

“There is an obvious need for people with greater peacemaking skills in a society that is pervaded by violence. Teachers, perhaps more than anyone else, see the effects of this violence on children and their behavior... But we are in a unique position. We can make a change, and the *time to begin is now.*”

William J Kreidler, Creative Conflict Resolution

Preface

This compilation of my favorite games and activities, some old some new, came about during my work with The Foundation for Peace in the Community in Laurel, MD. In 1991 the visionary Carolyn Kirby began working in the field of community mediation, while working with educators and neighborhood leaders to plant the seeds of nonviolence in the suburbs of Washington, D.C. I have continued the work in San Antonio and now, the peaceCENTER has found a way to make WIO! available through the miracle of e publications available to a wider audience.

We have found that the most effective avenue for opening people to new ways of working out old problems, is through play: adult play as well as child play. This book and its bibliography can be used by parents and educators with very young children, but is not limited only to them. Often adults need to be reminded of their capacity to enjoy the moment.

Working it Out! is dedicated to the mutuality of play and learning which is best revealed while being in the present. As an educator I often felt I had something to give, that the children needed only to receive. In working with the orientation of nonviolence, it has become increasingly clear to me that it is through the medium of play and presence, that life learnings take place. When people are having fun, they are so much more receptive to new ideas. Laughter truly is the best medicine for what ails us. Intellectual knowledge can be deepened to the level of lived-experience through these engaging activities and what is revealed in the conversation that follows them, brings out the shared wisdom in each of us.

If there is a “back door” into our ability to learn new concepts, surely play, with the necessary suspension of our learned disbelief, provides one such opening. There is a true story about the aerodynamic impossibility of the ability of the bumble bee to be capable of flight. The body too heavy, the wing span too short...scientifically proven to negate the possibility of flight. Fortunately, no one has informed the bumble bee, who flies merrily through life!

As adults we frequently protect our children by giving them the conventional wisdom of our own disappointments, and in the process we unintentionally short-circuit their potential discoveries. Working it Out! gives us some tools to safely explore new ways of being together in families, schools, communities and in our world. As you use this book, I invite you to add your own tools to the tool box, the supply is limited only by our imagination and the imagination of the next generation and the next...

peace,
Rosalyn
San Antonio, Texas, September 9, 2007

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FISHING FOR FEELINGS – I

Objective: Recognizing and verbalizing feelings

Materials: FISHING FOR FEELING 3 X 5 cards

Duration: Come through the door into the *circle of peace*.

Tell the students that we are going to play FISHING FOR FEELINGS.

Demonstrate the game with a group of four as the others gather around to watch. Stress that an important part of the game is listening to each other. Therefore, only one person in each group talks while the others show good listening behavior.

Divide into groups of three and four. Pass out four cards to each player. Put the other cards face down on the table in a pile. The children in turn ask another player for a card being held in their hand in an attempt to make a match.

If that player has that card, s/he must give it up. If the player does not have that card, s/he says "Go Fish" and the asking child then takes the top card from the pile.

When the pair is made, that word is used in a sentence, such as "I feel *nervous* when I go to the dentist." Then that player lays down the matching cards and continues as long as s/he gets the requested card from the other player or from the pile. If the child runs out of cards, four more can be drawn from the pile.

Process:

How was it to make up the feeling sentences? Can you think of other feeling words we haven't talked about? How does it feel to know that you share the same feelings with someone else?

***Sample FEELINGS:** (For each feeling write *two* 3 X 5 cards)

Confused, strong, silly, disappointed, embarrassed, smart, frightened, disgusted, furious, jealous, bored, surprised, ignored, excited, angry, hurt, proud, discouraged, glad, frustrated, pleased, unhappy, nervous, thankful, etc.

FEELINGS

HAPPY

HURT

Excited

ANNOYED

Lonely

Powerless

Anxious

Festive

ANGRY

Frustrated

Tense

Sad

Embarrassed

Proud

Comfortable

Peaceful

Secure

Courageous

Scared

Furious

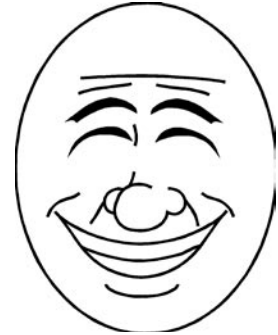
Terrified

CONFUSED

Afraid

JOYOUS

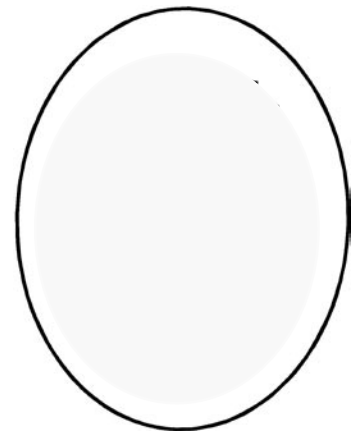
EMOTIONS



More Emotions

- | | | | |
|--------------|------------|-------------|------------|
| Angry | Envious | Interested | Satisfied |
| Annoyed | Excited | Jealous | Shocked |
| Anxious | Exhausted | Lonely | Shy |
| bashful | Fearful | Loved | Sorry |
| Bored | Frightened | Mischievous | Stubborn |
| Confident | Frustrated | Miserable | Sure |
| Confused | Guilty | Negative | Surprised |
| Curious | Happy | Optimistic | Suspicious |
| Depressed | Helpless | Pained | Thoughtful |
| Determined | Hopeful | Peaceful | Undecided |
| Disappointed | Hostile | Proud | Withdrawn |
| Discouraged | Humiliated | Puzzled | |
| Disgusted | Hurt | Regretful | |
| Embarrassed | Hysterical | Relieved | |
| Enthusiastic | Innocent | Sad | |

**Draw
your own!**



FISHING FOR FEELINGS – II

Objective: Acting out feelings, guessing the feelings of others from nonverbal clues.

Materials: FISHING FOR FEELINGS cards. Charades (Whisper feeling to non-readers)

Duration: 5 – 15 minutes

Procedures: Come through the door into the *circle of peace*.

Ask students if they can think of any ways that they communicate without words. Let them act out their answers.

Use the FISHING cards from part I or make up some new ones (afraid, annoyed, anxious, comfortable, competitive, courageous, fragile, friendly, gentle, happy, humble, heroic, joyous, kind, lonely, miserable, mad, peaceful, scared, sad, tense, terrified, etc.)

Place the cards face down in the center of the circle, ask for a volunteer, have the student select one card. Without speaking, the feeling is acted out in the center of the circle. The others call out feelings. Whoever guesses the correct feeling, goes next.

Process:

Is it hard to guess feelings? Can there be more than one right answer? Do we always know exactly how we are feeling? How can we find out how we are feeling inside? Do we always know how other people are feeling? Do some friends show the same feeling differently from you? How can we find out how someone is feeling?

WORKING IT OUT! (advanced activity)

Objective: To understand decision making and problem solving skills. Brainstorming.

Materials: A bell, music tape and tape recorder. A copy of the WIO! Wheel (on the next page) for each student.

Duration: 20 – 30 minutes

Activities: Ask for suggestions on how they can peacefully resolve conflicts. Write them on the board. Post the WORKING OUT EVERYDAY PROBLEMS Wheel: Make a deal, Chance, Wait, Humor, Take turns, Share, Stay away. Calmly tell the other person how you feel and why. Come through the door into the *circle of peace*.

Tell them that you are going to read a problem. They are to role play the problem and then come to a solution. (You want to have the students **brainstorm** possible problem situations.)

Announce the problem. When the music begins they are to walk around, when it stops they find a partner. Give them time to work out the solution to the problem using the WIO! Wheel. Ring the bell to end the role plays. Ask for volunteers to share with the group how they resolved the problem. Get several different responses.

Refer to the wheel on the board and point out solutions that were not used. For example: "How could the problem have been solved by chance?" (Flip a coin) Repeat the sequence, announce another problem. Begin by walking around to music, when it stops, find a new partner. Give them ample time to "work it out". Ring the bell to end the discussions. Ask several pairs to share how they resolved the problem. Using their list of problems, repeat the sequence several more times.

Process:

Come back into the *circle of peace*. How did it feel to use different options when working out problems? Was it easy once you saw the list? Did anyone come up with a new option to add to the list? Were all the problems able to be solved? Brainstorm ways to help one another solve problems.

Other Activities:

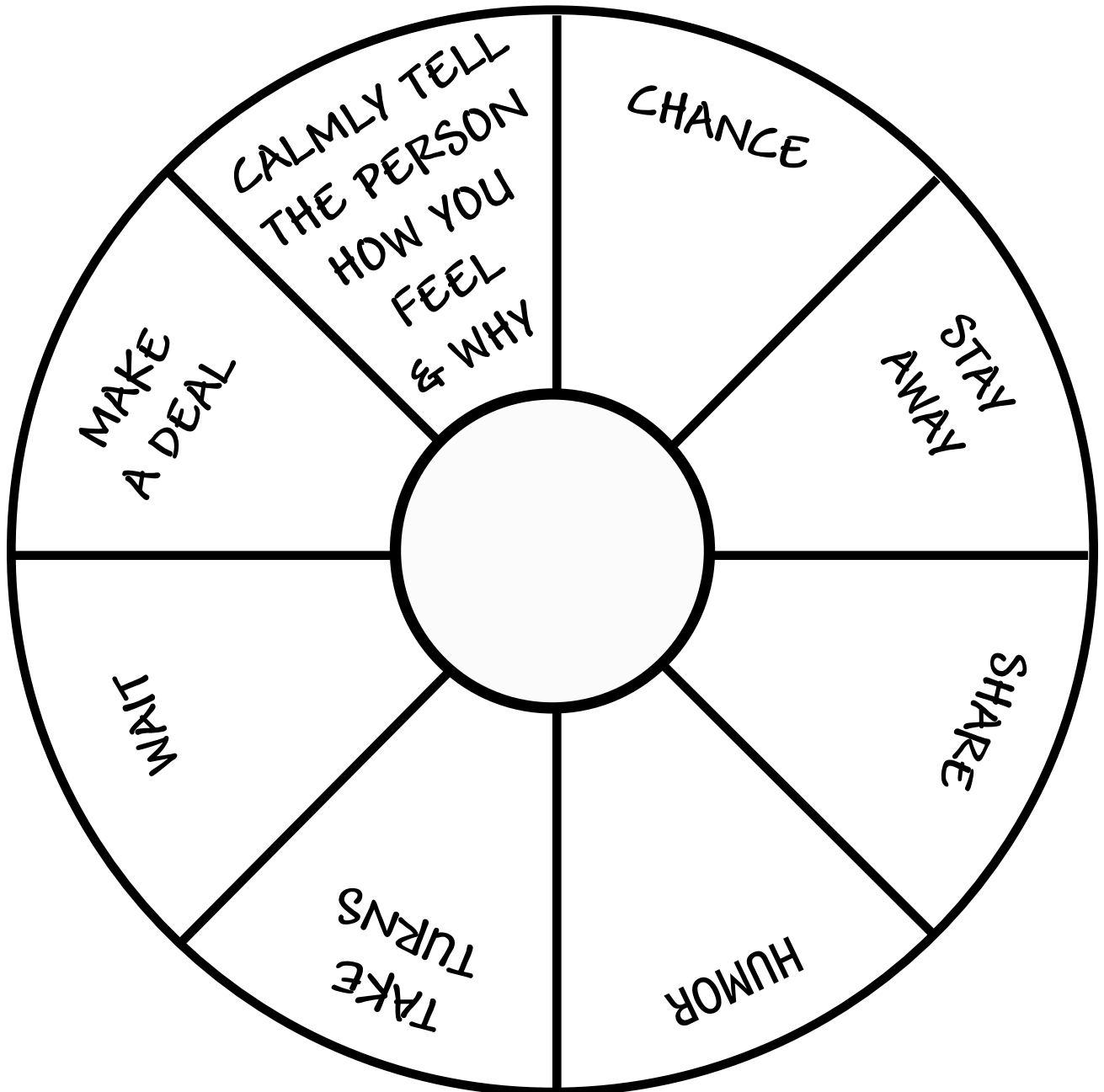
Give each student a copy of the WIO! Wheel. Ask the children to color it, decorate it with pictures, add new options.

Give the students blank paper to trace the WIO! Wheel to make a copy to post at home. They can show their parents the colored wheel and discuss the strategies with them.

The WIO! Wheel can be posted in the classroom to refer to this method for resolving conflicts throughout the school year!

Brainstorm typical classroom conflicts and have the children role play solutions using the wheel.

WORKING IT OUT!



EVERYDAY PROBLEMS