

# PEACE

## BUILDING PEACE



### GOALS

1. To overcome emphasis on self while concentrating on all people of God's earth
2. To inspire constructive action for peace
3. To become acquainted with heroes and heroines who have worked for world peace
4. To learn that God created all people and loves them enough to have sent his only son whose words and examples guide us

### POSSIBLE CLASS OUTLINE

- I. Introductory Scripture
  - a. Activity 1 - Think and Know
  - b. Activity 2 - Japanese Haiku
- II. Lesson (Bible study)
  - a. Use questions for discussion to discover what Jesus taught about Christian peacemakers
  - b. Activity 3 - Peace Mobiles
  - c. Activity 4 - Peace and Law
- III. Closing
  - a. Activity 5 - "Let There Be Peace on Earth"
  - b. Activity 6 - What Can I Do for Peace?
  - c. Activity 7 - Journal
  - d. Extended activity 8 - A Letter to Myself

### SCRIPTURE

#### *Matthew 5:1-12*

*<sup>1</sup>Seeing the crowds, he went up on the mountain, and when he sat down his disciples came to him. <sup>2</sup>And he opened his mouth and taught them, saying; <sup>3</sup>Blessed are the poor in spirit, for theirs is the kingdom of heaven. <sup>4</sup>Blessed are those who mourn, for they shall be comforted. <sup>5</sup>Blessed are the meek, for they shall inherit the earth. <sup>6</sup>Blessed are those who hunger and thirst for righteousness, for they shall be satisfied. <sup>7</sup>Blessed are the merciful, for they shall obtain mercy. <sup>8</sup>Blessed are the pure in heart for they shall see God. <sup>9</sup>Blessed are the peacemakers, for they shall be called sons of God. <sup>10</sup>Blessed are those who are persecuted for righteous righteousness' sake, for theirs is the kingdom of heaven. <sup>11</sup>Blessed are you when men revile you and persecute you and utter all kinds of evil against you falsely on my account. <sup>12</sup>Rejoice and be glad, for your reward is great in heaven, for so men persecuted the prophets who were before you.*

*Additional scripture - Isaiah 11:6-9, Acts 10:34-35*

## PREPARATION

### Vocabulary

**Treaty** - agreement between nations  
**Kingdom** - region or place of spiritual rule  
**Alternatives** - allowing choice  
**Conflict** - clash of interest or opinion  
**Fittest** - one most able to survive  
**Ineffective** - not getting wanted results  
**Consensus** - agreement instead of voting

## MATERIALS

### Activity 1 - Think and Know

Make copies of Think and Know  
Pencils

### Activity 2 - Japanese Haiku

Pencils  
Paper

### Activity 3 - Peace Mobiles

12"x18" white construction paper		
stiff paper for pattern	pencils	
hole punchers	scissors	fishing line
1 18" stick	1 9" stick	

### Activity 4 - Peace and Law

Copies of third verse of theme song "Peace and Law"

### Activity 5 - Let There Be Peace on Earth

Copies of song "Let There Be Peace on Earth"

### Activity 6 - What Can I Do for Peace?

Pencils	paper	Check list "What I can do for peace?"
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### Activity 7 - Journal

Notebook for each student

### Activity 8 - A letter to myself

Paper	envelope for each student
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## RESOURCES

Pictures by Quaker artists:

"The Peaceable Kingdom," Elias Hicks

"William Penn and the Indian Treaty," Father of American Art - Benjamin West

Multi-Media Kit - Friendship Frontiers

"Peace Child" (musical play and ten lessons) - Peace Child Foundation

### Bibliography

Let's Cry Peace, Wilmington Press

Faith and Practice, NCYM, 2004

Faith into Action, NCYM, 1985

An Approach to Peace Education: kit#6, UNICEF

George Fox's Attitude Toward War, James T. Canby

Children's Songs for a Friendly Planet, Evelyn Weiss, Educators for Social Responsibility Metropolitan Area, 1986.

### Children's Books

Ain't Gonna Study War No More, Milton Melton, 1974

Where the Sidewalk Ends, Shelia Silverstein, Harper and Row

Secrets from Field and Forest. John C. Ross, Tyndale, 1927

The War Party, William O. Steele, 1978

My Shalom, My Peace, Jacob Zim, 1976

Warton and Morton, Russell E. Erikson, Lathrop, Lee and Shepard, 1976

Drought on Ziax II, John Morressy, Walker.

Chief Joseph's Own Story as Told by Chief Joseph in 1879, Council of Indian Education, 1972

Chief Joseph, Leader of Destiny, Kate Jassem, Troll Associates, 1979, 48pp

## LESSON

### BIBLE STUDY

In Matthew 5, we have the beatitudes from the Sermon on the Mount. There Christ tells what people should do to be truly happy. To be a Christian is to do what He suggested in his teachings. Those who discover how to be true Christians are the happy people inside themselves. Adam and Eve failed so God sent His Son, Jesus Christ, to show by example and to teach us about happiness forever. Did Christ become a Roman Soldier? (No) Did He allow Rome to use his sword? Then how can we? The children of God are peace makers rather than peace breakers.

### BUILDING PEACE

For millions of years humans acted like wild animals; might made right. Strong nations raided weaker nations. Women and children were made slaves. Fortunately, now, most nations act civilized. All people have rights. Our country's laws respect our rights and have police to enforce them. The world should have rights for all the people of this earth.

George Fox , founder of Quakerism, believed and was convinced that the power of the Lord within people would be the only cause and cure to attain world peace. Therefore, God working through Christians can eventually establish a peaceful world. Fox believed wars originated because of a desire to possess, a desire for power and a desire for a feeling of grandeur. Christians should be reconciled, answering that of God in everyone, living in love, peace, and unity with other people. They should have the courage to fight for truth inside themselves in order to destroy the need for wars in the world. Fox only accepted the use of spiritual weapons: kindness, love persuasion - and rebuking people who win in high places of government and influence. He believed the second coming of Christ is in the hearts of people who give Him first place in their lives. Through these people He will accomplish peace on earth if they are obedient to His will.

#### Questions

1. What makes peace among people?
2. How can I learn to live for the benefit of others?
3. How can I preserve "that of God" in my enemy?
4. How dependent on the power of Christ am I? How much faith do I have in that power?
5. How can I win more people into Christ's Kingdom and service?

Just as George Fox taught, Friends realized the evil nature of war and have always felt a strong responsibility for leadership in building peace and limiting war. Our peace witness is intensively positive in the active service for Christ's peaceable Kingdom. William Penn, an early Friend of great spiritual insight and practical application of Christ's teachings, created peace in Pennsylvania through government based on Christian love and brotherhood among Indians and Whites. Friends have given leadership to Christian relations to other nations and opposition to militarism as they expressed love, bringing food, clothing, and help to needy nations and people, supporting a world court and federal world government.

### Questions

1. Do you know any peacemakers?
2. What did you learn from listening to them?
3. Would you like to know more about Quaker peace organizations? (FCNL, AFSC, etc.)
4. Let's list together how our world would be different if we spent money to keep peace rather than wage war?
5. What does Christ teach about peacemakers?

### What can I do?

Encourage parents and neighbors to vote; arrange transportation to voting polls; write letters to leaders, senators, president.

### PRAYER

Dear Lord, help us remember that we can work for peace. By following your teachings and plan for our lives, we can work for world peace. Amen

### ACTIVITIES

#### Activity 1 - Think and Know Inventory

*Following the lesson, distribute pencils and Think and Know Inventory. Allow time for quiet individual thinking. Divide into small groups or pairs to discuss answers until a consensus of one answer for the group can be decided upon. Each group appoints one person to report to rest of class.*

#### Activity 2 - Japanese Haiku

*Write a Japanese Haiku poem about your feeling about War and Peace.*

*Haiku directions:*

*1st line - 5 syllables*

*2nd line - 7 syllables*

*3rd line - 5 syllables (sounds)*

*Example:*

*I saw a bird eat*

*Standing in the bird feeder*

*Preparing for snow*

#### Activity 3 - Word Search

*Distribute pencils and copies of word search, The Peaceable Kingdom*

#### Activity 4 - Peace mobiles

*Each child traces dove and circle patterns, then cuts them out. Dove must be traced onto one side of folded paper. Cut through both thicknesses. Fold dove wings up through slots (see Teacher's Materials) On one wing, write your name; on the other, write peacemaker. On one circle write Peace; on the other side write War. On the other circle, copy your War haiku, on the other side, write your Peace haiku. Using fishing line (it's invisible) and sticks, tie on paper objects so the mobile is balanced. Hang mobile from ceiling light fixture so it will move with the air currents.*

### **Activity 5 - Peace and Law**

*Theme song "Peace and Law". Sing all verses and choruses adding the new third verse.*

*Verse 3*

*Peace will be sought by ev'ry nation  
It will come by love and law  
We must help them understand  
Let's avoid a Nuclear Winter night*

*Chorus:*

*Peace begins with you and me  
Let's be a loving neighbor,  
Speak a loving word.  
Peace begins with you and me  
Let's spread peace over all the world.*

### **Activity 6 - Let There be Peace on Earth**

*Sing "Let There Be Peace on Earth," Children's Songs for a Friendly Planet. You may want to ask someone to play an accompaniment on the guitar ahead of time. After you sing the song ask the students how they think they can let peace begin in their lives.*

### **Activity 7 - What I Can Do For Peace**

*Have each student make a list of things that they can do to help in the struggle for peace. Have them set aside their list and check yes or no after the activities on the questionnaire the teacher gives you - yes for those activities you believe you can engage in to help bring about peace, no for these activities you think would not work. Now have each student take the list they made for themselves. Compare the two lists. Have each student decide on two things they can do in the next week. Have the students report next week on what they were able to do during the week to act on these ideas to build peace.*

### **Activity 8 - Journal**

*Have the students spend some quiet time thinking about what they can do in their own lives to bring peace in their homes, in their schools, in your meeting, in the country, and in the world. Have them write in their journals what they would like to do to help.*

## **EXTENDED ACTIVITIES**

### **Extended Activity 9 - A letter to myself**

*Give each student a piece of paper and an envelope. Have them address the envelope to themselves. On the sheet of paper have each student write four things they will do to work for peace in the next month. At the end of your unit on peace, mail each student the letter that they wrote to themselves. You may want to ask them to share the ideas they wrote. It may be better just to let them consider these things on their own. You know your students best.*

# PEACE

## BUILDING PEACE

### THINK AND KNOW INVENTORY

#### SUBJECT: PEACE

Think or Know

Fill in the blanks in each sentence. Place a T or K, standing for think or know, in the blank beside the sentence. Write a K if you are sure of your answer. Put a T if you are still thinking about your answer.

   1. A good definition of peace is

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   2. Peace comes when we

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   3. I find peace in these places

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   4. If voting people in a democracy could decide on thing about peace, it should be

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   5. Peace will make my life \_\_\_\_\_

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## **FAMILY OF FRIENDS**

### **PEACE**

#### **BUILDING PEACE**

##### **3 D DOVE PATTERN**

Directions:

1. Copy dove pattern onto stiffer paper for students to trace.
2. Fold in half 12"x18" white drawing paper.
3. Be sure dotted line is on fold of paper.
4. Students trace pattern.
5. Cut out dove through both layers of folded paper.
6. Cut slot through both thicknesses.
7. Bring tip of wings up over dove's body.
8. Pull wing slowly through wing slot.
9. Punch hole so bird will hang balanced.
10. Tie fishing line through hole.
11. Attach other end of line to stick and attach to ceiling light.
12. Cut out 2 circles from drawing paper, punch hole at top.
13. Attach circles with fishing line to the stick to balance your dove.
14. Write scripture on your dove.

