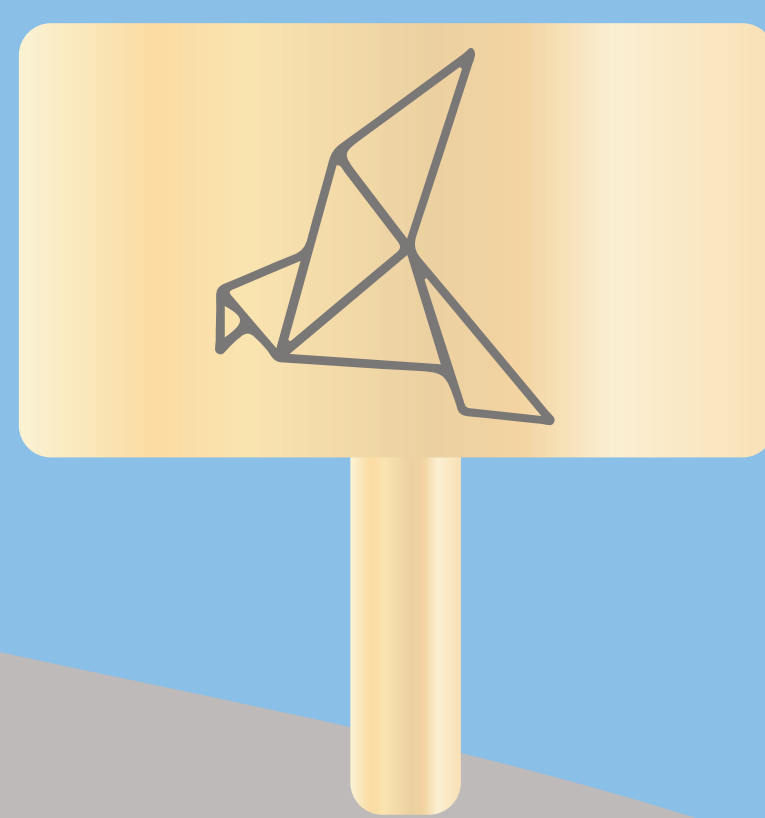




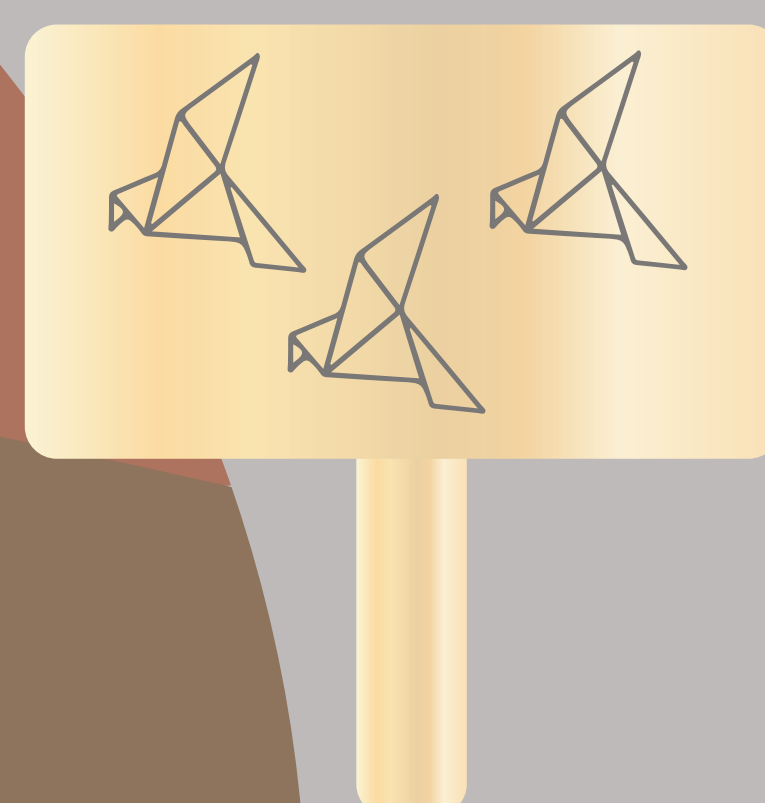
TEACHER  
RESOURCE KIT



THINKING ABOUT PEACE

INDIVIDUAL ACTION

GROUP ACTION



## Peace Walk Teacher's Guide (K - 4)

### 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	Resources
1. "Building a Peaceful Classroom"	Encourage students to think about what a peaceful classroom looks like.	<a href="#">The Snake &amp; Frog Story</a> – Video of storyteller and cultural presenter Jamie O. Short story about a snake and a frog that become friends (K-4).
<p><b>K - 4: Building a Peaceful Classroom</b></p> <p>Pre-reading: Ask the class to share their ideas about what "peace" looks/sounds/feels like.</p> <p>Have students watch <a href="#">The Snake &amp; Frog Story</a> story.</p> <p><u>Question:</u> Why didn't Snake and Frog's parents want them to be friends? How do Snake and Frog feel about each other? Why?</p> <p>What does making friends have to do with "peace"?</p> <p>Engage students in a discussion around how their behaviour at school is different from that of home (or other spaces such as pre-school). How can we create a "peaceful" space in the classroom where everyone feels safe. Brainstorm a list of possible ideas. Write a list that can be posted on a wall or somewhere visible. Focus on describing what "peace" looks like in a classroom, or what an individual can do to make their space (home, school, etc) a more peaceful place.</p> <p>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.</p> <p><b>(Possible Activity) Pre-walk:</b> 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/riding 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"?</p>		

<p>1a. “Power of Words” <b>(Extension Activity)</b></p>	<p>Read the story “Can You Say Peace” by Karen Katz.</p>	<p><a href="#">“Can You Say Peace” by Karen Katz Story</a> A read aloud video of the story by Nicole Kanga.</p>
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**K - 4: Me & My Community**  
How do we get along in our classroom? What are the rules or words that help us understand each other in our classroom (ex. “We are **kind**”)? Discuss how words help us explain how we feel to other people. What words can we use to help us understand the idea of “peace”?

Pre-Reading: Do you think peace means the same thing to every person no matter what language they speak?

Read “Can You Say Peace” by Karen Katz (*likely in your school library or you can use the video linked above*).

Post-Reading: Ask: Why do you think all these languages have a word for peace? What word is used in your own family? Create a chart with the words used by families whose children are in your own classroom.

<p>2. “Individual Action”</p>	<p>Students will 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><a href="#">Peace Dove Creation Video</a> A short video with directions 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>). The link above is a possible example but kits can include standard creative supplies.</p>
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**K - 4: Me & My Community**  
Discussion: Have the class reflect on the “what does peace look like” list they created. What actions can they take themselves?

Ask the class to think about what kinds of images are connected to the idea of “peace”. Explain that many people use white doves as a symbol of peace. Why do they think a dove represents “peace”? What are other ideas or images that the students feel represent the idea of “peace”?

Activity: Explain that they are going to create images of peace that reflect what they think and feel about their classroom/school. These images will eventually be displayed around the school. Students should discuss what kind of visual presentation would help spread a message of peace?

Students can use images/written pieces as their individual creation. As a teacher, you can direct their discussion toward an image or standard of your choosing (such as a dove). Have students create their own individual artistic representation of peace. A [Peace Dove Creation Video](#) is attached as a starting point.

**Art Kits:** Art supply kits have been provided by Arts Junktion if you would like to use them. Please contact [nskanga@gmail.com](mailto:nskanga@gmail.com) to receive one.

Closing: Once students have completed their peace dove ask them to consider how they could combine their individual creation into something with a group or the entire class. What ideas do they have about how to share a message of peace using their individual creations as a starting point.

2a. “Community Creation”  
(**Extension Activity**)

Introduce the idea of creating a unique visual presentation for the collective work of the classroom, considering important reflections or cultural concerns around peace.

The idea should be to have students discuss how to make an impact with their creative work.

Students will be given time to build a larger scale version of their individual creative pieces.

**ArtsJunktion Activity Kits  
(Kit & Final Product)**

Kits to create unique peace dove art projects (*can be provided upon request*).

[How to Create a Stop Motion Film \(Video\)](#) - Presented by FreezeFrame. A short video on the process of using a camera and a free app for creating a short film.

**K - 4**

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.

Inquiry Question — How will students represent and share their ideas about peace with others (*How can they use their doves to share a message with their community?*)?

Teachers are encouraged to seriously consider students’ ideas for sharing or creating a display. This page contains just one option for visually representing and sharing students’ work.

[Peace Dove Art Activity \(Preparation\)](#)

Have a class discussion about how to present all of the individually created pieces of art into a unique group expression of peace. How can the individual creations “work together” to create something unique and express the desires of the class.

Set out crafting materials ([Arts Junktion Kits](#) can be utilized). Have each student cut out their creation and work with a group (or the entire class) to create a mobile (hanging each creation together). The mobile should be arranged to present something significant to the students that connects to peace. It is not important that every element look perfect or that the final product appear to be a single item. It is more important for students to have discussions about how they believe their creations can inspire others and contribute to a conversation about peace.



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)**

- On September 18, videos of the different creations and other details about the Peace Walk will be shared. If you would like to have your student’s work included please share any videos or pictures you have to [nskanga@gmail.com](mailto:nskanga@gmail.com) by the morning of the 18th.

**K - 4: Seeing 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.

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).