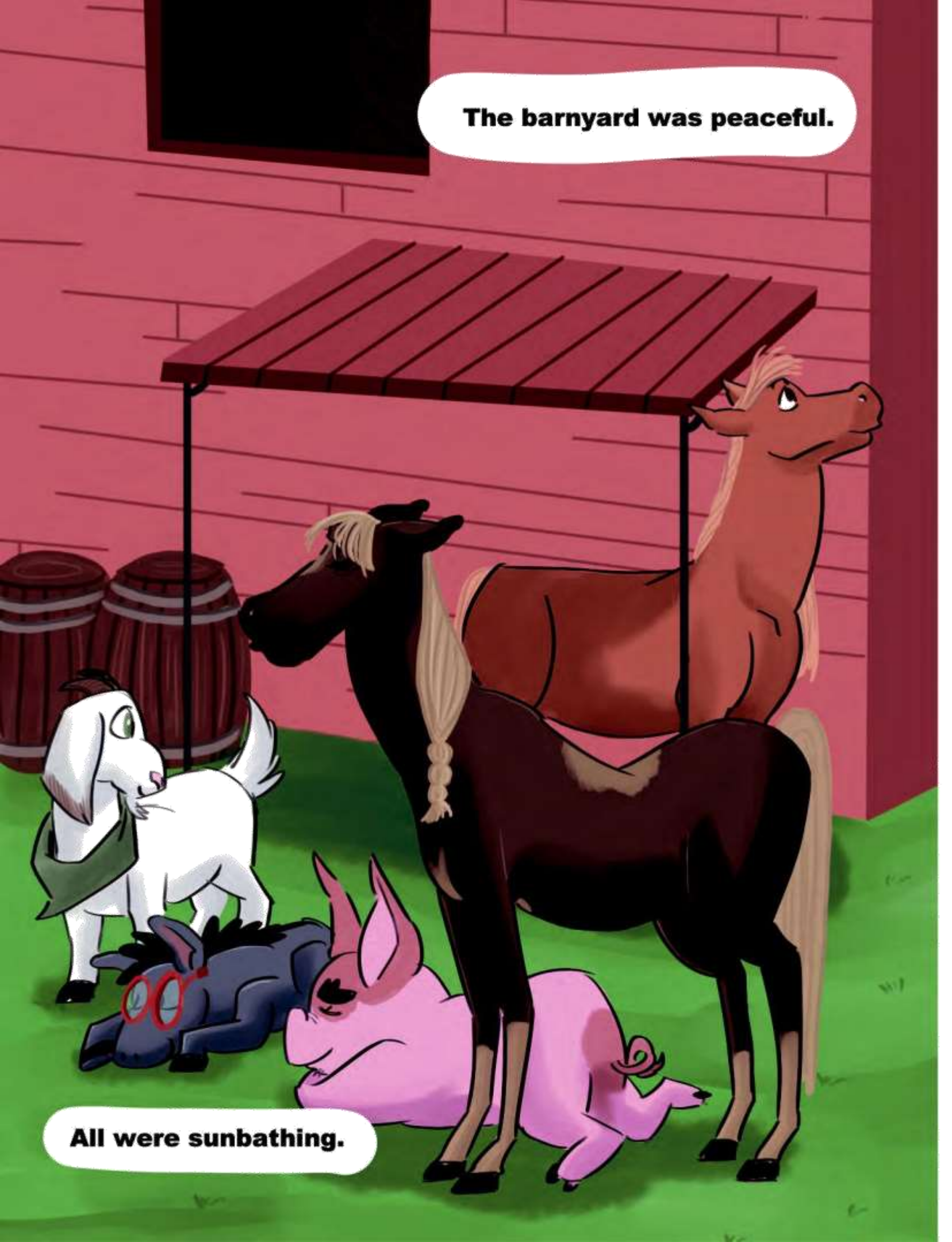



Barnyard Companions Unleashed




The barnyard was peaceful.



All were sunbathing.



**Then, the rain came, and all
—but King—were complaining.**



**"I can't fit under
where the roof goes over,"**

**said the shivering goat,
whose name was Clover.**

So, they huddled together and stomped to keep warm, and the rain pelted down. It was quite a storm! The droplets smacked hard on their hair and their hides, and it hurt! So they grumbled and their anger did rise.



said Grey Donkey to Clover, Portland Pig, and Ol' Dot. The others agreed and their anger grew hot.

**Yes, King was under the barn roof,
and they were not.**



**They paced, and they shook,
and they whined out loud.**

**Then up spoke a peacemaker, Mrs. McCloud.
She was their good friend, and she was so smart.**



She had a good head and a loving heart.

She said,

**“Stop and breathe now.
Breathe in and breathe out.
Don't bite or kick
or scream or shout.
Breathe deep! You'll calm down,
and then you can see
some way to solve this,
some way to agree.”**



So they breathed



**and they blew, as if
cooling their tea.**





**"Now tell how you
feel."**

And they did, politely.



"I feel angry when one gets it all."

"Me too!"

exclaimed Pig.


"Me too,"

said them all.

**King's ears were floppy,
his head was down.**



**"I feel lonely and
hurt when my friends
aren't around."**



"Well, open your minds, dears,"


said Mrs. McCloud.

**"Brainstorm ideas now,
say them out loud."**

"I can be quicker to say what I need."

"I can ask King to move over."

"I can ask King to take turns."



"They can tell me I'm taking all the space and ask me to move over."

"I can crawl under King's legs."

**So they listened to each other as each politely spoke.
Then King said,**

**"Next time, just ask! Don't wait
'til you're soaked."**



They all liked that idea, and now they had a **plan** to make the change they wanted so this wouldn't happen again.



King made room. He gracefully moved over with courtesy for Ol' Dot, Grey Donkey, Pig, and Clover.



**They smiled, and they got warm.
They all could squeeze in.
And they snuggled, and cuddled,
and nestled again.**



Then with a laugh and a delighted shout,

“Hurray!”

**“We worked this
problem out!”**





**they all
said,**

Stop & breathe

Tell how you feel

Open your mind

Plan a deal



About The Creators

Author Julie Peshorn, MBC, makes peace come alive as a way of life for children through engaging, memorable, rhyming literature and music. By using animals with very compelling feelings as the main characters, she bridges her history as a horse trainer and riding teacher with her unique creative talent for making peace education fun!

Content editor, Rebecca Janke, M.Ed., is a peace educator, international columnist, facilitator, community servant and leader, as well as a mentor to university students. She has over 40 years of bringing rich, unique, and practical ideas to families and educators in an entertaining and insightful manner. She specializes in integrating peace into every aspect of the curriculum and promoting peace literacy.

Illustrator, Jorry Keith is a storyboard artist, illustrator, and instructor. She is the writer and the illustrator of the comic book, Seafoam: A Friend for Madison. A strong believer in the arts, and its importance in children's lives, Jorry runs several community-based art classes that guide children through the process of writing and drawing their own comics and books.



Why this book?

The Barnyard Buddies STOP for Peace is a read-aloud book designed to help both children and adults resolve conflicts peacefully. It can contribute to a community-wide culture of peace, especially when combined with a mentor program in pre-schools, classrooms, faith



communities and after-school programs. A campaign to encourage community members to self-identify as peacemakers can include this artwork on posters, clothing and more. You'll find information about the **I STOP for Peace** campaign on the **Smart Tools for Life** website.

The **STOP for Peace** process works easily with most other conflict resolution programs. It is memorable and age-appropriate for young children. The **Stop and breathe** step is key. It recognizes that conflict can't be solved until anger and anxiety are toned down to more normal states. Because stopping is so central, we named the whole process with that in mind.

Parent and Educator Guide

After reading the book to the children at least once, the following questions can be explored in the classroom or home. By repeatedly referring to the Barnyard Buddies, Mrs. McCloud, and the story, you can dramatically improve the learning. Playing the music for the children is important for best learning outcomes as well.

1. "Let's learn how to **STOP for Peace** like the Barnyard Buddies! Start by remembering a time when you were angry -- a time you wanted to 'kick or scream or shout'. What can you think of?" Take notes or write on the board. Children feel validated when their thoughts are recorded. Choose a problem to solve and write it on the board or notepaper.

2. "Mrs. McCloud taught the animals that the first step was **S: Stop and breathe**. People can do that too! Breathe in slowly, and then breathe out slowly -- like the animals show us on page nine. When we cool off our hot anger, we breathe like we are cooling off hot tea. We breathe into our bellies, then we blow out slowly. This cools off our angry feelings! Then we don't hurt anyone with our burning hot anger. So, let's do this together. Breathe in slowly: 1, 2, 3. Breathe out slowly: 1, 2, 3. Let's do it a few times. Breathing helps me be more peaceful and then I can think of smart solutions."

3. "When we breathe, we get a better understanding of our feelings. We might not just be angry, we might also be hurt, scared, lonely, frustrated or worried. Let's think about the problem we wrote down and practice expressing our feelings using Mrs. McCloud's second step, **T: Tell how you feel**. We can do that with an *I-Message*."

I-Message example: *I feel frustrated when someone takes all the Legos and I don't have any to work with.* The format is: *I feel _____ (insert a feeling word) when someone _____ (insert the problem).* Avoid using the word "you". The same negative feelings would arise if someone else used an accusatory word like "you", so avoid provoking defensiveness in your conflict partner.

Visit www.smarttoolsforlife.com/blog for more on this topic, including the "Conflict Resolution Cubes" games and activities to help you work on these skills.

4. "When we know how others feel, it can change how we feel. When our hearts are open, our minds can open and that's the next step from Mrs. McCloud: **O: Open your mind.** What ideas can we think of to solve this problem? When we get lots of ideas we call it *brainstorming*." Record the ideas on the board or notepaper.

5. "The last step to do is **P: Plan a deal.** It's easier after we are cooled off and we know how everyone feels. Sometimes people combine ideas, sometimes they try one, and have a second choice in case their first choice doesn't work. Which idea do you think we should choose first?" Record the idea and the plan so you can keep track of the decision. If it doesn't work well, either try the second choice, if there was one, or simply go back to **O: Open your mind**, and get more ideas.

6. "I am so excited! We've learned how to be peacemakers and **STOP for Peace! Congratulations!** To celebrate we can sing the 'Stop for Peace' song!"

7. **Make a journal** so children can continue to draw and write about their peacemaking and conflict resolution experiences all year long. These stories can be shared at www.smarttoolsforlife.com/story anytime, so others can benefit from the children's learning as we build a culture of peace together.

8. **Coloring page and music:** Download a coloring page for the children from the Home page of the website at www.smarttoolsforlife.com. This is a great tool for introducing others to the work you've been doing. This is also the place to find the music, **I STOP for Peace** and **Songs for Peace**, on the Products page. These CDs and downloadable MP3s by Julie Peshorn have music and children's dialogues specifically to support this learning. Either you or your music teacher can teach the children these songs. Music internalizes skills. It's quite common for children to burst forth with songs for peace as they play at home with their families.

Additional Questions and Activities

1. "Who do you think cared about Mrs. McCloud so much that they shared peacemaking skills with her? How did she learn to be a peacemaker? Why was it important?"

2. "How come all but King said they were angry in their I-Messages? Can you imagine some other feelings they may have had? With a different feeling, not anger -- how would that I-message sound for Ol' Dot? Clover? Portland Pig? Grey Donkey?"

3. "What do you think could have helped King be more aware that his buddies were cold?"
4. "If you were to write about, draw, or tell a story about a problem at home or at school, what is that problem? How can it be solved?"

Mentor Program for *The Barnyard Buddies STOP for Peace*

Children ages nine and up can serve as mentors for younger children. Some may need more support from adults. Our experience shows that mentors learn as much, if not more than the younger children. Mentors benefit from an opportunity to serve and know they are needed. That's very powerful. Teens have told us, "I wish someone would have taught this process to me when I was younger. I think I would have had a better life." They also have said, "I felt important! There are some young children who really need to know this!"

Peace literacy: The teachers of younger children are pleased to have a literacy program delivered by older children on this important topic. Enthusiastic older children inspire the younger children to follow suit.

Transportation: Transporting teens to an early childhood or early elementary school may need to follow district guidelines and should be checked. However, elementary school children in the same school with the K-3 grades can easily be mentors.

Training the Mentor Group

Each mentor-trainee needs to become fluent at reading the book out loud, in a clear voice that reaches the back of the classroom. This improves their reading skills and is wonderful training for them as public speakers.

Introduce the book to the mentors by reading it aloud: Read to them as if they were the little children. You will probably like to change your voice for each character's dialogue parts.

Break into pairs and do practice reading and conflict resolution practice: Mentors can have fun with different character voices but remind them to be consistent and clear so the children can understand the message. Mentors then think of a conflict they currently have or have had in the past. Their partner can role-play the conflict partner and they can practice using the **STOP** process together.

Regroup and select all or some mentors to read out-loud: They can learn different ways to deliver the material from each other. Then, invite them to share how they resolved the conflict using the **STOP** process in their practice time.

Role Models: Explain that they now have the opportunity to be long-term role models for the children they visit as they meet up with them in other settings. Ask mentors to share a story about a positive role model or mentor who has impacted them.

Mentor Sessions in the Classroom: Visit One

Mentor introduction by classroom teacher: When the older children visit the classroom, the teacher will gather the young children and introduce the mentor as "Peacemaker _____ (name) who is going to share a very important story of how it's possible to get back to peace when it's been interrupted." Once the mentors are identified this way, they often feel inspired to take this title as part of their identity!

Mentor classroom role: The mentor reads the book as practiced. After reading the story, the mentor can ask about conflicts the children have. The classroom teacher is free to assist the mentor and children. The mentor suggests the children work out their problems using the **STOP for Peace** process and when they are resolved, draw or write a story about how they did it, to share when the mentor returns in a few weeks to a month.

Mentors review the **STOP** process with the children (on page 22) a few times before they leave. Posters of this process are available (please visit the website) that can be displayed in the classroom.

Debriefing Mentors and Preparing for the Second Visit

Meet with the mentors after their first visit. Gather feedback about their experience and how the children responded. Discuss any things they would like new mentors to know, so you can continually improve this process over the years!

Invite mentors to practice with a partner to do a role-play, draw, or write their own conflict story using the **STOP for Peace** process. They will share it next time in the classroom.

Mentor Sessions in the Classroom: Visit Two

Mentors share their STOP for Peace story, listen to and express appreciation for the children's stories, and then collect the artwork . If children have been practicing the music they can sing it for their mentor. Applause is appropriate! **The mentor ends with,** "I'm so proud of all of you. Now, there is a chance for more peace to happen in our school, family, and community because *you* know how to **STOP** for peace."

Mentor follow up: Mentors are responsible for submitting the children's artwork. Convert the children's artwork to individual PDF files and submit with first names of the children to the www.smarttoolsforlife.com website. The young children and their families enjoy seeing the results of this project online and being part of the worldwide STOP for Peace movement. The culture shifts when young people and children take the lead.

It's important that children are validated for developing their newfound skills and recognize that their efforts for peace make a positive impact, worthy of celebration. Welcome the new peacemakers!

STOP for Peace

Julie Penshorn

Freely

Musical notation for the first line of the song, measures 1-3. The key signature is one sharp (F#) and the time signature is 12/8. The notes are: G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Chords are G, Am, G/B, C, G.

I want my way, you want yours, oh, what can we

Musical notation for the second line of the song, measures 4-6. The notes are: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Chords are D, G, Am, G/B, C, G.

do? _____ I feel my way, you feel yours, How can I work this

CHORUS
March ♩ = 150

Musical notation for the start of the chorus, measures 8-10. The notes are: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Chords are D, G, C, G.

out with you? I know! STOP _____ for Peace! We do not fight first!

Musical notation for the middle of the chorus, measures 11-13. The notes are: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Chords are D7, G, C.

We _____ know fight-ing makes us hurt worse. STOP _____ for Peace! We're smart when

Musical notation for the end of the chorus, measures 14-15. The notes are: D4 (quarter), E4 (quarter), F#4 (quarter), G4 (quarter), A4 (quarter), B4 (quarter), C5 (quarter), G4 (quarter), F#4 (quarter), E4 (quarter), D4 (quarter). Chords are G, D7, G.

we see a way to work to- geth - er peace - ful - ly _____

Fine

STOP for Peace

VERSE

17

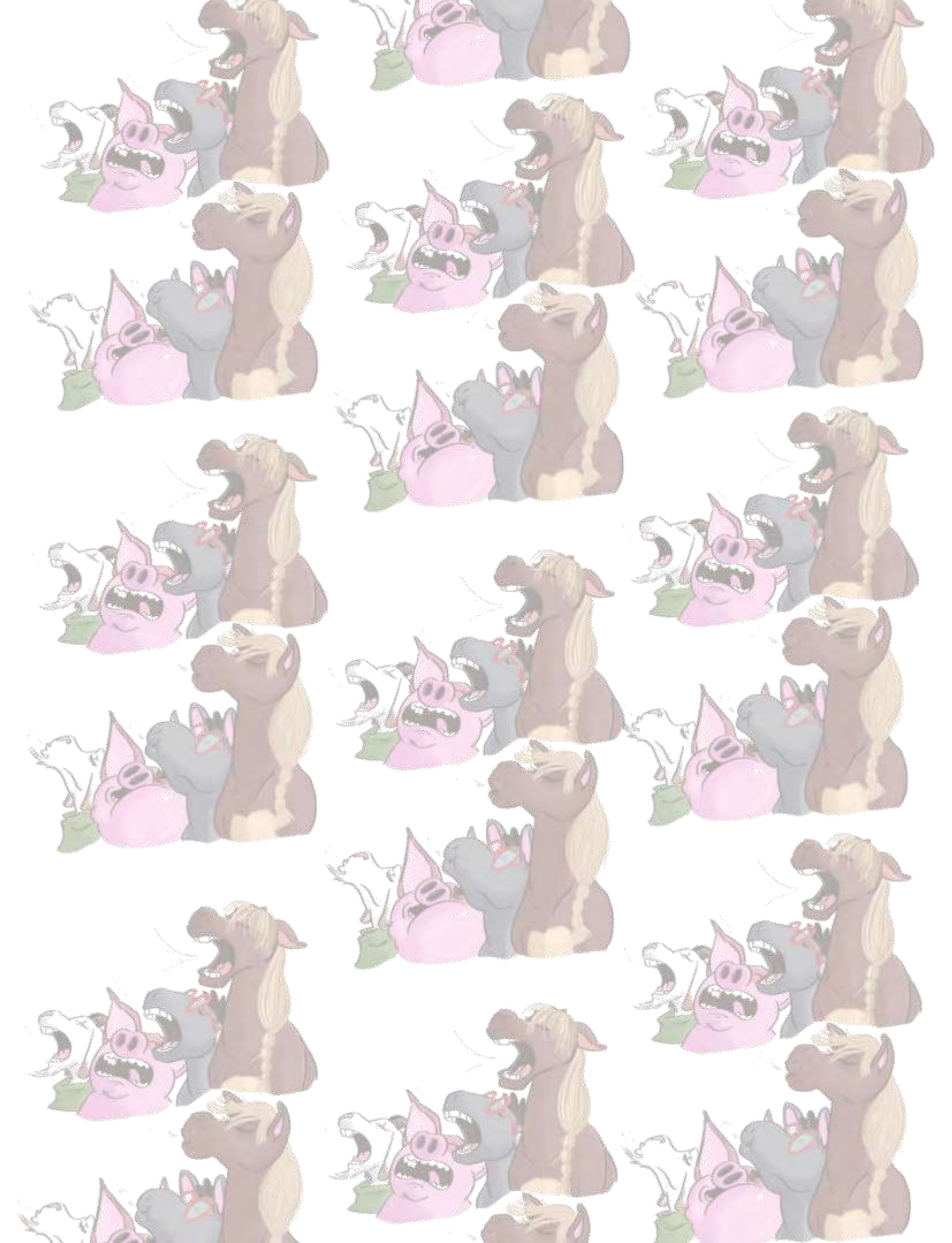
1.First we STOP and slow - ly breathe, Try it now so
 2.TELL your feel - ings, next ex - press the way you feel, it
 3.OP - EN up your and mind and share the brain - storm of i -
 4.PLAN the deal and test it out. If it works, great! _____

20

you can see. When you breathe in and then breathe out, _____
 helps the rest. To know what's clos - est to your heart, _____
 deas in there. Po - lite - ly say what you think's best _____ and
 Sing it out! If not so good, do not dis - pair, _____ find

23

You don't need to scream or shout.
 ev' - ry - one can tell their part.
 lis - ten - care deas - f'ly to the rest.
 more i - deas un - der your hair.



"In this well written and beautifully illustrated book, she teaches simple, easily understood peacemaking skills while holding the attention of children and providing them with tools that they can carry into adulthood." Burt Berlowe, Journalist

"The message is relevant and the author puts it across beautifully with the help of animal characters. This is definitely a must-have in all children's libraries and homes as it helps them to resolve problems in a peaceful manner." Mamta Madhavan for Readers' Favorite

"I thought this was the cutest book. The biggest part of this book was the lesson contained therein. "STOP" is an acronym for the steps the animals took to control their anger or stress. I'm glad to know that there is music, a great tool for learning" Online Book Club

**"If everyone practiced the STOP method, the world would be a more peaceful place."
Kristin Markstrom, parent, BSN, RN, PHN**

**"The illustrations and writing contribute to making the concept of peace understandable for a young child."
Gary B. Wilhelm, Colonel [Retired] Army of the United States**

**"I love the song that's included. Kids will remember this process forever when they sing the song repeatedly. Bravo!"
Nancy Bowley, Music teacher**

**"A conflict resolution process that is easy, fun and engaging."
Rebecca Kelton, parent, RN**





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