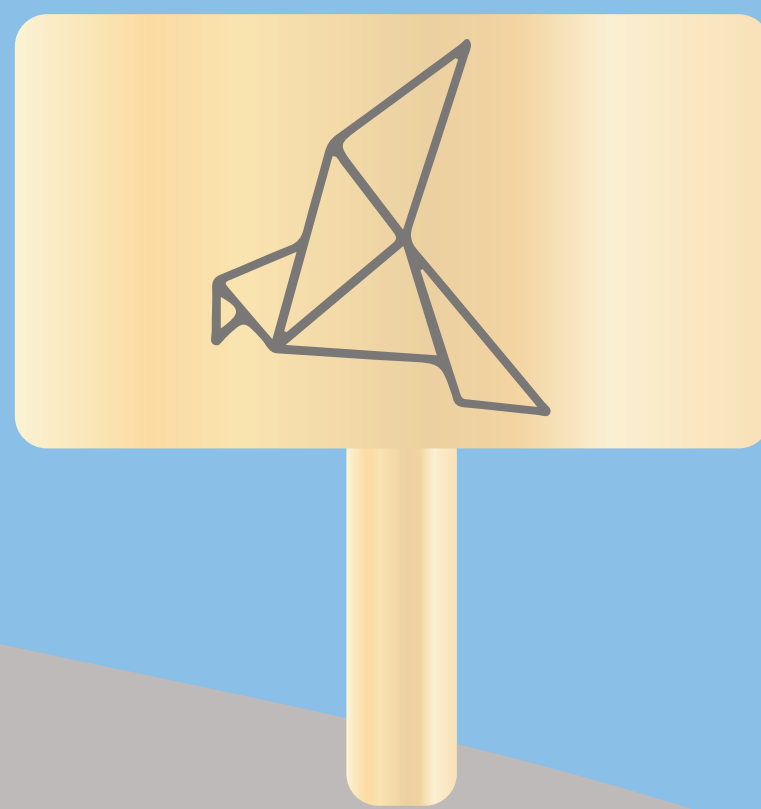




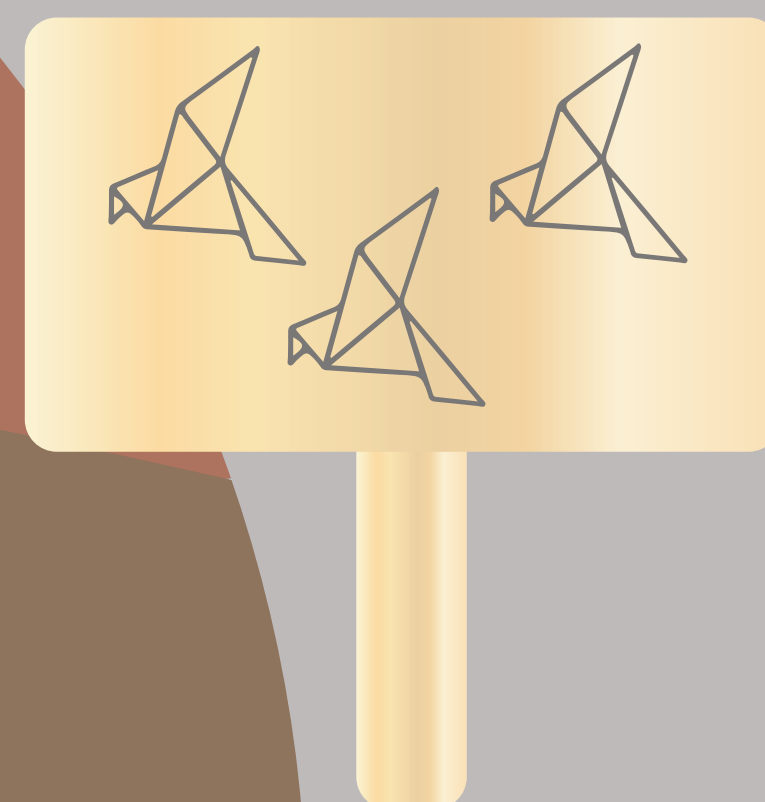
TEACHER  
RESOURCE KIT



THINKING ABOUT PEACE

INDIVIDUAL ACTION

GROUP ACTION



## Peace Walk Teacher's Guide (5 - 8)

### Introduction:

The Peace Walk is an annual event that brings students together to take collective action for peace. Due to concerns related to COVID, this year's Elementary School Peace Walk has been re-designed to have students create a series of individual and collective peace-in-action art pieces that can be displayed in the community around the school.

The vision is that elementary school children will work in their class groups, virtually or in-class, to create individual paper peace doves (or have students choose another symbol of peace) that can be arranged into a collective peace message. These creations will then be used to decorate a designated area around the school or community. On September 18, or at any date convenient for the school community, class groups can walk through their school's creations in a safe, physically distant manner, and view the images of peace created for their peers and community.

Students are likely to be experiencing concern and stress when returning to school.. Having an opportunity to discuss what makes them feel the world around them is a safe and peaceful place will not only be a positive way to engage discussion around the International Day of Peace (September 21) but it will also give students an opportunity to create artwork that helps change the feeling of their school and surrounding community.



### Resources:

The pathway below is a teacher's guide to creating a meaningful experience for his or her class. It is completely acceptable to create a classroom art project that fits your own classroom experience or ideas as a teacher. These resources are meant to help make the first few weeks of a difficult school year a little easier and more fun.

The [Blue Activities](#) below are the core elements of the walk. There are also two [Purple Extension Activities](#) that you can use to make your own classroom experience more in depth.

**NOTE:** The following activities can be done in sequence or used in whatever way you choose. They are meant to provide ideas and resources. The easiest way to proceed would be to complete sections 1-3 but you are encouraged to make whatever changes or adaptations you see fit.

Activities		
Section/Theme	Concept/Lesson	Resources
1. “Building a Peaceful Classroom”	<p>To help set the context for the Peace Walk, Jamie Oliviero will share a short story about peace.</p> <p>After watching the video, students engage in a discussion about conflict and what “peace” looks like. See Prompts below:</p> <p><b>(Possible Activity) Pre-walk:</b> Explain to the class that they are going to take a walk around the school grounds to have a chance to talk with their classmates about peace. Walking and talking is a good way to get ideas flowing..</p>	<p><a href="#">Two Warriors Story</a> – Video of storyteller and cultural presenter Jamie O. A short story about two warriors who fight but eventually set aside their differences (5-8).</p>
<p><b>5 - 8: Building a Peaceful Community</b></p> <p><b>Section 1:</b> Engage students in a discussion about what a peaceful neighbourhood looks/sounds/feels like. Find a few photographs or images that demonstrate peaceful and non-peaceful situations (<i>e.g. friends walking, people shouting or being aggressive, a large peaceful rally, tanks/soldiers, a protest with police. Be careful not to choose images that depict graphic violence.</i>) Ask students to present the pictures to a partner or group and ask them to share two or three words that describe each picture.</p> <p><u>Questions:</u> How does each picture make them feel? How are the images connected? What does each image represent?</p> <p>Ask the class to discuss what their own peaceful community might look like.</p> <p><b>Section 2:</b> Watch the <a href="#">Two Warriors Story</a> video.</p> <p><u>Questions:</u> What brought the warriors together? How does “peace begin”? Why do stories bring us together? Why does sharing how we feel help us feel more connected to other people?</p>		

Closing: Explain that this week they will have a chance to create pieces of art that connect to “peace”. This art will be displayed around the school for everyone to see, so they will have a chance to create something that helps to make their school a more peaceful place.

**(Possible Activity) Pre-walk**: Explain to the class that they are going to take a walk outside to find a place where they can display their art. They can walk as a group to find a place on the school grounds that feels special. Have students imagine what they would like to see walking to school that would make them feel happy and safe. What could they create that would make others in their school understand how they feel about “peace”?

1a. “Power of Words”  
(Extension Activity)

Introduce the idea of creating a written piece that represents the students’ ideas about peace.

Discussion, Journaling, etc.

Ideally, students will be able to connect their written creations to the visual art they create (ex. *Writing a poem on a peace dove, placing a journal entry inside of a peace dove, etc*).

[How to Take Your Ideas & Create Poetry \(Video\)](#)

Janine Brown shares with students her process of writing poetry and how to start creating poetry yourself!

[How to Write Poetry \(Activity\)](#)

A video outlining stylistic devices and questions to ask yourself when writing poetry about peace.

**5 - 8**

Students can write a poem, song, short story, play, or journal entry on the topic of Peace. Or they can draw/paint a picture or make a collage about peace.

Writing prompts:

- Write about a time you encouraged peace.
- Who is a peace advocate you admire?
- What are three actions you can take to be more peaceful?
- Describe peace in five words. Why did you choose these words?
- Write a poem, story, song or play about a world where all the people stopped fighting.
- Describe five outcomes of a world where there was peace. What would it be like?

Local youth poet Janine Brown has included a copy of her poem [“To Be Better”](#). Students can watch the video and discuss why art/poetry can help to express important ideas about “Peace”. There are also videos you can use to help support your lesson.

- 1) [Get to Know Janine Brown](#) and her process.
- 2) [Literary Devices](#) (for poetry) [7 types of poetry](#)

Have students write a short piece of poetry that expresses their feelings about “peace”.

<p>2. "Individual Action"</p>	<p>Students can create a peace dove (<i>video provided on how to do so</i>) but class discussion could perhaps lead to a different choice.</p> <p>Encourage students to consider how they will present their creations to the rest of the school (<i>hanging from a mobile, in a specific location, on a poster, in a short film, etc.</i>).</p>	<p><a href="#">Peace Dove Creation Video</a> A short video for how to create a peace dove using construction/origami paper.</p> <p><b>ArtsJunktion Activity Kits (Kit &amp; Final Product)</b> Kits to create unique peace dove art projects (<i>can be provided upon request</i>).</p>
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### 5 - 8: Creating a Peaceful Community

Have students reflect on their discussion (*or written pieces*) about peace from the previous class(es). Ask each student to discuss with a partner a visual way they could share the idea of "peace" with their community? What is a symbol or visual idea that is clearly connected to peace? Make a list of ideas as a class.

Discuss the concept of "peace doves" as symbols of peace. Why are doves representative of the idea of peace?

Explain to the class that they will be creating two different visual representations of "peace". The first is an individual creation, something small and personal that they believe represents peace to them (ex. A paper peace dove).

Give time for the class to create their individual representation of peace. You can start a [3D Peace Dove Creation](#) or come up with something as a class. Student's should be encouraged to decide what kind of individual artistic representation they would like to create. If you would like supplies or to give students a starting point, [Art Junktion Supply Kits](#) available (*with specific creations or just creative supplies*).

Closing: Next, students will combine all of their individual creations into a group creation. Ask students to think about how they can combine each individual creation into a group one that will be displayed in the school or surrounding community.

<p>2a. "Community Creation" (Extension Activity)</p>	<p>Introduce the idea of creating a unique visual presentation for the collective work of the classroom, considering important reflections or cultural concerns around peace.</p> <p>The idea should be to have students discuss how to make an impact with their creative work.</p> <p>Students will be given time to build a larger scale version of their individual creative pieces.</p>	<p><b>ArtsJunktion Activity Kits (Kit &amp; Final Product)</b> Kits to create unique peace dove art projects (<i>can be provided upon request</i>).</p> <p><a href="#">How to Create a Stop Motion Film (Video)</a> - Presented by FreezeFrame. A short video on the process of using a camera and a free app for creating a short film.</p>
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	If a student is interested, there are available resources for creating a short film or stop motion creation as a part of their peace display.	
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**5 - 8:**

There are two amazing resources attached. The first is a [“How to Create a Stop Motion Video”](#) lesson. Simply watch the video as a class and use the [PDF Support Document](#) if you need more help getting started. There is also a complete “Peace Dove Art Activity” detailed below.

**NOTE:** The following lesson will require some time, so if you plan to do something more expansive or work intensive that allows for student artistic expression, please allow yourself enough time to have your final product displayed by September 18.

Process

**Inquiry Question** — How will students represent and share their ideas with others (*with classmates, other classrooms, families, their community, or with students in another region*)?

NOTE: Teachers are encouraged to seriously consider students’ ideas for sharing. This page contains just one option for visually representing and sharing students’ work.

Peace Dove Art Activity (Preparation)

Start with either a student’s drawing of a peace dove, or a photocopy of a drawing, and fold into enough sections so that each student can have a piece (For 16 or 32, keep folding in half. For 18 or 24, fold in thirds, and then thirds or halves.) Turn the page over and number the sections. Cut out each section (some will be blank), and distribute to students.

Set out paints and brushes. The material choice is up to you: tempera paint on heavy paper, latex exterior house paint on primed wood, watercolour on heavy watercolour paper, acrylic paint on cardboard or cloth. Tip: cover tables and place a pail with dish soap nearby (for paintbrushes and table-washing). For beginners, you may choose to limit the colours to two, plus white.

Peace Dove Art Activity

Show examples of artwork (*available for online viewing*). Ask, what elements of the painting seem peaceful to you? Peace Painting, by Norval Morisseau — light pink and light blue pastel colours (*made by tinting a colour with white*) and circle shapes rather than sharp edges. Dove of Peace, and Guernica, by Pablo Picasso — Picasso fled the war in Spain, and was exiled to Paris. He named one of his daughters Paloma, the Spanish word for peace. His huge painting Guernica (*approximately 3.5 meters by 8 meters*) is in black and white, has sharp angles (*like newspapers*) and shows the pain caused by war.

Students copy the simple lines from their small piece of paper onto a larger piece (*be sure the orientation of the large surface matches the small piece — portrait or landscape.*)

Students consider their writing, and which colours, shapes, and marks will best represent their ideas. Cover a surface with interesting colours, shapes, and marks. Check that the lines (#2 above) are outlined with contrasting colour.

Allow paint to dry overnight. The following day, students use permanent markers, or paint and fine brushes, (*in black or contrasting colours*) to write their text.

Assemble the finished pieces into the shape of a peace dove. This might be on a bulletin board, or a schoolyard fence. The result can be photographed to share online, or reproduced to send with messages of peace. Ask students who they would like to share their work with (*senior's residences, government representatives, family... or?*)

### Visual Art Outcomes

Art in Context: a–u1 students experience and develop awareness of artworks from various times, places, social groups, and cultures.

Art Language and Tools: a–l2 students demonstrate understanding of and facility with visual art media, tools, and processes.

Creative Expression: a–C1 students generate and use ideas from a variety of sources for creating art; a–C3 students finalize and share their original artworks.

Valuing Artistic Experience: a–V1 students demonstrate interest, curiosity, and engagement while experiencing art in a variety of contexts.

### 3. “Fly Together”

This is a chance for students to finalize their group creations and see them placed in the community (*at an approved location*).

Once the final creations are complete, students can take a walk through the creations and observe.

On the 18th of September, there will be a livestream at 2PM on the [Peace Days Facebook Page](#).

**Presentation of School Creations (Livestream)** - Short videos of the different creations can be shared. Please share your own class creations with us by emailing [nskanga@gmail.com](mailto:nskanga@gmail.com).

## **5 - 8: Walking Through a Peaceful Community**

Have students finalize their class creations. Students should discuss how best to make an impact or share something meaningful with the community. Place students into groups or work as an entire class.

Give students time to complete their final product and then display it on school grounds or in the nearby community (if possible).

Students should be given an opportunity to walk through the work they have created and observe how seeing the artwork changes how they feel about walking through that area of the school. Please make sure to consider [safety protocols](#).

**Major Considerations:**

Each school and classroom can make their own decisions about how to proceed for the Virtual Peace Walk. The goal is to make this as flexible and creative as possible for both students and teachers. However, there are a few major considerations to keep in mind after you have reviewed the lessons and resources above.

1. Scheduling

The attached resources are meant to be flexible but the hope is that whatever each classroom decides to create can be displayed in some fashion at the end of the week, on September 18. Students can work through the attached activities at whatever pace a teacher decides, but for planning and prep considerations please remember that September 18 is the hopeful culmination for the event.

2. Location of Student Creations

Try to make it as public as possible. The “walking path” can be inside the school or out, possibly even in the surrounding community, but being in a highly visible location is strongly encouraged.

3. Film it!

Students will want to see the work of their peers. Take simple videos of students working and submit them throughout the week to [nskanga@gmail.com](mailto:nskanga@gmail.com).