

"If we are to have real peace, we must begin with the children." M.. Gandhi



# Let There Be Peace On Earth And Let It Begin With Me

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### *Program Outline & Overview*

#### **Major Goals**

To expose students to a wide array of thematic literature and poetry in which the concepts of peace, anti-violence, and conflict resolution are depicted. Through class discussions, students are given the opportunity to delve into real-world/life concepts and issues. Utilizing literature, poetry, and reflective writing as a catalyst for discussion allows students to think critically, analyze, question, and dissect issues and situations in a non-threatening atmosphere. The program addresses the following NY State Standards:

- A5a Work with others to complete a task and take responsibility for a component of a team project
- A5b Show or explain something clearly enough for someone else to be able to do it
- A3c Information: use word processing software
- E2b Response to literature
- E2c Produce a narrative account
- E4a Demonstrate a basic understanding of the rules of the English language
- E4b Analyze and revise work to make it more effective in communicating the intended message or thought
- E5b Produce work in at least one literary genre that follows the convention of the genre
- M6b Estimate numerically and spatially

#### **Target Student Grade Level**

This program can easily be adapted for students in second through sixth grade.

#### **Timeline**

This program is very versatile. It can be integrated into the curriculum daily, weekly, or monthly.

#### **Types of Assessments Used**

Informal: Student observations, rubrics for student work, and projects.

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**Lesson # 1: Being A Peacemaker**

**Objectives:**

1. To understand and identify ways to be a peacemaker.
2. Students in grades 2-3: To utilize the writing process to create a cause-and-effect paragraph to demonstrate the effects of being a peacemaker. Students in grades 4-6: To utilize the writing process to create a persuasive essay to convince others of the importance of being a peacemaker.

**Materials:**

Peace Begins With You by Katherine Scholes, chart paper, markers, student journals, "When I Was A Peacemaker" outline (grades 2-3) or "The Importance Of Being A Peacemaker" outline (grades 4-6)

**Advance Preparation:**

On a sheet of chart paper, create a web. Write the word "PEACEMAKER" in the center of the web.



**Example:**

**Procedure:**

1. Begin by eliciting prior knowledge and experiences by having the students discuss and brainstorm actions and words they have used to promote peace. Record the students' ideas on the peacemaker web.

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1. Introduce the book, including the title, author, and illustrator. Preview some of the illustrations and allow for students to comment on what they think is occurring in the pictures.
2. Read aloud the book Peace Begins With You.
3. Lead an "Accountable Talk" discussion (students should support their opinions and statements with references from the text or examples from their lives) on: why peace is important; the results of violence; being involved in a conflict that was resolved peacefully or non-peacefully and their feelings about the experience; how one can be a peacemaker in school, at home, and in the world.
4. Have students individually reflect on the book Peace Begins With You in a double-entry journal. Have the students fold a sheet of paper in their journal in half. Draw a line on the fold separating the page into two sections. On the left side of their paper, have the student title that section "Peace Begins With You" by Katherine Scholes." Students should summarize some of the main ideas/concepts from the book that they have strong feelings about. Students should title the right side of the page "What I Think." Students should respond to what they wrote on the left side of their journals with thoughts, opinions, and feelings.

<u>Peace Begins With Me</u>	What I Think by Katherine Scholes

Ask students to practice being peacemakers at recess, at lunch in class and at home.

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5. Pre-Writing for Cause-and-Effect paragraph (grades 2-3)  
Have students complete the "When I Was A Peacemaker" outline.  
Pre- Writing for Persuasive Essay (grades 4-6)  
Have students complete "The Importance Of Being A Peacemaker" Outline. (See sample worksheets.)
6. Peer Conference - have each student pair up with another student to share outlines and work together to edit, revise, and proof read their outlines.
7. Writing - have students use their outlines to write the first draft.
8. Peer Conference - have the students pair up again with the same partner to edit, revise, and proofread their first draft.
10. Have students write a second draft.
11. Students conference with teacher to edit, revise, and proofread the second draft.
12. Students write final copy and share it with the class.

### **Extension Activities:**

1. Have students read other books and poems depicting peace.
2. Students can create an "All About Me" box.  
To do this, have students bring a shoebox to school. Have them cover it in paper and decorate the outside of the box and the lid with personal meaningful pictures, notes, messages, and other items. The inside of the box can be filed by the student with slightly more personal items such as lists of wishes, aspirations, goals, fears, inner thoughts, etc.
3. Students can create comic strips depicting characters that confront problems and resolve their conflict in peaceful ways.
4. Students can look through magazines and newspapers to collect words or pictures depicting peace or acts of kindness then create a collaborative collage.

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5. Students can work in groups and engage in a "Kind Character Hunt." Allow groups one week to list all of the characters they have found that acted kind or in a peaceful way when confronted by a conflict. The list should include the character's name, title, and author of the book and state the character's peaceful/kind action. Perhaps the group with the most characters on their cumulative list will receive a reward from the teacher such as extra computer time, etc.

Students can reflect on their vision of peace and create a peace mobile. For this, students will need two pieces of oak tag, markers, pencils, a hole puncher, and string. Have student cut a one-inch strip off the length of one of the pieces of paper. Students should staple the two ends of their strip together to form a circle. Have them use the rest of the paper to cut out six shapes. Have the students punch six holes in the circle strip and one hole at the top of each shape.

6. Have students answer the following questions (one on each shape):

What is peace?  
What color is peace? Why?  
What kind of weather is peace? Why?  
What does peace look like? Why?  
What sound is peace? Why?  
What does peace feel like?

6. On the back of each shape, students should illustrate their response. Have the students attach the shapes (after completing responses and illustrations) to the circle strip with strings of varying lengths.

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## **Lesson # 2: Solving Conflicts Peacefully**

### **Objectives:**

1. To identify ways in which conflicts can be resolved peacefully
2. To understand the effects of peace and violence
3. To identify the story elements in The Rag Coat
4. To work peacefully and cooperatively in a small group

### **Materials:**

The Rag Coat by Lauren Mills, story map, chart paper, Resolution Chart, Group Job Chart, markers, student journals, drawing paper, and writing paper

### **Advance Preparation:**

\* On a sheet of paper, write the title Journal Entry "Conflict" and the following statement and questions: Tell about a conflict that you have had in your own life. How did the conflict start, who was involved, what happened, how did it end, and how did you feel about it? How else could your conflict be handled? What would have made the situation better? What would have made it worse?



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\* On another sheet of chart paper, draw this graphic organizer:

<u>RESOLUTION</u>	
<b>Minna's Problem</b> (What was Minna's conflict?)	<b>Minna's Solution</b> (How did she solve her problem?)
<b>Results</b> (What happened when Minna tried to solve her problem?)	
<b>Other Solutions</b> (What else could Minna have done to solve her problem?)	

\* On another piece of chart paper write the title "Group Jobs" and the following descriptions:

☺ Discussion Director - write down some good questions about conflict, solutions, peace, and violence that you think your group would want to talk about. Think about questions beginning with: How, Why, If, and What. Think about your own thoughts, concerns, and feelings.

☺ Illustrator/Reporter - create two illustrations, one of a conflict which is resolved peacefully and one in which a conflict is resolved with violence. Your job is also to report back to the class about your group's discussion and findings.

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☺ Connector - brainstorm and create a list of conflicts that you were involved in and how they were resolved,

☺ Recorder - use a marker to copy the following questions onto your group's piece of chart paper: Does a conflict have to lead to violence? Why or why or not? What are some ways that a conflict can be solved without using violence? Why does conflict sometimes lead to violence?

After your group has its discussion record your group's responses to the questions you recorded.

☺ Word Finder - brainstorm and make one list of peaceful words/actions and another list of violent words/actions.

### Procedure:

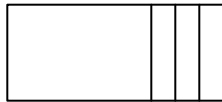
1. Introduce the book, including the title, author, and illustrator.
2. Preview some of the illustrations and allow for students to predict what they think the story will be about. Encourage students to support their statements with evidence from the illustrations.
3. Read aloud The Rag Coat by Lauren Mills.
4. Have the students work with a partner to complete the Rag Coat story map. (See sample worksheets.)
5. With the whole class, complete the Resolution Chart.
6. Have students respond in their journal to the "Conflict" chart.
7. Share journal entries.
8. Divide the class into small groups of five. (Each group member will have a job, which the teacher can assign or let students choose.)  
Display chart paper with "Group Job" descriptions and make sure each group member understands their responsibility.
9. Have students complete their jobs and engage in discussion.
10. After the discussions are finished, have the Illustrator/Recorder share their illustrations and report on their group's findings.

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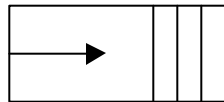
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## Extension Activities:

1. Have students read other books and poems in which peace is depicted.
2. Students can create a class patchwork pillow. Have students bring in a "scrap" of material from home that has a story or special meaning. The students can take turns sewing their "scrap" on to a large piece of felt, fabric, or pillowcase. After everyone has sewn on their "scrap," the patchwork pillow can be stuffed and sewn closed by the students. The pillow can be kept and used during reading time.
3. Students can create a story elements flipbook. Have the students take three pieces of paper and lay them on their desk one inch apart from the bottom of each sheet like this:

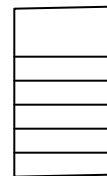


Then have the students fold the left sides of the three papers toward the right so that both ends of the three sheets of paper are one inch apart except for the first page like this:



horizontal

or



vertical

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Have the students put two staples on the fold of the flipbook. They can choose to orient their book either horizontally or vertically. Have students put their name and the title, author, and illustrator of the book depicted on the cover of their book. On each visible inch of paper, have the students write the following titles: Characters, Setting, Problem, Solution, and My Opinion. Students can flip up each sheet of paper to write and illustrate the story elements of a book they have read.

Name, Title Author, Illustrator
Characters
Setting
Problem
Solution
My Opinion

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**Lesson # 3: Point Of View**

**Objectives:**

1. To understand that people have different points of view
2. To examine a situation from a different viewpoint
3. To compare and contrast two versions of the same story
4. To create a piece of narrative writing utilizing the writing process to re-write a fairy tale from the point of view of a secondary character

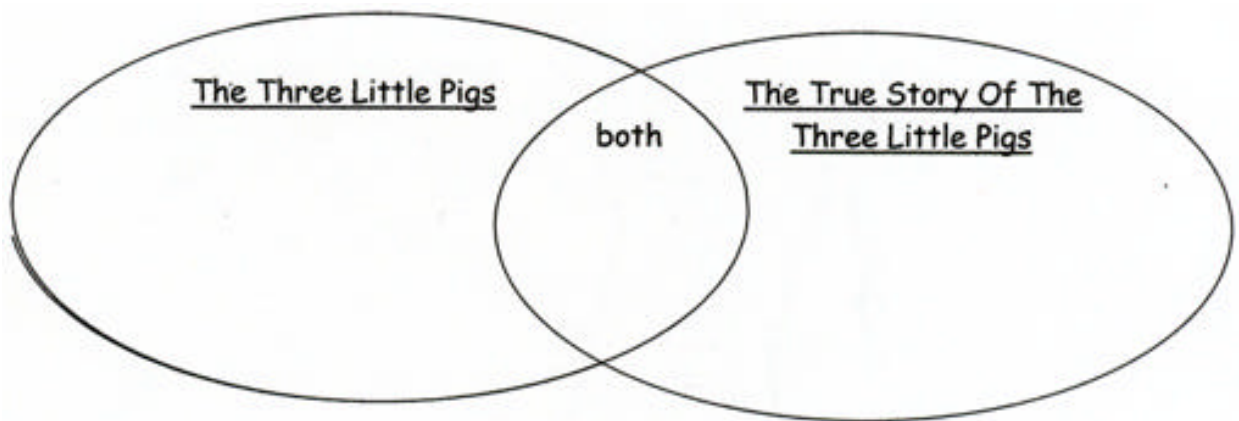
**Materials:**

The True Story Of The Three Little Pigs by A. Wolf, student journals, Compare & Contrast (Venn Diagram) chart, various fairy tales, and markers

**Advance preparation:**

On a sheet of chart paper, draw the following graphic organizer:

Compare & Contrast



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#### **Procedure:**

1. Introduce the title, author, and illustrator of the book. Inform the students that this story is written by "A. Wolf," so it is going to be told from the wolf's point of view or perspective.
2. Ask a student to summarize the traditional story of The Three Little Pigs.
3. Ask students to predict how they think the True Story Of The Three Little Pigs will be different than the traditional version.
4. Read aloud The True Story Of The Three Little Pigs
5. Discuss and use the Compare & Contrast Venn Diagram chart to record students' responses about ways in which the two stories were the same and different.
6. Explain to the class that people have different ways of looking at things. We call that having different "points of view." It happens because we have different minds, bodies, different kinds of families, and different kinds of experiences. Many times the conflicts we experience in our own lives result from experiencing things in a different way from another person. Ask the students to re-write their journal entry on conflict from the point of view of the person/people that they had the conflict with.
7. Have the students share with the class their perspective of the conflict and the other person's point of view.
8. Have the students create a piece of narrative writing, utilizing the writing process (defined in lesson 1: pre-writing, peer conference, first draft, peer conference, second draft, conference with teacher, and final copy) to re-write a fairy tale from the point of view of one of the secondary characters.
9. Illustrate the narrative.
10. Share with the class.

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## Extension Activities:

1. Have the students use a Venn Diagram to compare and contrast other character's points of view.
2. Create a cumulative class chart to track characters in stories that change their point of view.
3. Have students create an acrostic peace poem:

## ACROSTIC PEACE POEM

Create a poem that has five lines. The first letter in each line will spell out P E A C E.

P \_\_\_\_\_

E \_\_\_\_\_

A \_\_\_\_\_

C \_\_\_\_\_

E \_\_\_\_\_

4. Have students write a reflective journal entry in which an incident or event caused them to change their view.
5. Have students work in small groups to engage in dramatic role-playing. Have the students work together to create scenarios in which at least two people have a conflict because of different viewpoints. The groups will present the conflicts to the class and demonstrate two possible solutions to the conflict (peaceful resolution, non-peaceful resolution).

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**Lesson # 4: How Peace Can Begin With Me**

**Objectives:**

1. Students will use their double-entry journal to reflect and respond to concepts/issues encountered in the book War and Peace.
2. Students will examine and discuss the effect of war on nations.
3. Students will work collaboratively to create a technological peace quilt.

**Materials:**

The book War and Peace by Toni Goffe, copies of the book for the students to refer to or printed copies of the text, student's double-entry journals, felt--one large piece, and two smaller pieces for each student (one piece should be white the other can be all the same color or a variety of colors), needles, yarn, scissors, iron-on transfers, computers with Print Shop (or other t-shirt creator program to reverse print), iron, rulers, chart paper, markers, dowel, vocabulary worksheet, and dictionaries.

**Advance Preparation:**

Pre-cut felt for younger students. The white piece should be 8" X 6"; the colored felt should be 10" X 8"

**Procedure:**

1. Introduce the title, author, and illustrator of the book.
2. Ask students to predict what they think the book will be about. Record the student's predictions on chart paper.
3. Read aloud War and Peace.



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4. Re-visit predictions on chart to confirm whose predictions were correct.
5. Provide students with copies of the book or text and facilitate an "Accountable Talk" discussion on some of the major issues from the book and ask students to support their comments with references from the text or their lives. Some possible discussion topics include: how families deal with conflict, how point of view impacts quarrels, why nations have conflict, the results of war, opinions on peace and war, etc.
6. Have the students complete the vocabulary worksheet.
7. Have students use their double-entry journals to critically, analyze, question, and dissect issues and situations that occurred in the story. On one side of the page in their journal, the students will summarize a part of the story. On the other side, students will reflectively respond to the summary with their thoughts and opinions.
8. Students can share their journal entries.
9. Have each student utilize the writing process to write a paragraph about how peace can begin with him or her.
10. Have each student use Print Shop to type and print his or her paragraphs onto the special "iron-on transfer" paper.
11. Distribute two pieces of felt to each student (one white and one piece of color).
12. Ask the students to use rulers to measure and cut the felt. The white piece should be cut into a rectangle that measures 8in. X 6 in.; the colored felt should be cut into a rectangle that measures 10in. X 8in. (For younger students, pre-cut the felt.)
13. The teacher or an adult should iron the students paragraph onto the white piece of felt and demonstrate to the students how to sew an "X" stitch.

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15. Have the students sew the white piece of felt onto the center of their colored piece of felt. (For younger students, fabric glue can be used to adhere the two pieces of felt together.)
16. Digital pictures of the students working together on the quilt or other photos of the students interacting peacefully can be printed out on the iron-on transfer paper and ironed on white pieces of felt as well.
17. Upon completion of all the rectangles, use fabric glue to adhere all of the individual rectangles onto the large piece of felt.
18. The quilt can be mounted on a dowel and hung in the school.

#### Steps for The Print Shop 11.0

- Open up the program
- Use the mouse to click on the word "transfers"
- Click "next"
- Click "start from scratch"
- Click "next"
- Select layout format, click on EITHER "wide" or "tall"
- Click "finish"
- On the tool bar, click on "insert"
- Click on "text box"
- Student types the poem/paragraph
- Insert computer iron-on transfers into the printer
- On tool bar, click on "file"
- Click on "print"

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#### **Extension Activities:**

1. Students can create a paper cutout of themselves, including a thought bubble. In the bubble, students can write their thoughts about peace.
2. Students can create acrostic name poems.
3. Students can create biographical collages with words and pictures that depict themselves.
4. Students can create a "ME" box. On the outside, students write and illustrate their thoughts and opinions as well as things they like. The inside of the box can be filled with personal reflections (written on small pieces of paper) of their inner-thoughts and feelings.
5. Students can create personal timelines of themselves utilizing both illustrations and words to depict times in their lives when they acted peacefully or felt at peace.
6. Students can work in small groups to brainstorm constructive (positive) ways of dealing with conflict and destructive (negative) ways of dealing with conflict.
7. A Class Kind Deed journal can be kept throughout the year. Students can enter a journal entry telling about a kind deed that a peer did for them.
8. Periodically, the Kind Deed journal can be read aloud to the class. Students can tally and graph who did the kind deeds.
9. Students can figure out the area and perimeter of the technological peace quilt as well as their own individual rectangle on the quilt.
10. Students can try to promote peace by creating peace advertisements that can be hung around the school.
11. Students can use the Internet to investigate different non-profit organizations. They can choose one to do a presentation on for the class.

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12.Students can have a food drive and collect food for homeless people.

13.Students can volunteer in a soup kitchen.

14.Students can "adopt a grandparent" from a senior center and become pen pals.

15.Students can create a mosaic picture depicting peace. Have students cut ribbon into small squares. Have the students glue the pieces of ribbon onto paper to make a picture.

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SAMPLE WORKSHEETS

Name \_\_\_\_\_ Date \_\_\_\_\_

Cause-and-Effect Paragraph: "When I Was A Peacemaker" Outline

Purpose: In this cause-and-effect paragraph, tell about how you were a peacemaker (cause) and what happened (effect)

Topic Sentence (T.S.): Tell how you were a peacemaker.

T.S. \_\_\_\_\_

\_\_\_\_\_

Detail Sentences (D.S.): Tell what happened when you tried being a peacemaker.

D.S. \_\_\_\_\_

\_\_\_\_\_

D.S. \_\_\_\_\_

\_\_\_\_\_

D.S. \_\_\_\_\_

\_\_\_\_\_

Conclusion Sentence (C.S.): Tell your opinion about being a peacemaker.

C.S. \_\_\_\_\_

\_\_\_\_\_

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Name \_\_\_\_\_ Date\_\_\_\_\_

Persuasive Essay: "The Importance Of Being A Peacemaker" Outline  
Purpose: The purpose of this essay is to convince others of the importance of peace and how every person can help make this world a better place to live in by being a peacemaker.

Opening Paragraph:

Topic Sentence (T.S.): State your opinion on the need for peace.

T.S. \_\_\_\_\_

\_\_\_\_\_

Supporting Sentences (S.S.): Provide at least three sentences stating reasons, facts, or evidence that supports your opinion in your T.S.

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

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Conclusion Sentence (C.S.) Tell what people can do to promote peace, and restate your opinion from your T.S.

C.S. \_\_\_\_\_

\_\_\_\_\_

Second Paragraph

(T.S.): State your opinion on the importance of being a peacemaker.

T.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

C.S.: Give examples of ways to be a peacemaker and restate your opinion from your T.S.

C.S. \_\_\_\_\_

\_\_\_\_\_

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Third Paragraph

(T.S.): State your opinion on the importance of solving conflicts peacefully and the effect you think it will have on our lives and the world.

T.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

S.S. \_\_\_\_\_

\_\_\_\_\_

C.S.: Give examples of ways to solve conflicts peacefully and restate your opinion from your T.S.

C.S. \_\_\_\_\_

\_\_\_\_\_



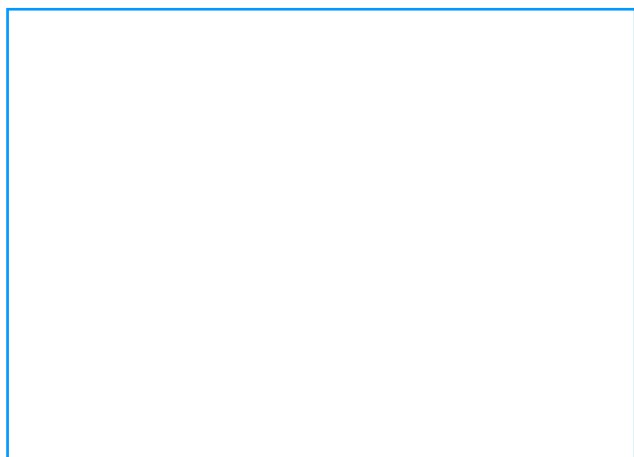
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Names: \_\_\_\_\_

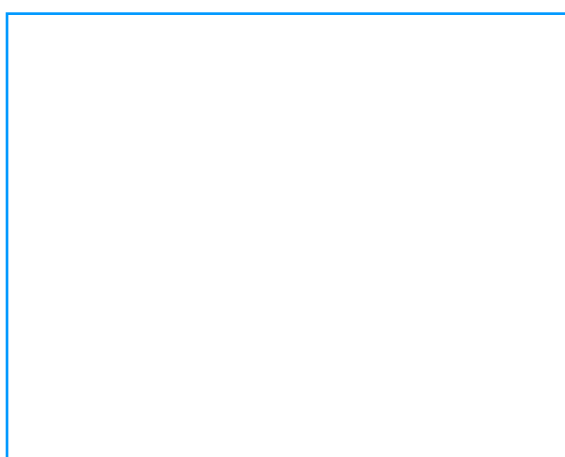
Date: \_\_\_\_\_

STORY MAP

CHARACTERS

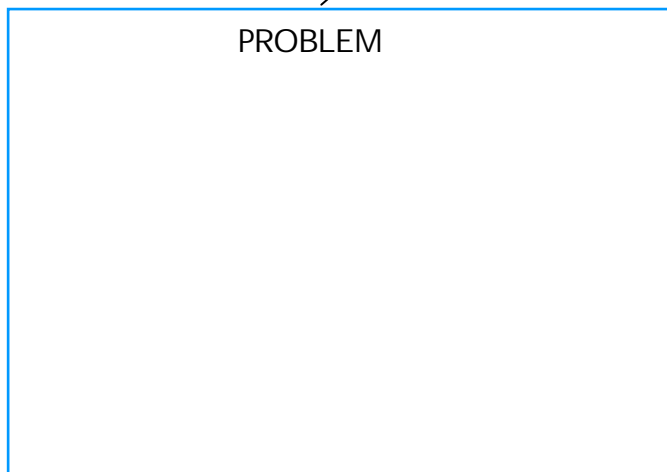


SETTING

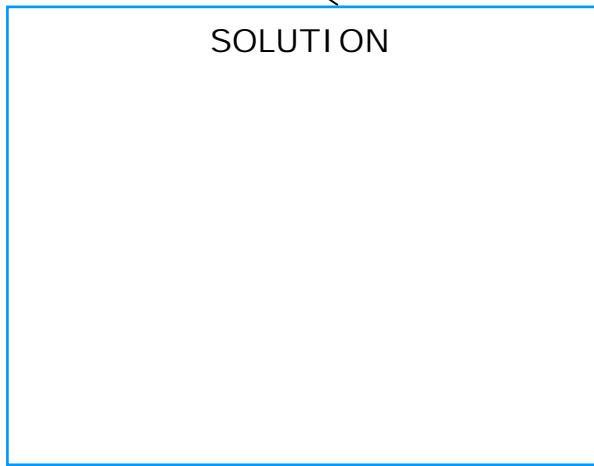


THE RAG COAT  
By Lauren Mills

PROBLEM



SOLUTION



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Name \_\_\_\_\_ Date \_\_\_\_\_

**The True Story Of The Three Little Pigs by A. Wolf**

Which story version do you believe, The Three Little Pigs or The True Story of the Three Little Pigs? Why?

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NAME\_\_\_\_\_

**VOCABULARY FROM WAR and PEACE**

Directions: First, use the context of the text in the story to make an educated guess about what you think each word means. Next, use a dictionary to find the meaning of each word.

quarrel

common

rival

foe

rally

acquire

devastating

aspirations

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bitter

dispute

sufficient

cede

branded

coward

triumphant

convince

defeat

victory

progress

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## Resource List

The following website links provide information and resources on how to discuss terrorism with children and help them cope with trauma.

### EDUCATORS AND PARENTS

#### Helping Children Understand the Terrorist Attacks

The U.S. Department of Education explains how adults can talk with children about the attacks, along with suggestions for educators and links to additional helpful resources.

<http://www.ed.gov/inits/september11/index.html>

ESR has developed a guide called "Talking with Children About Violence and Other Sensitive and Complex Issues in the World" that's available for free. Also included are some suggested "lessons" that may be helpful in our work with students. We will be updating the information and providing additional information on an ongoing basis, so please check the website regularly. <http://www.esrnational.org>

#### Aftershocks of A National Trauma: Helping Kids Cope

Connect for Kids has gathered a few good resources for adults to help children with their fears and grief.

<http://www.connectforkids.org/>

To help educators discuss the recent tragedy with children, good information and teaching strategies have been put together (Talking With Children About Terrorism) on the web site for the National Association of School Psychologists.

<http://www.nasponline.org/NEAT/terrorism.html>

Also from the National Association of School Psychologists, a link to the handout for parents entitled "Disaster: Helping Children Cope."

[http://www.nasponline.org/NEAT/crisis\\_0911.html](http://www.nasponline.org/NEAT/crisis_0911.html)

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Federal Emergency Management Agency Offers Advice On How to Talk to Children  
[http://www.fema.gov/nwz01/nwz01\\_99.htm](http://www.fema.gov/nwz01/nwz01_99.htm)

Purdue University has added yet another piece of information to their website on talking to children about terrorism. Two of the handouts, Talking to Children about Terrorism and Parenting in the Wake of Terrorism, have been translated to Spanish. Please share them as appropriate with your Spanish-speaking clientele.  
<http://www.ces.purdue.edu/terrorism/children/index.html>

Trauma and the Attacks in the United States  
New York University's Child Study Center offers resources to help parents, teachers, and mental health professionals explain war and terrorism to children, as well as how to help them cope, and signs of trauma-related stress.  
<http://www.aboutourkids.org>

How Can I Help My Students to Talk in School About the Attack on America  
[http://apps.scholastic.com/newszone/specialreport/kidreports/kid\\_rep.asp?id=59](http://apps.scholastic.com/newszone/specialreport/kidreports/kid_rep.asp?id=59)

Sesame Street Workshop developed a website entitled Tragic Times, Healing Words with resources on helping children cope with disaster. The site was recommended as a useful tool for parents and teachers.  
<http://www.sesameworkshop.org/parents/advice/article/0,4125,49560,00.html>  
<http://www.sesameworkshop.org/parents/advice/article/0,4125,110620,00.html>

Helping Children Deal with Scary News  
Words of advice from Mr. Rogers: help children feel secure, limit TV, and listen.  
<http://pbskids.org/rogers/parents/sept11a.htm>

For Very Young Children  
Even babies and toddlers can experience anxiety. Zero to Three offers some advice for protecting and reassuring very young children.  
[http://www.zerotothree.org/parent.html?Load=pr\\_091101.html](http://www.zerotothree.org/parent.html?Load=pr_091101.html)

Finding the Right Words  
KidsHealth has information and helpful language for parents, teachers, kids, and teens about the painful feelings they might expect to have.

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[http://www.kidshealth.org/misc\\_pages/P\\_squarebanner.html](http://www.kidshealth.org/misc_pages/P_squarebanner.html)

### **Helping Children Cope with Disaster**

When no other words come to mind, a hug and saying, "This is really hard for us," will work, advises the National Mental Health and Education Center. This handout for parents describes common reactions by age group and ways to help children and teens, as adults struggle themselves to make sense and feel in control.

[http://www.naspcenter.org/safe\\_schools/coping.html](http://www.naspcenter.org/safe_schools/coping.html)

### **Strategies for Parents and Teachers**

Focusing on the themes of attachment and separation, North Carolina State's Cooperative Extension Services offers specific activities and ideas for families and classrooms, with some helpful advice for teens and high schools.

<http://www.ces.ncsu.edu/depts/fcs/humandev/disas3.html>

### **American Counseling Association - Crisis Fact Sheet, which is good for parents**

[http://www.counseling.org/consumers\\_media/facts\\_childtrauma.htm](http://www.counseling.org/consumers_media/facts_childtrauma.htm)

### **Help Against Hatred**

Along with advice for parents on talking with children, the National PTA has posted information on talking with children about hatred and prejudice, in both English and Spanish.

<http://www.pta.org/parentinvolvement/tragedy/index.asp>

### **The Office of Teaching Resources in Psychology has some related materials**

<http://www.lemoyne.edu/OTRP/teachingresources.html#diversity>

### **Gentle Honesty Key To Helping Kids Process Terrorist News, Counselors Say Education, Disability Groups Provide Guidance**

Read the full article:

<http://www.specialednews.com/educators/ednews/terroristhelp091301.html>

### **National Association Of School Psychologists Urges Families To Stick Together To Cope With Terrorist Attacks**

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### **LESSONS**

*The New York Times* has a lesson plan for grades 6-8 and 9-12:

<http://www.nytimes.com/learning/teachers/lessons/20010912wednesday.html>

"Another day that will live in infamy: Helping students explore their feelings and the facts about the terrorist attacks in the United States on September 11, 2001"

An online curriculum just developed by the Education Development Center entitled "Beyond Blame: Reacting to the Terrorist Attack." This is a 25-page curriculum (three lessons) for middle and high school students focused on issues of justice and mislaid blame. The work is co-sponsored by The Justice Project and the Vietnam Veterans of America Foundation. This can be downloaded at <http://www.edc.org>

The Public Broadcasting System has the following lesson plans on line at <http://www.pbs.org/americaresponds/educators.html>: "A World at Peace" (for grades 2 - 6) "Tolerance in Times of Trial" (for middle and high school students), and "Taming Terrorism" (a lesson plan for high school students).

### **YOUTH**

California State University's Sociology Department is presently setting up a listserv for children to discuss the tragedy. We'll post as much as we can on our teaching site: <http://habermas.org>

KIDSPEACE - Making kids feel competent to manage crisis.  
<http://www.kidspeace.org/>

Coping with Tragedy Resource Page:  
[http://ericir.syr.edu/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Social\\_Studies/Current\\_Events/tragedy.html](http://ericir.syr.edu/cgi-bin/printresponses.cgi/Virtual/Qa/archives/Subjects/Social_Studies/Current_Events/tragedy.html)



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### **TRAUMA**

Information on Post-Traumatic Stress Disorder (PTSD), Trauma, Disasters, and Violence

Includes: Helping Children and Adolescents Cope with Violence and Disasters and other relevant fact sheets.

<http://www.nimh.nih.gov/anxiety/ptsdmenu.cfm>

Disaster Mental Health: Dealing with the Aftereffects of Terrorism Site from the National Center for Post Traumatic Stress Syndrome provides information about how to address recent terrorist events in the United States.

<http://www.ncptsd.org/disaster.html>

For those in need of counseling, the CMHS Mental Health Services Locator provides links to the nearest mental health organizations as well as addresses, phone numbers and information on services available:

<http://www.mentalhealth.org> (See Services Locator)

The Psychological Effects of Trauma

Leonard Holmes, Ph.D. covers signs and symptoms of post-traumatic stress.

<http://mentalhealth.about.com/library/weekly/aa062899.htm>

Helping Children Cope with Trauma

The American Counseling Association has compiled a list of ways parents and adults can help young children deal with trauma.

[http://www.counseling.org/consumers\\_media/facts\\_childtrauma.htm](http://www.counseling.org/consumers_media/facts_childtrauma.htm)

CASEL web page - Trauma/Violence Resources

<http://casel.org/trauma.htm>

Children and Death

Most of the time, adults are reluctant to talk about death with children. These brochures from Hospice Net provide guidance for talking about death with children and teenagers.

<http://www.hospicenet.org/html/talking.html>

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#### **All Kids Grieve**

All kids experience loss. The key is to help them channel their grief into personal growth, not violence or destructive behavior. AllKidsGrieve.org offers books, classroom strategies, and information on how to start support groups for kids.

<http://www.allkidsgrieve.org>

#### **Finding Ways to Help Yourself**

It's hard to help children with their feelings when adults themselves are feeling stunned, confused, or anxious. Arizona State University has some good advice for adults.

<http://www.asu.edu/provost/intergroup/resources/tragedies.html#anchor187218>

#### **Age Related Reactions to Children of Disasters**

<http://www.omh.state.ny.us/omhweb/crisis/crisiscounseling3.html>

#### **Coping with Terrorism**

The American Psychological Association explains common reactions and how adults can help themselves and their children.

<http://helping.apa.org/daily/terrorism.html>

#### **Specific Publications on Helping Children Cope with Terrorism**

<http://www.specialednews.com/educators/ednews/terroristlinks091301.html#pubs>

#### **Helping Children Handle Disaster-Related Anxiety**

<http://www.kidsource.com/parenting/grief1.html>

#### **Helping Children Cope with Tragedy**

<http://www.kidsource.com/parenting/grief2.html>

#### **The Grief of Children**

<http://www.kidsource.com/sids/grief.html>

#### **Developmental Considerations Concerning Children's Grief**

<http://www.kidsource.com/sids/childrensgrief.html>

As a response to the recent attacks, McGraw-Hill is offering one of its e-books (on post-traumatic stress disorder) to the public free of charge.

<http://www.mcgraw-hill.com/media/news/2001/09/20010928b.html>

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