



GRADES
PreK-3

Friendship Pizza

WHEN MY KINDERGARTENERS BECAME INVOLVED IN A CYCLE of put-downs and tattling, I designed a lesson to assist them in identifying ways to promote acceptance and friendship among their peers. My lesson revolved around building a “friendship pizza.”

Before the students arrived, I cut different ingredients out of construction paper. I had green peppers, white onions, red pepperoni, brown sausage, tan mushrooms and yellow cheese. Large round pieces of cardboard served as the pizza crust. I got a cardboard pizza box from a local pizzeria. I had my students’ attention from the moment I entered the class with that large pizza box!

I began the lesson by asking, “Who likes pizza?” I told the children that we were going to build a paper “friendship pizza” full of tasty, kind ingredients and that it was sure to fill everyone’s tummy with good, warm feelings. We discussed how building friendships is much like building a pizza because,

if you don’t add the right ingredients, it will make you feel bad. Next, the students and I talked about what would make a “friendship pizza” taste the best to them. I started by noting that, for me, the foundation was speaking kind words to each other. I wrote that in big letters on my round cardboard crust. The students and I continued to brainstorm the paper “layers” and “ingredients.”

Our crust was covered with accepting and friendly thoughts, written in black pen as the children offered up these ideas in our discussion. The sauce was made of accepting and friendly actions. A pepperoni was titled “Play with me at recess.” A green pepper was titled “Eat with me at lunch.” A mushroom was titled “Let’s walk home from school together.” The toppings were made of accepting and friendly words, a sausage of “Say ‘Good Morning,’” a green pepper of “Tell someone they look nice” and an onion of “You’re smart!” We layered on the shredded cheese, aptly labeled “hugs and smiles.” I left blank toppings so that the class could add other ingredients as they thought of them. This way, the class was able to continue making the pizza as they thought of new ideas to add even after the lesson was over.

We followed up with the snack for the day: pizza-flavored goldfish crackers!

Darcie Jones
Clear Lake Elementary School
Keizer, Ore.



FOR MORE FUN activities inspired by food, order *Loaves of Fun: A History of Bread with Activities and Recipes from Around the World*, by Elizabeth Harbison. The book takes students around the world to learn about other cultures. ISBN 978-1-5565-2311-3 (\$14.95). www.chicagoreviewpress.com

We Are the Peacemakers

TIME, IT SEEMS, IS NEVER ON OUR SIDE. IN AN EDUCATIONAL world filled with mandates, schedules, tests and deadlines, every teacher struggles to keep up.

In November, I looked at my literacy curriculum map and saw that it was time to begin teaching the genre of biography. Meanwhile, my social studies curriculum map told me I had to begin helping students “identify and evaluate the roles active citizens play in their communities, including decision making, problem solving and conflict resolution.”

I took a deep breath and decided that the only way to tackle these two immense topics was to combine them. Thus began our biography study of “Great Peacemakers of the World,” a journey that would have a profound impact on my life and the lives of my students.

I began the unit by scouring libraries and bookstores for biographies of “Great Peacemakers” such as Mother Teresa, Nelson Mandela, Martin Luther King Jr., Mahatma Gandhi, Eleanor Roosevelt and César Chávez. As I read each text to my students, we noted similarities and differences among the subjects and debated merits and drawbacks of their approaches to related issues. We also took time to learn the basics of nonviolent conflict resolution for ourselves, which allowed us to peacefully address disagreements when they arose in our classroom.

Most of my students’ families are immigrants to this nation, and the children have a deep understanding of the hardships faced by many of those who still live in their parents’ native countries. As a result of their first-hand knowledge of these challenges, my students decided to collect funds for people in the various countries they represented: AIDS patients in Haiti, orphans in Pakistan and flood victims in Ecuador, among others.

Our study of the peacemakers helped the class understand and engage in active citizenship, thus fulfilling our social studies mandate. It also augmented the children’s literacy skills. Students were so interested in and inspired by the lives of their newfound heroes that they spent a significant amount of personal time researching the peacemakers on their own. Students who were struggling readers came to class with chapter books several grade levels beyond them, and were reading with fluency and gusto.

Kerry Fine
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GRADES
3-6



TO HELP CHILDREN learn more about nonviolence and how kids can help change the world, order *I Can Make My World a Safer Place: A Kid's Book About Stopping Violence*, by Paul Kivel. It contains great ideas for local and global involvement. ISBN 978-0-8973-3291-9 (\$11.95). www.hunterhouse.com

How Do We Get Along?

RESEARCH ILLUSTRATES THAT YOUNG PEOPLE WHO HAVE difficulty developing relationships are more likely to participate in aggression, abuse drugs or suffer from depression.

Here's a lesson that encourages students to examine what it means to relate to others, giving them the opportunity to define, assess and build the central skills they need to maintain productive relationships. You can present this lesson in a group setting, or students can do it independently. Each step includes a journal prompt, activity directions and process questions.



STEP 1: DEFINING RELATABILITY

Journal prompt Is it easier to get along or to fight with others?

Activity directions Students complete a chart (see illustration) to explore relationships observed through the media and through personal experiences.

Process questions Is it easier to work on getting along when you examine the potential negative effects of fighting? Can any positive effects come from not getting along?

STEP 2: ASSESSING RELATABILITY

Journal prompt How can you measure the quality of relationships?

Activity directions Students should complete the survey below. Students must provide a personal example for each survey question. Students should refer to the scale to learn their level of relatability.

ASSESSING RELATABILITY SURVEY

1. Do you initiate conversations with others (text, email, call)?
2. Do you respond when other people initiate conversations with you (text, email, call)?
3. Are you a member of a group or organization?
4. Do you cry or laugh at things (movies, books, songs, jokes)?
5. Do you apologize when needed?
6. Do you accept apologies?
7. Do you share secrets with others?
8. Do other people share secrets with you?
9. Do you seek advice or the opinions of others?
10. Do others come to you for advice or for your opinion?

Total # of YES answers _____

Total # of NO answers _____

SCALE

8-10 YES Answers You are very relatable person

5-7 YES Answers You are a social person

3-4 YES Answers You need a relatability mentor

0-2 YES Answers You are in need of a relatability makeover

Process questions What is your reaction to your score? Do you think the survey measures relatability accurately? Explain why or why not.

STEP 3: RESHAPING YOUR RELATABILITY

Journal prompt How can you improve your interactions with others?

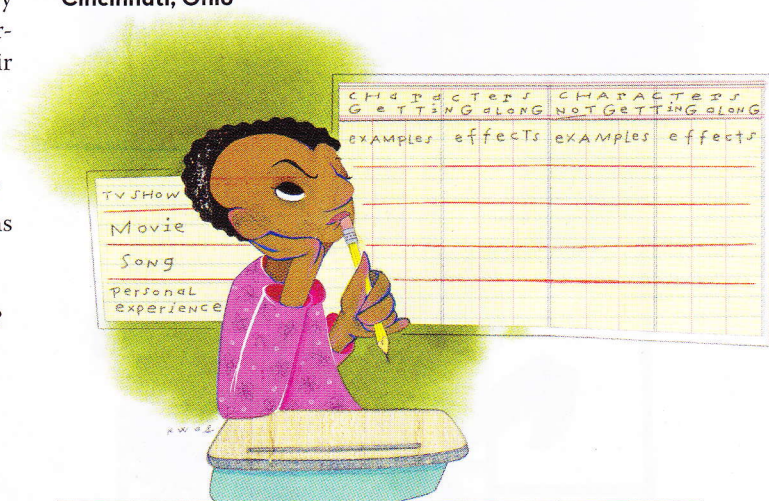
Activity directions Students should brainstorm a list of factors that they use to help build relationships in their lives. They should also make a list of factors that they feel are harmful to the development of relationships in their lives.

Process questions Review your list and explain what behavior/factor is hurting your interactions with others the most. Now that you are aware that this is hurting your relationships with others, what will you do with this information?

Jennifer Davis Bowman

DuBois Academy

Cincinnati, Ohio



FOR MORE GREAT lesson plans on helping middle-school students build better relationships, order *Making & Keeping Friends: Ready-To-Use Lessons, Stories, and Activities for Building Relationships*, by John Schmidt. ISBN 978-0-8762-8553-4. www.prenticehall.com



Flags for Peace

WHEN A WHITE SUPREMACIST GROUP CAME TO PROTEST THE growing migration of Somalis to Lewiston, Maine, nearly 5,000 local people came out to a counter-demonstration supporting the immigrant community. At a follow-up diversity celebration, I first worked with activist/artist Patricia Wheeler to create peace flags. We have since made them in schools and community centers.

Based on the Tibetan tradition of making prayer flags, a peace flag activity can help students make a personal connection to a seemingly abstract theme at the beginning of a lesson or as a culminating activity.

Invite students to bring their own photos of family, or images of community and nature. Using a simple transfer technique and their own words, students can create flags around a central theme that can be hung outside on a clothesline or along a hallway. Since the flags include personal images and words, they manifest individual concerns and wishes. Hung together on a clothesline, the flags have a collective impact.

THE PROCEDURE

Photocopy images and place them face down on tightly woven cloth such as silk or tea cloth.

Place a piece of cardboard beneath the cloth.

With a paintbrush, apply CitraSolv, a household cleaner available at natural food stores, to the back of the image.

Then, with the tip of a pen (it doesn't need ink), draw heavy lines across the back of the wetted image to transfer the ink from the photocopy onto the cloth.

Next, rub the back of the image with the back side of a spoon.

Lift the edge of the paper. The image should have transferred. If it didn't come all the way through, rub a bit more. If it didn't

transfer at all, try a different photocopier, as the inks vary. (Note: the ink in computer printers never works.)

Add words with stencils or by hand. Or you can reverse words on your computer and transfer them using the same process, again using a photocopy.

Transferred images can be painted with acrylic paint, and if desired, sewn onto a larger piece of cloth.

When we make art, we promote dialogue. The goal of the peace flag workshop is to give students with different perspectives and visions a constructive way to talk to one another. The discussions occur during the creation process and continue as the flags blow in the wind.

Carolyn Coe
Bucksport Adult and Community Education
Bucksport, Maine

 **THE PEACE FLAG PROJECT** provides the opportunity for people to create flags to express their deepest hopes and dreams. Learn more at www.thepeaceflagproject.org.

Write for Us

We welcome submissions of Activity Exchange items from classroom teachers. Submissions (up to 400 words) should include concise information on specific activities. A fee of \$400 is paid for each Activity Exchange item we publish. Longer lesson plans will be considered for publication on the web; payment for these ranges from \$200-\$500. Send submissions to: Teaching Tolerance, 400 Washington Ave., Montgomery, AL 36104. Allow 1-3 months for reply.

Is It Okay to Go Gray?

AMERICANS SPEND BILLIONS OF DOLLARS ANNUALLY IN AN effort to thwart the appearance of aging. Hair coloring and cosmetic surgery, once rare, are now commonplace. We have reached the point that our prejudice against aging distorts our reality, undermines our own humanity, and ignores the value of the contributions older people make to our society.

High school is not too early to ask that essential question: *Is it okay to go gray?*

During class time, ask students working individually to write down some comments describing people who are old. What are some characteristics your students associate with elderly people?

Next, use class time for students to read a selection on aging, such as “Mattie’s Poem” (from www.seniornetwork.co.uk/poetry). Ask students if there was anything surprising in the poem. Did anything catch their interest? Have students explain its main message.

Based on classroom discussions, ask students, in small groups, to do the following:

- Find articles, literature, movies/shows, advertisements, songs or other examples of how elders are portrayed and perceived.
- Explore their own experiences and conceptions on the aging process through art.
- Meet and engage with a variety of elders associated with their local Area Agency on Aging (Listings available through www.AoA.gov, www.nasua.org or www.n4a.org).
- Reflect on their findings and experiences, especially how they reconsider aging.

Students should accompany their work with a brief written caption/statement about what they’ve learned and how it connects to “Mattie’s Poem.”

Prior to this lesson, contact your local Area Agency on Aging (or your county office of aging, local senior adult activity center, Meals on Wheels organization or nursing

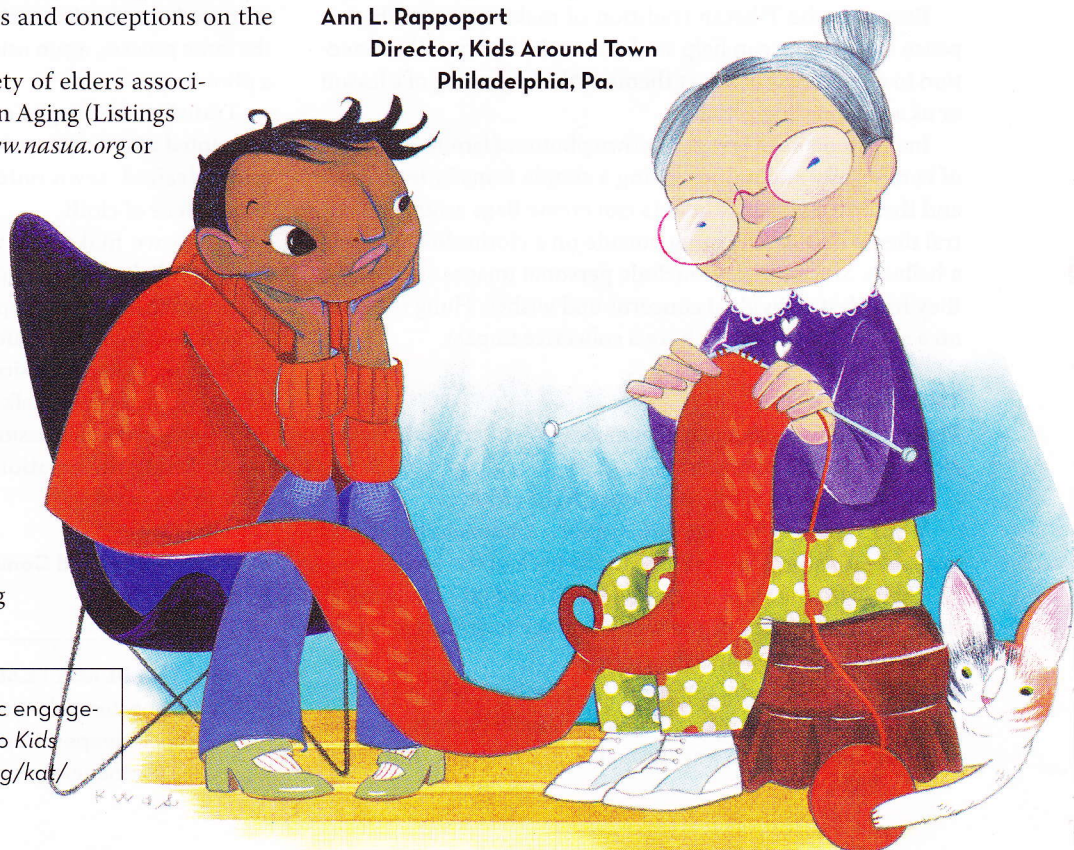
homes). Invite the director of the agency to come speak with your class. If time permits, ask about bringing the class to the agency to view operations and to meet the community members who participate. An alternative would be to ask a gerontologist (perhaps through the public relations office of a regional teaching hospital) to speak with the class. Prepare the class for a visit from the director of the senior center or Area Agency on Aging. Read their website, and study why these organizations were created, what mission they serve and how they’re funded. Get your students to generate questions to ask when they interview the speaker after his/her presentation.

If your schedule permits, you can develop a service-learning project addressing a problem they discover during the conversation with the agency director. This might involve:

- Socializing on a weekly basis with seniors.
- Establishing pen pal relationships to strengthen students’ awareness of older people as individuals rather than stereotypes.
- Getting seniors and students to work together on a mutually identified public improvement.

Ann L. Rappoport
 Director, Kids Around Town
 Philadelphia, Pa.

GRADES
 9-12



✳ TO LEARN MORE about civic engagement with your students, go to Kids Around Town at www.palwv.org/kat/



GRADES
6-12

Maintaining Our Brand

PERSONAL LOYALTY IN 21ST CENTURY AMERICA IS A STRANGE phenomenon. People often don't know their own neighbors — yet corporations can create “communities” around beloved brands such as Harley-Davidson or Apple.

This five-step lesson allows students to learn about advertising and find common ground with their peers by coming together to create a “brand” for themselves.

Step 1 The teacher assigns students to groups of four or five, preferably with peers they do not know well.

Step 2 The teacher distributes a questionnaire (see box) to each group. Group members take turns answering each question. The questions are sequenced from superficial to deep: once students are comfortable revealing more superficial things about themselves, they will warm up to the more difficult questions.

Step 3 After the students have answered the questions, ask the class if anyone learned something new about someone they did not know before this exercise. Next, ask if students learned of any similarities between themselves and others in their group.

Step 4 Speak to the students about how businesses and organizations create group identity through brand identities and slogans. Have students brainstorm popular examples of brand identities they know. Then each group should brainstorm, discuss and finally vote on a group name, logo, and slogan they'd

like to go by in the classroom. Their brand should be based on something that all group members have in common.

Step 5 All group members create a small decorative sign to hang above their group. If you want a sturdy, uniform and cheap medium for making signs, use manila folders, cut along the fold.

Examples *The Helping Hands:* “We love to help you and it shows!” Students in this group found out they'd all like to someday become either teachers, firefighters, nurses, or police officers — all helping professions.

The Royal Flush: “The best of the best!” Students in this group found out they all enjoyed playing card games while camping.

Melissa Magliola
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Sample Questionnaire

1. When is your birthday?
2. What do you like to do for fun after school?
3. What is your favorite subject?
4. What is your least favorite subject?
5. If you could go anywhere in the world, where would you go and why?
6. If you could have lunch with anyone living or dead, who would it be and why?
7. What do you want to be when you grow up?
8. If you could have three wishes and none could be for money or more wishes, what would they be and why?
9. What is one characteristic that you like best about yourself (cannot be physical).
10. What is one aspect of your personality you most would like to change?
11. What is one of your dreams?
12. What is one of your fears?

 **TEACH CRITICAL MEDIA** literacy to your students with *Reading the Media in High School* (\$23.95), by Renee Hobbs, who is one of the founders of the media literacy field. ISBN 0-8077-4738-6. www.tcpress.com