

Children and War Children and Peace

Teacher's Resource Guide

We are all familiar with the story of Jesus blessing a group of children after the disciples had asked their parents to send them home. In much the same way as the disciples disregarded children, modern society often pushes children aside. As a result, children are often invisible victims of war. War disrupts every aspect of their lives. Children living in war zones have few opportunities and their lives are endangered by violence. They may become orphaned. Schools and health centres often close and food becomes scarce. In some cases, children become soldiers, slaves or concubines to soldiers.

In the above story, Jesus demonstrates a different way of relating to children. Jesus welcomed the children and blessed them. And today, after a long period of neglect, society is starting to recognize the unique needs of children living in war-zones. International conferences are bringing the issue to the public's mind and humanitarian organizations are implementing programming to assist these children.

Learning about war and how it affects other children is of great value to Sunday school students. This subject allows them to develop greater understanding of Jesus' call to be peacemakers. It gives them a broader understanding of the lives of children around the world. Finally, it helps them empathize with children in their own communities who have experienced war.

This curriculum will inform children about some of the issues facing children in war zones and empower children to work for peace in their own lives. Each lesson builds on a biblical passage, using it



Iraqi Child's Art

to encourage thinking about and understanding of issues affecting war-affected children. It has six thematic lessons. The first five broaden children's knowledge of war-related issues: **Loving Our Enemies, Refugees, Military Spending, Child Soldiers and Sanctions**. The final lesson, **Building Peace**, describes how children work for peace and encourages Sunday School students to create peace in their own lives.

Each of the themes has one to three photocopyable handouts. The teacher's guide provides more information about each topic and suggests further activities and discussion points which will enrich students' understanding of the topics. Each theme can be taught independently or the kit can be taught as a series.

It is significant to note that what is tolerable in our homes, communities and churches corresponds to what is tolerated internationally. This kit has children draw from their personal realities. This

accentuates the fact that in order to address issues of children and war we must address issues of violence in our own culture such as violent video games and gangs.

Please note that some of the themes contain sensitive subject matter. Some children may be upset by talk of war and death. Thus the topics need to be approached with seriousness and sensitivity.

Many of the sections to follow have discussion questions. You may want to write the children's answers on flipchart paper so they can later recall the discussion.





This guide provides several aides for planning your lessons. Each segment of a lesson fits into one of four categories and is marked with one of the graphics shown in the legend. Each segment is followed by an estimated time. On the sidebars of each lesson, you will find the bible verse for the lesson, the recommended ages and a list of materials which will be needed.

The final page provides additional activities which can be used throughout the curriculum.

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Legend

	Bible Reading & Discussion Questions
	Further Discussion Guideline & Questions
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THEME 1 - LOVING OUR ENEMIES

Jesus' purpose was to teach God's children a new way – the way of love. In the following lessons, you will be introducing topics related to war and violence. In contrast, the way of Jesus is the way of peace and love. The parable of the Good Samaritan is an excellent example of his message to love our neighbours, including our enemies. A simple act of kindness has the power to transform people's hearts.

Prior to the story described in Luke 9:51-56, Jesus had wanted to visit a Samaritan village. As Jews and Samaritans were enemies, Jesus was not allowed to enter the village. After this experience, Jesus told a story about a Samaritan helping a Jew, an enemy helping an enemy. It is a story that shows kindness between hostile peoples – moving them away from the habit of judging one another and thus perpetuating the friction between them. Instead, Jesus' story creates a sense of curiosity between the two groups, causing each to wonder if the other is perhaps not as hostile as had been believed.



Read Luke 9: 51-56, 10: 25-37

Begin the lesson by reading aloud Luke 9: 51-56 (the context) and Luke 10:25-37 (The Good Samaritan). After the story, ask the children to reflect on the story. Guide them by asking the following questions.

- How many people passed the injured man before the Samaritan came?
- Why would a person stop to help another person? Why wouldn't someone stop?
- What do you think the injured man was thinking when a Samaritan (his enemy) offered to help him?
- Do you have any enemies?
- What messages do movies, television or video games send about enemies?
- How do people treat their enemies on tv or in video games?
- How does this make you

feel?

- How do you think this makes the other person feel?
(Time - 30 min.)



Further discussion

Have the children think of a time when someone complimented them or did something to help them. Then ask them to think about a time when they helped someone. Ask them to think about how helping others and being helped by others makes them feel. Invite them to compare the feelings and actions of reacting against enemies to acting with kindness. Finally, have the children consider ways in which they can increase their own acts of kindness, and possibly extend an act of kindness to someone they do not like.

This discussion can be turned into a game. After a few minutes of discussion, assign one side of the room as the "kindness" side, and the other, the "unkindness" side. Call out various activities such as, "helping with the dishes," or "pushing your brother." The children should decide what kind of action it is and then run to that side of the room. After a few moments, students can take turns being the caller.

(Time - 15 min.)



Handout #1 - The Good Samaritan

This handout provides children with the opportunity to re-tell the good Samaritan story in their own words.

Before distributing the handout re-read the story of the Good Samaritan. Have the children think about different people involved in the story (Samaritan, Inn keeper, Levite and Priest who walked past). Invite them to create characters such as a doctor, other travellers on the road, guests of the inn or a resident of the town. When

students have chosen their characters, ask them to think about the story from that person's point of view. Have the children divide into pairs and share their character accounts with each other or have one student interview the other's character for a newspaper or newscast.

(Time - 15 min.)



Extra Activities

Modern Good Samaritan

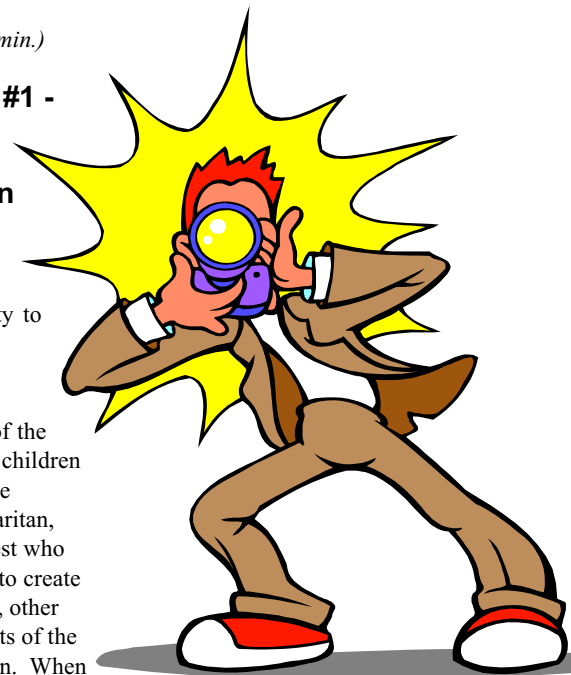
Have the children rewrite the story of the Good Samaritan for present times.

(Time - 10 min.)

Kindness Jar

Work with the children to brainstorm a list of acts of kindness. These may include: sweeping the sidewalk, holding the door open for someone, clearing the table after dinner, etc. Keep track of all the possibilities. Write them on slips of paper. Put the slips of paper into a jar. Each week pull out one act of kindness that students could do during the week.

(Time - 10 min.)



THEME 2 - REFUGEES: UPROOTED CHILDREN

The Bible contains several stories of people fleeing their homes. Perhaps the best-known is that of the Israelites wandering through the desert for forty years. We are also familiar with Mary, Joseph and baby Jesus fleeing Israel to escape King Herod's killing of infant boys.

There are millions of refugees and displaced persons in the world today. The vast majority of these people are displaced in their own countries or neighbouring countries. When people leave their homes behind they also leave their livelihoods, their possessions and their communities. Life in refugee camps is difficult. People lack access to education and adequate health care and nutrition. People suffer from boredom, frustration and resentment. The camps are crowded and disease travels quickly. Children are especially vulnerable.



Read Matthew 2:13-16

After the reading ask the children to reflect on the story. Why did Mary and Joseph flee to Egypt? How do you think they felt? Provide a map for the children to find Bethlehem and Egypt and trace a route that Mary, Joseph and Jesus may have taken. (Time 10 min.)



Further Discussion

Many children are separated from their parents in the confusion of escaping their homes. Ask the children to tell stories of when they were lost or separated from their parents/guardians in a store or mall. What were the thoughts/feelings they were experiencing at this time? What did they do? How did it feel to be reunited? UNICEF and the Red Cross both provide services where children's photos are displayed in a central location for parents to try to find their children. These programs have helped reunite

many separated refugee families. (Time - 10 min.)



Handout #1 - Jesus was a refugee

This handout tells the story of Jesus' family's escape to Egypt. It also provides information and statistics on refugees. An illustration of Jesus and his family is included and can be coloured by younger children.

Before distributing the handouts, ask the children the following questions.

- What is a refugee? *A refugee is a person who has fled his or her home. Reasons for becoming a refugee include war, political persecution, famine and natural disaster.*

- How is a refugee different from an immigrant? *An immigrant leaves home in search of a better life, but does so by choice.*

- How many refugees are in the world today? *The United Nations High Commissioner for Refugees (UNHCR) puts the number at over 22 million.*

- What do refugees want? *Most refugees want to return home.*

Distribute the handouts and read them with the children. Discuss with children how Jesus would have felt growing up in an unfamiliar place. Ask if the idea of Jesus being a refugee fits with their ideas about Jesus and about refugees. (Time 12 min.)



Handout #2 - What would you take?

This handout asks students to imagine what it would be like to be a refugee. It serves to create empathy for refugees. A suitcase is provided for drawing or writing what they would take with them, a footprint for what they would leave behind. These pictures can be cut out and put on the wall around the room. After considering those things in their lives which they would not want to leave

behind, ask the children to reflect on what they are thankful for in their lives. Close the activity with a prayer of thanks (you should lead the prayer). Give each child a chance to thank God for something. (Time - 10 min.)



Handout #3 - Refugee Word Search

The refugee word search familiarizes children with some of the places that refugees have come from. As political conflicts are always starting and ending, children should be aware that this is not a definitive list. This kit includes a large map of the world's conflicts. After doing the word search, have each student place a small sticker on a place from which there are or have been refugees. Ask them to identify the continent the sticker is going onto. (Time 15 min.)



Extra Activities

Assisting Refugees

The Sunday School offering over a given period of time could go to an organization that works with refugees, such as Mennonite Central Committee (MCC) or the Red Cross. MCC also assembles refugee kits that are sent to refugees around the world. A list of the needed items is available from MCC (in Canada phone 204-261-6381 or 1-888-622-6337). Over several weeks, children could bring in various items to complete one or more refugee kits.

Meeting Refugees

Have someone who has come to Canada as a refugee speak to the class. Perhaps your church has sponsored a refugee family to come to your city. The International Centre is a good resource in Winnipeg for learning about the international community. Be sure that the speaker's English skills are quite good, or the children may become frustrated.

Scripture Reading:
Matthew 2: 13 - 16

Recommended Ages:
Grades 4 - 8

Materials Needed:
writing materials, crayons for colouring, scissors, tape, Armed Conflict map, small stickers

THEME 3 - MILITARY SPENDING

World military spending reached its height during the Cold War. At that time, it reached one trillion dollars. Since the Cold War world-wide military spending has decreased to 780 billion. This figure, however, is still very high and there has been growing commitment to military spending in the United States and other countries in the past few years despite the decrease in war.

Scripture Reading:
Micah 4:3

Recommended Ages:
Grades 6-9

Materials Needed:
writing materials, crayons or coloured pencils, dried beans or other markers – enough for each child to have twenty, candies or other markers for alternative budget



Read Micah 4:3

Explain to the students that while Canada is not at war, Canada has an active war industry and economy. Canada spends 7% of its budget on the military. Canada also has industries that create military equipment. Most of this is sold to other countries for use there.

Some countries spend much more of their money on the military than Canada does. It is important to note that the total amount of money a country has is limited. When large sums of money are spent on military, other government spending—such as healthcare, education, roads, parks, etc—is reduced.

Ask the children to consider this information in light of the verse from Micah. Ask the students to determine from the verse whether God wants people to be at peace or war. How does military spending contradict God's wish for us to be at peace?

In the writings of the prophets, and in Jesus' life, we see that God wishes all people in society to be cared for, especially the poor and vulnerable people. Consider with the students how military spending violates God's will by taking money from basic needs and from helping the most vulnerable.



Handout #1 - The Peace Factory

Read the verse from Micah together. Have the students imagine that they have purchased a weapons factory. They

want to use the factory to create tools for peace. To help visualize the transformation write children's ideas on a board. Begin with the question, "What are weapons of violence?" Encourage students to broaden their definitions of violence by considering things like words or actions as weapons of violence. Students might also include concepts such as racism or poverty. Once the children have considered violence, ask them, "What are tools for peace?" Again encourage broad thinking. Have the students fill out their work sheet.

(Time - 15 min.)



Handout #2 - Resources and Arms Simulation

This exercise helps students understand that money spent on arms is taken away from other programs because resources are limited.

Materials: 20 beans or other markers per student, 1 activity sheet per student.

Activity: Divide the class into pairs. Give each student 20 beans.

- Ask students to sit so they cannot see their partners' beans.
- At the beginning of the game, students put all twenty of their beans in their resource pile.
- The purpose of the game is to end up with a large resource pile. Throughout the game students can build up arms by taking beans from the resource pile. A player gains resources by attacking or moving beans from arms to resources.
- A player wins if she or he has fifteen or more resource beans at the end of the game. Arms beans will not count as points.
- Tell the class they will play three games of eight moves each.
 - During each move, children may choose to (a) shift one bean from resources to arms; (b) shift one bean from arms to resources; (c) leave things as they are.
 - Announce each move. Once the pairs have completed four moves, ask, players to raise their hands if they want to attack. Players can only attack if they have

four or more beans in their arms piles.

- A *decisive battle* occurs when players have at least four more arms beans than their partners. The 'losers' must give six beans from their resource piles to their partners.

- An *indecisive battle* occurs when the players' arms beans are within three beans. No one "wins" and resources are unchanged.

- **After any attack, all arms beans are removed from play.**

- At the end of eight moves have the students restore their original twenty resource beans and play again.

- At the end of the third game ask the students to count their resource beans and discuss the game.

If there is time, play a fourth game allowing students to see each others piles and negotiate with each other, agreeing how many arms each will have or mutually reducing arms.

(Time - 20 min.)



Extra Activity

Create an Alternative Budget

Use a pie chart drawn on the board or markers such as candies or chocolate kisses to represent the amount of money that a country has to spend. Use a workable number depending on the math ability of the class and incorporate percentages if the class is studying percentages in school. E.g. If a country has one million dollars and spends 500 000 dollars on military, what is left for education, health care, nutrition, roads, government, etc? (Canada spends about 7% of its budget, 10 billion dollars, on military. The US spends about half of its annual budget on the military). Lead a discussion about what our society would look like if God's will was done on earth. How would governments spend their money? Have the students use chocolates or candies, or a pen and paper to design an alternative budget that reflects God's will.

(Time - 15 min.)

THEME 4 - CHILD SOLDIERS

Jesus taught the importance of caring for children and giving them love and attention. In Matthew 19:13-15 he blesses a group of children after his disciples have asked them to leave.

Children are often recruited as soldiers in our present world. There are many reasons for the increase of child soldiers, the foremost being the proliferation of small, light-weight weapons which are easy to use. These weapons, such as the AK47 rifle, are cheap and readily available. Another reason children are often preferred as soldiers is that they have less fear in battle and readily follow orders. The nature of war today also contributes to the increase. The vast majority of wars are fought within a country. In these cases, rebel groups and armies often break rules of conduct which are more respected in international conflict.

There are long-term consequences to using child soldiers. Evidence from many places suggests that military involvement of large numbers of children over several generations contributes to continuing conflict. War becomes a way of life.



Ask the children to reflect on the reading. The following questions may be useful for discussion.

- Why were parents bringing their children to see Jesus?
- Who wanted to send the children home?
- Is Jesus' message meant only for one particular group of people, such as adults?

(Time - 10 min..)



Further Discussion

Like the children in the bible story, child soldiers are often unwelcome in their own communities. As soldiers they may



photo by UNICEF

have committed crimes. Even though they are usually forced to be soldiers, people are often afraid of them.

- How would the bible story be different if it were child soldiers coming to see Jesus?
- How do you imagine the crowd would react when the child soldiers came to see Jesus?
- Would they be fearful? Welcoming?
- Why might the crowd want to send them away?
- What do you think is a good response to child soldiers?
- How can we, living in North America, help them?
- Is there a difference between the needs of a child soldier and a child who has recently stopped being a soldier?

(Time - 15 min.)



Handout #1 - Praying for Child Soldiers

This handout helps children to see the incongruities of childhood and being a soldier. It has them think about both childhood and soldiers and then combine these thoughts into a prayer for child soldiers. End the lesson by finding volunteers to read their prayers aloud.

(Time - 15 min.)



Handout #2 - Child Soldiers Maze

This handout illustrates the perils facing child soldiers by means of a maze. At the end of the maze are pictures to represent what a child soldier or former child soldier needs. Discuss these things and ask the children to consider what else child soldiers need.

(Time - 10 min.)



Extra Activity

Stop the Use of Child Soldiers

There is a great deal of work being done internationally to stop the use of child soldiers. The Convention on the Rights of The Child has an Optional Protocol which makes it illegal for signatories to recruit soldiers under the age of 18.

Sunday school students can help by writing a letter to a current violator of the treaty or to governments that have not yet signed the Optional Protocol. For information about current letter-writing needs, visit the website of the Coalition to Stop the Use of Child Soldiers:

www.child-soldiers.org

Scripture Reading:
Matthew 19: 13 - 15

Recommended Ages:
Grades 4 - 8

Materials Needed: writing materials, crayons or coloured pencils, paper for writing letters

THEME 5 - SANCTIONS

Sanctions are being used more and more regularly as a means of forcing nations to comply with international standards. The pros and cons of sanctions use is a complicated issue. This lesson attempts to give children an understanding of the effects sanctions have on other children.

Sanctions are most effective when they are specific, such as eliminating military imports or placing travel and diplomatic restrictions on a leader of a country. Another key to their effectiveness is the support of the nation's people, as was the case in South Africa.

Unfortunately sanctions are a blunt weapon. Broad-based economic sanctions hurt the most vulnerable people in society. Food and medicine can become scarce and expensive. Organizations such as UNICEF report that when sanctions are placed on a nation, child malnutrition rates rise and children are often forced, because of economic hardship, to discontinue their studies and work for their families.

The situation in Iraq is the worst contemporary example of the ill effects of sanctions. The economy of the entire nation has been destroyed and an estimated 250 children die every day as a result of the lack of medicine, clean drinking water and inadequate nutrition.

Sanctions are being continued despite the fact that Iraq has withdrawn from Kuwait (the original stipulation of the sanctions) and its nuclear weapons program has been dismantled. Former arms inspector Scott Ritter states that the biological and chemical weapons program has also been destroyed to the extent that Iraq could not now launch an attack. Despite these facts, Iraq remains under sanctions. While the government of Iraq has a record of human rights violations and improper conduct, the sanctions are not shaking that government's hold on power and are, instead, solidifying it, as the people of Iraq blame the United States for their suffering. There is a vast amount of information about sanctions against Iraq on the Internet, such as Voices In the Wilderness' site, www.nonviolence.org/~vitw.

Scripture Reading:
Matthew 25: 42 - 46

Recommended Ages:
Grades 4 - 8

Materials Needed:
writing materials



Read Matthew 25: 42-46

Ask children if they are familiar with this passage. What is Jesus asking of us in this passage?

(Time - 5 min.)



Handout # 1 - Matthew 25 re-written for Iraqi children

Begin by explaining the concept of sanctions. Tell the children that Iraq has been under sanctions for 11 years. The sanctions imposed on Iraq have affected the lives of children and people of all ages drastically. Have each student read aloud a section from the handout. Then have the children discuss how their lives are different from those of children in Iraq. How would Jesus respond to the suffering of the Iraqi children? Jesus said that when we help those who are suffering, we help him. How is seeing Jesus in the children of Iraq different from the way the media teaches us to see Iraqi people?

(Time - 10 min.)



Handout # 2 - Sanctions Crossword

Under UN sanctions, many everyday items are not allowed to enter Iraq. All the answers to clues in this puzzle are items which are not allowed into Iraq because they may have a "dual military use." While this may be technically true (e.g. pencil lead may be broken down for its chemical components), most of these items are also necessities. Discuss the difference between needs and wants with the children. Which of the items in the crossword are needs which are wants? Have them imagine what life would be like without these items.

(Time - 15 min.)

ANSWER KEY

Across:

1. Musical Instruments,
8. Bus,
9. Carpets,
10. Easel,
12. Telephone,
14. Truck,
15. Ambulance,
18. Paper,
20. Stapler,
22. Toys,
24. Wallpaper,
25. Rubber,
27. Dishwashers,

Down:

2. Sunhat,
3. Calculators,
4. Notebook,
5. Tissuepaper,
6. Magnet,
7. Table,
11. Shoes,
13. Soap,
16. Batteries,
17. Axes,
19. Plywood,
21. Amps,
23. Dryer,
26. Bike.



Extra Activity

Declare a Have-Not Class.

For the class period (or a portion of the class) run the classroom with less materials (as if the class is under sanctions and these items are unavailable). Try having three children per pencil or drawing utensil, no chalk for the chalkboard, and sharing papers and books.

At the end of class talk about life under sanctions and what was it like to have less or to go without something. Discuss the fact that sanctions try to change political leaders but are hardest for the most vulnerable people (the poor, the elderly, children), the very people Jesus wants us to love and protect.

THEME 6 - BEING PEACEMAKERS

Many of us are familiar with the Beatitude, "Blessed are the peacemakers, for they will be called children of God" (Matthew 5:9). Children are active peacemakers. Perhaps this is what Jesus was alluding to when he said that to enter the kingdom of God, we must be like a child. Children must be involved in peacemaking today in order to learn how to be peace-creating leaders of the future.

In many conflicts children work for peace in various ways. They attend rallies, set up conflict resolution programs, write letters and participate in peace programs set up by aid organizations.

A children's peace group in Colombia, *Children's Movement for Peace*, was nominated twice for the Nobel Peace Prize. It is important for Canadian children to know how children are working for peace and to believe that they too can contribute to building a peaceful world.



Read Matthew 5: 1 - 11

Discuss with students what it would mean to be all the things Jesus described, especially, being a peacemaker. Read them the following story of the Colombian children's peace movement.

"Colombia is a nation in South America which has experienced civil war for the past 40 years. People are continually pushed from their homes by fear, threats and abuse. According to World Vision, 'about 20 children each hour are forced away from their homes and neighbours.' Many of the children of Colombia have seen family members murdered, and find themselves existing in dangerous slums of larger urban centres. Some Colombian children have become child soldiers. There are some child soldiers as young as nine years old.

"The *Children's Movement for Peace* started in 1996. The movement defines peace through actions of love, acceptance, forgiveness and community work. Believing that peace begins at home and in the community, Colombian peacemakers

volunteer for conflict-resolution programs to teach non-violent problem solving; help organize peace rallies; speak to legislators in the Colombian government; work with kids in sports and other recreation programs; and try to set a peace-filled example 24 hours a day seven days a week.

"Peace movement participants are determined to change the cycle of violence. They are working to establish peace-filled foundations of a Colombian society battling the memories and scars of the nearly 40 years of civil war.

"October 1996 was an exciting month for children and youth in Colombia. In fact more than 27 million children and youth voted in their own children and youth referendum for the Children's Mandate for Peace and Rights. Nobody expected so many people to come to vote. There were not enough voting ballots and some had to vote on scraps of paper napkins. Peace was the winner! The children elected to end the over 40 years of civil war in Colombia and to have peace!

"Many Colombian children and youth are working for peace in their communities and are determined to see peace become a reality for their country."

(Time - 10 min.)



Further Discussion

Discuss with the students how the children of Colombia are following Jesus' call to be peacemakers. Refer to the end of the Bible passage and ask them if they think it is easy to be a peacemaker? What are the rewards which come to peacemakers despite the difficulties?

(Time - 5 min.)



Handout #1 - Using My Body to Work for Peace

Students can continue exploring peacemaking by imagining how their different body parts can become tools of God's peace. To

have the students make mobiles, you will need light cardboard, glue, scissors, pens or markers, a hole punch, and string or heavy thread.

Have the students glue the various body parts to light cardboard and cut them out. The "Blessed are the children" verse should be cut out and glued to the back of the peace dove. On the back of each piece the students should write how they can use that body part to work for peace. Some examples follow, but encourage students to use their own ideas.

(Examples: hands can be used for helping others, for giving hugs, for shaking hands after a fight, or for praying for peace. Eyes can be used to see injustice, to see both sides of an argument, or to see the beauty of God's creation.)

Once students have written their ideas on the body parts, have them glue and cut out the strips of cardboard at the side of the page, cutting a little slit in the middle of each. Use a hole punch to make holes and hang one body part on each end of cardboard. The dove should be hung in the centre with the last two pieces strung below it. The mobiles can be hung by threading string around the cross section.¹

(Time - 20 min.)



Handout #2 - Praying for Peace

Praying for peace is an important and powerful way of working for peace. The prayer of St Francis of Assisi asks God's help in becoming a servant of God and a peacemaker. Other peace prayers are those which ask God to help people at war find ways to make peace, or which ask help for people suffering from violence.

Read the prayer of St Francis with the students. Students may need you to explain that an instrument of peace is like a tool. Ask them how they can become God's tools to work for peace. Then ask students to create their own prayer for peace or to create a vision for peace which they would pray for. Then complete the worksheet.

(Time - 8 min.)

**Scripture
Reading:
Matthew 5: 9**

**Recommended
Ages:
Grades 4 - 8**

**Materials
Needed: writing
materials,
crayons or
coloured
pencils, scissors,
light cardboard,
glue sticks,
string**



EXTRA ACTIVITIES

War and Peace Scrapbook

This is a good project for those in-between times, when children who are finished an activity are waiting for others to finish or when a lesson ended before your time is up. It is best to begin the scrapbook together as a class.

Purchase a large scrapbook. Have the children look through current magazines for pictures of war and conflict. Also look for pictures of peace and community. Cut out the pictures. Paste all pictures of war, collage-style on one side of the page. On the facing page, paste all

pictures of peace. Continue this activity until the scrapbook is full.

Peace Poster

Create posters on a theme of peace and ask if they can be displayed somewhere in the church.

Peace stickers

Using blank labels, have children design stamps or stickers that reflect a theme of peace. These can later be affixed to envelopes or other things.

Peace Mural

Have children design a peace mural. They can create it using pieces of newsprint or flip chart

paper taped together. Find a place in the church to display it.

Peace Songs

Learn peace songs and have the class present them as part of the church service. The songs could also be sung as "peace-carols" on Remembrance Day or at the town hall or local government offices.

Children & War Game

Included in this kit is a board game designed to reinforce the lessons of the kit and build children's understanding of life in a war-zone. It can be played any time -- even if children have not studied the topics yet.

FURTHER RESOURCES:

Books

Ward, Elaine M. All About Teaching Peace. Brea: Educational Ministries, Inc, 1989. (*This is available in Winnipeg at the Conference of Mennonites in Canada Resource Centre, 600 Shaftesbury Blvd. 1-800-665-1954*)

Garay, Louis. The Long Road. Toronto: Tundra Books, 1997.

Deitz, Shea. The Whispering Cloth. Honesdale: Boyd Mills Press, 1995.

Videos

One Million Postcards (12 minutes). *This is also available at the Conference of Mennonites in Canada Resource Centre.*

The United Church of Canada's Audio Visual Education Library(AVEL) (in Manitoba call 204-233-8911), has the Uprooted Peoples Mission Study Series, containing several videos for children. Three suggested videos are as follows:

Make a Little Difference. For ages 9 and older. (13 minutes)

So They Tell Me. (6 minutes)

They are Refugees. (10 minutes)

Internet Resources

The Project Peacemakers website provides further information about all these topics. It provides links to many related websites. Further activities for children around the thematic lessons can be found in the elementary school "Children and War - Children and Peace" kit. www.escape.ca/~projectp

Endnote (Activity on pg 7)

'This activity is inspired by the Soup Mobile in World Peas and Other Ways to Make a Difference. Toronto: United Church Publishing House, 1999.

This kit was produced by **Project Peacemakers**. It was written by Robin Neustaeter and Jennifer Wushke. It was edited by Jennifer Wushke, Megan McKenzie, Joyce Allen, Rose Ferries and Carl Ridd.

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Project Peacemakers, an affiliate of Project Ploughshares, is a body of people who are working for peace from a faith perspective. We believe that peace is more than the absence of war. A peaceful society is one which is just and where all people

are free to strive for wholeness. We try to create a peaceful society by motivating and educating ourselves and our community.

We believe in a world that can love, learn and liberate. Our faith calls us to action for peace, against violence, against greed (especially in its globalized corporate form). We are in solidarity with all who share this vision.

Presently we have about 140 members. Membership includes a subscription to *Peace Projections* and input to the organization's programs and activities.

Annual rates are as follows:

\$20 - **Individual**

\$30 - **Family**

\$25 - **Institutional**

\$8 - **Low income**

Support for our office, events, staff, and other projects comes largely from individual donations.

Tax receipts are available for all donations of \$10 or more. Make cheques payable to *Project Peacemakers, an affiliate of Project Ploughshares*.

The work of peacemaking is important and exciting. Please join us in this endeavour. Invite your friends as well.