



# Living Values Education

## *Rainbow Library Values Activity Series*

# Peace

## for Children Age 8 - 14

*For Parents, Principals and Teachers Everywhere*

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Peace for Children 8 to 14

## Living Values

Peace, Respect, Love, Cooperation, Happiness, Honesty,  
Humility, Responsibility, Simplicity, Tolerance, Freedom and Unity.

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For optimal results, Living Values Education Workshops are recommended. For information about professional development workshops, contact your ALIVE Associate or Focal Point for LVE or email [training@livingvalues.net](mailto:training@livingvalues.net).

Contact details of ALIVE Associates and Focal Points for LVE are available on the Contact Us page of the LVE website. [www.livingvalues.net](http://www.livingvalues.net).

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Peace for Children 8 to 14

# Living Values Activities

## Peace for Children

**Ages 8-14**

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## A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 21 years, writing educational resource books and traveling around the world to conduct workshops and seminars – at UNESCO, schools, universities, retreat centers and refugee camps. When I initially became involved with LVE, I focused on developing a program that would help all young people explore and develop values. I wanted to develop something that would involve and inspire marginalized youth and also act to challenge privileged youth to look beyond their usual circles. I was yet to deeply understand the importance of values or values education. Twenty-one years later, I now see the world through a values lens.

I am honored to be part of the global LVE family as we continue to co-create LVE.

I've often felt devastated, as I'm sure you have, when reading of violence and atrocities toward children and villagers, the continuing plight of women and children in many parts of our world, the misery of refugees, and the horrors of violence in so many countries around the globe. I believe educating hearts and minds is an essential component in creating a sensible peaceful world of wellbeing for all.

A lack of basic education leaves young people incredibly vulnerable, apt to be taken advantage of and usually condemned to a life of poverty. They are susceptible to believing whatever those in authority tell them. For example, if you were a young person without an education and a powerful soldier handed you a rifle and offered wellbeing for you and your family if you killed.... Yet, in developed countries where there are functional education systems, thousands of young people have traveled to join

radical groups. Many of these young people are marginalized and want to belong to a larger “family”, to be in a place where their courage and qualities are admired. The first instance decries the lack of basic education, the second the lack of educating hearts. The importance of Education for All and the development of a values-based learning environment as an integral part of values education cannot be overstated.

If we were to expand this view outward, we could ask how humanity became embroiled in a state of seemingly continuous violence. What are the anti-values that create violence and war? What are the values, attitudes and communication skills that create peace, equality, dignity, belonging and wellbeing for all? What do we want in our world?

What young people learn is later woven into the fabric of society. When education has positive values at its heart, and the resulting expression of them as its aim, we will create a better world for all. Values such as peace, love, respect, honesty, cooperation and freedom are the sustaining force of human society and progress.

**Thank you for joining the Living Values Education family to help  
make a positive difference for children, educators, families,  
communities, and the world.**

*Diane Tillman*

## SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to educating hearts as well as minds. LVE provides an approach, and tools, to help people connect with their own values and live them. During professional development workshops, educators are engaged in a process to empower them to create a caring values-based atmosphere in which young people are loved, valued, respected, understood and safe.

Educators are asked to facilitate values activities about peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values. Students soon become co-creators of a culture of peace and respect. A values-based learning community fosters positive relationships and quality education.

### **The Need for Values and Values Education**

The values of peace, love, respect, honesty, cooperation and freedom create a social fabric of harmony and wellbeing. What would you like schools to be like? What would you like the world to be like? Reflect for a moment on the school or world you would like....

Children and youth grow toward their potential in quality learning environments with a culture of peace and respect. Relatively few young people have such a values-based learning atmosphere. A culture of judging, blaming and disrespect is often closer to the norm and is frequently mixed with varying levels of bullying, discrimination, social problems and violence.

The challenge of helping children and youth acquire values is no longer as simple as it was decades ago when being a good role model and relating moral stories was usually sufficient. Violent movies and video games glorify violence, and desensitize youth to the effect of such actions. Youth see people who display greed, arrogance and negative behavior rewarded with admiration and status. Young people are increasingly affected by bullying, social problems, violence and a lack of respect for each other and the world around them.

Social media often negatively impacts teens who are already emotionally vulnerable. Cyberbullying and sexting have been linked to the increase in the suicide rate of pre-teens and teens. Marginalized and troubled young people rarely achieve their potential without quality education. Feelings of inadequacy, hurt and anger often spiral downward and meanness, bullying, drug use, drop-out rates, crime and suicide increase. As educators, facilitators and parents, there are many things we can do to reverse this downward trend and create wellbeing ... for young people and our world. As Aristotle said, "Educating the mind without educating the heart is no education at all."

### **LVE's Purpose and Aims**

The purpose and aims of Living Values Education were created by twenty educators from around the world when they gathered at UNICEF's headquarters in New York in August of 1996. The purpose remains unchanged. The aims have been slightly augmented as has our experience and understanding since that time.

LVE's purpose is to provide guiding principles and tools for the development of the whole person, recognizing that the individual is comprised of physical, intellectual, emotional, and spiritual dimensions.

The aims are:

- ◆ To help individuals think about and reflect on different values and the practical implications of expressing them in relation to themselves, others, the community, and the world at large;
- ◆ To deepen knowledge, understanding, motivation, and responsibility with regard to making positive personal and social choices;
- ◆ To invite and inspire individuals to explore, experience, express and choose their own personal, social, moral, and spiritual values and be aware of practical methods for developing and deepening them; and
- ◆ To encourage and support educators and caregivers to look at education as providing students with a philosophy of living, thereby facilitating their overall growth, development, and choices so they may integrate themselves into the community with respect, confidence, and purpose.

## **The Living Values Education Approach**

### **Vision Statement**

Living Values Education is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education. LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In fostering quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

## **Core Principles**

Living Values Education is based on the following core principles:

### *On the learning and teaching environment*

1. When positive values and the search for meaning and purpose are placed at the heart of learning and teaching, education itself is valued.
2. Learning is especially enhanced when occurring within a values-based learning community, where values are imparted through quality teaching, and learners discern the consequences, for themselves, others and the world at large, of actions that are and are not based on values.
3. In making a values-based learning environment possible, educators not only require appropriate quality teacher education and ongoing professional development, they also need to be valued, nurtured and cared for within the learning community.
4. Within the values-based learning community, positive relationships develop out of the care that all involved have for each other.

### *On the teaching of values*

5. The development of a values-based learning environment is an integral part of values education, not an optional extra.
6. Values education is not only a subject on the curriculum. Primarily it is pedagogy; an educational philosophy and practice that inspires and develops positive values in the classroom. Values-based teaching and guided reflection support the process of learning as a meaning-making process, contributing to the development of critical thinking, imagination, understanding, self-awareness, intrapersonal and interpersonal skills and consideration of others.

7. Effective values educators are aware of their own thoughts, feelings, attitudes and behavior and sensitive to the impact these have on others.
8. A first step in values education is for teachers to develop a clear and accurate perception of their own attitudes, behavior and emotional literacy as an aid to living their own values. They may then help themselves and encourage others to draw on the best of their own personal, cultural and social qualities, heritage and traditions.

*On the nature of persons within the world and the discourse of education*

9. Central to the Living Values Education concept of education is a view of persons as thinking, feeling, valuing whole human beings, culturally diverse and yet belonging to one world family. Education must therefore concern itself with the intellectual, emotional, spiritual and physical well-being of the individual.
10. The discourse of education, of thinking, feeling and valuing, is both analytic and poetic. Establishing a dialogue about values within the context of a values-based learning community facilitates an interpersonal, cross-cultural exchange on the importance and means of imparting values in education.

## **EXPLORING AND DEVELOPING VALUES**

### **Teaching Values**

LVE values activities are designed to motivate students, and to involve them in thinking about themselves, others, the world in relevant ways. The activities are designed to evoke the experience of values within, and build inner resources. They are designed to empower, and to elicit their potential, creativity and inner gifts. Students are asked to reflect, imagine, dialogue, communicate, create, write about, artistically express and play

with values. In the process, personal social and emotional skills develop as well as positive, constructive social skills. This is done most effectively when there is a values-based atmosphere and when teachers are passionate about values.

### **Three Core Assumptions**

LVE resource materials are built on three assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *"To reaffirm faith in fundamental human rights, in the dignity and worth of the human person . . . ."*

- ◆ Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society.
- ◆ Each student does care about values and has the capacity to positively create and learn when provided with opportunities.
- ◆ Students thrive in a values-based atmosphere in a positive, safe environment of mutual respect and care – where students are regarded as capable of learning to make socially conscious choices.

There are two complementary processes. The first is the creation of a values-based atmosphere; the second is the process within the facilitation of the activities.

### **Values-based Atmosphere**

*Feeling Loved, Valued, Respected, Understood and Safe*

As values must be "caught" as well as "taught," the adults involved are integral to the success of the program, for young people learn best by example and are most receptive when what is shared is experienced.

The establishment of a values-based atmosphere is essential for optimal exploration and development.

### *Modeling the Values from the Inside*

In LVE Workshops, educators are asked to reflect on the values in their own lives and identify which are most important to them. In another session, they are asked to share quality teaching methods they can use to create their desired class climate. Teaching values requires from educators a willingness to be a role model, and a belief in dignity and respect for all. This does not mean we need to be perfect to teach LVE; however, it does require a personal commitment to “living” the values we would like to see in others, and a willingness to be caring, respectful and non-violent.

### *Skills for Creating a Values-based Atmosphere*

The Theoretical Model and LVE’s workshop session on “Acknowledgement, Encouragement and Building Positive Behaviors” combine the teachings of contingency management with a humanizing approach, that is; understanding that it is love and respect that we want as human beings. Showing interest in and giving respect to students while pointing out well-done relevant characteristics over time can be used to build the ability of students to analyze their own behavior and academic skills, and develop positive self-assessment and intrinsic motivation. In this approach, there is a focus on human relationships as well as sensitivity to the level of receptivity and needs of the students.

Skills for creating a values-based atmosphere also include: active listening; collaborative rule making; quiet signals that create silence, focus, feelings of peace or respect; conflict resolution; and values-based discipline. Active listening is useful as a method of acknowledgement with resistant, cynical and/or “negative” students.

## **Components of Living Values Activities Units**

There are twelve values units in *Living Values Activities for Children Ages 8 – 14*. Each unit is designed for all students with the well-being of marginalized and resistant students in mind. The sequence of activities is aimed to maximize the fullest engagement/path of least resistance – by making the value relevant and beneficial to the student and his or her life. For example, lecturing to students about not fighting in school is an ineffective method to create peace and respect and can serve to further the apathy or resentment of already disenfranchised students.

In contrast, beginning a lesson on peace with an imagination exercise elicits the natural creativity of all students. Once students develop a voice for peace they are more empowered to discuss the effects of peace – and violence. Each value unit is designed to begin with a values stimulus to create relevance/ meaning.

Far too often, values are only taught at the awareness level, without building the cognitive understanding and social and emotional skills important in being able to “live” those values. For this reason, it is recommended that educators use all or almost all the lessons found in each value unit that they wish the students to explore. They are more likely to develop a love for values and be committed to implementing them if they explore values at many levels and develop the personal and social skills that allow them to experience the benefits of living those values. As students’ backgrounds and needs vary, please feel free to adapt the activities to their needs and your style.

*We hope you and the young people with whom you work enjoy Living Values Education. Thank you for your dedication to educating hearts as well as minds.*

## 1. PEACE UNIT

Reflection Points

Objectives

### PEACE LESSONS

Lesson 1	Imagining a Peaceful World
Lesson 2	A Peaceful World
Lesson 3	Mind Mapping a World of Peace and a World of Conflict
Lesson 4	Time Capsule
Lesson 5	If We Were All Peaceful
Relax/Focus	Physical Relaxation Exercise
Lesson 6	Baking a World Cake
Lesson 7	Baking a World Cake Continues
Lesson 8	A Special Place
Relax/Focus	Peaceful Star Relaxation Exercise
Lesson 9	Increasing Peace at School
Lesson 10	Feelings of Peace Collage
Lesson 11	Words of Peace
Lesson 12	Remembering War
Lesson 13	Arms Are For . . .
Lesson 14	Peace Slogan
Educator Notes	Conflict Resolution
Lesson 15	Conflict Resolution
Lesson 16	What We Like and Don't Like – Under the Anger
Lesson 17	Conflict Resolution and Listening
Options	A Peace Circle and/or a Peace Club
Lesson 18	Conflict Resolution – Peers as Mediators
Lesson 19	Interviews

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Lesson 20	Interviews
Lesson 21	Peaceful Colors, Angry Colors
Lesson 22	Contrast and Solve
Lesson 23	Peace Heroes
Lesson 24	Collaborative Painting
Option	Additional Peace Activities
Additional 8-11	Dove Game
Additional 12-14	Manifestations of Peace in the World

### Peace Lessons

The Peace Unit is recommended as the activities in this unit create the opportunity for students to reflect on what a peaceful world would be like, contrast peace and violence, learn to relax and fill the self with peace, and learn conflict resolution skills. Our experience is that young people care deeply about peace. Beginning with this values unit creates student buy-in and builds intrapersonal and interpersonal skills which help them contribute to a values-based atmosphere. And, their conflict resolutions skills will soon make the life of the educator easier!

Play a song about peace every day at the beginning or end of “Living Values time.” Choose a song you feel the students will relate to; one that is appropriate for their age or one from their culture. One peace song is “*Teaching Peace*” by Red and Kathy Grammer. Favorites with older students are “*Imagine*” by John Lennon and “*We Are the World*” by USA for Africa.

A YouTube video of “*A Song of Peace*” by Pebblespash694 has lyrics and would be great for a small or large group.

<https://www.youtube.com/watch?v=mxidrVmwznU>

It is also an opportunity to learn traditional songs and music from your culture or the culture of others. If the entire school is involved with the values program, your school may wish to do assemblies on peace.

## Peace Reflection Points

- ◆ Peace is more than the absence of war.
- ◆ Peace is living in harmony and not fighting with others.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.
- ◆ Peace is being quiet inside.
- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace consists of positive thoughts, pure feelings, and good wishes.
- ◆ Peace begins within each one of us.
- ◆ To stay peaceful requires strength and compassion.
- ◆ Peace is a qualitative energy that brings balance.
- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is the main characteristic of a civilized society.
- ◆ Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples.

— *Mr. Javier Perez de Cuellar, Secretary-General of the United Nations*

## **Peace Unit**

**Goal: To experience peace for the self.**

### **Objectives:**

- ❑ To think about and appreciate peace.
- ❑ To experience what peace feels like and to draw or write about it.
- ❑ To identify what allows the students to feel peaceful.
- ❑ To write a poem or short story about their most peaceful moments.
- ❑ To enjoy being quiet and peaceful during Relaxation/Focusing exercises in the classroom.
- ❑ To experiment with experiencing the qualities and values that they have identified as a group as most important.
- ❑ To help students increase their ability to concentrate.
- ❑ To express peace artistically.
- ❑ To sing two songs about peace.

**Goal: To increase knowledge about the components of a peaceful world and a world of conflict.**

### **Objectives:**

- ❑ To imagine a peaceful world and communicate their ideas through words and a drawing or a short essay.
- ❑ To identify differences between a peaceful world and a world of conflict.
- ❑ To select ten items which represent a peaceful world and think about what would not be in a peaceful world.
- ❑ To participate in making a World Cake of human qualities, choosing the qualities that they think are most important for a Peaceful World and sharing the results with their family.

- To participate in making a “Feelings of Peace” collage.

**Goal: To express their feelings and build positive, peaceful methods of dealing with conflict, including building a voice for peace and conflict resolution skills.**

**Objectives:**

- To participate in a discussion about how they feel when people are mean or hurtful.
- To think of consequences of peace and war.
- To use their voice to tell a puppet representing people who create war, terrorism or violence what they should know.
- To be able to listen to others during a conflict resolution exercise and repeat key phrases of what they say.
- To participate in a conflict resolution exercise, stating how they feel and identifying what they would like others to do and not do. They may participate by playing a role in the exercise, or as a participant in a real conflict, or as a peer mediator.
- To demonstrate understanding of how hurt or fear moves into anger by being able to state two examples.
- To identify two thoughts or actions that allow negativity to grow.
- To identify two thoughts or actions that allow peace to grow.
- To create a story or study about peace heroes.

## PEACE LESSON 1

### Imagining a Peaceful World

Play a song on peace. Explain that in the next few weeks the school/class will be exploring something very important, peace.

#### Discuss/Share

- Who can tell me about peace?
- What is peace?
- What does it mean to have a peaceful world?

Acknowledge all responses and thank them for sharing. Continue with Imagining a Peaceful World exercise.

#### Imagining a Peaceful World

Lead the students in this imagining exercise. Say the following, pausing at the dots:

“A wonderful thing about people your age is that each one knows about peace. I’d like to start our unit by asking you to use your mind to imagine a peaceful world. Let yourself be very still. I want you to picture in your mind a beautiful, big bubble – this bubble is so big that you can step inside – it’s like a small, silent plane that you can travel in to imagine going into the future, to a better world. . . . You step inside the bubble and float to that world that is completely peaceful. . . . The bubble rests on the ground of this world, and you step out . . . . What does it look like there? . . . Imagine how you would feel. . . . How does nature look? . . . What is the air like? . . . How do the houses look? . . .

As you take a walk around a lake, let yourself feel how peaceful that place is and how you feel. . . . Look in the lake and see your reflection . . . You can feel your body relaxing in this peaceful place. . . . As you pass by a group of people, notice the expressions on their faces and how they relate to one another. . . . A group of people smile and wave as you step back into your bubble plane to return here. . . . The bubble floats back to this time and this class. . . . As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within.”

### **Share**

Give the students time to share their visualization. Some may wish to share their experience. Or, the teacher may wish to ask them to share first about nature, then the self, and then about what they imagined about relationships with others. Acknowledge and actively listen to their responses.

If there is extra time, divide them into small groups, provide large pieces of paper and allow them to start making a picture of a peaceful world.

*Homework:* Ask them to think about one small thing people could do to contribute to a peaceful world.

## **PEACE LESSON 2**

### **A Peaceful World**

Begin with a song on peace. You may want to teach a song to the younger students. Play a song for the older students to which they will relate. Invite them to bring in a couple of their favorite songs.

Ask:

- At the end of our first Living Values activity, I asked you to think of small things anyone could do to contribute to a more peaceful world. I'd like to hear some of your ideas.

Acknowledge all responses and thank them for sharing.

### **Activity**

Explain that today you would like them to imagine a peaceful world again, and then draw or write about their experience.

Do the Imagining a Peaceful World exercise again. Allow a little more time for them to imagine, pausing a little more between sentences.

*Eight to Eleven Activity:* Divide the class into small groups of students, so each group can draw a large picture of a peaceful world. If this is done just after the above visualization, it is sometimes interesting for them to do it silently. Allow each group of students to bring their large picture up to the front and share it with the rest of the class.

*Twelve to Fourteen Activity:* They may enjoy drawing a peaceful world in small groups as in the above activity. Or, ask them to share their thoughts about a peaceful world in writing. Or, they may write a few lines and illustrate it.

## **PEACE LESSON 3**

### **Mind Mapping a World of Peace and a World of Conflict**

Begin with a peace song. If you are up to a bit of fun, allow them to move around the room, making peaceful movements. Or lead them

around the world, making peaceful movements! Perhaps during the next LVE activity, one of them may lead.

### **Mind Mapping Activity**

“Today, let’s explore the differences between a peaceful world and a world of conflict through mind mapping.”

Mind Map: Begin by drawing a large circle on a white board, putting Peace on the right side and Conflict/Violence on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 2). Start with a branch for SELF on the Peace side of the circle, asking them what happens when there is Peace in the Self and writing in brief their responses. Then ask them what happens when there is a lack of peace, conflict or violence in the SELF. The students are to supply all the answers. Also do branches for Families/Friends, Neighborhood, Country and the World.

Discuss the Reflection Points:

- ◆ Peace is more than the absence of war.
- ◆ Peace is living in harmony and not fighting with others.
- ◆ If everyone in the world were peaceful, this would be a peaceful
- ◆ world.

### **Creative Activity**

Divide the students into groups of four to six. Ask each group to create a song or poem about peace, violence, or peace versus violence. It could be a rap song. Allow them to perform their creation for the group.

## PEACE LESSON 4

### Time Capsule

Say, “Today, let’s pretend that you are living in the peaceful world that you imagined the other day, and you are asked to make a time capsule to let future generations know your world. What 10 items would you choose to put in that time capsule to let them know more about a peaceful world?”

Allow the students to work in small groups of three or four. Each group can present their list of 10 items to the class. You may wish to allow them to make a poster of their ten items.

Ask the entire class:

- Is there anything else you would need for a peaceful world?
- What are the things you won’t need that are currently in our world?

Play or sing a peace song. Perhaps sing one that was created during the last lesson.

#### NOTE TO EDUCATOR

An LVE supplement, *Helping Young People Process Difficult Events* is available. Originally developed in response to a request from educators in Afghanistan, this special supplement contains 12 lessons to help young people express and process their reactions to violence and death. Designed to be used with *Living Values Activities for Children Ages 8–14*, it also contains guidelines to help children begin to process their reactions to other circumstances which may be emotionally traumatic. The lessons can be done in a classroom setting by educators that have undergone an LVE Workshop and learned the skills of active listening and validating and how to create a values-based atmosphere. You may write your LVE Trainer or [content@livingvalues.net](mailto:content@livingvalues.net) to access this free resource.

## **PEACE LESSON 5**

### **If We Were All Peaceful**

Play, teach, or sing with the students a peace song that they created, one from your particular culture, or share your favorite peace song.

Write the Reflection Points on the board:

- ◆ Peace is being quiet inside.
- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace consists of positive thoughts, pure feelings, and good wishes.

#### **Discuss/Share**

- If every single person in this world were peaceful inside, would this world be more peaceful? How?
- What does peace feel like?
- What types of thoughts do you think people have when they feel peaceless?
- What types of thoughts or activities do you think help people feel peaceful?

Introduce the Physical Relaxation Exercise:

Say, “Many people in the world today feel stressed. Do you experience being stressed sometimes? . . . One way to help get rid of stress and feel more peaceful is doing a physical relaxation exercise. When we get rid of some of the tension, we can be at our best. Let’s try it.”

Play some relaxing music, if possible.

## Physical Relaxation Exercise

“Sit comfortably . . . and relax. . . . As you relax, let your body feel heavy and focus your attention on your feet. . . . Tighten all your muscles for a moment . . . and then relax them . . . let them stay relaxed. . . . Now become aware of your legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them. . . . Now the stomach . . . tighten the muscles for a moment . . . and then relax. . . . Be aware of your breathing, and take in a deep breath. . . . As you breathe out, let go of any tension. . . . Breathe in deeply again . . . let the air out slowly . . . and let go of any tension. . . . Now tighten the muscles in the back and the shoulders . . . and then relax them. . . . Tighten the muscles in your hands and arms . . . and then relax them. . . . Gently move the neck . . . first to one side, then to other . . . relax the muscles . . . now tighten the muscles of the face . . . the jaw . . . and then relax the face and the jaw. . . . Let the feeling of well-being flow through the body. . . . Focus again on your breathing, breathing in deeply . . . and then letting go of any tension. . . . I am relaxed . . . I am peace . . . I am ready to be at my best.”

– *Contributed by Guillermo Simó Kadletz*

*Eight to Ten Activity:* Choose one or more colors and draw peace.

*Eleven to Fourteen Activity:* Write about a time you felt really peaceful.

## **PEACE LESSON 6**

### **Baking a World Cake**

Make a World Cake of human qualities and characteristics. This activity provides an opportunity for students to think about a better world, create, and discuss what they think is important with their peers, parents, and teachers. (Allow students to work in small groups of three or more.)

#### **Discuss/Share**

- What are the finest human qualities you think should be in the “World Cake”?
- Would all the ingredients be pure, or would you include some “not so good” ingredients to remind us we need to work together to remove those items that cause harm or hurt?

#### **Activity**

Step 1. Each small group is to choose the ingredients. Ask them to make a list of the finest human qualities you would like to put into your World Cake.

Step 2. Choose the amount of each ingredient: The amount of each ingredient can be measured in grams, kilograms, tons, percentages, or any other suitable way.

Step 3. Mixing and baking the cake: Describe the order in which you would put the ingredients into the cake mix and explain how you would mix and bake the cake. (The evening before Lesson 6, younger students may wish to look at a recipe book with their father or mother.)

For an example of a World Cake created by a student in China, see Item 1 in the Appendix.

End Lesson 6 with a peace song.

## **PEACE LESSON 7**

### **Baking a World Cake Continues**

#### **Activity**

Step 3 continues. Continue creating the ingredients and writing down their order.

Step 4. Presenting your work: You can record your work in any way you wish. Your presentation can be as simple, imaginative, creative, and illustrated as you wish. Allow each group a large piece of paper on which to draw their cake.

Step 5. Sharing your work: Allow each group to share their recipe and picture with the class. Talk about your World Cake with family and friends. Explain that the ingredients and the way it is baked make it taste the way it does. Invite them to share their feelings about your cake.

– *Contributed by Peter Williams*

Display: Allow each group to put their work on the wall. Perhaps in another couple of weeks they can put them in shop windows in the community.

Another possibility: Send copies of your recipes and jpg files of your World Cake pictures to [lve@livingvalues.net](mailto:lve@livingvalues.net) for posting on the LVE international website.

## **PEACE LESSON 8**

### **A Special Place**

If the young people are enjoy singing or moving with a peace song, begin each session with this.

## Discuss/Share

- Do you have a special place where you can sit quietly and think?
- Why do we need to be quiet and peaceful sometimes?
- How do you feel inside when you are quiet and peaceful?
- What sorts of things prevent us from feeling peaceful?

– *West Kidlington School*

Discuss the Reflection Point: Peace consists of positive thoughts, pure feelings, and good wishes.

## Peaceful Star Relaxation Exercise

Read the following slowly, pausing at the ellipses.

“One way to be peaceful is to be silent inside. For a few moments, think of the stars and imagine yourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They are so quiet and peaceful. Let the body be still . . . Relax your toes and legs . . . Relax your stomach . . . and your shoulders . . . Relax your arms . . . and your face . . . Let the feeling of being safe emerge . . . and a soft light of peace surround you . . . You, the tiny star, are full of peaceful light . . . This light is soft and safe . . . Relax into the light of peace . . . Let the self be still and peaceful inside . . . You are focused . . . still . . . concentrated . . . a star of peace.”

## Activity

Ask students to write a short story or a poem about their most peaceful moments. “I feel most peaceful when . . .” Perhaps a few of them would like to share what they created.

## PEACE LESSON 9

### Increasing Peace at School

Begin with a peace song.

#### Activity

Introduction: “The other day we mind mapped the differences between a peaceful world and a world of conflict. Today, I’d like you to think about the differences between a Peaceful School and a School with Conflict.”

Put the words Peaceful School and School of Conflict at the top center of the white board or on flip chart paper and prepare to write their answers to the following two questions in the appropriate column.

Ask:

- What kinds of things happen in a Peaceful School?
- What kinds of things happen in a School of Conflict?

Add another column on each side of the two center columns. Title them Feelings.

Ask:

- How do the people feel who are arguing, bullying and fighting in the School of Conflict? (Record their answers in the appropriate column.)
- How do the people feel in the peaceful school? (Record their answers in the appropriate column.)

Add another column on each side of the four center columns. Title them Words and Actions. As before, record their answers in the appropriate column.

Ask:

- What kind of words would you hear from people who are arguing and bullying in the School of Conflict?
- What kinds of actions would you see from people who are arguing, bullying and fighting in the School of Conflict?
- What kind of words would you hear from people in the Peaceful School?
- What kinds of actions would you hear from people in the Peaceful School?
- Which of the words and actions that we have here on the board would you like to try in our classroom? (Circle the words and actions that they voice wanting.)

Say, "Just as people create their world and students create what happens on the playground, so we are creating what happens here in this class."

Ask:

- What kind of classroom do you want?

Say, "Now I would like you to look at the World Cake recipes and pictures that you made. Everyone, please form the small groups who made the pictures. I would each group to gather around your picture and decide which values or qualities you would like to have in our own Peaceful Classroom list. I will give each group ten minutes to write down the eight values or qualities you think are most important for a Peaceful Classroom.

Ask they gather, please make a header for another column titled Our Peaceful Classroom. (Put it on a large piece of paper so it can be keep on a wall.)

## Peace for Children 8 to 14

Ask each group to call out their eight values or qualities. Underline the values or qualities when they are repeated by another group. In this way you can find out which qualities or values are most important for the entire group. When all the groups are finished, circle the six values or qualities that have the most “underlining”. Double circle the top three values or qualities. (Keep this list please.)

Ask the class to think of three practical things they would like to try based on the most frequently mentioned values or qualities. For younger students, help them make the suggestions practical, e.g., after lunch, we could play a peace song, or we could really listen when other people are sharing.

Try the ideas the rest of the day and the next day and then ask the students to evaluate the process. Allow them to decide if they want to try it for another week. Ask them if they would like to create other ideas from the Our Peaceful Classroom list.

Close with the Peaceful Star relaxation exercise.

At the end of the exercise, add in another two minutes while you name three or four values or qualities they identified as the most important. (There is no need to do the following for peace if that is one of the top three.) For each one say, “I value \_\_\_\_\_. I am \_\_\_\_\_. I let the light of \_\_\_\_\_ enter my mind.” Then pause before doing the same with the next two values or qualities.

## **PEACE LESSON 10**

### **Feelings of Peace Collage**

Begin with the Peaceful Star exercise.

#### **Discuss/Share**

What symbols represent peace to you?

#### **Activity**

As the students think about what peace means to them, instruct them to make an image or an object or to search through magazines they have collected for photos, pictures, or symbols that illustrate a world of peace. Tell them this is the start of building a collage. Ask them to begin a collage with images, drawings, and photos. Suggest they continue to add new symbols, details, and words that illustrate this world of peace.

*– Contributed by Sabine Levy*

End with a peace song.

## **PEACE LESSON 11**

### **Words of Peace**

Begin with a peace song, with or without movement.

Discuss the Reflection Points:

- ◆ Peace is a qualitative energy that brings balance.
- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is the main characteristic of a civilized society.

### **Activity**

Continue work on the collage. Some students may have brought things from home to add.

Allow students to generate their own commentaries about how they see peace, contributing images that express peace. Post their commentaries or short poems on the collage.

Do one of the relaxation exercises or use one or two of the commentaries created by the students.

– *Contributed by Pilar Quera Colomina*

## **PEACE LESSON 12**

### **Remembering War**

Choose subject content: Teachers at West Kidlington School used Remembrance Day poems about war as the content for the discussion. Choose something relevant in your curriculum.

Begin with a peace song.

### **Discuss/Share**

Open a discussion about the language and feelings in the poems – or whatever content you have chosen. Then ask:

- What are the causes of war? (often desire for power, wealth, and territory)
- What happens to people when there is war?
- Find war-torn countries in the atlas. (Two for younger students, more for older students.)
- How do you feel about war?
- What does peace (or war) in your country mean to you?

- What does terrorism in your country mean to you?

Please acknowledge and actively listen to their comments and allow them to converse about any concerns.

### **Activity**

Write a poem in any style on your own thoughts about war and/or peace.  
– *Contributed by West Kidlington School*

## **PEACE LESSON 13**

### **Arms Are For . . .**

Begin with a song.

Tell the students that today you would like them to think about arms.

Ask: What are arms? What are they used for?

They will probably tell you about their two bodily arms. So talk about what those arms can do. “They can hug, pick up things, cook, paint beautiful paintings, throw footballs, work to make homes and tall buildings, help sick animals, etc. Linking arms is a sign of closeness and being friends. Arms can also push, shove, and fight. How we use our arms is what creates peace or conflict. How we use our arms makes a difference.”

Ask: How do you feel when others use their arms to hurt you or someone you care about? (Acknowledge and accept all answers and reflect their feelings. Comment, “Yes, it is painful when others hurt us.”)

If one of the students has not already mentioned it, tell them the word arms is synonymous with the word weapons.

Human arms have been used to make guns and weapons of war. Arms to destroy things are simply an extension of the person who has the bodily arms and decides to create something that can destroy.

Ask the following questions, acknowledging and actively listening to each of their responses.

- Why do you think people start wars?
- How do you feel about war?
- How do you feel about terrorism?
- What other kinds of violence don't you like?
- What would you like to tell the people that start wars?
- What would you like to tell terrorists?
- What would you like to tell other people that harm others? (Think about the violence in your area, be it gang violence, drug dealers, abusers....)

Say, "There's a slogan: Arms are for hugging, not for shoving."

Ask:

- Can you think of other slogans about arms? (Give an example or two if they do not generate some. Examples are: Arms are for giving, not for grabbing. Arms are for use, not for abuse. Arms are for holding, not for hurting.)
- Can you think of a slogan you could say to someone if someone was bothering you?

Comment: "People need to know that it is not right to hurt others."

Write down what they come up with and save it on the board for use in another lesson.

Ask:

- Can anyone think of another slogan for peace?

## Activity

Ask them to make a peace poster. You may wish them to do this in small groups. Examples: arms joined, a gun turning into a dove, arms of students linked across an outline of the shape of your country, etc.

Allow them time to share their artistic creations. If there is not time, perhaps they can share them at the beginning of the next lesson.

End with the Peaceful Star Relaxation Exercise, adding in some of the class- identified important values or qualities: "I value \_\_\_\_\_. I am \_\_\_\_\_. I let the light of \_\_\_\_\_ enter my mind."

## PEACE LESSON 14

### Peace Slogans

**Preparation:** Make a peace puppet if you don't have one. An easy way to make one is to staple or tape two pieces of paper together on three sides with space for your hand to fit inside. Draw a peaceful face on one side, using peaceful colors. You may also wish to make a violent puppet using colors of anger.

Play a peace song as the class begins.

Say, "In the last peace lesson I asked what you would like to tell people who start wars or are terrorists. I would like each one of you who wishes to have the chance to use this peace puppet and tell the violent puppet what he needs to know."

Sit in a circle, if possible, and allow each person who wishes to share to do so. Acknowledge, actively listen or validate their responses.

If there is gang violence, drug violence or other types of violence that the students are concerned about, ask them if they would like to use the peace puppet to share what the people who harm others need to know.

### **Artistic Activity**

Ask the students if they have thought of more peace slogans since the last lesson. Provide materials for painting their slogans on pieces of paper. Play peaceful music as they work individually or in small groups.

Their work could initially decorate the room. Later, during school assembly, posters and slogans could be moved to the larger gathering place. Admire the peace slogans around the room.

End with a relaxation exercise of your choice.

### ***NOTE TO EDUCATOR Please read prior to lesson 15.***

*Lessons in conflict resolution are simple, develop good communication skills which are useful in life, and have proved to be successful. There are many excellent resources, each one varying to some degree. In some schools, students serve as peer conflict resolution managers during break and playtime. The students often wear a special sash, cap, or armband to identify their role.*

### **The Conflict Resolution Process**

First, the students in conflict are asked if they want help in resolving the problem. If they do, one or two conflict managers sit with them. One can sit by one upset student, the other by the other upset student. It is more comfortable for two conflict managers to be together so they can give each other moral support.

If one or both students say they do not want help, they are not willing to listen and talk, ask them if they would like a few minutes to quiet down by listening to a relaxation/focusing exercise, meditating, or doing some art work to express their feelings. If they say no, then they are choosing the standard disciplinary procedure of the school.

The “conflict resolution managers” or “peer mediators” are there to help the students solve the conflict. They are to listen to their replies and direct them to listen to each other rather than interrupting. The peer mediators are to encourage the students to listen carefully without interruption, and then repeat to each other what they heard the other say. Their job is to appreciate the disputants’ listening and problem-solving skills, and to avoid taking sides. They are not to blame, accuse, moralize, or judge. They are there to help the students resolve the conflict. It is easy to slip into old verbal patterns, so be careful!

- ❖ A conflict resolution manager starts with the more visibly upset student, asking him or her to state what happened.
- ❖ Ask the second student to listen and repeat back what he or she heard. (He or she is not to contradict, argue, or blame, but simply repeat.)
- ❖ The same question – What happened? – is then posed to the second student, and the first student is to listen carefully and repeat.
- ❖ The next question asked each student is, “How were you feeling?”
- ❖ Again, each listens and repeats what the other said.
- ❖ Next, they are asked: “What would you like to stop?”
- ❖ After they each answer and have repeated back what the other said, then they are asked: “What would you like to happen instead?”
- ❖ The students are then asked if they can agree to do what the other suggested.

- ❖ If they are not happy with that suggestion, they are asked to generate other solutions.
- ❖ They are then asked if they can make a firm commitment to try to behave in the way they both agreed.
- ❖ When both have agreed to another behavior, the conflict resolution managers compliment them and tell them to return to the regular school activity.

### **Starting Conflict Resolution in Schools:**

All students are taught the same communication process. Tell the students about the process, demonstrate it for them, and lead them in practice. One person may want to visit the different classes and do all the training, or teachers can be taught how to do this at a teacher training session. Post the conflict resolution questions/process in each classroom. These are listed in the summarizing steps below and are also contained in the Appendix, Item 3.

Conflict resolution managers might want to take the questions with them to the playground and even take notes during the process. Let all students know that if they have a conflict on the playground, they may go to the student conflict resolution managers, or other students can call the managers to come over. As part of giving the students more ownership in this process, you may wish to have a contest for re-naming the conflict resolution managers. Perhaps you would get suggestions to call them peacemakers, stars, or \_\_\_\_\_? The students could submit possible names, and there could be a schoolwide selection of the name.

Conflict resolution has had dramatic effects in teaching students how to mediate disagreements and fights. Several teams of students can rotate

as conflict resolution managers. Adults should positively comment on the courage and qualities of the students – both of the conflict resolution managers and of the students who are willing to communicate and listen to help resolve a problem.

### **Conflict Resolution Process: Summary of Steps**

The mediator asks each student the question:

“Are you willing to work on a solution?” If the answer is “yes,” continue. Ask each student one question at a time, and wait for their response. The other student listens and repeats what was said.

Then ask:

“Please tell us what happened.”

“How did you feel when that happened?”

“What would you like to stop?”

“What would you like her/him to do instead?”

“Can you do that?”

“Can you make a firm commitment to try to act the way you both have agreed?”

Compliment them for the qualities they demonstrated during this peace process.

## **PEACE LESSON 15**

### **Conflict Resolution**

Teacher preparation: Be familiar with the above information, and list the six questions used during conflict resolution on a poster or board.

#### **Are you willing to work on a solution?**

Each person has to be willing to LISTEN to Each Other and repeat what the other says.

1. Please tell us what happened.
2. How did you feel when that happened?
3. What would you like to stop?
4. What would you like him/her to do instead?
5. Can you do that?
6. Can you commit to trying to behave in the way you two have agreed?

Begin the session with a peace song.

Ask:

- What would happen in the world if everyone learned to communicate and solve problems instead of fighting?

Acknowledge their responses.

Say, "People all over the world are learning about conflict resolution. The more people learn it, the more there is hope for peace. I really believe that people can solve their problems."

Say, "Today, we're going to learn one method of conflict resolution. These are the steps." Review the 6 steps you have written on a poster or board. Go back to the first question and the sentence under it.

Ask:

- Willingness to work on a problem really helps, doesn't it? Why?
- What does it mean about you as a person if you are willing to work on a problem? (If they have not included the following answers, please do include them: "It takes courage to work on a problem. It means that you believe you are capable of finding a solution, and it means you believe other people are capable, too.")

Say, “It’s good to start with the problems we know about. Let’s list them.

Ask:

- What kinds of things do people your age fight over? Listen and list their responses. (In classes with older students, ask them to write the responses on the board.)
- How do you feel when \_\_\_\_ (one event mentioned) happens?
- If the feeling is anger, ask: What feeling is underneath that feeling?
- How do you feel when \_\_\_\_ (another event mentioned) happens?
- If the feeling is anger, ask: What feeling is underneath that feeling?
- How do you want to feel? Accept all responses. Ask them if they want to feel valued, respected, and loved (if they have not given those responses).

**Demonstration:** Ask for two volunteers to try the conflict resolution exercise. Let them pretend to have a common conflict or else enact a recent conflict. The teacher models asking each student the six questions and asks them to listen to each other.

#### NOTE TO EDUCATOR

Actively listen to their replies, direct them to listen to each other and repeat what the other says. Appreciate their listening and coming up with solutions. If a student blames, interrupts or accuses the other during the dialogue, say “Please listen,” or “Please answer the question.” Restate the question again, such as, “How did you feel when that happened?”

Ask for two more volunteers and demonstrate the conflict resolution process again. Thank the volunteers. Ask for questions or reactions.

The students may want to learn the peace rap song “Cool Off” in the Appendix, or make up their own song.

End with a relaxation exercise.

## PEACE LESSON 16

### What We Like and Don't Like – Under the Anger

Begin with a peace song.

**Discussion:** Say, “Yesterday, we were discussing some of the things people have conflicts over and we made a list of those. Let's look at them in relation to the questions asked during the conflict resolution process.”

Take one item from the list, for example, name-calling, and ask the following questions:

- How do you feel when that happens? (If the response is anger, ask: What feeling is underneath that?)
- What would you like the other person(s) to stop doing?
- What would you like the other person(s) to do/say instead?

Repeat the above process with another couple of items from the list.

Say, “In some ways, people are simple. When we get angry, there is hurt or fear or embarrassment underneath. The hurt and fear come first when people do not feel valued, respected, or loved. Some people stay feeling hurt and others handle it by getting angry.” Repeat what you just said and illustrate it on the board:



## Anger

**Hurt, Fear, Shame or feeling Unsafe**

**Everyone wants to be valued, respected or loved.**

**Apply concept:** Ask the students to think of examples of things that happen or a time they felt this way when something happened to them. If they are unable think of an example, use examples from the list of conflicts made previously.

### **Activity**

Instruct the students to form pairs or small groups and ask them to create a poster on what others should not do, or what behaviors they would like from others. The students may need another day to finish their posters and have those who wish to share do so.

End with the Peaceful Star relaxation/focusing exercise, adding in the additional class-identified values or qualities.

## **PEACE LESSON 17**

### **Conflict Resolution and Listening**

Begin with a peace song.

Demonstrate the conflict resolution process one time with a couple of volunteers.

## Discuss/Share

Say, "One of the most important things in solving problems is to listen to others and really hear what they have to say."

Ask:

- How do you feel when you try to talk to someone and he or she turns away?

Acknowledge: "Yes, when people don't listen and are rude, problems usually get worse."

"Sometimes people do other things that interfere with solving a problem."

Ask:

- "Would anybody like to guess what some of those things could be?"

Acknowledge their responses and add any of the following not mentioned.

- Blaming
- Telling the person he or she is silly or stupid
- Interrupting
- Accusing
- Contradicting
- Trying to make him or her feel guilty
- Getting angry because the other person is angry

Explain: "For effective listening, it is important to do two things:"

1. To really (genuinely) pay attention to what the person is saying, and
2. To let the other person know that you understand what he or she is saying.

## Listening Activity

Form groups of three students. Ask them to count off one, two and three. For Round One: Person One will be the Talker, Person Two the Listener, and Person Three the Observer. See the chart below.

	<b>Person One</b>	<b>Person Two</b>	<b>Person Three</b>
<b>Round One</b>	Talker	Listener	Observer
<b>Round Two</b>	Observer	Talker	Listener
<b>Round Three</b>	Listener	Observer	Talker

- For Rounds One, Two and Three, each Talker shares something positive that happened to him/her.
- Do the rounds again, this time asking each Talker to share something that is important to him/her or something that makes him/her feel peaceful.
- Do the rounds again, this time asking each Talker to share something that he or she felt a little angry or sad about a long time ago. (If there is not sufficient time, continue this activity during the next lesson.)

During each round, the Listener should be encouraged to listen, occasionally reflecting the feelings or emotions of the Talker, or restating or paraphrasing the content of the message. The Observer in each round can provide feedback.

## Discuss/Share

- How did you feel when someone really listened to you?
- Did anyone notice that anger automatically started to decrease when the person was genuinely listened to?

Say, “Real listening is giving respect. People who listen well have self-respect.”

End with a relaxation exercise.

### **Options: A Peace Circle and/or a Peace Club**

A Peace Circle can be a regular time once a day or once a week when students and the teacher name actions they saw during the day/week that contributed to peace. It is also a wonderful idea when there is a conflict in the classroom, or when students come into the classroom with an unresolved conflict.

A Peace Circle can be called into session as needed. It is wise for the teacher to be the mediator of a real conflict in the classroom. While it may seem to some teachers that this would take time away from teaching, most teachers who try it report that dealing with the conflict ends up saving time.

Students learn that real conflicts are very solvable. Additionally, the teacher is demonstrating that peace is important to him or her – and the feelings of the students. When there is harmony it is much easier to feel and do our best.

Students and a teacher who is willing to be an advisor can set up a Peace Club. Students can create their own activities. Peer mediators could continue to refine and practice their methods with the help of the advisor as well as share with other mediators. Members of the Peace Club could create assemblies and dramas, create messages of peace, give Peace Awards, and acknowledge others.

## PEACE LESSON 18

### Conflict Resolution – Peers as Mediators

Begin with a peace song.

Discuss the Reflection Points:

- ◆ Peace begins with each one of us.
- ◆ To stay peaceful requires strength and compassion.

#### Activity

Ask four students to volunteer for a conflict resolution demonstration. Two act as mediators and two pretend to have a conflict. The peer mediators will take over the role the teacher had been playing in asking the six questions and helping the students in conflict resolve the problem. Instruct each peer mediator to sit by the students who have the conflict. When one demonstration is finished, ask the four students to reverse roles.

*Note: There is a conflict resolution sheet for the mediators to use in the Appendix.*

**Contrast poetry activity:** If time remains, ask students to brainstorm vocabulary associated with the above activities. They can use a dictionary and thesaurus to find synonyms and antonyms. As a group, or as individuals, students can write poetry to take the reader from one feeling or idea to its opposite. The point is to use words to show a change in feelings as a conflict is resolved. For example:

Anger - Hot resistance  
Eyes bright, throat too tight  
Nails digging deep into fists - Itching to fight  
Eyes meet - A tear trickles down an inflamed cheek  
“I’m sorry” - “Me too”  
Acceptance

– *Contributed by Ruth Liddle*

Homework assignment: Ask the students to do interviews during the next couple of days with adults. Review the following assignments.

## **PEACE LESSONS 19 and 20**

### **Interviews**

Begin with a peace song.

*Eight to Eleven Activity:* In the next couple of days, interview two adults to find out what peace means to them and how they find peace in their lives. Start off by asking each person to complete these sentences for you:

Peace is . . .

If I want to feel relaxed and peaceful, I . . .

The most peaceful place I can remember is . . .

*Twelve to Fourteen Activity:* Gather information from the TV, radio news, newspapers, or magazines about a couple of wars. Talk with an adult about what the people are fighting over. Ask yourself, is there an alternative to fighting? Write down your thoughts. Now ask this question to at least two adults and write down what they say.

Ask the students to share the results of their interviews in class.

– *Contributed by Ruth Liddle*

## **PEACE LESSON 21**

### **Peaceful Colors, Angry Colors**

Choose subject content: Your country may have a holiday remembering veterans of war, or you may wish to use as subject content a violent event that the students know of or are concerned about.

## **Discuss/Share**

Talk about the subject content. Ask the students about the process involved within the content (as in the following questions), and then perhaps share some of your thoughts.

- How can feelings escalate so that small upsets become big and out of control?
- How can we try and control these angry feelings and replace them by calmer, peaceful ones? (the help of friends, etc.)
- How does being at peace with oneself and one's friends make for a happier life?

## **Activity**

Draw or paint peaceful and angry colors and shapes – peaceful on one half of the paper, angry on the other half.

– *Contributed by Linda Heppenstall*

## **PEACE LESSON 22**

### **Contrast and Solve**

Begin with a relaxation exercise.

Discuss the Reflection Points:

- ◆ Peace begins within each one of us.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.

Ask:

- What allows the negative to continue to grow?
- What type of thoughts keep conflict alive?
- What allows peace to grow?
- What types of thoughts help peace grow?

## Activity

Create different stories. Instruct the students to start with a peaceful situation that changes to a negative situation. Then start with a negative situation that changes to a positive one. Have fun! Find original ways to transform/solve the negative situations. The class may wish to create a reference book on solutions the students have found.

*Eight to Ten Variation:* This could be done as a continuous verbal story. The students create the story themselves, with one person starting, the next continuing, etc.

*Eleven to Fourteen Activity:* Depending on time, you may want students to create a verbal story as above, or small groups could create and enact a play. After each play, ask the students to comment on what gestures convey negativity or aggressiveness and what gestures convey peace.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

## PEACE LESSON 23

### Peace Heroes

Discuss the Reflection Point: To stay peaceful requires strength and compassion.

*Eight to Eleven Activity:* Create a story on “The Peace Hero.” Divide the class into small groups. Allow the students to read their stories to each other. The group can then decide which story they would like to act out for the class.

- *Contributed by Marcia Marie Lins de Medeiros*

*Note: Twelve to Fourteen Activity:* Study peace heroes of your culture(s). Make up a skit about them or share what interests you about their beliefs or methods.

## **PEACE LESSON 24**

### **Collaborative Painting**

Play a peace song.

#### **Discuss/Share**

Ask the students what they enjoyed about the unit on peace and what they learned. Admire the work around the room and their accomplishments.

*Eight to Ten Activity:* Discuss what the students would like to put on their collaborative painting – symbols of peace, peace star, a picture of a peaceful world? Provide students with a long piece of colorful paper and individual small pots of paint and a brush. Play peaceful music. As they stand close to each other, they can paint their own small planned pattern. When the music stops, each student moves one step to the left or right.

– *Contributed by Linda Heppenstall*

*Eleven to Fourteen Activity:* Divide the class into five groups of students. Each group is responsible for painting the sky, earth, buildings, people, and animals. Provide students with a long piece of paper and enough individual small pots of paint and brushes for two groups. Play peaceful music and begin the Imagining a Peaceful World exercise from Lesson 1.

Start to read the visualization very slowly. Each group can get up in turn to draw and paint its part of the picture. One person from each group can add to the visualization – adding verbal commentaries that include descriptions of what the group is painting. Everyone should have a good time while enjoying the music and staying in a state of peace. (This is intended as an experience – not a polished piece of art!)

## **Option: Additional Peace Activities**

Dance peace.

Write your advice to the adults of the world. Make a class book for the adults who visit to read. Or, send the books to adults in decision-making positions.

Paint a peace mural. Consider surrounding it with peace slogans or your Classroom Qualities and Values List.

## **Additional Peace Activity for Students Ages 8 to 11**

### **Dove Game**

Discuss the following Peace Point: Peace begins within each one of us.

### **Activity**

Make squares for the Dove Game or for an adaptation of a children's board game in your country. The Dove Game is an adaptation of a game from Spain, called the Goose Game.

The Spanish board game has squares that form a spiral. Small groups of students can make the board game, drawing objects on small pieces of paper that can be later pasted onto a larger piece of paper in the form of a spiral.

Or each member of the entire class can make one square, and then the squares can be laid on the floor of the classroom or outside in a large spiral. In the former, students would use dice and markers when they play. In the latter, they would use dice, but then stand by the square on the ground as they advance toward the finish.

## Discuss

Ask the students to think about what pictures they would like to make for their game. There should be doves and other symbols of peace. One out of every five pictures should be a dove. Two out of every five pictures can be something that disrupts peace. For these, ask the students to draw pictures about what things they do not like other people to do. Arrange the pictures so that the fifth square is a dove, and then the tenth, fifteenth, and twentieth, etc. The last picture should be a picture of a completely peaceful world.

**Game Rules:** To play, the student rolls the dice. When a student lands on a picture of a dove, he or she says “Dove to dove, I fly above,” and then moves to the next dove (five spaces up). If a student lands on a disrupting-peace square, he or she gives a solution. For example, if it is a picture of someone calling a name, the student can say, “I don’t like it when you do that; I want you to stop.” Or, if it is a picture of someone gossiping, he or she can say, “I feel \_\_\_\_ when you talk about me because \_\_\_\_\_.” When a student thinks of a solution, he or she advances to the next peace square. The game is over when everyone reaches the last square of a peaceful world. Allow the students to encourage and help each other. The teacher can lead the applause when everyone reaches the last square.

– *Adapted from an activity contributed by Encarnación Royo Costa*

## Activity

Play the Dove Game made in the previous lesson. First explain the rules, then ask the students to practice verbal responses in preparation for landing on the dove and conflict squares. Then ask them to play the game. End with a peace song.

## **Additional Peace Lessons for Students Ages 12 to 14**

### **Manifestations of Peace in the World**

What are different manifestations of peace in the world? How is peace expressed through the arts? What large organizations work for peace in the world?

In different subject areas, use your standard curriculum for students to explore.

This will require the student participation in researching information and sharing it with the class. They could create a paper on this theme.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

*Thank you for choosing to explore Values through this booklet.  
Many other titles are available and will increase in the future,  
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## **LVE Resource Materials**

Designed to address the whole child/person, Living Values Activities engage young people in exploring, experiencing and expressing values so they can find those that resonant in their heart, and build the social and emotional skills which enable them to live those values. The approach is child-centered, flexible and interactive; adults are asked to act as facilitators.

The approach is non-prescriptive and allows materials and strategies to be introduced according to the circumstances and interests of the users and the needs of students. The 12 universal values explored are of *peace, respect, love, cooperation, happiness, honesty, humility, responsibility, simplicity, tolerance, freedom and unity.*

### *– Living Values Activities for Children -Ages 3-7, 8-14, and Young Adults*

LVE utilizes a wide range of modalities and activities, with the hope that each young person will be inspired to love values and experience their strength and beauty.

Reflections points teach the importance of valuing all people, discussions help students grow in empathy, role playing builds conflict resolutions skills and a myriad of facilitated cognitive, artistic, and experiential activities increase positive intrapersonal and interpersonal social and emotional skills. Reflective, imagining and artistic activities encourage students to explore their own ideas, creativity and inner gifts.

Mind mapping values and anti-values builds cognitive understanding of the practical effect of values and encourages a values-based perspective for analyzing events and creating solutions. Other activities stimulate

awareness of personal and social responsibility and, for older students, awareness of social justice. The development of self-esteem and respect and acceptance of others continues throughout the exercises. Educators are encouraged to utilize their own rich heritage while integrating values into everyday activities and the curriculum.

***Living Values Parent Groups: A Facilitator Guide*** – This book offers both process and content for facilitators interested in conducting Living Values Parent Groups with parents and caregivers to further understanding and skills important in encouraging and positively developing values in children. The first section describes content for an introductory session, and a six-step process for the exploration of each value. The second section offers suggestions regarding values activities the parents can do in the group, and ideas for parents to explore at home. In the third section, common parenting concerns are addressed and parenting skills to deal with those concerns.

***LVE Educator Training Guide*** – This guide contains the content of sessions within regular LVE educator workshops. This include introductory activities, an LVE overview, values awareness reflections, the LVE Approach and skills for creating a values-based atmosphere. LVE's Theoretical Model, Developing Values Schematic, and sample training agendas are included.

- ◆ *Living Values Activities for Children Ages 3–7*
- ◆ *Living Values Activities for Children Ages 8–14*
- ◆ *Living Values Activities for Young Adults*
- ◆ *Living Values Parent Groups: A Facilitator Guide*
- ◆ *LVE Educator Training Guide*



Living Values<sup>™</sup>  
Education



## The LIVING VALUES Vision

Living Values Education (LVE) is a way of conceptualizing education that promotes the development of values-based learning communities and places the search for meaning and purpose at the heart of education.

LVE emphasizes the worth and integrity of each person involved in the provision of education, in the home, school and community. In quality education, LVE supports the overall development of the individual and a culture of positive values in each society and throughout the world, believing that education is a purposeful activity designed to help humanity flourish.

*Material & Activities in the Rainbow Values Series are adapted from:*

*Living Values Activities for Children Ages 8 -14 Diane  
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Series is available at [www.livingvalues.net](http://www.livingvalues.net)*

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