



Building Character  
and Peace

## Stop, Breathe Intro

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*Purpose:* To identify ways that everyone can win.

*Materials:* Stop and Breathe poster

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### **Enroll**

- How many of you have ever seen or been involved in a argument, conflict or fight?
- How many of you saw where both people lost the conflict? One person won and another lost? Both people won?

### **Action**

- Have 2-4 volunteers come up and briefly describe their conflicts to the class.
- Review the following after each volunteer:
  - ★ What happened?
  - ★ What feelings did each person have?
  - ★ How did the conflict end? Did both people get what they wanted?
  - ★ Was the conflict a lose/lose, win/lose or win/win?
- Have students discuss examples of lose/lose, win/lose and win/win for each conflict.

### **Share**

- Introduce “Stop and Breathe” poster (Stop, Breathe, Think, Choose, Act, Cheer) and go through the hand motions.
- When you find yourself in a conflict at school or at home following these steps:
  - Stop** – when you realize you are angry or upset in anyway. (hand up like a stop sign)
  - Breathe** – we think better when we breathe (hand on chest and take a deep breath)
  - Think** – this is when you can think about how to make this a win/win situation. (finger to brain)
  - Choose** – make your best choice so everyone wins. (thumb up)
  - Act** – put your choice into action. (fist in air, pull down)
  - Cheer** – celebrate your decision! (pat on the back)
- In what ways does Stop and Breathe help us to have win/win situations?

### **Evaluate**

- Remind students to always go for the win/win! Practice reviewing conflicts and discussing more options for win/win.
- Review Stop and Breathe on a regular basis.

# STOP & BREATHE

Stop: What am I doing?

Breathe: Take a deep breath.

Think: What are my choices?

Choose: I'm going to make the best choice where everyone wins!

Act!: on the choice.

Cheer: Good job!



SHOPPE

*Building Character  
and Peace*

Dear Teachers, and Staff;

We are proud to present the “Tools of the Heart” assembly at your school. What we say and how we say it is the key to great communication at any age. This fast paced assembly program teaches elementary students important tools to help them express themselves effectively.

There are two main tools we teach in this assembly:

The “I” Message and the “Clean-up” – both of these tools will be reviewed during the assembly and students will have an opportunity to put the tools to use through role-plays.

In this packet you will find lessons that teach both of these tools along with scenarios for doing role-plays in your classrooms. We suggest that you use the tools in your class on a regular basis. Most schools we work with appreciate the common language that these tools provide so that everyone (administrators, students, parents, yard duty staff and teachers) has a way of communicating needs.

We look forward to working with you!

Sincerely,

*Joseph Savage and Vicki Abadesco!*

# Tools of the Heart Packet

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## **Introduction to “I” Messages**

**Leader Notes:** Students learn and practice “I” messages

**Time:** 15-20 minutes

**Grade Level:** K-8

**Getting Ready:** “I” message poster (see attached)

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### **Set up**

- Go around the room giving “you” messages to students. Examples, “You are making me mad” or “You always give me a funny look”
- Ask the students, “Did you like the way I was talking to you?”
- “What was I doing and what can I do differently?”

### **Action**

- Ask for 1 student volunteer.
- Role-play one of the following situations with the student:
  1. You lost your homework and you want to take his or hers.
  2. He/she won’t let you play with the ball.
  3. He/she helps you with your art project.
  4. He/she is telling lies about you.
  5. He/she invites you to a birthday party.
- In each situation, use poor communication skills (blaming, ignoring, etc.).
- After the first situation, ask students what you could be doing differently.
- Teach students the “I” message frame “I Feel.... When I ..... I Need... Will You. . .”
- Remind students that feelings are usually one word and that “I” messages are meant to be short and simple.
- Note that the “I” message frame is different, depending on the grade level.
- “I” messages help us to say exactly what we’re feeling so the other person can understand us better and can possibly treat us differently.
- Replay the situation using an “I” message?”
- Go through additional situations using other student volunteers.

### **Share**

- When might be a good time to use an “I” message?
- How can an “I” message help you?

## The "I" Message K-8

I feel.....

When People.....

I need.....

Will you.....?



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## **Introduction to the Clean-up**

**Leader Notes:** Students will learn and practice the Clean-up.

**Time:** 15 minutes

**Grade Level:** K-8

**Getting Ready:** Clean-up poster hanging in room, Clean-up scenarios and copies of Clean-up worksheet.

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### **Set up**

- Ask the students, “Has anyone ever apologized to you for something and did the same thing again the next day?”
- “Did you ever apologize to someone and didn’t mean it?”
- “Would you all like a tool that could help you clear up problems you might be having with someone?”

### **Action**

- Introduce the first scenario to the students without giving them the worksheet yet.
- Role-play (teacher), the scenario with a student volunteer and give an *insincere* apology.
- Ask the students, “What was wrong with that apology?”
- This time redo the scene using the Clean-up.
- Pass out the Scenario Worksheets. *With younger students you will have to do this with them on the board.*
- Students write out an apology using the first scenario.
- Students pair up and practice scenario 1 with each other, keeping the mood as serious as possible.
- Students find a new partner and practice the remaining scenarios without writing.

**Note:** *You will need to brainstorm appropriate answers to the “How can I make it right?” section.*

### **Share**

- Have students share out to the whole class what that was like.
- Ask, “What was different about that than just saying you are sorry?”
- “When can we use this tool at home, school, with friends?”
- Have several students demonstrate their use of the Clean-up. The teacher may still need to guide them.
- Ask the students if anyone needs to apologize to another student and if they would be willing to do it in front of the whole class. This can be very powerful but must be taken seriously.

Name \_\_\_\_\_

# Clean-up

1) "I know that I ...."

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2) "I apologize."

3) "What can I do to make it right?"

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4) "Next time I will . . ."

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5) "Will you forgive me?"



# Clean-up Scenarios















- 1) You borrowed your friends CD player. You dropped it and the top broke off.
- 2) You bumped someone in the playground. He/she fell and got hurt and is mad at you.
- 3) You said something mean about your friend behind their back. You feel bad about it and you know you hurt his/her feelings.
- 4) You came home late and your parents are mad. This isn't the first time and they want to know why it keeps happening.

# THE CLEAN-UP

- 1) I know that I . . .
- 2) I apologize.
- 3) What can I do to make it right?
- 4) Next time I will . . .
- 5) Will you forgive me?

# GRDC PeacePath

Yellow Feet Go First

	I feel... When...	I know that you feel... When...	
	I need...	I will...	
	Thank you.	I need...	
	What can I do to make it right?	Thank you.	
	I will...	I know the problem is over because ...	
	I know the problem is over because ...	Leave in Peace.	
	Leave in Peace.		

Shake Hands





# Peacemaker Liaison

Guide to a Successful Program

# Getting Started

Thank you for taking on the role of Peacemaker Liaison for this school year! Students are always excited at the opportunity to take on leadership and we appreciate your role in supporting them to show up as leaders in their community.

This guide includes information you will need in order to make your program a success.

Here's what you have:

- ❖ Time line of activities . . . . . page 3
- ❖ Peacemaker Liaison Responsibilities . . . . . page 4
- ❖ Criteria for Choosing a Peacemaker . . . . . page 5
- ❖ Peacemaker Roles & Responsibilities . . . . .page 6
- ❖ Lesson Plan on Choosing a Peacemaker . . . . . pages 7-8
- ❖ Parent Permission Form . . . . .page 9
- ❖ Peacemaker Training Checklist . . . . .page 10
- ❖ Overview of Peacemaker Training . . . . . pages 11-12
- ❖ Peace Path Information . . . . . page 13
- ❖ Peace Path Script . . . . . page 14
- ❖ Peace Keys . . . . . pages 15-21
- ❖ Peacemaker Schedule . . . . .pages 22-23
- ❖ Monthly Meetings . . . . . page 24-29
- ❖ Whole School Assembly . . . . . page 30
- ❖ Resources . . . . .page 31

# Peacemaker Liaison Timeline

<b>Step 1</b>	Read through the guide
<b>Step 2</b>	Talk to 3 <sup>rd</sup> , 4 <sup>th</sup> & 5 <sup>th</sup> grade teachers about the program – give them the “criteria for choosing a peacemaker” handout and lesson plan for choosing peacemakers <i>Pages 5-8</i>
<b>Step 3</b>	Set Peacemaker Training dates if you haven’t already and invite the Yard Duty Supervisors.
<b>Step 4</b>	Have final list of 30 Peacemakers (10-3 <sup>rd</sup> , 10-4 <sup>th</sup> , 10-5 <sup>th</sup> grades).
<b>Step 5</b>	Send parent permission letter home with Peacemakers – add on training dates & times.
<b>Step 6</b>	Secure quiet space for training
<b>Step 7</b>	Send list of Peacemakers to Soul Shoppe Facilitator right before training
<b>Step 8</b>	Check in with SS Facilitator to make sure everything is covered for training
<b>Step 9</b>	Training begins! Make sure yard duties will attend training day #4.
<b>Step 10</b>	Prepare and/or order supplies: peace keys, vests, caps, t-shirts, etc.
<b>Step 11</b>	Schedule time and crew for Peace Path to be painted on yard. Purchase supplies for painting.
<b>Step 12</b>	Create Peacemaker Duty Schedule and post in every classroom
<b>Step 13</b>	Training completed! Create a whole school presentation of your Peacemakers! <i>See page 30</i>
<b>Step 14</b>	Create check-in times with your Peacemakers for monthly meeting with you. Check as much as possible to insure they are showing up for daily duty
<b>Step 15</b>	Check in with SS Facilitator on workshop days to announce meeting time for peacemakers (secure room for meeting).
<b>Step 16</b>	Check in with your SS Facilitator if you need anything or have questions!
<b>Step 17</b>	Celebrate yourself!!

# Peacemaker Liaison Responsibilities

First of all, thank you for helping create the best program for your school. We are here to support you and if you have any questions or requests please let us know. The following is a list of things that will keep the students organized and the program running smooth all year.

- ❖ Have monthly meetings with your Peacemakers
- ❖ Check and make sure they are “on duty” and following the schedule
- ❖ Be there if they have any questions
- ❖ Manage the scheduling
- ❖ Periodically remind the students that they are role models
- ❖ Help them resolve a problem on the playground once a month
- ❖ Come to the beginning of the school year trainings if possible
- ❖ Encourage the yard duties and teachers to use the peacemakers when there are small conflicts.
- ❖ Coordinate Peacemaker presentation at next whole school assembly.
- ❖ Help to coordinate Peace Paths on yard
- ❖ Manage supplies (vests, peace keys, scripts, peace path, etc.)

Thank you again and please let us know what you need. Also keep us informed if any of the students are not holding up their end and we will help take care of the problem.

# Criteria for Choosing a Peacemaker

In order for the Peacemaker program to work, we need to select students who will be able to carry out the responsibilities. Listed below are some skills and abilities that should be considered when choosing your class representative for the Peacemaker Program. Choose 10 3<sup>rd</sup>, 4<sup>th</sup> and 5<sup>th</sup> graders.

- Can work together with a partner and two other students for more than 10 minutes
- Needs to read at a second grade level
- Responsible about showing up on time
- Is a problem solver
- Does not usually cause conflicts
- Is confident
- Good listener
- Understands the concepts of respect and fairness
- Does all homework and class assignments on time

Thank you for supporting the program!



## Peacemaker Responsibilities

1. Be on time
2. Support other Peacemakers
3. Wear your badge, t-shirt or vest only when on duty.
4. Check in with a teacher/adult before resolving any conflicts
5. Always resolve conflicts in pairs
6. Ask for help when you need it
7. Attend all Peacemaker meetings

## Peacemaker Guidelines

### A Peacemaker . . .

- Takes his or her role seriously
- Is a good listener
- Cares about people
- Is trusting and trustworthy
- Has pride in him or her self
- Cares about his or her school

### A Peacemaker does *NOT* . . .

- gossip, spread rumors or talk about other peoples' conflicts
- use violence, physically or verbally
- boss people around or tell others what to do

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I commit to be a Peacemaker for my school: \_\_\_\_\_

I will honor all Peacemaker Responsibilities: \_\_\_\_\_

I will follow all Peacemaker Guidelines: \_\_\_\_\_

## WHO'S OUR PEACEMAKER?

**Purpose:** Students will identify the traits of a good peacemaker and then choose the two that will represent their classroom.

**Materials:** Copies of story of Kofi Annan, ballots

**Time:** 20 to 30 minutes

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### **Enroll:**

- **Read** the story about Kofi Annan, explaining his job as Director of the United Nations.
- **Brainstorm** what makes him such a good peacemaker.

### **Action:**

- **Ask:** What do you need from someone to help solve your problems?  
Put their thoughts on a separate brainstorm.
- **Ask:** What type of skills would someone your age need to help others solve their problems?  
Put these thoughts on the brainstorm.
- **Ask:** What skills will we need to work together as a class? As a school?  
Put these thoughts on a brainstorm.

### **Think:**

- Have students **think to themselves**, who in the classroom most closely exhibits these qualities.

### **Share:**

- Pass out the **ballots** and have students secretly write their choice to represent their classroom as a peacemaker.

Special Notes: The story on Kofi Annan is expressly written to highlight these following attributes: solving problems, working together, helper, communicate with kindness, patience, listener, respectful, gives people their turn, fairness, same rules for everyone.

Special Notes again: Please wait to tell the students that this is about selecting the peacemakers until it is time to fill out the ballots. That way it does not become a popularity contest. Once the ballots are in we will tally them and also put our input in. This will become a whole school decision, with their choices getting the most weight.

## The Story of a Great Peacemaker: Kofi Annan

- Do you think it would be a good idea to get all the countries in the world together so they can talk about how to get along with each other?
- Do you think the leaders of the countries in the world could do it?
- Do you think they should all meet in one place, or should they do it by telephone and e-mail?

There is a place that they all meet and it's right in our country. It's called the United Nations and it's located in New York City. Not all the countries in the world belong to the United Nations but many of them do. There are countries from Asia, Africa, Europe, North and South America, Antarctica, and Australia. It's a very big building with many, many people working to solve the world's problems.

In order for everything to work out there has to be a *leader*. We call that leader the Secretary General and his name is Kofi Annan. In order for Mr. Annan to become the Secretary General he needed to have very special qualities. One of his best qualities is being an excellent peacemaker.

Born in Ghana, Africa in 1938, Kofi has been a hard worker since he was young. His father was a tribal chief and head of many parts of the government. He learned a lot from his father but most of all he learned to be *honest* and *fair*. Mr. Annan brought these qualities into his job at the United Nations and one of the things that people most like about Mr. Annan's peacekeeping is that he always *listens* to both sides of an argument and stays honest and fair even when he disagrees with what someone or some country is saying.

After high school he studied at a university in Kumasi, Africa and earned a degree at Macalester College in Minnesota in 1961. He studied more in Geneva, Europe and later earned a master's degree in management from MIT in the United States in 1972. That's a lot of college. He studied about money, about government and about business. Do you think he had to *work hard*? Oh, by the way, he also knows how to speak several languages.

Kofi worked around the world for the United Nations for 30 years before he got elected Secretary General. One of the leaders from China said that he put his vote in for Mr. Annan "because people can trust him because he is *respectful* and always has the *same rules for everyone*. He doesn't try to make arguments but will always stick up for what he thinks is right."

He has been Secretary General for 6 years now and continues to do an excellent job. One of the things he will be most remembered for his ability to *work together* with so many different people. He is also able to convince others to work together by showing them that it will be good for them. He is able to communicate with *gentleness* rather than power. Kofi Annan is a great, respected leader who has helped the world by making it safer for everyone, even those that can't speak for themselves.

**PARENT PERMISSION FORM TEMPLATE**

School Letter Head/Logo  
Date

Dear Parents or Guardians,

Your child \_\_\_\_\_ has been chosen and expressed an interest in being a member of **My School's** Peacemaker team. Being a member of this team is an honor because of the vital services Peacemakers perform. Commitment and responsibility are key factors.

**Responsibilities of the Peacemakers include:**

- Peacemaker members will be involved throughout the entire school year.
- They will attend approximately 6 hours of specific training in peaceful conflict resolution.
- They will maintain passing grades.
- They will complete all class work and homework when absent for Peacemaker duties.
- They will participate in monthly group meetings.
- They will be assigned a partner and will go on duty once or twice a week during recess and lunch periods. They will *play* during these times and help resolve conflicts only after a yard duty or teacher request their services.
- They will *not* be involved with physical disputes, but will try to intercede before a dispute gets to the physical level.
- Your child will miss very little classroom time but gain valuable skills that will be useful the rest of their lives.

Qualified students will be selected from those who submit this form. This form is due on the morning of \_\_\_\_\_.

Please sign below to give your approval for your child to apply to become a member of the **My School** Peacemakers.

Sincerely,

Peacemaker Advisor

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**PARENTS:**

1. I approve of my child applying to become a member of the **My School** Peacemakers.

\_\_\_\_\_  
Parent Signature

\_\_\_\_\_  
Teacher Signature