children learn very early just how powerful words can be.

**Because Brian Hugged His Mother**      **David L. Rice**

When Brian hugs and kisses his mother one morning, the act starts a chain reaction of kindness and consideration that spreads throughout the town and eventually comes back to him.

**Because of You**      **B.G. Hennessy**

Each time a child is born, the world changes. Each child brings to the world one more person to love and care for — and one more person who can love and care for others. As children grow and learn, they can teach others and share feelings, ideas, and things. Just as each of us sometimes needs help, we can also find ways to help others. The author and illustrator of MY BOOK OF THANKS reunite to show, through everyday examples, how acts of kindness, understanding, and generosity — no matter how small — can make all the difference in the world.

**The Big Book for Peace**      **Ann Durell, Marilyn Sachs**

This very special volume was created by more than thirty of the best-known and loved authors and illustrators of children's books. Filled with stories, pictures, poems, and even a song, it is a book about many kinds of peace. Peace among people living in different lands - but also among next-door neighbors. Harmony among people of different races - and among sister and brothers. Understanding among those separated by their beliefs - and those separated by generations. It is a book for young people to enjoy, to think about, and to share. Some of its contents are funny and fanciful. Others are serious and moving. All celebrate peace and the hope that there will be a peaceful world for every child to inherit.

**The Brave Little Parrot**      **Rafe Martin**

When a raging fire threatens to burn down the forest, all of the animals run away in fear. All except for one brave little parrot, who has an idea. “Help me,” she cries to the elephants, beseeching them to fill their trunks with water to spray on the flames. “Help me,” she begs the cheetahs, even as they urge her to flee and save herself. But the brave little parrot will not be daunted. Can the determination and courage of one small bird be enough to save a forest? Susan Gaber’s majestic illustrations and Rafe Martin’s lyrical retelling bring to life an inspiring tale from ancient India that will speak to today’s readers.

**Celebrations**                      **Anabel Kindersley, Barnabas Kindersley, (Unicef)**

A look at children around the world as they celebrate 25 of their favorite holidays and traditions.

**Children Just Like Me:**                      **Anabel Kindersley, Barnabas Kindersley (Unicef)**

Photographs and text depict the homes, schools, family life, and culture of young people around the world.

**Courage**                      **Bernard Waber**

Provides examples of the many kinds of courage found in everyday life and in unusual circumstances, from tasting the vegetable before making a face to being a firefighter or police officer.

**Don’t Laugh at Me**                      **Steve Seskin**

Illustrated version of a song that explains the pain of being teased, and points out the intrinsic value of us each.

**Dream A Tale of Wonder, Wisdom and Wishes**                      **Susan V. Bosak**

15 of the top illustrators in the world each offer a gorgeously illustrated page in a beautifully told poetic story about life's hopes and dreams from childhood to adulthood, inspiring both children and adults. From the smallest personal beginnings to the largest human triumphs, why are we here if not to dream? As you open the Dream Chest, you're whisked away on a colorful journey of a lifetime. WHOOSH through the teddy bears and castles of childhood. WHOOSH again into the labyrinths and mountains of adolescence and adulthood. Richly detailed contemporary art, thought-provoking quotations from historical sages, and a multilayered story combine to convey a simple yet powerful message—you're never too young or too old to dream. This is an inspiring celebration of living and dreaming for all ages. It's a book to explore and discuss with children, a keepsake and collector's item, and a lovely gift book for milestones like a birth or graduation, the holidays and birthdays. *Dream* offers wonder, wisdom, and good wishes—for everyone who dreams.

**Enemy Pie Derek Munson**

It was the perfect summer. That is, until Jeremy Ross moved into the house down the street and became neighborhood enemy number one. Luckily, Dad had a surefire way to get rid of enemies: Enemy Pie. But part of the secret recipe is spending an entire day playing with the enemy! In this funny yet endearing story, one little boy learns an effective recipes for turning your best enemy into your best friend. Accompanied by charming illustrations, *Enemy Pie* serves up a sweet lesson in the difficulties and ultimate rewards of making new friends.

**The Friendly Story Caravan Anna P. Broomell, Pendle Hill Publications**

A collection of eighteen stories about Quakers and true-life experiences concerning religious faith and morality

**Have You Filled a Bucket Today? : A Guide to Daily Happiness for Kids Carol McCloud**

Through sweet, simple prose and vivid illustrations, this heart-warming book encourages positive behavior as children see how easy and rewarding it is to express kindness, appreciation, and love on a daily basis.

**Hey, Little Ant Philip M. Hoose, Hannah Hoose**

A song in which an ant pleads with the child who is tempted to squish it. This story includes a dialogue between ant and child in which each pleads his case for his perspective.

**If the World Were a Village : A Book about the World's People David J Smith & Shelagh Armstrong**

This acclaimed, bestselling book is a unique resource for understanding the lives of the world's peoples and their ways of life.

**Irene - Peace (Aristophanes) Sofia Zarambouka (Translator), Tee Loftin (Translator)**

**Keepers of the Animals, Keepers of the Earth, Native American Stories and Environmental Activities for Children Michael J. Caduto and Joseph Bruchac**

Julia's story about Where the People Found Wisdom came from here - A legend to explain how people became wise.

**Lighting Candles in the Dark published by Friends General Conference**

**Mr. Peabody's Apples Madonna**

*Mr. Peabody's Apples* takes place in 1949 in Happville, USA. One Saturday, Mr. Peabody, the beloved elementary school teacher and baseball coach, finds himself all alone on the baseball field. He wonders where everybody is until he sees the bat boy, Billy Little, walking toward him with a sad look on his face. Billy tells him that another student, Tommy Tittlebottom, spread a rumor that Mr. Peabody was a thief after Tommy saw Mr. Peabody taking apples twice from the local market. Mr. Peabody then shows Tommy that what matters is the truth - not how things appear - and teaches him an unforgettable lesson about how we must choose our words carefully to avoid causing harm to others. Madonna dedicates *Mr. Peabody's Apples* to teachers everywhere.

**My Head is Full of Colors Catherine Friend**

Each morning when Maria wakes up, she finds her hair is full of colors, books, animals, or people.

**The Other Way to Listen Byrd Baylor**

A story about a child learning to listen deeply to the natural world.

**Owl Moon Jane Yolen**

On a winter's night under a full moon, a father and daughter trek into the woods to see the Great Horned Owl. This book speaks to the power of seeking, waiting, silence, listening, and responding.

**Peace Begins with You Katherine Scholes**

Explains, in simple terms, the concept of peace, why conflicts occur, how they can be resolved in positive ways, and how to protect peace.

**Peace Quest Kelly Guinan**

(Activities)

**Peace Tales : World Folktales to Talk About Margaret Read MacDonald**

Maybe it's the king who spills honey, and then says it is not his problem until it causes a war. Or maybe it's some sandpipers and whales who get into a foolish fight that almost destroys their homes. Perhaps it's the man who thinks that a gun makes him strong, or the monkeys who follow their leader into water that's too deep.

**A Quiet Place      Douglas Wood**

Text and illustrations describe some of the special places that one can go to be quiet and alone and to imagine, such as a woods, a seashore, a library, or inside oneself.

**The Quilt Maker's Gift    Jeff Brumbeau**

When a generous quiltmaker finally agrees to make a quilt for a greedy king but only under certain conditions, she causes him to undergo a change of heart.

**Rainbow Club : Understanding Bullying      Annette Aubrey, Patrice Barton**

**The Story of Ruby Bridges    Robert Coles**

"Please, God, try to forgive those people. Because even if they say those bad things, They don't know what they're doing." This is the true story of an extraordinary 6-year-old who helped shape history when she became the first African-American sent to first grade in an all white school. This moving book captures the courage of a little girl standing alone in the face of racism. "Ford's moving watercolor paintings...capture the...warmth of Ruby's family and community, the immense powers against her, and her shining inner strength."

**Sadako      Eleanor Coerr**

Hospitalized with the dreaded atom bomb disease, leukemia, a child in Hiroshima races against time to fold one thousand paper cranes to verify the legend that by doing so a sick person will become healthy.

**The Skin I'm In, A First Look at Racism      Pat Thomas**

Racial discrimination is cruel—and especially so to younger children. This title encourages kids to accept and be comfortable with differences of skin color and other racial characteristics among their friends and in themselves. *A First Look At...* is an easy-to-understand series of books for younger children. Each title explores emotional issues and discusses the questions such difficulties invariably raise among kids of preschool through early school age. Written by a psychotherapist and child counselor, each title promotes positive interaction among children, parents, and teachers. The books are written in simple, direct language that makes sense to younger kids. Each title also features a guide for parents on how to use the book, a glossary, suggested additional reading, and a list of resources. There are attractive full-color illustrations on every page. (Ages 4—7)

**Slowly, Slowly, Slowly Said the Sloth Eric Carle**

Challenged by the other jungle animals for its seemingly lazy ways, a sloth living in a tree explains the many advantages of his slow and peaceful existence.

**Someone Who's Fair**

**Stone Soup Marcia Brown**

First published in 1947, this picture book classic has remained one of Marcia Brown's most popular and enduring books. This story, about three hungry soldiers who outwit the greedy inhabitants of a village into providing them with a feast, is based on an old French tale.

**The Table Where Rich People Sit Byrd Baylor**

A girl discovers that her impoverished family is rich in things that matter in life, especially being outdoors and experiencing nature.

**We Are Alike and Different Janice Behrens**

Are you like everyone else? Are you different from everyone else? The answer to both questions is yes! Read this book to celebrate the ways we are alike and different.

**We Dream of a World Gifted and Talented Students of Pershing Accelerated School in University City, Missouri**

**What Do You Stand For? For Kids: A Guide to Building Character Barbara A. Lewis**

Even elementary school children can build positive character traits like caring, citizenship, cooperation, courage, fairness, honesty, respect, and responsibility. The true stories, inspiring quotations, thought-provoking dilemmas, and activities in this book help kids grow into capable, moral teens and adults. Previously titled *Being Your Best*, this award-winning book has a fresh new cover and updated resources.

**What Do You Think? A Kid's Guide to Dealing With Daily Dilemmas Linda Schwartz and Beverly Armstrong**

**What Does Peace Feel Like? Vladimir Radunsky**



**Peace.** What does that word *really* mean? Ask children from around the world, and this is what they say.... Simple text and illustrations portray what peace looks, sounds, tastes, feels, and smells like to children around the world.

**Publishers Weekly:**

In this timely exercise, well worth repeating in any home or school, Radunsky (Manneken Pis) interviews elementary students at the Ambrit International School in Rome. Each inviting spread addresses one of the five senses and gives the interviewees' often poetic thoughts on peace; the author/artist treats the children's answers seriously, without making them seem precious or cute. Under a large heading that asks "What does Peace look like?" the respondents imagine "new babies just born yesterday" and "something beautiful that goes away but will come back." One child suggests "a cat and a dog curled up together in a basket," and Radunsky pictures this scene in a full-spread painting; curiously, the yin-and-yang white dog and black cat do not touch or look at one another, but they do appear relaxed. Under the question "What does Peace sound like?" the children answer, "like a silent day... like everyone's heart beating, making one big sound together," and small print on the far right gives their names (from Michael to Bhavana to Finbar) and ages. The final page translates the word "peace" into almost 200 languages, implying the world population's ideals. Radunsky's sensual paintings, with their swooping gestures, smears and rousing saturated colors, complement his questions on perception (some readers might wish for more diversity in skin hues among the people pictured-or more people, period). Kindness emanates from this volume, which proposes a simple but effective experiment for contemplating peace. All ages. (Nov.) Copyright 2004 Reed Business Information.

**What I Like About Me      Allia Zobel Nolan**

The kids in *What I Like About Me!* are as different as night and day. And, guess what? They love it. Some adore the fact that their braces dazzle and gleam, others feel distinguished when they wear their glasses. Still others wouldn't trade their big feet for a lifetime of free video games. A mylar mirror embedded in the last page let kids take a look at themselves and decide what they like best about themselves.

**Why Are People Different? A Book About Prejudice   Barbara Shook Hazen**

When a young black student encounters prejudice at a new school, his grandmother reminds him that it's all right to be different and shows him how to turn enemies into friends.

## Bibliography – Pertinent Books for Peace Camp

### Books to Use as Teaching Resources

**Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6 William J. Kreidler**

This classic conflict resolution guide offers more than 20 proven conflict-resolution techniques. Examples and more than 200 classroom-tested activities and games provide constructive responses to your students' problem behaviors. There are even tips for resolving your own professional conflicts.

**Mindful Movements Ten Exercises for Well Being Thich Nhat Hanh**

Initially designed as stretching breaks between long periods of sitting meditation, Thich Nhat Hanh's Mindful Movements became so popular they're now an integral part of his retreats. Based on yoga and tai chi movements, these simple, effective exercises reduce mental, physical, and emotional stress. The book *Mindful Movements* introduces the program to the general public. The ten routines are designed to be easily accessible and can be performed by people of all ages and all body types, whether they're familiar with mindful practices or not. They can be done before or after sitting meditation, at home, at work, or any time the reader has a few minutes to refresh both mind and body. For those new to meditation, the exercises are an easy way to get acquainted with mindfulness as a complete, multifaceted practice. For current practitioners, the movements add a welcome physical element to a sitting meditation practice.

**Meditation Virginia Satir**

**Creative Visualization**

**Spinning Inward: Using Guided Imagery with Children for Learning, Creativity & Relaxation Maureen Murdock**

**Coping with Stress: Activities for Children K-8<sup>th</sup> Grade**

**Feeling Better About Me**

Acknowledgements

A note about the creation of this compilation of Peace Camp Curricular Materials:

Many people have contributed to this body of work, and it is our hope that many more may yet contribute. This is seen as a growing compilation, one that may be added to as Peace Camp continues. We hope to add experiences, observations, new ideas and the continual learning we do as educators in a vibrant program.

Here follows a list of those who have contributed directly to the work in this book.

Laura Taylor, Kyle Goldbacher, Christine Piatkowski, Kathy Daly and Cinda Edgerton have all contributed written curricular materials, ideas, and their experiences from being teachers at Peace Camp. A special mention goes to David Bass, former teacher at Peace Camp who has contributed many cooperative games to this compilation, some of which he created, and some of which he has gathered from other sources. Over the years all the Peace Camp teachers, counselors, and CITs have displayed commitment to helping children work together, examine their own responses to the activities they engaged in and bring their experiences from the Peace Camp setting into their own lives.

An additional acknowledgment goes out to numerous supporters of Peace Camp from within and without the Gwynedd Friends Monthly Meeting community. Many volunteers from our community have stepped up to help. A special thank you goes to Janet Henderson, Roger Sternfeld, Linda Gist and Diane Pilch for their tireless support of the camp since its inception.

Finally, the campers themselves have made the most meaningful contributions of all. They have given us their time and trust, and have let us guide them through activities that were both fun and challenging. They opened themselves to new experiences that required them to speak their minds and take risks. We have learned so much from them!