

THE TEN TEACHING TENETS of PEACE THROUGH PLAY

So. What is Peace through Play? This is a difficult question, with many possible answers. There are however some common truths which ring true throughout all of our work with students. The following tenets are meant to aid you in implementing the values of our organization in the classroom. *With that said...*

1. Peace through Play is what it needs to be.

Yes, we have a curriculum. Yes, we sort games by theme. HOWEVER. **Do not let any of this stifle teaching what you feel the classroom needs most.** As long as you are truly **trying to do something** – extending a genuine effort, offering something your students would not receive otherwise – then you are acting in the spirit of Peace through Play.

(#Needs to be)

2. Knowledge is Power

It is true that we are not here to teach specific subjects. But that does not mean we can't. Children are curious – or at least should be – and a child's curiosity can be a wonderful tool for engagement. When children *want* to learn, encourage it. Knowing is empowering.

(#Knowledge is Power)

3. Never EVER leave a student without something to do

Ever. Even if the student is being reprimanded – in fact, *especially* if the student is being reprimanded. You can offer coloring sheets, word searches, spare books, or even just a scrap of paper and a pencil. As long as you occupy the student's time, you will not be wasting it.

(#Never Ever)

4. Own up to your mistakes.

Acknowledge – to your team, your students, and yourself – that you can, and will, make mistakes. All of you will. And there is nothing wrong with that. As long as you take ownership of your mistakes, and try to learn from them, you will never truly fail.

(#Own up)

5. We do not leave a space worse than when we found it.

If each week teachers or programming heads find themselves having to clean up more than they would have to otherwise, we are failing to upkeep the integrity of the partnership.

(#Their Space)

6. “I’m sorry you’re having a bad day...”

...I understand if you would like to sit out for a bit. Sometimes, our emotions make it difficult for us to say what we mean. It is okay to make mistakes – just be willing to learn.” And so forth. These phrases are all examples of extending empathy to the kind of students who need it the most – the upset, the angry, and the disengaged.

(#Empathy)

7. Serve – don’t “Save”

There’s no such thing as “saving” kids. Our students’ problems are no less nuanced or complicated than our own. We cannot extricate students from their lives – nor should we want to. When you find a kid who is having a rough time – give them everything you are willing to give – but **never** let yourself believe that the child is incapable of achieving what they want to achieve on their own.

Equality is the foundation of respect. See our students as your equal – no matter what odds they may be combatting. Believe they have the strength to be who they want to be. And teach them how to believe it themselves.

(#Serve don’t Save)

8. Students – learn their names, or call them “friends”

This maintains an environment of equality and genuine consideration for one another. For example – rather than “go tell them to come over,” try saying “go tell our other friends to come over.” It is subtle, but important.

(#Call them friends)

9. Each and every interaction matters.

Our students are impressionable. Compliment them, encourage them, and **never let a self-insult slide**. It is *impossible* to predict which small interaction will end up meaning the world to a student. So try your best to **treat every interaction with care, kindness, and patience**.

(#Each and Every)

10. Trust your students, and they can trust you.

Stay calm and take your students seriously. Value what they tell you, and with time, they’ll value what you tell them. This is how you build trust.

(#Trust)



PEACE THROUGH PLAY'S BACKBONE THEMES

In addition to semester themes – which are taught on a week to week basis – there are a handful of teaching approaches too integral to our philosophy not to be taught on a regular basis. These are Peace through Play's Backbone Themes. Rather than be given temporary spotlight, these approaches should be infused into all programming, debriefing, and student interaction.

Backbone Theme #1: Dweck Checking

Carol Dweck is the psychologist behind the growth mindset theory of thought – a philosophy with which Peace through Play strongly identifies. *Dweck Checking* refers to ensuring lesson plans and interactions with students are Growth Mindset friendly. Below are some ways to explain growth mindset to your students, and add Growth Mindset friendly language to your vocabulary. This BT works well with BT #2 – the Power of Empowerment, as it holds that we are all capable of extraordinary things.

❖ **The Mind is a Muscle**

- Look up some extra science on this, if you would like. Google “Neuroplasticity” and the “malleable mind,” alongside the term “growth mindset.”
- I would suggest a scientific approach for older, more skeptical groups of students – use your judgement.
- But the skinny of the idea this – the mind is not imbued automatically with a set amount of talent. Skills and abilities are learned and practiced. Like lifting weights, learning can be painful. But like lifting weights, do it enough – and *you will* get stronger.
- Ensure students understand that they are all capable of immensely impressive feats. *Never* should they call themselves stupid.
- Our experiences shape us. Our potential is not innately capped. Students who believe this are more willing to engage in novel experiences.
- *Please* look at inspiring figures like Patricia Polacco – who couldn't read until she was *fifteen*, and yet grew into one of the most prolific writer/illustrators of our time.
 - Stories like this are all over the place – in Polacco's case, she illustrates her struggle beautifully in *Thank you Mr. Faulkner*.

❖ **Each of us is powerful**

- So, when you believe that you cannot do something – **it matters. It is a powerful and dangerous belief.**
- Similarly, when you tell someone else that they cannot do something – it matters. Ensure students understand that they possess the power to hurt and help in equal measure.

PEACE THROUGH PLAY'S BACKBONE THEMES

- Consider the “Superpowers” metaphor –
 - What do you call a person who uses supernatural abilities to help others? A Superhero. And what do you call a person who uses supernatural abilities to hurt others? A *Supervillain*.
 - Explaining a child’s power like this may be more graspable for our younger students – but it is relevant to all ages.

❖ The Video Game analogy

- Let’s say you’re playing a video game, and there’s this super awesome secret power-up that would *really* help you in the imminent Boss battle. Like an awesome sword, or a jewel that embeds itself in your forehead. Do you think this power-up will be easy to get? No! Of course not!
- The same thing is true with power-ups in life. There are many kinds of extraordinary people in the world – with extraordinary capacities for kindness, patience, creativity, determination, empathy, and so forth. They did not become extraordinary in these areas without surviving challenges – without succeeding in a hard-to-complete level.
- Exercise is actually painful at its start. ***If it is difficult to consider an idea, to learn a new word, to be patient with an enemy – it is because you are facing the testing point.*** Don’t take it as a sign to turn back – it is time to forge forward!
- On that line of thinking, remember – “It’s always darkest before the dawn.”

Backbone Theme #2: The Power of Empowerment

Constant empowerment. Have students know this word. Students should always be empowered by our activities. They should learn to appreciate the *potential* they possess.

- ❖ **What is Empowerment?** Think ***Emphatic, Unconditional Support*** – do not enable a student’s habits, but *always* enable (and vehemently encourage) the student’s potential.

GUIDING STATEMENT:

“I will not give up. I will not give up on myself. I will not give up on others. I will not let others give up on me.”

- ❖ In general, you should be empowering students with knowledge and by never allowing self-insults to slide.
 - Explain *why* knowledge is powerful, and what knowledge can enable a person to do.
 - Young kids are curious. Encourage their curiosity. Giving them knowledge improves their relationship with learning.
 - Explain *why* it is so important not to insult yourself, or let others insult themselves – consider asking:
 - ◆ “If another student called you that, I would tell them that they’re wrong, and are being mean and disrespectful to you – my friend. ***Why should it be any different when I hear you talk about yourself that way?***”

PEACE THROUGH PLAY'S BACKBONE THEMES

- ❖ Stress the importance of offering support to others. Consider taking the angle of teaching that **empowering others empowers oneself**.
- ❖ With great power comes great responsibility. If you are an individual of great confidence, an individual people look to, you are capable of both helping and harming our world.
- ❖ Bring historical/modern day figures into your lessons – individuals who were empowered, or empowered others.

It is an unfortunate reality that younger students need to be empowered just as much as older students. Your vehemence will often be more impactful than the logic of your argument in favor of self-esteem itself. In short – **make sure they believe that you believe in them.**

Empowerment Growth Mindset Connection – Younger Groups

Growing and empowering can be discussed in simple terms when working with younger groups. It is important for them to understand they have the ability to keep going, even when it feels like they can't possibly succeed. *Leo the Late Bloomer* is extremely graspable for this age group, and I recommend its use in explaining the purpose of patience, endurance, and encouragement in growing.

GUIDING STATEMENT:

"I am important, no matter what happens, no matter what anyone says. We all are important, and can grow to do great things."

Empowerment Growth Mindset Connection – Older Groups

Similar to self-respect, empowerment provides an incredible avenue of growth for us all. Unlike self-respect, empowerment is easier to access, and is much more externalized in practice. With the older group, empowerment can be approached from the perspective of understanding and appreciating our shortcomings. Obstacles and failures make us stronger – but only if we use them as an opportunity to grow, and not let them shut down our dreams. Our entire person is engineered to grow – our minds are constantly learning. Let us celebrate this mutual possession of strength, rather than dismay at our imperfections.

GUIDING STATEMENT:

"Believing in yourself is important. Believing in others is important. Remember to do both. Others need you. You need you."

Backbone Theme #3: Integrating Diversity

Our students and volunteers all come from a variety of cultural, regional, and socioeconomic backgrounds. It is important that the materials we use to teach reflect the diversity of our students. For Peace through Play this means seeking books with diverse influences and protagonists of different backgrounds.

We know that this Backbone Theme is a work in progress, but we feel it is important to keep the concept in mind while lesson planning and choosing instructional materials.



Spring & Fall Curriculum, 2018

PEACEMAKER PROJECTS

Week(s) of Choice

Each semester, volunteer teams are encouraged to put peacemaking into action – by engaging their students in unique community service experiences called Peacemaker Projects. **With younger groups, the most important aspect of a Peacemaker Project is successful communication of the purpose of the service.** Keep this in mind when choosing a project for/with your students.

With older groups, the purpose of community service is (usually) clear. What is not clear is the impact of their service. It is recommended that you obtain some form of receipt to share with the students (pictures, a video, thank you cards, etc.), to add additional value to their experience, and reinforce the idea that they made a difference.

PICKING A PROJECT

When picking a project with your group, there are a few things to keep in mind:

- ❖ **Students' Interests.** Ideally, your Peacemaker Project will involve a topic the students already care about.
 - This is especially important to older groups – so try to introduce the idea of the Peacemaker Project early on.
 - Your students probably won't know a ton about potential community service opportunities – so be prepared with suggestions for younger groups, and guiding questions for older groups.
 - Some reliable ideas involve helping shelter animals, or doing something to appreciate the school custodial staff, lunchroom staff, or bus drivers.

POSSIBLE DEBRIEF QUESTIONS:

- What do you care about – animals? The environment? Homelessness? Foster children?
 - These topics are delicate, and may hit too close to home for some students.
 - Tread carefully. **Do not dehumanize those in need.**
- [For younger] Talk about superheroes – can we help people like they do? Why do we look up to superheroes? How can we be powerful too? Do you need superpowers to make a difference?
- Why is it important to appreciate others? [For after the students have seen 'proof' of their impact] How does it feel to make a difference?

- ❖ **Your Resources.** Peace through Play values Peacemaker Projects – and wants to support your endeavor.
 - Try to be thinking ahead – the earlier you have a plan for your project, the sooner we can help you gather the necessary supplies and support!
 - Peace through Play is an excellent resource – but so is your school. Asking your partnership contact for suggestions can be both helpful, while further strengthening our relationship with the school.
 - Imagineers' Workshop is here to help! Need a hundred cards folded? No problem! What about 25 old T-shirts? You've got it! Remember they are there for you – appreciate them for it!

PEACEMAKER PROJECTS

❖ **Your Constraints.** Unfortunately, we must be pragmatic if we're to see a project to completion.

- The age of your students, the amount of time you have with them, how quickly you can transition them into a project...these are all important factors to keep in mind.
- Feel free to take two weeks to complete your Peacemaker Project. Because of the nature of the projects, these can be integrated into most our weekly themes without issue. Still though, keep in mind that you have to make room for the project in your schedule. Pay attention to school holidays.

If your classroom is not in a position to discuss community service – it is fine to pick a cause yourself. Regardless of how you chose a project, always remember to...

- Explain the reason for the project
- Tell students about the project in advance
- Have a plan for obtaining “proof” of the students impact once the project is successfully completed.
- Think outside the box. The older your group of students – the more adventurous you can be!
- Tell us about it! Whether the project goes brilliantly or completely falls apart – we will learn a ton if you share it with us.



LOOSE PARTS PLAY

Created in collaboration with NU's Human Services Department

TYPES OF LOOSE PARTS:

- | | |
|----------------------------------|-----------------------|
| - Cardboard boxes | - Wooden planks |
| - Toilet paper/paper towel rolls | - Chalk |
| - Plastic bottles | - Paper |
| - Plastic containers | - Fabric (old sheets) |
| - Rope | - String Clay |
| - Blocks | - Twigs |
| - Sand | - Water |
| | - Tape |

WHAT ARE LOOSE PARTS?

Loose parts are open-ended materials that can be manipulated, used in more than one way and can be used independently or with other materials. Loose parts are ubiquitous; they can be manufactured for a specific purpose, recycled, or found in nature, making them inexpensive and relatively easy to find and collect.

WHY LOOSE PARTS?

Loose parts play provides children with opportunities to engage in more complex, multi-sensory play. The temporary nature of loose parts enables frequent addition and disposal of items. This constantly provides children with new challenges and opportunities for different types of play including dramatic, constructive, creative, and cooperative play.

Loose parts play develops:

- ❖ Gross-motor skills
- ❖ Fine-motor skills
- ❖ Hand-eye coordination
- ❖ Language & communication
- ❖ Creativity & problem solving
- ❖ Student agency

LEADING LOOSE PARTS PLAY

FACTORS TO CONSIDER

Space and location: Loose parts play is most effective in outdoor environments because it is a non-constrictive space, is typically more expansive and contains more unknowns compared to indoor play spaces.

Quantity: Too many items can be overwhelming and over-stimulating for the children, but too few can limit play opportunities. The optimal quantity will likely differ based on students in the class and can also depend on available space.

The play area should encourage children to interact with the materials and each other, with minimal to no adult intervention. Loose parts play should cater to and encourage child-led play.

Intentionality

Loose parts must be intentionally placed to provoke creativity and curiosity and avoid chaos. Consider placement by:

Sensory appeal – like color, shape, pattern, texture, etc.

Function – how children engage with the material

Theme – Nature, crafts, wet, dry, etc.

LOOSE PARTS PLAY

SAMPLE OUTLINE FOR THE PLAY SESSION

1. Gather loose parts
2. Intentionally set up the play space
3. Invite students to play in their own manner
e.g. **“You are invited to play with anything you want in any way as long as you and those around you are safe.”**
4. Allow the students enough time to explore different materials and play methods
5. Debrief on what students made and/or did. Conduct a discussion on the play session as this can instill pride and foster a sense of agency.
6. Clean up the play space

Emphasizing Free Play

Loose parts offer opportunities for unstructured, child-directed play that is not dominated by adults. Loose parts allow children to have autonomy in choosing what to play and how to play, which is critical for opening up possibilities to develop sense of self, civic engagement and social capital. Therefore, as an adult, you should take a step back and play a supporting role during the session.

Other Notes:

- ❖ It is a good idea to give your programming site a head's up before you do anything especially messy/potentially chaotic with the students. This qualifies as both.
- ❖ Loose Parts Play should be given a comfortable amount of time.
 - Consider arriving to set up early.
 - Or staying late to clean up.
- ❖ Be sure to *clean-up* afterward – as completely as possible. Have volunteers work on clean-up while other lead the debrief.
- ❖ Consider conducting Loose Parts Play at the start, middle, and end of the semester.
 - How did the students' reaction to Loose Parts change?
 - What changes were there to the sorts of items they created?
 - Did your students enjoy it?



WELCOME/SELF-AWARENESS

Week 1 – Younger Group

This week, in addition to setting the tone for the semester, have your students work on **recognizing and understanding** different **feelings** – those belonging to themselves, and those belonging to others. In understanding what is happening internally, the student is halfway to appropriately utilizing empathy.

SUGGESTED GOALS

- ❖ Prioritize establishing a “safe space” within the classroom, as well as a “personal bubble”
 - *Younger children can be very physical...set boundaries early.*
 - Remember, **no** lap-sitting or hair playing.
- ❖ **Self-awareness games usually pivot on observation and actively expressing emotion**
 - *Younger groups benefit from games which establish an awareness of their physicality – through movement, dance, or facial expressions.*
 - *Potential debrief questions include “How did you know he was happy when you helped him? How did you know you were happy when someone helped you?” Etc.*
- ❖ **In terms of Imagineering, consider exploring the connection of shapes and colors to certain moods...**if you make nametags, perhaps you could do both at once.
 - *Red pictures are angry, blue pictures are sad – but how does each of your students express happiness? An excellent companion book to this is **When Sophie Gets Angry – Really, Really Angry...***
 - *Understanding how to respond to emotions like frustration and anger fits in very well with the establishment of a safe space, and respectful atmosphere.*
- ❖ **EMPATHY:** This week, have students actively empathize with how emotion impacts actions.
 - *For example, read **Alexander and the [...] very Bad Day**, and ask students how they would treat Alexander, and how they would want to be treated if in a similar mood.*

GUIDING STATEMENT:

*“If I can understand myself, I can understand others. If I can understand others, then I can help others. **When I help others, I am a hero.**”*

TIP OF THE WEEK: *Putting Words to Emotions*

- Use frustrating moments in games to teach the word “frustration.”
- Ask how parents/guardians act when they are running late – this is “stressed.”
- What about the feeling they feel when they don’t have anything to do? This is boredom
- In giving students words to pair to emotions, you increase their self-awareness and agency.

DWEEK CHECK

Growth Mindset Connection

When we think about impressing upon our students the importance of awareness – of not just themselves, but of one another – we can connect to the larger idea of mindfulness in general. Continue to use growth mindset friendly language, and introduce your students to the idea of their own potential. ***Being aware of one’s power is a type of self-awareness.***



WELCOME/SELF-AWARENESS

Week 1 – Older Group

With older students, the idea of self-awareness will not be foreign. You do not need to spend as much time verbalizing a variety of emotions – instead, **focus on what those emotions mean to the student**, and how the student might use this understanding to navigate stressful situations. Introducing Growth Mindset ideas early on is recommended.

SUGGESTED GOALS

- ❖ Work to establish a “safe space” within the classroom.
 - For older groups, safe space means more than being respected by their peers – it also **means being respected by you.**
 - Older students are much more aware of being shamed/singled out in front of the group. If you do this and accidentally humiliate a student, **apologizing can make a world of difference** and model respectful behavior. **#Own Up**
- ❖ Self-awareness for these ages involves strengthening students’ understanding of themselves.
 - **How does feeling “mad” or “sad” impact your actions? How do these actions impact others?**
 - Introduce growth mindset this week if possible...when your students understand the **concept of the mind as a muscle**, it makes self-esteem development easier throughout the semester.
- ❖ **Self-awareness games often focus on observation.**
 - Games that involve charades-esque aspects are excellent choices this week...and can be dissected with questions like:
 - **How did you know what he meant? How did it feel when your team did not understand you? Describe a time this has happened in real life – do people always understand why you are sad or angry? How could you make this better? Etc.**

GUIDING STATEMENT:

“The mind is a muscle. I can make my mind stronger by using it.”

TIP OF THE WEEK: Embracing shortcomings

- It is OKAY to have weaknesses. Older students often do not understand this, and bury themselves in what they perceive their limitations to be.
- Accepting and embracing weaknesses is essential to a growth mindset.
- The best way to encourage students to open up about shortcomings, is to open up about shortcomings yourself. (For example, tardiness)

DWECK CHECK

Growth Mindset Connection

The mind is a muscle. **Are people born Olympians and star athletes? No.** They get there through years of practice. The mind works the same way. With younger students, you want them to be aware that their power exists – with the older students, you should focus on the positive and negative force they are capable of bringing into theirs and others’ lives. **Knowing you are powerful is integral to true self-awareness.**



Fall Curriculum 2018

RESPECT

Week 2 – Younger Group

For the younger group, try having students learn how to recognize and give 'respect' – **what respect looks like**, what it feels like, and **what happens when it is not given**.

SUGGESTED GOALS

- ❖ Children will almost certainly have some understanding of what respect means...and in all likelihood, they'll probably be on point. But you should still gauge their perception of the concept. **Do they know what it looks like? Who should they treat with respect?** (Spoiler alert – everyone.)
- ❖ Reference back to your peace contract, should you have made one. (Or make one, if you haven't.) Why is it important to respect one another?
 - **Listening skills** – Do yourself and all the children's teachers a favor, and create a strong tie **between the idea of respect and the importance of listening**. Ask about how it feels to be interrupted.
 - Talk about what a superhero would do if somebody they didn't like fell down, and needed help. Would they leave them there? **Or would they respect the person – and help them up anyway?**
- ❖ Students should never feel forced into agreeing with others' opinion. However, they should (almost) always respect another's opinion.
- ❖ The book **Enemy Pie** is an excellent choice for this week, and this age group. **How do you get rid of an enemy? By making them your friend.**

GUIDING STATEMENT:

*"Treat everyone with respect. **Even your worst enemy. Especially your worst enemy, in fact.**"*

TIP OF THE WEEK: Classroom Management

Maintaining control of a classroom is difficult. These tips may help:

- **Organization when laying out materials.** Student behavior will mirror the disorganization around them. Have volunteers set up materials while students are engaged elsewhere.
- **Rituals & Protocol.** Beginning lessons with a song, book reading, or warm-up game...selecting students to be 'it' by pulling their name out of a box of popsicle sticks...Expectation leaves less room for chaos.
- **Transition games.** Play a game to get students back in one place. Activities like Red Elbow are great for this. Even when games aren't 'debriefable' – they can be excellent outlets for pent-up student energy.

DWECK CHECK

Growth Mindset Connection

For young, young groups – think about respect against the tide of social norms – ie, playing with the student nobody else wants to play with – this is difficult. Respecting your teacher and friends even when you're tired and angry – this is also difficult. But students are empowered by high expectations. **Expect the utmost from your students – and you're more likely to see it.** This means challenging your students to heroes – and extend respect even when it is difficult.



Fall Curriculum 2018

RESPECT

Week 2 – Older Group

For older groups, focus on the difficult concept of **extending respect to individuals they do not feel deserve it**. Additionally, try to **include the importance of respecting oneself** as well – paving a smooth transition into empowerment next block.

SUGGESTED GOALS

- ❖ Understandably, volunteers can expect older students to understand the concept of Respect. **What students will likely not understand is the importance in respecting individuals who are not respectful to them.**
- ❖ Discuss figures like Martin Luther King and Rosa Parks – and **focus on the subtlety and peace of their actions** – both were peaceful, both were respectful – even to people who were horrible to them. This was not easy to do.
 - *But in treating their enemies with respect – while still vehemently disagreeing with them, mind you – Civil Rights leaders were able to maintain their **credibility**.*
 - *If you believe in the spirit of the ‘Golden Rule’ – you must follow it **unconditionally**. If treating everyone with respect was easy, we would all already be doing it. **Truly admirable respect takes strength, patience, and humility.***
- ❖ Great examples of this can be found in **Yertle the Turtle** and **Mr. Lincoln’s Way**
- ❖ This would also be a great week to talk about Peacemaker Projects. **Who do we respect? What can we do to show our respect?**

GUIDING STATEMENT:

*“Treat everyone with respect. **Even your worst enemy. Especially your worst enemy, in fact.**”*

TIP OF THE WEEK: *When Students Fight*

What do you do when you don’t see the first punch? *There is no easy answer – but there are important aspects of your response:*

- You did not see who ‘started it.’ Be open with them about this.
- Your priority is not punishment – but maintaining a safe environment. Once the fight is dissolved, speak to each student about their experience.
- Validate **both** students’ frustration, hurt, and anger. Use “I understand” statements.

Even if you do see the first punch, extend empathy. *Emphasize that you know they have the strength to choose peace – even when angry.*

DWEEK CHECK

Growth Mindset Connection

Understanding what it means to respect yourself is difficult, even for adults. There is validity in the concept of every individual having inherent value. **If you believe in kindness, respect yourself and your identity, and be kind.** Individuals should also be kind to themselves – don’t cheat to fit in – respect yourself, and stay honest. Don’t like being cheated? Respect yourself, maintain your credibility, and don’t cheat. Appreciate your ability to get things done? Then don’t be like the Zax – respect yourself, understand humility, and rise above conflicts.



CELEBRATING DIFFERENCES

Week 3 – Younger Group

Consider this section part one of two weeks this semester which focus on **Backbone Theme #2: The Power of Empowerment**. This week seeks to have students understand that diversity is a strength – you must encourage your students to love what makes each unique.

SUGGESTED GOALS

- ❖ This is an excellent week for books. **Hooray for Diffendoofer Day, The Sneetches, Little Blue and Little Yellow, and The Day the Crayons Quit** are all excellent choices for this age group.
- ❖ For the youngest of our students, it is possible the idea of being different from their peers is quite alien. No worries – **Celebrating Differences can be spun as a celebration of creativity.**
- ❖ Consider Imagineering for programming this week – something that necessitates unique creations. **Loose Parts Play especially plays to this theme.**
 - *Students will be frustrated if they are not able to create something “perfect” – use this to your advantage. Be emphatic in your declaration that art is unique, and that uniqueness is worth celebrating itself.*
 - Remember, young Dr. Seuss was reprimanded in art class for drawing his flower pot upset down. **#Knowledge is Power**
 - Another suggestion is to pursue a group project which becomes more beautiful with more contributions. **Would rainbows be rainbows if they were all one color?**

GUIDING STATEMENT:

“I am not the same as you, and you are different from me. We are stronger when we respect our differences and learn from each other.”

TIP OF THE WEEK: *Increasing Agency*

Loose Parts Play increases personal agency. But what does this mean?

- *Personal agency refers to an individual’s understanding of their ability to control their life.*
- **Children, who control very little, do not have many chances to experience true agency.** For children experiencing turmoil at home – they have even less.
- *Giving children the opportunity to exert control over their surroundings leads to an increased ability to exert control over their life later on.*
- *We cannot control what happens in a child’s life. But we can emphasize to the child that one day they will be able to control it themselves.*

DWEEK CHECK

Growth Mindset Connection

Hooray for Diffendoofer Day is great for students on the mature side of our younger groups. It focuses on a school that is zany and unpredictable, and touts their unique approach to education as a strength that separates their school from the boring school up the road, where everyone does everything the same. The book emphasizes the point that diversity helps us. In doing things uniquely, we may sometimes fail...but in exchange, our successes will be true successes.



Fall Curriculum 2018

CELEBRATING DIFFERENCES

Week 3 – Older Group

Like our younger students, this week's theme focuses on **Backbone Theme #2: The Power of Empowerment**. Be sure to reference Backbone Themes in general throughout the semester, as they contain ways to help you grow as an educator.

SUGGESTED GOALS

- ❖ This is a versatile theme and should be used in the way which best fits your group of students. ***Celebrating differences can focus on accepting others or accepting oneself – or it could serve as an outlet for student creativity.***
- ❖ Again, this is an excellent week for books. Consider ***The Sneetches, Ish, or A Perfectly Messed-Up Story.***
- ❖ Set the stage for Conflict Resolution by keeping pointing out how not accepting one another causes conflict. Use ***Mr. Lincoln's Way*** to demonstrate how intolerance hurts everyone, including bullies.
- ❖ Peer pressure is an underlying issue when it comes to celebrating differences. ***It is difficult to stand up to our friends – but it is necessary.*** Impress upon them the importance of thinking and judging others without influence from others.
 - This sets the foundation for the themes of *Community* and *Leadership*
- ❖ You could take this week to imagineer activities which highlight what makes the student unique. It is still early in the semester and sharing these projects will help you know your group better. It also gives you an opportunity to see which students are comfortable with arts and crafts, and which are not.

GUIDING STATEMENT:

"Diversity always makes us stronger. We learn the most from those who are not like ourselves."

TIP OF THE WEEK: *Empowerment*

- Developmentally speaking, it is incredibly important for students of this age group to experience *competence* – moments of confidence in their abilities.
- Older students are more likely to be self-conscious of their art – consider drawing something 'bad' to alleviate their fear of failure.
- Encourage students to value not only their own work, but the work of others.

DWECK CHECK

Growth Mindset Connection

Children can be incredibly cruel. Challenge students to examine their thoughts – make it a question of strength and determination. It is easy to be intolerant, impatient, and hateful. It takes strength to believe in yourself and others, and to learn about what you do not understand. You should believe your students are strong enough to overcome cruelty – or at least, they should believe you believe. **#Trust**



Fall Curriculum 2018

COMMUNITY

Week 4 – Younger Group

This week focus on having students **understand exactly what a community is, what communities look like, and why communities are important.** Play off of last week's theme and continue to discuss what makes us different – and why our differences do not preclude friendship.

SUGGESTED GOALS

- ❖ Consider that a (healthy) community is a **fostering environment that encourages growth while providing security.** For younger groups, try comparing it to a **living home.**
 - A home keeps you safe, and a home is made up of many different parts (people). You contribute to a home, and the home contributes to your life.
 - **A community is like a home without a house.** Contrasting the idea of a “home” and a “house” can work as an analogy for some students.
 - Mature younger kids may be able to answer the question “What is the difference between a ‘home’ and a ‘house?’”
- ❖ Use last week's subject matter – Celebrating Differences – to highlight why different communities exist...we live in different neighborhoods, go to different churches and schools, play in different sports teams – all of these aspects of a child's life could potentially be considered a community.
- ❖ Of course, this is also an excellent week for Peacemaker Projects.
- ❖ If the concept of community seems adequately cemented in your students' mind, the second prong of this week's message involves the power of diversity.
 - Consider reading the book *Stone Soup* – the delicious stew was created because **everyone was willing to contribute to the idea of something better.**

GUIDING STATEMENT:

“We are diverse and unique. We belong to many different communities. But we are still friends.”

TIP OF THE WEEK: *Respect & Communities*

- Communities cannot function without respect. Use hypothetical situations to lead students to this conclusion.
- What would happen if you, the coordinator, spent all of PtP programming on your phone? Using all the supplies for yourself?
- Use humor and play-acting to demonstrate disrespectful behavior. Show them that disrespect is powerful as well.

DWEEK CHECK

Growth Mindset Connection

This week, combine the ideas of diversity and community. Many metaphors have been used, but for younger groups, trying comparing the mind to a garden...do they prefer gardens of only one kind of flower? Think of creating communities with individuals different from yourself as exposing your garden to new seeds. Remember, we *should* be talking about the mind and brain with students, even young ones. Rephrase, but do not fear the subject.



Fall Curriculum 2018

COMMUNITY

Week 4 – Older Group

Community is not too difficult a concept to grasp for this age. To open up the conversation and range of potential activities, discuss the more complicated idea of identity – as in, “my identity as a student, as a sister, as a peacemaker, etc.” – and **how this identity changes from one community to another.**

SUGGESTED GOALS

❖ The definition of community for older students is the same as provided for younger groups – a **fostering environment that encourages growth while providing security.**

- Although you can use the “house” versus “home” leading question with this age group as well, do not be afraid of rerouting the conversation toward something more complex.

GUIDING STATEMENT:

“I belong to many communities. So do my friends. We do not have to belong to the same communities to understand and respect one another.”

❖ Community is a difficult topic to cover with only games. If you want to avoid turning this week into a week about team work, it is highly suggested you imagineer or read a book as part of the programming – or work on a Peacemaker Project.

❖ The positive aspects of community are clear – but what about the other side? What happens when a community is toxic, controlling, and fear-inducing?

- If you are looking for a more complex conversation, consider discussing the difference between a ‘club’ and a ‘community’
- Communities which actively exclude others are not acting in the student’s best interest – as meeting others makes us stronger.

TIP OF THE WEEK: *Discussing Intolerance*

- Respecting things you don’t understand is difficult – but crucial.
- What does the individual, or community, gain in disrespecting another community? A false feeling of superiority. Tell your students they are too strong to need that.
- The US is often referred to as a stew (*not* a melting pot...that implies assimilation) – in that the flavor of the country becomes stronger with the influx of diversity we are lucky enough to be exposed to.

DWECK CHECK

Growth Mindset Connection

It makes sense to be wary of those who are different than yourself. Don’t tell students they shouldn’t feel what they feel – instead, stress their ability to rise above their discomfort. Highlight the importance of *growing your mind* – consider this, when you were a baby, how was your coordination? How did it improve? And how can we do the equivalent for your mind? **We must actively challenge our beliefs and assumptions.**



Fall Curriculum 2018

LEADERSHIP

Week 5 – Younger Group

Good leaders are heroes. Ideally, you will already have impressed this idea upon your students – but either way, this is the week to really bring the message home.

SUGGESTED GOALS

- ❖ *The Berenstain Bears are Superbears!* is surprisingly effective at connecting successful leadership to being a superhero. It is highly recommended for 2nd & 3rd grade groups.
- ❖ The first part of this week's theme concerns connecting leadership to the idea of being a hero. **The second part concerns the idea that good leaders are not inherently authority figures, and vice versa.**
- ❖ Younger students love discussing heroes from their own lives. Encourage this in game debriefs and Imagineering activities.
- ❖ **NOTE:** Be aware of the political climate in these conversations – especially in terms of recommending potential community leaders.
 - For example... police officers – though they *should* be good leaders – are sometimes not. The same *might* be said for our president.
 - Young students are aware of the news. Don't lie to them. Instead, impress upon them the importance of hope, and each student's ability to lead change – with time.
- ❖ Leadership is connected closely to teamwork. Navigate the difference between these concepts in game debriefs.
- ❖ **Consider a team activity where there is one leader, then no leaders.** Do all teams need leaders? What would happen without leaders?

GUIDING STATEMENT:

“Good leaders are heroes. I can learn from leaders, and I can be a leader.”

TIP OF THE WEEK: Superheroes

Why are superheroes leaders? What is the difference between a superhero, and a supervillain? Questions like these solidify the link between leadership & heroism.

- **Did a spider bite make Spiderman kind and committed to good?** No...that was already in him...just like it is already in your students.
- What are some ways you can be a hero?
- Have you ever been made fun of? What could a hero have done to help you? Do they need superpowers to do this?

Being a hero is not a question of being powerful. It is a question of what we do with our power.

DWECK CHECK

Growth Mindset Connection

In Peace through Play, you and your volunteers are leaders for your students – even if they don't show you any respect. Remember this, if you are ever tempted to argue with a six year old. Also remember that younger students are flattered to pieces at the opportunity to act as a leader – use this to the group's advantage setting and cleaning up activities. Having students act in the role of a leader helps them visualize themselves as powerful and capable of leading.



Fall Curriculum 2018

LEADERSHIP

Week 5 – Older Group

With older students, the idea of leadership has likely been rehashed with them over and over again. That said, focus on bringing leadership closer to your students – make it more graspable and attainable, and **equate stepping-up as a leader as a form of strength and courage.**

SUGGESTED GOALS

- ❖ Leadership and peacemaking go hand in hand. Although all peacemakers are leaders – not all leaders are peacemakers.
- ❖ Consider reading *Yertle the Turtle* for this age group. Yertle is an example of an authority and a bad leader.
 - **You don't need superpowers to be superpowerful.** In *Yertle the Turtle*, Mack causes Yertle's kingdom of stacked turtles to fall simply by burping. **More importantly though, Mack never stopped challenging Yertle's leadership.**
 - Impress upon older students the idea that they you don't have to be hired to be a leader – leadership is about what you do, and how you do it.
- ❖ **Play games in which students are put in and out of leadership roles –**
 - Debrief how they performed when they were supported by others, and when they were not. Did they play the game differently after experiencing being the leader?
 - Another angle involves observational games...oftentimes, we are leaders and examples to others, without even knowing it. **We are powerful whether we want to be or not.**
- ❖ Bad leaders forget what it's like to be among the led. Great leaders listen to those they lead.
 - This is another opportunity to highlight the importance of **empathy.**

GUIDING STATEMENT:

"I am powerful, and I can lead. When I stand up for my beliefs, for those in need, and for myself – I am leading."

TIP OF THE WEEK: *The respectful leader*

- Is being a leader always fun?
- If you mess up as a leader, what should you do? What are some mistakes leaders make?
- How well do disrespectful leaders lead? Why is this? Why do we listen to those who treat us with respect, and not those who do not?
- What makes a good leader? How do you know good leaders are respectful/what does their respect look like?

DWEEK CHECK

Growth Mindset Connection

As with your younger students, giving older students the opportunity to lead – especially as a reward for good, or improved, behavior – can impact even the most cynical students. It shows you have faith in their abilities, and validates what you have always been saying about the students – that you know they are capable of great things. Leadership activities can be anything from calling on people during a discussion (ie, to moderate), to passing out materials.



Fall Curriculum 2018

CONFLICT RESOLUTION

Week 6 – Younger Group

Conflict resolution is trickier with this age group – try starting from the vantage point of ***understanding what each of those words means***, and why ***we should try to pursue resolution in the face of conflict***.

SUGGESTED GOALS

- ❖ Begin by gauging how your students understand conflict.
 - **Try using tangible examples relatable to their lives** – like what happens when two friends want to play with the same toy, or the same playground equipment.
 - Or when there's one candy bar left, but two who people deserve it – what do you do?
- ❖ Impress upon your students ***the value of being able to listen***. Listening can solve conflict.
 - In *The Zax*, the Zax are too stubborn to see past their desire to beat the other...and in the end, they both lost, as neither ever moved forward.
 - Zax question – did it matter, in the end, who went which way? Did the world care?
- ❖ This is THE week for Freeze debriefs, and the like. **Take every opportunity to use conflict to your advantage**. It's also a great week for skits and comics.
- ❖ *The Zax* is truly an exemplary story for *Conflict Resolution*...it is short, sweet, humorous, and rhyming. And students can relate to the stand-off the Zax characters introduce.
 - Ask students about avoiding Zax moments...or about times they were in Zax moments.
 - Alternatively, fabricate a conflict involving you and a volunteer – **so students can see absurd conflict in action**.

GUIDING STATEMENT:

“Peace is harder. But Peace is better.”

TIP OF THE WEEK: *Using Conflict*

Experience is the best teacher. Take advantage of conflict this week.

- Consider having two students share a pair of scissors and collaborate on an activity. This will require the students to seek resolution.
- Games like Shark Attack & Toxic Swamp require problem solving on the part of the students.
- Try having your students arrange themselves by height without speaking.

DWECK CHECK

Growth Mindset Connection

Make sure your students understand ***that peace is a choice that takes strength***. Choosing Peace flexes your peacemaking skills – like all muscles, it will be tough at first. But with practice, it gets easier. Mastering anger is a skill which students should be encouraged to explore – ***it is not wrong to be angry, but you get farther if you master your anger***.



Fall Curriculum 2018

CONFLICT RESOLUTION

Week 6 – Older Group

With older students, use the tenets of respect – **humility, credibility, unconditionality** – to create a strong platform for promoting both the **importance** and **attainability** of resolution.
Peace is possible.

SUGGESTED GOALS

- ❖ Gauge how/if your students understand the importance of conflict-resolution. Consider speaking of Civil Rights leaders: individuals who used respect and patience to achieve resolution.
- ❖ Consider petty disputes, like the kind seen in *The Zax* or *The Butter Battle Book* – in these cases, humility and a willingness to ‘let go’ would have achieved resolution and peace.
- ❖ *Golden Conflict Resolution advice*: Look beyond your perspective. Try to *understand* the other person – if you cannot understand their sentiment, at least try to **recognize the sincerity of their position and emotions**. Consider the following examples for your students:
 - Maybe you don’t agree with your guardians decision to send you to bed at 9 pm – you are entitled to that opinion.
 - However, surely you can also understand what your guardians are thinking – even if **you** don’t think they are right, you can still understand why **they** think they are right.
Validating the existence of another’s opinion paves the way to resolution.
 - Explaining EMPATHY: Ask whether or not we should be nice to dogs. After our students vehemently agree that yes, we should indeed be kind to animals – ask why.
- ❖ What does it mean to win? If a game goes *really* wrong – consider bringing up this question: *Which is more important, someone winning – or everyone moving on to something better?*

GUIDING STATEMENT:

*“Meanness spreads. Conflict spreads. But kindness and empathy spread too. **YOU choose what you spread. In this way, we are ALL powerful.**”*

TIP OF THE WEEK: *Using Conflict*

Experience is the best teacher. **Take advantage of conflict this week.**

- Consider having two students share a pair of scissors and collaborate on an activity. This will require the students to seek resolution.
- Give limited amount of supplies to groups working on an Imagineering activity – have the students work together to choose who gets what.
- Candy arm-wrestling is a great primer activity for seeking a peaceful solution.

DWECK CHECK

Growth Mindset Connection

Teach the word **credibility**. Can students who call others names be taken seriously when they complain about being called a name? Students understand this, so give it a word. #Knowledge is Power. Other growth advice for this week’s theme: **A conflict ignored is NOT a conflict resolved...deal with your failures by facing them.** This, of course, applies to you as well.



Fall Curriculum 2018

EMBRACING POTENTIAL

Week 7 – Younger Group

This week's theme is all about emphasizing each student's ability to succeed. **No, we can't all be astronauts. But we can all flourish.** There are many beautiful ways to explore this empowering truth with our younger group.

SUGGESTED GOALS

- ❖ Empowerment is **emphatic, unconditional support**. Remember to keep empowerment and growth mindset in mind when interacting with students. **#Each and Every**
- ❖ There are several excellent books to explore this week. **Leo the Late Bloomer, Ish, Harold and the Purple Crayon, and Amazing Grace** are all geared toward this age group.
 - *Leo the Late Bloomer* gives students the opportunity to connect with a character who can't seem to do anything right.
 - Leo gets there in eventually though, and in the end, that's all that mattered.
- ❖ **Remember – your** (the coordinator and volunteers) **voice is incredibly powerful. Make sure your students believe that you believe in them.**
- ❖ In gaming programming, look for games that unveil the power of the individual student.
- ❖ There is almost an infinite amount of Imagineering possibilities here. Focus on activities which let students create a visual representation of their potential. You can also do another week of Loose Parts Play – to see how their comfort with creativity has evolved.
- ❖ Teach the word “potential” – or at least try. Once learned, students can understand growth mindset friendly encouragement like “Don't give up! You and I both know you have so much potential!”

GUIDING STATEMENT:

“I will not give up. I will not give up on myself. I will not let others give up on me.”

TIP OF THE WEEK: *Wrapping up the Semester*

- Be transparent with your students about the semester coming to an end. You cannot guarantee you'll be the same coordinator in the classroom next semester.
- Highlight how proud you are of the growth they made during the semester.
- Play to the emotion your students are showing, not to the drama you are feeling. If the students aren't sad, no need to treat them like they are.

DWECK CHECK

Growth Mindset Connection

What is the potential of a seed? Anything from a redwood tree, to a beautiful flower, to a delicious fruit. Show seeds to your students – do the seeds look like much right now? Of course not. They've not grown yet. Emphasize that each of the students is like a unknown seed – there is no way of knowing how great they can become until after being properly cared for and grown. Consider a craft decorating giant seed cut-outs.



EMBRACING POTENTIAL

Week 7 – Older Group

Remember to take the theme where your students most need it to go. If your programming group is insecure, focus on that. If your group puts one another down – by all means, focus on that instead. Refer to the empowerment sheet for additional guidelines.

SUGGESTED GOALS

- ❖ *Thank You, Mr. Falker* is a superb book for this age group.
 - Patricia Polacco – the author and illustrator – could not read until she was 14. She thought she was stupid. She is now a celebrated author and illustrator.
 - It took **empowerment** for her to see her abilities.
- ❖ Remember, you want students to understand their ability to impact themselves, *and* their ability to impact others. In other words – **remind your students that their encouragement matters too.**
- ❖ There will always be factors which work against a students' belief in themselves.
 - In the book *Ish*, the protagonist struggles to create art after his brother insults it.
 - Consider using *Finding Winnie* to demonstrate the profound impact one act of kindness can cause on the rest of the world.
- ❖ Sometimes students develop an “If you win, I lose” attitude...part of embracing potential is embracing the potential of others as well.
- ❖ With great power comes great responsibility. If you are someone of great confidence, someone people look to – you are capable of both helping and harming our world.
 - *This is similar to the superhero/supervillain analogy in the Backbone Themes*

GUIDING STATEMENT:

“No matter what happens, no matter what anyone says, I am important. We are all important. We can all grow to do great things.”

TIP OF THE WEEK: *Wrapping up the Semester*

- Conversations about the end of the semester will likely not be as weighty as with younger students – still, you should not assume it won't affect your students.
- Assuming we are resuming our partnership with your programming site, emphasize that PTP will be returning in the Spring.
- Debrief the semester – start asking your students what they liked most this semester – what would they like to do next semester?

DWECK CHECK

Growth Mindset Connection

Potential can be approached from the perspective of understanding and appreciating our shortcomings. Obstacles and failures make us stronger – but only if we use them as an opportunity to grow, and not let them shut down our dreams. Our entire person is engineered toward growth – our minds are constantly learning. Let us celebrate this mutual possession of strength, rather than dismay at our individual imperfections.



IMAGINEERING TIPS

The Short List of Advice...with not-so-short elaboration.

Everyone can imagineer! Here are some tips on bringing Imagineering into your classroom.

1. Be Organized

- Students respond to the organization of their environment.
- Think folders, bins, crayon buckets, paper plates – anything to keep materials in controlled locations, and not just rolling around (and off) the table.

2. Bring Cleaning Supplies/Clean up

- Rags, and a bottle of All-Purpose cleaner works best – of course, use your judgement, depending on how messy the activity will be. But bringing a rag is always helpful.
- Be wary of the children's long sleeves. Especially with the younger ones. Have them roll their sleeves up before starting, should things get messy.
- This all said – the best activities are definitely some of the messiest. Engage them with colors, textures, and control over surfaces.

3. Make an Example before programming, if possible.

- Having an example does wonders for child engagement, and enables you to test the project for holes.

4. Bring Back-up Activities

- Never ever leave a student without something to do. Have activities planned for once the main activity is completed.
- Consider having them create panels to a long term project when they finish up with the main activity – maybe an illustration depicting what they learned, etc. You could make a quilt.

5. Try to avoid repeating activity/craft patterns

- For example: The theme is “All together” – and your team comes up with an idea to have the students decorate paper people with scenes illustrating how they work together. All right, sure – if that's what they want to do, let your team go for it.
- But here comes next week. The theme is “All about Me” and your team is planning to give students petals to decorate with illustrations of specific attributes about themselves on it (Favorite animal, favorite color, favorite food, etc.) – unfortunately, you should probably draw the line here.

IMAGINEERING GUIDE - PEACE THROUGH PLAY 2017

- Illustration works well sometimes. The older groups may spend the whole time self-deprecating and erasing, and by the time they do want to draw, it is time to switch groups. As a back-up activity, drawing is great. But avoid the pattern otherwise.
- Besides – those are the kind of activities they'd complete at school, anyhow. We can do more. If you're having a tough week – go for it. But try and push your team out of the box in terms of creative activity workshopping.

6. Use the Imagineering Workshop

- They do excellent work. Be thinking of ways they can help you.

7. Think ahead

- Although we lesson plan the week of, you are always encouraged to think ahead – so as to give Imagineers' WS a head's up. Give this advice to your volunteers, as well.

8. Imagineering is “just” anything – expand, expand, expand

- Books, music, dancing...and games! Use it all, or bring some as back ups
- Be messy! Experiment. Ask the kids what they enjoyed.
- Debrief afterward, and make notes of how it can be improved in your check-in – because *it can always be improved!*

9. Learn to find holes in a plan

- Be a stickler, and try to imagine how every piece of material will move.
- Using crayons? Then a couple crayon baskets to spread the materials around will probably help. Using water? Bring a rag. Making necklaces? Pre-tie the yarn. Are there sharpies accidentally mixed in with the markers? Double check. Is one pair of scissors ostentatiously larger than the rest? Keep that pair on your person. Plan on not using glitter glue? Make sure they can't see it in your supplies.
- ...And so on.

10. Focus on Learning (ie. It is not about “Making a Thing”)

- Imagineering rarely teaches in the student simply possessing the product. Rather, it teaches *in the creation of the product* – and potentially *the use of the product* after the fact. Which leads us to...

IMAGINEERING: *Making More than a Product*

Take a look at the following two examples of projects made with more or less the same group of students, and the same theme.

Example A: Together a Masterpiece



In Example A, the volunteers sought to teach the beauty of together-ness via combining many uniquely decorated hands into one larger poster. While decorating the handprints, volunteers facilitated conversation about teamwork.

This teaching primarily taught a “reveal” sort of lesson – the act of decorating did not further the students’ understanding of the project.

Example B: Let’s Build a Chainbow



In Example B, the volunteers sought to teach the importance of teamwork via an assembly like construction of five different colored chains. Each child had a very specific role, and at the end of it, they were able to identify that “they all” had constructed the rainbow.

This teaching involved a “reveal” product, but primarily involved the children learning **while** the project was constructed.

Example A was a more organized crafting experience. However, Example B approaches teaching from multiple angles – and the experience itself is unique and important. Example A was cleaner and safer – but Example B led to a much richer experience, which had the students all engage in teamwork.

IMAGINEERING GUIDE - PEACE THROUGH PLAY 2017

Now, projects that teach in construction are not always feasible. Depending on your group of students, school, and classroom environment – they may usually *not* be feasible. Some schools, for example, would have nowhere to hang either of these creations.

In cases like this, you can consider projects that teach in retrospect/continue to teach after their creation. Consider the following example:

Example C: Somebody Loves You (Shrinky Dink)



In this project, a younger group of students created Shrinky Dink pendants to give to someone in their life they love. The week's theme was "appreciation" – and I felt the children were young enough to use the word "love" innocuously and genuinely enough.

This activity involved some thinking on the part of the student, at least in terms of who they planned on giving the necklace to. But in general, the creation of the product did not necessitate learning about the theme.

But that does not mean the students did not learn: The week after this project, when I came to work with the older group – one of the fifth-grade girls got excited when I showed them the shrinky dinks they'd be making that day. I looked to her, and she was pointing to a necklace she was wearing – her sister had given her the "loves you" pendant from the previous week.

This means that not only did the student give the pendant to someone they appreciate – the individual reciprocated this appreciation enough to still wear the pendant a week later. This is Learning over Time. **Every time the older sister wears that pendant, the younger sister sees that her appreciation means something to other people.**

Preserving the handwriting of a child is also an empowering action – making art out of their very name.

Example C is a lesson that teaches over time. Maybe only the seeds will be planted with you their – but the ability of the product to last will act to help grow the idea. It will always be difficult to see the consequences of your lessons.

But trust that the children – likely much in the same way you did at that age – care about what they create.

Teaching Peace, and...

Do not feel as though you are not allowed to incorporate different types of material into your lessons. Yes, Peace through Play exists to bring peacemaking and leadership skills to Boston youth. But if we teach less abstract things along the way – that isn't a bad thing either. In fact, it is indeed a good thing. Children are curious, and sneaking in vocabulary and science and history **will not hurt them**. Just make sure you have an overarching connection back to the theme at hand.

For example... ***Tessellations and Togetherness***

In one shrinky dink project, students decorate an MC Escher design of a bird. All the birds tessellate.



Tessellations create a tidy metaphor for interconnectedness. As an added bonus – the shrinking process rarely keeps the pieces fitting perfectly together – which can lead to a discussion about the idea of remembering the *ideal* of peace, even if your plans do not play out as intended. Do not dismiss the ideal.

That said, ***teaching what tessellations actually are is a great opportunity as well***. In fact, doing a standard Make-your-own-Tessellation lesson requires much less prep time than the above “peace dove” activity – and in general is more educational, while not necessarily delivering a less strong message.

Empowering children through knowledge and creative thinking gives students coping outlets and provides evidence of their minds' potential.



DWECK-CHECKED

Examples of Growth Mindset Friendly Praise

INSTEAD OF...	TRY...
You're so smart!	I am so impressed by how you work out difficult problems.
I know you can do it, you're naturally gifted.	I know you can do it – you know how to keep going when things get tough.
This should be easy for you.	I can't wait to see you figure this one out.
Don't give up – you're good at math!	Don't give up – these challenges are great opportunities to exercise your mind!
No one's good at everything.	We all have extraordinary potential.
Wow, I could never do that!	Wow! You'll have to show me how you do that!
Why did you try to do something so difficult?	I admire your willingness to challenge yourself.
Eh, good enough.	I like it – but come on! Let's make sure it's your best work.
Wow, you must have been struggling with that problem.	I am excited to see how you've approached that problem – I could hear new neuron connections being formed while you were working!
Are you sure you know enough to volunteer for this?	Go for it! I am excited to see how you use your experiences to pick a strategy!
Pay attention! You don't want to fail!	Pay attention! You should be armed with as much information as possible before you start!

GLOSSARY

Admin – Director of Administration, you email this individual in the event of any upcoming absences.

Backbone Themes – Approaches to teaching that volunteers & coordinators should always keep in mind while lesson planning. PTP's Backbone Themes include Growth Mindset, Constant Empowerment, and Integrating Diversity.

Celebration – Peace through Play's end-of-semester...celebration. Imagineers' WS decorates.

Community Directors – The four heads of eboard. Consists of ED, DLSP, DOCA, & PDA.

Curriculum – The set of themes which guide week to week lessons.

Debrief – The end-of-activity discussion led by volunteers with their students. Meant to explore the activity completed. Can be held in many different forms.

DLSP – Director of Local School Partnerships. This individual acts as a resource to coordinators, and serves as a liaison between schools and the organization. One of the four Community Directors.

DOCA – Director of On Campus Affairs. This individual supervises all OCA projects, acts as a liaison between other organizations on campus. One of the four Community Directors.

DROUP – Director of Recruitment and University Partnerships. Resource for CEP, Work Study, and Service Learning hours.

Dweek Check – Refers to applying growth mindset friendly philosophy to lesson planning and theme interpretation.

Eboard – Executive Board. Peace through Play's eboard is made up of LSP and OCA wings.

ED – Executive Director. The leader of the organization. Oversees eboard and overall functioning. One of the four Community Directors.

Guiding Statement – Theme sheet part which reflects internalized message to present to students. You can have them say it if you'd like, but it isn't necessary.

Imagineering – Any activity beyond games. Crafts, music, cooking, plays, etc. Serves the same purpose as games, however.

Imagineers' Workshop – Group of nighttime volunteers who meet on a weekly basis to aid in prepping activities for daytime volunteering.

Loose Parts Play – Child-led play consisting of students manipulating materials without influence from adults. Develops creativity and personal agency. Programming groups are encouraged to lead Loose Parts Play once a semester.

LSP – Local School Partnerships.

M3 – Mandatory Monday Meeting. A time to learn and strengthen classroom skills and lesson plan for the week.

OCA – On Campus Affairs.

PDA – Director of Programming Development and Assessment. Individual in charge of monitoring progress of the organization. One of the four Community Directors.

Peacemaker Projects – Community service projects volunteers lead with their students. Completed once a semester.

Personal Agency – Refers to one's perception of their ability to control their own life. Students who successfully develop agency are better able to overcome obstacles they may face in life.

Prebrief – A pre-activity discussion which primes the students to keep certain ideas in mind while participating in the following activity. Like reading a book before playing a game.

PTP – Short for Peace through Play.

Theme Sheets – The guides created to help volunteers and coordinators plan for theme-relevant activities and debriefs.