



Living Values™
Education



RAINBOW LIBRARY VALUES ACTIVITY SERIES



Living Values Activities for Young Adults

Unit 1 - Peace

For Educators and Parents Everywhere

Material and Activities in this Rainbow Values booklet are adapted from *Living Values Education Activities for Young Adults, Book 1* by Diane G. Tillman and educators around the world.

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Living Values Education Activities for Young Adults, Book 1

Unit 1. PEACE

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For information about professional development workshops and LVE generally, please visit the ALIVE website at www.livingvalues.net.

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The development and advancement of Living Values Education is overseen by the **Association for Living Values Education International (ALIVE)**, a non-profit-making association of organizations around the world concerned with values education. ALIVE groups together national bodies promoting the use of the Living Values Education Approach and is an independent organization that does not have any particular or exclusive religious, political or national affiliation or interest. The development and implementation of Living Values Education has been supported over the years by a number of organizations; UNESCO, governmental bodies, foundations, community groups and individuals.

LVE continues to be part of the global movement for a culture of peace following the United Nations International Decade for a Culture of Peace and Non-violence for the Children of the World.

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PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

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VALUES ACTIVITIES IN THIS BOOKLET SERIES

*Peace I - Respect I - Love and Caring - Tolerance -
Simplicity and Caring for our Earth and Her Oceans - Honesty
Happiness - Optional Unit on Substance Abuse - Responsibility*

A note from the author

I have had the privilege of being involved with Living Values Education (LVE) for 23 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-two 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 adults, 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 nurturing hearts and educating 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 providing safe nurturing, supportive environments and 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 G. Tillman



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SETTING THE CONTEXT

Living Values Education is a global endeavor dedicated to nurturing hearts and educating 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 and caring, tolerance, honesty, happiness, responsibility, simplicity, caring for the Earth and Her Oceans, cooperation, humility, compassion, freedom and unity to engage students in exploring and choosing their own personal values while developing intrapersonal and interpersonal skills to “live” those values.

The sixteen values units in the updated Living Values Education Activities books include other related universal values such as kindness, fairness, determination, integrity, appreciation, diversity, gratitude, inclusion and social justice. 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 reserve 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

After ten years of implementing Living Values Education, a team of LVE leaders around the world gathered together to describe what they felt LVE was ... and had become.

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.

suggestions for greater community involvement in the area of vocational training as well as educating the community about AIDS and other relevant issues through dramas/skits.

LVE Supplement, Helping Young People Process Difficult Events
— 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 Education 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

Exploring and Developing Values

Teaching Values

The choices of young people are critically important, not only for their own happiness and wellbeing at this vulnerable time in their lives, but also for their future. If they are to resist the powerful messages of negativity ubiquitous in our society and on social media, and move toward a love for values and positive socially-conscious choices, they need positive role models and the



opportunity to cognitively discern the difference between the impact of values and anti-values on their lives, the community and the world.

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.

The Living Values Education Activities resource books are arranged to present a series of skills that build sequentially. However, it is important for educators to integrate values throughout the curriculum; each subject opens a window to view the self and values in relation to the world.

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 wellbeing 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.



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. Such a student-centered environment naturally enhances learning, as relationships based on trust, caring, and respect have a positive effect on motivation, creativity, and affective and cognitive development.

Creating a “values-based atmosphere” is the first step in LVE’s Developing Values Schematic. During LVE Educator Workshops, educators are asked to discuss quality teaching methods that allow students to feel loved, respected, valued, understood and safe.

Why were these five feelings — loved, valued, respected, understood and safe — chosen? Love is rarely spoken about in educational seminars. Yet, isn’t it love and respect that we all want as human beings? Who doesn’t want to be valued, understood and safe? Many studies on resiliency have reinforced the importance of the quality of relationships between young people and significant adults in their lives, often teachers. What happens to the learning process when we feel loved, valued and respected? What happens in our relationships with educators who create a supportive, safe environment in the classroom?

Real Learning Comes Alive in a Values-Based Atmosphere

Achievement automatically increases as real learning increases. Real learning and motivation come alive in values-based atmospheres where educators are free to be in tune with their own



values, model their love of learning and nurture students and the development of cognitive skills along with values.

This is not to say that excellent teaching will always occur when there is a values-based atmosphere; a values educator must also be a good teacher.

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.

Modeling of values by adults is an essential element in values education. Students are interested in educators who have a passion to do something positive in the world and who embody the values they espouse, and are likely to reject values education if they feel teachers are not walking their talk. LVE educators have shared amazing stories of change with angry and cynical pre-teens and teens, when they were able to stick to their values in challenging circumstances.

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

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.

If you are implementing LVE independently, it may be easier to focus on the values that fit best into your curriculum. A bit of reflection about values or an interesting discussion here and there, can help students become more engaged – and see the difference values make.

Do I need to do every activity?

No. While it is good to include a variety of values activities, educators may choose not to do some lessons or may wish to substitute material. In many of the lessons you will find scripted questions and content. This has been provided as many educators have requested such specificity. Please feel free to adapt the questions to your own personal style, the needs of the students, the culture, and your particular setting.

PLEASE REFER to the “Overview and Introduction” book for the full information of Living Values Education to maximise your classroom Values delivery and implementation opportunity.

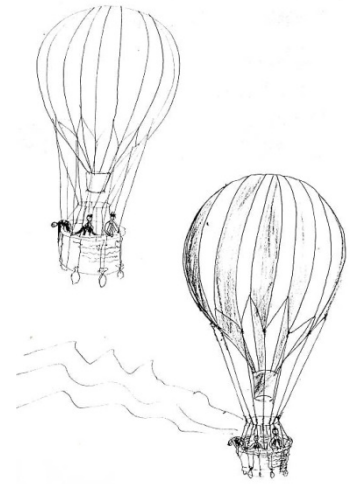
*We hope you and those with whom you work
enjoy and benefit from Living Values Education.*

*Thank you for your dedication to young people
and nurturing hearts as well as educating minds.*



UNIT ONE: PEACE I

Please begin with the Peace I Unit. This 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. Their conflict resolutions skills will make the life of the educator easier. Even more importantly, it will provide an opportunity for them to value peace more deeply as they understand emotionally and intellectually the effects of peace versus violence in their own lives, in the community and in the larger world.



LVE Young Adults Book 1 is intended for the first year of implementing Living Values Education, and alternate years. During the first year, you may wish to do all the lessons on conflict resolution in this Peace unit. If your entire school is implementing LVE, for the third and fifth years, etc., you may wish to do only a couple of conflict resolution lessons and enjoy facilitating some of the other lessons and subject area suggestions.

Each lesson begins with a song, and many close with a peace relaxation/focusing exercise. Songs create a special atmosphere in which people easily experience a value and help create a feeling of community. Invite students to be on your values planning team and bring in songs that relate to the values.

Some classic favorites are “Imagine” by John Lennon and “We Are the World” by Us for Africa. It is also an opportunity to learn traditional songs and music from your culture or the culture of others. Musical gatherings and peace assemblies will showcase the beauty that the students create and add to the experience.



Peace Reflection Points

- ◆ Peace is more than the absence of war.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.
- ◆ If we have no peace, it is because we have forgotten that we belong to each other. – *Mother Teresa, Nobel Peace Prize 1979*
- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace consists of pure thoughts, pure feelings, and pure wishes.
- ◆ Peace is a qualitative energy.
- ◆ Peace begins within each one of us.
- ◆ Worrying does not take away tomorrow's troubles, it takes away today's peace.
- ◆ When the power of love overcomes the love of power, the world will know peace. – *Jimi Hendrix*
- ◆ Peace is not the absence of war; it is a virtue; a state of mind; a disposition for benevolence; confidence; and justice. – *Baruch Spinoza*
- ◆ To stay peaceful requires compassion and strength.
- ◆ Serenity is not the absence of chaos, but peace in the midst of it.
- ◆ Compassion is a muscle that gets stronger with use. – *Mahatma Gandhi*
- ◆ There is no dialogue if there is not a deep love for the world and men. – *Paulo Freire, Brazilian Pedagogue*
- ◆ Learning to live together means combining the relationship of equality and difference. – *Xesús Jares, Spanish Pedagogue*
- ◆ Peace is the prominent characteristic of what we call "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, Former Secretary-General of the United Nations*



PEACE I LESSON 1

Mind Mapping Peace and Peacelessness

Play a peace song or a song about a better world — an uplifting song that they will like.

Discuss/Share

Say, “Today we will be starting some lessons about peace.” Ask:

- Who can tell me about peace? What is peace?
- Would you like a peaceful world? Why?
- Would you like a peaceful neighborhood or community? Why?
- What are the advantages of peace?
- Is there anything else you would like to share before we explore the differences between a peaceful world and a world of conflict through mind mapping?

NOTE TO EDUCATOR

With young adults who are angry, cynical or disheartened, it is especially important to acknowledge their feelings. For example, “Yes, the world is an awful place for millions of people. There is corruption, cruelty, prejudice, horrible poverty, violence and wars. There is a saying that everything is born in the mind of men — as humans we create the bad — and the good. People can and do make a difference. For the negativity to continue — we need do nothing. It takes real courage to think about what is going on — and change the intensity of your dislike of the negativity into determination to change it. Each one of you can contribute to a better world.”

Activity

Mind Map: Begin by drawing a large circle on a white board, putting Peace on the right side and Peacelessness/Conflict/Violence on the left side. If you are not familiar with Mind Mapping, you will find information in the Appendix (Item 1). Start with a branch for Self on the



Peace side of the circle. Ask them what happens when there is Peace in the Self, and write a word or two of their response, repeating the whole phrase they say. After several respond, go to the Self branch on the lack of peace, conflict or violence in the Self side. The students are to supply all the answers. Also do branches for Families/Friends, Neighborhood, Society and the World.

Discuss the Reflection Points:

- ◆ Peace is more than the absence of war.
- ◆ If everyone in the world were peaceful, this would be a peaceful world.
- ◆ If we have no peace, it is because we have forgotten that we belong to each other. – *Mother Teresa, Nobel Peace Prize 1979*
- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.

Creative Activity

Divide the students into groups of four to six. Give the groups 10 to 15 minutes to create a song or poem about peace or peace versus peacelessness, conflict or violence. It could be a rap song.

Invite them to perform their creation for the group. Lead the applause.

PEACE I LESSON 2

My Values

Begin with a song. If there was a song created during the first lesson, perhaps those in the small group that created it could present it again.

Discuss/Share

Ask:

- What two values do you think would change the world if *everyone* lived them?

Each person may have a different answer, but each one of you is right. If everyone in the world lived just two values, all the time, the world would change completely.



Ask:

- What would you like the world to be like?
- Tell me more about what you think a better world would be like.
- What would you like the environment to be?
- How would you like to feel inside?
- How would you like your relationships to be?

Positively acknowledge all responses.

Inform: The amazing thing about human beings is that we all want to be peaceful, loved and happy, and live in a healthy, clean, safe world.

It seems human beings in all cultures share universal values. We all want a peaceful world. So, why don't we have it?

Not just you, but many people around the world are concerned about the state of the world. While we share universal values, people are not living the values. You will have the opportunity to explore what values you would like to live with a course we will be doing called Living Values Education.

The premise of this project is that if we did live our values, we would create a better world. This is a program about values — thinking about them, expressing ideas, exploring what we can do to make a better world. It is a program to empower people to create more peace and happiness in their own lives and make a difference in the world.

Ask if they have any questions.

Reflection

Say, "I would like you to reflect on some of your values as I ask you to think about several things. Please write your responses."

Play some relaxing music and begin the following Reflective Exercise. Allow participants sufficient time to respond. Although approximate pausing times are suggested, each group is different. Observe when most of them are finished and then continue. Say:

- I would like you to think of a person who has positively influenced your life. (Pause for a few moments.)



- What values or qualities did you see in that person that made a difference to you? Please write the qualities or values that made it important to you. (Pause.)
- Pick one of those values or qualities. If everyone in the world had that quality, or demonstrated that value constantly, would the world be different? (Pause.)
- I would like you to think of the songs you love. What values are reflected through those words and music? Write those down. (Allow two or three minutes.)
- What images are important to you? Think of your favorite scenes, views or perhaps statues. What values and feelings are elicited by those? (Allow two or more minutes.)
- Remember a few especially positive moments of your life – what feelings were you experiencing then? What value were you demonstrating in those moments? (Allow two or more minutes.)
- Now, take a few minutes to think about six or eight values that are important in your life. Please write them down. (Allow two or more minutes.)

Activity

Step 1. Ask the young adults to form groups of four. Give them 15 to 20 minutes to share some of their experiences and values from this exercise in small groups.

Step 2. Invite each group to share a few of their favorite points with the entire group.

Step 3. Ask them to write down their definition of a value.

Step 4. Allow those who wish to do so to share their definition.

Step 5. To close, perhaps play an uplifting song that they like – on values, peace, love or creating a better world. Or, ask them to stand in a circle, each person sharing one word or one value that is important to him or her.

PEACE I LESSON 3

Imagining a Peaceful World

Play a song on peace.



Discuss/Share

Explore general concepts of peace through questions and discussion.

Ask:

- Does our world seem peaceful today?
- What would it look like or feel like to have a peaceful world?
- Who thinks peace is important?

Acknowledge all responses, including any statements about the negativity in the world or cynicism, and thank them for sharing.

Tell them that you will be giving a commentary about imagining a peaceful world. Play some peaceful instrumental music, if possible.

Imagining a Peaceful World

Please read the following slowly, pausing to allow them time to imagine. Feel free to adapt the commentary to suit your situation.

“Relax and let yourself become still. . . . Be in the present moment. . . . Focus on this moment of time. . . . Picture in your mind a beautiful bubble — this bubble is so big that you can step inside. . . . A door on the bubble opens. . . . Imagine stepping inside . . . the bubble begins to rise . . . it can travel in time or space . . . to a world where it is completely peaceful. . . . When you arrive, step out of the bubble and look around. . . . What does it look like there? . . . What is the air like? . . . How does nature look? . . . How do the buildings look? . . . You walk over to a lake. . . . Look into the lake and see your reflection. . . . How do you look? . . . How do you feel inside? . . . You can feel your body relaxing in this peaceful place. . . . As you pass by a group of people your age playing a game, notice the expressions on their faces and how they relate to one another. . . . (Pause for ten seconds.) They smile at you. . . . You continue to walk around the lake. . . . You notice a family and the way they are interacting with each other. . . . (Pause for ten seconds.) When it is time to leave, you step back into your bubble. . . . On the return journey, allow your bubble to go a little higher so you can see the peaceful world below. . . . What are the interactions like in countries . . . and between countries? . . . (Pause for 30 seconds.) What is nature like? . . . Now, allow the bubble to gently float back to this time and this class. . . . As



you experience yourself seated here, let the image of the bubble disappear, and enjoy a feeling of stillness within.”

Share

- Invite the students to form small groups of three, with people they have not spoken with in the last few days, to share their visualizations for six to nine minutes. Remind them to make sure everyone in the group gets a chance to share. Or, allow the small groups to verbally share and then make one picture together.
- Form one group again and invite a few students to share someone else’s points about nature, the self, relationships, and/or interactions in countries and between countries. Perhaps two or three students would like to volunteer to write and draw on the board what is being shared by the group.

Activity

Ask students to silently reflect and write about their vision of a peaceful self or a peaceful world, or create a poem.

Invite any of those who wish to share their creation to do so.

Homework: Ask students to think of one small thing they can do to make their world like the world they imagined.

PEACE I LESSON 4

Feeling Peaceful and Without Peace

Play a peace song as the students enter or invite one of the small groups from the first lesson to sing a song they created.

Homework follow-up: Ask the students if they thought of things they could do to contribute to a more peaceful world. Acknowledge all responses and thank them for sharing.

Introduce the Physical Relaxation/Focusing Exercise: “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/Focusing Exercise

“Sit comfortably . . . be aware of how you are feeling . . . and relax. . . . As you begin to relax your muscles, take in a deep breath . . . and let your body feel heavy. . . . As you breathe out, 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. . . . Breathe in slowly . . . and as you exhale, let any tension melt away. . . . Now tighten your hands for a moment . . . and then relax. . . . Be aware of your breathing, and take in a deep breath. . . . As you breathe out, let any tension melt away. . . . 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. . . . Move your shoulders up . . . and relax as you move them down. . . . Tighten the muscles in your hands and arms . . . and then relax them. . . . Gently move the neck . . . first to one side, then to the 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 wellbeing 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*

Discuss/Share

Ask the following questions, acknowledging their replies and actively listening as appropriate.

- If every single person in this world were peaceful inside, would this world be more peaceful? How?
- How do you feel when you feel peaceful?
- What sensations are you aware of?
- When do you feel peaceless?
- What types of thoughts create a feeling of peacelessness?
- What types of thoughts help you feel peaceful?
- What activities or things do you do that help you feel peaceful?
- When do you feel most peaceful?



Discuss the following Reflection Points:

- ◆ Peace is a calm and relaxed state of mind.
- ◆ Peace is a qualitative energy.
- ◆ Worrying does not take away tomorrow's troubles, it takes away today's peace.
- ◆ Peace consists of pure thoughts, pure feelings, and pure wishes.

Activity

Write a short personal essay, "I feel most peaceful when . . ." or draw or paint peace. Invite those who wish to share their creation to do so.

PEACE I LESSON 5

Increasing Peace in School

Begin with a song. If you are comfortable doing so, invite everyone to stand and move peacefully during the song.

Discuss/Share

Introduction: "The other day we mind mapped some of 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." Ask the following questions, acknowledging their responses:

- What kinds of things would happen in each of those schools?
- What would you notice about each of these schools if you were casually walking through?
- How do the people feel who are fighting?
- How do those who they fight with feel?
- How do those who are bullied feel?
- What are the different feelings other students who watch bullying or violence in the school might feel?
- How do the people feel in the peaceful school?
- What kinds of things can they enjoy without worrying?



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

Activity

Step 1. Invite students to form groups of six or seven. Ask them to discuss which values or qualities would be most important to create a Peaceful Classroom or Peaceful School. Each group may choose between six to ten values or qualities.

Step 2. Ask each group to create a picture or poster on a large piece of paper with the words of the values and qualities and the words and behaviors that would happen as a result of those values and qualities in such a classroom or school. They may wish to draw or use symbols to depict some of the behaviors.

Step 3. Invite each group to share their poster/picture and their ideas with the entire class. Lead the applause for each group.

Step 4. Ask members of the groups to circle all the values and qualities and words and behaviors that are in their picture or poster that were mentioned by the other groups.

Step 5. Ask the students to name the six values or qualities that they are hearing most often that create a Peaceful Classroom or School.

Step 6. Ask the class to generate a list of practical things they would like to try based on the most frequently mentioned values or qualities.

Step 7. Ask them to select two or three of those practical things to put into practice during your time together for a week.

Close with the Peace Relaxation Exercise below. Just before the end of the exercise, please name three or four of the values or qualities the students identified earlier as the most important. 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 Relaxation/Focusing Exercise

“Let the body be relaxed and still. Let go of thoughts about the world outside, and slow down within. Be in the present, focusing on this



moment in time. . . . Breathe in deeply . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply again . . . and let go of any tension through the bottoms of your feet. . . . Breathe in deeply . . . and let the mind be still. Slowly absorb waves of peace. . . . Imagine being outdoors on a clear day — in a beautiful setting. . . . You may imagine being by the ocean, or in a meadow. . . . As you picture the beauty of nature in front of you, absorb waves of peace. . . . Let the self feel totally safe and relaxed. . . . Let the self feel beyond time. . . . You are full of natural tranquility. . . . You are naturally peaceful. . . . Think of your natural qualities . . . be present . . . and lovingly accept the self. . . . Surround the self with love . . . surround the self with peace. . . . When I am at peace, I am able to access my creativity and strengths . . . I am able to be part of creating a peaceful world. . . . I bring my attention back to the room . . . peaceful . . . peaceful . . . focused . . . alert. ”

Evaluate the activity at the end of the week.

Ask:

- Did you create a more peaceful classroom?
- How did that feel?
- What worked or didn’t work?
- Would you like to continue with that activity?
- Is there something else you would like to try?

PEACE I LESSON 6

Bullying No More — Creating Assertive, Benevolently Assertive and Kind Responses

Begin with a song.

Discuss/Share

Share: Today, let’s explore bullying. A definition of bullying is: “unwanted, aggressive behavior . . . that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. . . . Kids who bully use their power — such as physical strength, access to embarrassing information, or popularity — to control or harm others. . . . Bullying includes actions such as making



threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.”¹

Ask:

- What are the different ways you’ve seen people bullied?
- Have you seen people bullied in different ways in other places? How?
- Have any of you ever been bullied?
- How do you feel when you are bullied?
- How do you feel when you see someone else bullied?
- Would anyone like to share anything else about bullying?

Accept and acknowledge all responses of the students. Validate, as appropriate, such as: “Yes, being bullied destroys our feelings of peace, safety and happiness.”

Ask:

- Do you want our class/school/club to be a bully-free zone?
- Who is the one person you can always affect? (Yourself.)
- The first step in creating a bully-free zone is to not be a bully. What belief or understanding would help you to treat all others kindly?
- What values and qualities do you think would help people to not act like a bully?
- Why do you think people sometimes act like bullies?

Say, “Thanks for sharing. Yes, often when people don’t feel good about themselves, they are mean to others.”

➤ Ask:

- What can we do to feel better about ourselves when we’re not feeling so good?

“Great ideas. Let’s look at bullying a little more closely. Generally, when someone is mean, people react passively or aggressively. There is a third option — to be assertive.

- When someone calls you a name, what is an aggressive response?
- And what does it lead to?

¹ Stopbullying.gov



- When someone calls you a name, what is a passive response? (Looking sad or looking frightened.)

- How do people bullying usually act when someone looks scared?
- How would that feel?

➤ **Explain:** People who act as bullies will usually continue to be mean to someone who acts passively, that is, who looks sad or frightened. People who act as bullies want to feel they are powerful, so when the target they are bullying looks upset they feel more powerful. Other people who act like bullies are simply so miserable inside that they want others to be miserable too.

➤ Say, “If you respond **passively** to a bully, he or she may bully you again. If you respond **aggressively** to a bully, the name calling or fighting is likely to get worse. The third type of response is an **assertive response**. It begins with staying in your own power of peace and self-respect. It might be like:”

★ Looking confident, shrugging your shoulders like it doesn’t matter because you know who you are, and walk away. (Please act it out for the students.)

★ An assertive verbal response: “I don’t like it when you do that, I want you to stop.” (Please act it out for the students, stating the sentence clearly and with self-respect and confidence.) Ask:

- What other assertive verbal responses work well? Not aggressive, but assertive!

Activity

➤ Say, “Everyone, please stand up and let me see the first ‘It doesn’t matter because I know who I am’ response.” “Again! Great!”

➤ “Now I’m going to call all of you a name. When I do, I want you to give me your first assertive ‘I know who I am’ confident response. Are you ready? (Call them a not-so-bad name and positively reinforce them for their ‘I know who I am’ confident response.



- “Great. Now everyone together, which assertive verbal response, with self-respect, do you want to use?” _____ “Okay, everyone together!”
- “Great. Say it one more time, a little louder and with self-respect.”
- “Well done!” And then tell them that’s the last time you want to hear any name calling in your class!

Introduce benevolently assertive responses: With a benevolently assertive response, the person is deliberately not agreeing with the offending person by letting him or her know in a **non-offensive and non-defensive manner** of a different view. The comment may include an acknowledgement of the goodness of the offending person or change the direction of the interaction to values, qualities or relationship. This is can be quite effective for it communicates a lack of fear and changes the dynamic. It is also a more peaceful and respectful response.

Examples of benevolently assertive responses . . .

When someone attempts to start a fight:

- ★ Fighting stinks. Can’t we think of anything better to do?
- ★ I think there’s enough fighting in the world. Fighting or friends ... what a choice!
- ★ Peace is a better choice than fighting.

When someone makes a discriminatory remark:

- ★ Life wouldn’t be so interesting if we were all clones.
- ★ God is a great artist. I think both of our colors are beautiful.
- ★ I was hoping to be purple this birth, but it didn’t work out!
- ★ I think all the religions of the world are cool.

The below examples could be used by the “target”, or by another student who wants to stop the bullying of someone else and feels it’s safe to do so.

- ★ Kindness is cool. Peace is cool. Come on, I know you have at least one of those inside.
- ★ All people deserve respect — that includes everyone.



★ The world has enough wars. Do we really need another one here?

➤ Ask them to generate a few more benevolently assertive responses.

➤ Then invite them to share examples of different situations that happen at your school or in the neighborhood. Ask everyone to generate responses to those situations as a group.

Role Play: Divide the students into small groups of three or four and ask them to role play, acting out the two assertive responses and trying out one or two of the benevolently assertive responses to the situations of their choice. Each student is to get a turn.

Discuss Bullying and Unkindness on Social Media

➤ Ask:

- Have any of you seen someone bullied or treated badly on social media?

- What are ways people bully on social media? (Some of the students are likely to want to share some stories.)

- Are you sometimes frightened that might happen to you?

- If it has happened to you, how do you feel when someone is mean on social media?

- Would anyone like to share anything else about bullying?

“There have been a few very, very sad cases where people as young as 11 killed themselves because of what was written about them on social media.”

➤ Ask:

- What values or qualities would have prevented these tragedies from taking place? (Actively listen, as always, to their responses and reactions.)

- What guidelines can you think of that would help someone decide whether to text or post something?



- Ask one of the students to write on the board the examples the students generate. Examples are:

- ★ Is this kind or helpful?
- ★ Would I like to get this?
- ★ Never hit send when I'm angry!

Closing: Play an uplifting song, and perhaps ask them to get up and move to the music, shaking out any tension and then dancing peace. End with a peace relaxation exercise.

Note to Educator: There are lessons about depression and suicide in the Love Unit if those with whom you are working are currently concerned about these issues.

PEACE I LESSON 7

Arms Are For . . . and Peace Slogans

Begin with a peace song or another uplifting song.

Discuss/Share

Ask:

- What are different ways arms are used? (Students may initially talk about the way we use the arms of our bodies.)
 - 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. Validating comment: "Yes, it is painful when others hurt us.")
- If one of the students has not already mentioned it, ask them to discuss "arms" as another word for "weapons". It is only human arms that make guns and weapons of war.
 - Ask the following questions, acknowledging their ideas:
 - Are arms to destroy things simply an extension of the person who has the bodily arms?



- Why do you think people start wars?
- What are their goals?
- Why do they want that? What kind of life are they trying to achieve?
- Is there any other way to achieve their goal?
- What would you like to tell them?

Questions if there has been violence: If you are in a country in which there have been shootings or gun violence at schools or in the community (or any other type of violence about which the students are concerned), bring up one of the incidents and discuss it as a group.

Some questions you might begin with are:

- A recent tragedy caused by violence was _____. What do you know about that? (Clarify any facts.)
- Why do you think these kinds of things happen?

➤ Discuss the particulars if the case relates to young adults their age or if they are concerned. For example, perhaps the perpetrator was a student who felt rejected or like he could never belong. In that instance, you might ask:

- Has anyone ever felt angry when someone is mean to you? (Everyone, yes?)
- When you are angry, is it right to hurt others? (No.)
- What would you like to tell the person if you could?
- What can we do to help everyone feel valued and respected?

Say, “There’s a couple of slogans.”

★ Arms are for hugging, not for shoving.

★ Arms are for helping, not for hurting.

➤ Ask:

- Can you think of other slogans about arms?” (Give an example or two if they do not generate some – such as, Arms are for giving, not for grabbing. Arms are for use, not for abuse. Arms are for holding, not for hurting. Have fun making some up.)

➤ **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

Invite them to form groups of two to three and make a peace poster. Examples: arms joined, a gun turning into a dove, arms of students linked across an outline of the shape of your country, etc.

End with the Physical Relaxation Exercise or the Peace Relaxation Exercise.

NOTE TO EDUCATOR

If students are not resolving conflicts in an optimum manner, conflict resolution strategies are recommended for the class or the entire school. Lessons in conflict resolution are simple, develop good communication skills that continue to be useful in life, and have been found to be successful. There are many excellent resources, each one varies to some degree. In some schools, students serve as peer conflict resolution managers or peer mediators during breaks. The room can also have relaxation/focusing commentaries available and art supplies.

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/mediators 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, or they appear to be very upset, compassionately 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 who are having the conflict solve it. 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 to repeat.)

- ❖ The same question of what happened is then posed to the second student, and the first student is to listen carefully and repeat.

- ❖ The next question asked of each student is, “How were you feeling?”

- ❖ Again, each listens and repeats what the other said. The peer mediator can also use active listening responses as each student talks about his or her feelings.

- ❖ 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 on another behavior, then the conflict resolution managers may compliment them on the process and perhaps note their qualities or efforts. They may ask them if they would like time to meditate / do a relaxation exercise before they return to their regular class.



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 class. These are listed in the summarizing steps below and in the Appendix, Item 2.

At the high school level, peer mediators often meet in a private room. They might want to take notes during the process. Let all students know that if they have a conflict, they may go to the student conflict resolution managers/peer mediators.

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 or peer mediators. 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 I LESSON 8

Introducing Conflict Resolution

Educator Preparation: Please become familiar with the above information and put the following on a board or poster.

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 her/him to do instead?
5. Can you do that?
6. Can you commit to trying to act in the way you both have agreed?

Begin the session with a peace song.

Discuss/Share

➤ Ask:

- What would happen in the world if everyone learned to communicate and solve their problems instead of fighting? . . . What would happen in your home, with your friends, in your community, and in the world? (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.”

➤ Inform: “These are the steps for one method of conflict resolution.” Review the steps you have written on a poster or board.

➤ Point to the first line and the sentence under it.



➤ Ask:

- Do you think willingness to work on a problem really helps? Why?
- What does it say 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.”)
- What kinds of things do people fight over? (Listen and list their responses on the board. Ask one or more students to make a list of these on a large piece of paper for later use.)
- 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 the anger?
- How do you want to feel? (Accept all responses. Students often mention respect and acceptance. Ask them if they want to feel valued, respected, and loved if they have not given those responses.)

Demonstrate: Ask for two volunteers to try the conflict resolution exercise. Let them pretend to have a common conflict, or take a recent conflict. The teacher is to model asking each student the questions, and ask them to listen to each other.

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

NOTE TO EDUCATOR

As the educator, actively listen to their replies, direct them to listen to each other and repeat what the other says, and 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?”



End with a Relaxation/Focusing Exercise. These can be found in the Appendix.

PEACE I LESSON 9

Conflict Resolution – What We Like and Don't Like

Begin with a peace song.

Discuss/Share

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?
- What would you like the other person(s) to do instead?
- What is a solution that would benefit everyone involved?
- Can you think of another fair solution?

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

Lesson Content

Say, "In some ways, people are simple. When we get angry, there is hurt or fear or embarrassment/shame underneath. The hurt, fear or shame come first when people do not feel valued, respected, or loved. Some people stay feeling hurt and others handle it by getting angry. Some people feel hurt and withdraw while other people feel hurt and then get angry."

➤ Repeat the above concepts and illustrate it on the board, drawing flames above the word anger.

Anger

Hurt, Fear, Shame or feeling Unsafe

Everyone wants to be valued, respected or loved.



Apply Concept: Ask the students to think of things that happen or a time they felt this way when something happened to them. If they are not able to do this right away, use a couple of examples from the list of conflicts made previously, or use one of your own examples.

Activity

Instruct students to write two examples, applying the above concept. Ask them to use one personal example when they felt this way. Or, offer them the opportunity to gather in groups of three or four to discuss times they have seen these dynamics. Remind them that what is said in the room, stays in the room. Ask them if they are willing to promise to keep what anyone else shares private/confidential.

Reinforce Concept and add a skill: Say, “There is always hurt, fear, shame or feeling unsafe under the anger. So, if you are ever angry, be aware of that, accept it, and then ask yourself: What’s under my anger? Am I hurt or afraid? Am I feeling unsafe? So be aware of or observe your emotions, accept them, and then you will be in a better place to love yourself and think of a positive way to deal with it.”

End with peaceful movement to a song and/or a Relaxation/Focusing Exercise.

PEACE I LESSON 10

Conflict Resolution and Listening

Begin with a peace song.

Discuss the Reflection Points:

- ◆ World Peace grows through nonviolence, acceptance, fairness and communication.
- ◆ Peace is the prominent characteristic of what we call “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, Former Secretary-General of the United Nations



Demonstrate: Invite a couple of volunteers to do participate in the Conflict Resolution process.

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 they turn 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:
 - What are other things people do that interfere with solving the problem?

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

Blockers and Stoppers

- Blaming
- Name calling; telling the person he or she is silly or stupid
- Interrupting
- Accusing
- Contradicting
- Trying to make the other person feel guilty
- Getting angry because the other person is angry.
- Giving solutions

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

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



Listening Activity

Form groups of three. Ask each group to count off: one, two and three. For Round 1: Person One will be the talker, Person Two the listener, and Person Three the observer.

	Person One	Person Two	Person Three
Round 1	Talker	Listener	Observer
Round 2	Observer	Talker	Listener
Round 3	Listener	Observer	Talker

- For Round 1, 2, and 3, each “Talker” is to share something positive that happened to her/him.
- Do this again, this time asking each Talker to share something that is important to her/him or something that makes her/him feel peaceful.
- Do the three rounds again, this time asking each Talker to share something that he or she feels angry or sad about. (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 emotions of the talker, or restating or paraphrasing the content of the message. The observer in each round can provide feedback.

Discuss/Share

- Ask:
 - How did you feel when someone really listened to you?
 - Did anyone notice that anger automatically started to decrease when someone was genuinely listened to?
 - Was there anything that made it difficult to listen?
 - What made it easy to listen?
 - How is really listening giving respect?

End with the following Relaxation/Focusing Exercise. Read the following slowly, pausing when indicated.



Peaceful Star Relaxation/Focusing Exercise

“One way to be peaceful is to be silent inside. Take a deep breath . . . and let yourself be surrounded by peace. . . . Be aware of any tension . . . and let it begin to release as you breathe out.... Take in a deep breath of peace . . . and slowly breathe out, letting go of any tension. . . . For a few moments, think of the stars in the sky and imagine yourself to be as still as a star in the distance. They are so beautiful in the sky . . . so quiet and peaceful. . . . Let the body be still. . . . Relax your toes and legs . . . relax your chest and your stomach . . . and your shoulders. . . . Relax your arms . . . and your face. . . . Be aware of your breathing . . . and allow the feeling of peace to come into your mind. . . . Let a soft light of peace surround you. . . . Be surrounded by peace . . . stillness . . . be peace. . . . You, the tiny star, are naturally peaceful. . . . Relax into the light of peace. . . . Let the self be still and peaceful . . . You are focused . . . concentrated . . . peaceful . . . content . . . a star of peace.”

PEACE I LESSON 11

Peaceful Hearts and a Circle of Coexistence

Begin with a peace song from your culture.

Discuss/Share

The following Reflection Points:

- Compassion is a muscle that gets stronger with use. – *Mahatma Gandhi*
- There is no dialogue if there is not a deep love for the world and men. – *Paulo Freire, Brazilian Pedagogue*
- Learning to live together means combining the relationship of equality and differences. – *Xesús Jares, Spanish Pedagogue*
- When the power of love overcomes the love of power, the world will know peace. – *Jimi Hendrix*

Activity

Step 1. Share that students in Brazil set up a “Circle of Coexistence” to resolve conflicts among students, to improve the harmony of everyone in the classroom, at school and in the community.



Step 2. Ask the students to think and practice positive feelings and actions for themselves, peers, society and the world through the following questions.

- What are some positive feelings and actions people could have for the self?
- What are positive feelings and actions people could have for others?
- In order to experience peace, would practicing the values of compassion, love and forgiveness help? How?
- How would accepting others create more peace in the world?
- What if everyone in our class/school/community accepted each other with a peaceful heart? What would that look like?

Step 3. Ask the students to form small groups and generate some practical ideas based on the themes debated and experienced in the circle.

Step 4. Invite each group to share their ideas and/or experiences.

Step 5. Close with a relaxation/focusing exercise on peace for a few minutes in which students can silently sense and share their compassionate and loving feelings.

Step 6. Suggest to the students that they practice peaceful feelings and communication for a week with peers, family and other people with whom they have contact.

– *Contributed by Paulo Barros*

PEACE I LESSON 12

To Agree or Disagree?

Begin with a song. Invite the students to move peacefully with the song.

Note to Educator: This class/assembly activity was submitted by educator Lisa Jennings and her ninth-grade students at the Kuwait American School in Kuwait. The activity is related to creating Peace through effective conflict management.

They began with a quote from Stephen Moyer to help guide their thinking:

- ◆ Conflict is drama, and how people deal with conflict shows the kind of people they are.



Educator Preparation: One group of students, with a facilitator, pre-prepare six Peace Related statements. Examples:

- ◆ Conflicts destroy peaceful relationships.
- ◆ Conflict should be avoided at all costs.
- ◆ You should stand up for what you believe in, even if other people don't agree with you.
- ◆ Conflict is the same in all cultures.
- ◆ Peace means the same in all cultures.
- ◆ Conflict can be healthy.

Class or Assembly Activity

Step 1. The facilitator introduces each statement to other students who are sitting in groups.

Step 2. The recipient students discuss the statement and come to a consensus as to whether they agree or disagree with the statement. Each group writes down the reason(s) for agreement or disagreement.

Step 3. The facilitator invites each group to share their consensus. A spokesperson for each group holds up a sign, either agree (green) or disagree (red).

Step 4. Where there is a difference of opinion, the facilitator opens a debate. The process continues until the whole class reaches a Peaceful consensus.

Reflection: The main outcome to consider: Peace begins with me.

- Contributed by Lisa Jennings and Grade 9 Students

PEACE I LESSON 13

Conflict Resolution – Peers as Mediators

Begin with a peace song.

Discuss the Reflection Point: Peace begins with each one of us.

Activity

Ask four students to volunteer for a conflict resolution demonstration. Two are to act as mediators and two are to 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 to Educator: There is a Conflict Resolution sheet for the mediators to use in the Appendix (Item 2).

Contrast Poetry Activity: If time remains, ask students to brainstorm vocabulary associated with the above activities. Ask them to think of “emotion words” and write them on the board. Find antonyms and synonyms. As a group, or as individuals, students can write poetry to take the reader from one feeling or idea to its opposite. For example, a change in feelings as a conflict is resolved is below.

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*

Invite the students who wish to do so to share their poems.

PEACE I LESSON 14

Bullying No More – Peer Intervention

Begin with a song.

Discuss/Share

Summarize: We’ve been talking about peace in different ways. We’ve been exploring personal peace through thinking about when we feel most peaceful and doing the peace relaxation exercises. We’ve been exploring how to create peace when there’s been a conflict with someone else by learning conflict resolution. We’ve also talked about being



assertive instead of passive or aggressive as a response to bullying and we talked about kindness guidelines on social media.”

➤ Ask:

- How’s that been going? What’s working or not working for you?
- Have you generated any more benevolently assertive response? What are they?
- What differences are you noticing?

Share humor as a strategy to counter bullying: “Sometimes humor works in a bullying situation when you can be humorous with confidence. For example, a humorous response which usually disarms when delivered confidently with a smile is: ‘If I had feelings, they’d be hurt!’

This works the same way as the assertive responses: When people don’t get defensive and stay in self-respect, the bullying usually stops as there is no pay-off for the one bullying.”

➤ Ask:

- Have any of you tried other humorous responses that were effective in stopping bullying?

Note to Educator: Do comment if their humorous responses are mean, as the intent is not to be aggressive but to be assertive. The rule: When people don’t get defensive and stay in self-respect, the bullying usually stops as there is no pay-off for the person bullying. A non-aggressive response can open the door of change for the person who is bullying.”

Activity

Peer intervention – Working together to deter bullying

- Share: Canadian research indicates that bullying stops 57 percent of the time within ten seconds if a peer intervenes. Bystanders passively watching bullying take place can add to the feeling of power the person who is bullying wants, so standing and watching can unwittingly reinforce bullying. Peer intervention is important as adults are rarely around when bullying occurs. Your peers are frequently around when bullying occurs: 85 percent of the time.



Introduce the intervention: When someone is bullying another person, if someone speaks up for the target, the bullying stops more than half of the time. In this lesson, we are going to look at safe things you can do that will help a person being bullied.

➤ Say, “I am going to tell you about three different situations. I want you to think about which one you would prefer if you were the target of the person who is acting like a bully.

“Response One: You are being bullied and your classmates walk away from the bullying scene.”

➤ Ask:

- How do you feel? (Actively listen to their responses.)

“The good thing is that the person bullying is deprived of an audience, but the target feels unsupported and may fear the bystanders think less of him or her. It is important for the target to walk away, but to walk away alone might be difficult.”

“Response Two: It’s the same situation. You are being bullied but one of your classmates calls out to you, ‘Come on, Sema. Don’t listen to her.’ Or, ‘Come on, Tom, it’s no fun listening to this.’ ‘Hey, Mira, let’s go. This is totally uncool.’ Your classmates walk away from the bullying scene *with* you.”

➤ Ask:

- How do you feel? (Actively listen to their responses.)

“The good thing is that the target feels supported by his or her classmates so does not feel as bad, and it is successful in stopping the bullying.”

“In the situation, I just read there was:”

- ★ Come on. Don’t listen to her.
- ★ Come on, it’s no fun listening to this.
- ★ Hey, let’s go. This is totally uncool.

➤ Ask:

- What kinds of things could you call out to the target to let him or her know you are helping them be safe?



➤ Make a list of their statements. As the students call out a statement, ask everyone in the group to echo them. Ask half the class to read aloud alternate statements with self-respect when they have finished generating ideas.

Role Play: Ask for volunteers.

- Who wants to be the person bullying?
- Who wants to be the target?
- Who wants to be the helpful bystander? What shall we call the helpful bystander?

Say, “The rest of you will play the bystanders watching the bully and the target.”

➤ Ask:

- Person bullying, what are you going to say? Got it? Invite the students to generate a bullying statement and/or action they have witnessed before.

➤ Say, “Okay, person bullying, stand here. Target, please stand a few feet away and look surprised when he says something that is bullying. Helpful bystander (or whatever name they have decided upon), stand with the group. You can pick your lines from the list we made.”

Divide the students into groups of four or five so they all get to practice the helpful-bystander role. Positively reinforce efforts and encourage them to say their statements with self-respect and confidence.

“Response Three: It’s the same situation. You are being bullied but one of your classmates calls out to you, ‘Come on, Sema, it looks like Pam is grumpy today.

Maybe she’ll be nicer tomorrow!’ ‘Come on, Tom, it’s no fun listening to this. It looks like Mack isn’t his usual self today.’ Then your classmates walk away from the bullying scene *with* you.”

➤ Ask:

- How do you feel? (Actively listen to their responses.)



“The target feels supported by the bystanders and you have been successful in stopping the bullying. But also, the person bullying has not been completely alienated. He or she has been offered a reason for their behavior. This opens a door for possible change.”

A caution: Say, “*Sometimes* if we are a little kind a few times, the person bullying will stop bullying. *Not all the time, but sometimes!* Some people get stuck in being mean for a few years, so during that time they just get meaner. But some people who bully can feel stuck in needing to be mean. So, when someone is a little kind, it can open a door for the person bullying to change. Be a little kind — but also know your limits and move away if they even begin to cross them. The most important thing is always to stop the bullying and help the target get away feeling supported.”

➤ Ask:

- Would anyone like to comment on that? Have any of you had an experience with someone that was mean changing? Or someone who was provided many opportunities to change and didn’t?

Role play again in the same small groups: Ask each group to generate real situations they encounter and practice benevolently assertive responses or any other assertive responses that stop the bullying. Allow each group to share one of their favorite role plays.

End with a peace relaxation exercise of their choice.

PEACE I LESSONS 15

How would peace effect the Sustainable Development Goals?

Begin with a song.

Lesson Content



“The 2030 Agenda for Sustainable

Development, adopted by all United Nations

Member States in 2015, provides a shared blueprint for peace and prosperity for people and the planet, now and into the future. At its heart are the 17 Sustainable Development Goals (SDGs), which are an urgent call for action by all countries – developed and developing – in a global partnership.

“They recognize that ending poverty and other deprivations must go hand-in-hand with strategies that improve health and education, reduce inequality, and spur economic growth – all while tackling climate change and working to preserve our oceans and forests.

The Division for Sustainable Development Goals (DSDG) in the United Nations Department of Economic and Social Affairs (UNDESA) provides substantive support and capacity-building for the SDGs and their related thematic issues, including water, energy, climate, oceans, urbanization, transport, science and technology, the Global Sustainable Development Report (GSDR), partnerships and Small Island Developing States. SDGs.”

Source: <https://sustainabledevelopment.un.org/>

The 17 sustainable development goals (SDGs) to transform our world:

Goal 1: No Poverty

Goal 2: Zero Hunger

Goal 3: Good Health and Well-being

Goal 4: Quality Education

Goal 5: Gender Equality

Goal 6: Clean Water and Sanitation

Goal 7: Affordable and Clean Energy

Goal 8: Decent Work and Economic Growth

Goal 9: Industry, Innovation and Infrastructure

Goal 10: Reduced Inequality

Goal 11: Sustainable Cities and Communities

Goal 12: Responsible Consumption and Production



Goal 13: Climate Action

Goal 14: Life Below Water

Goal 15: Life on Land

Goal 16: Peace and Justice Strong Institutions

Goal 17: Partnerships to achieve the Goal

Activity

Step 1. Instruct the students to divide in small groups of five to seven. Ask each group to select the SDGs that would be affected by peace – individual peace, peace in the community, and peace in the country and the world.

Step 2. Facilitate each group selecting two SDGs that they feel would benefit from peace with the aim of each group working on different SDGs. If there are still SDGs that they feel would be benefited by peace and there is no group working on those, allow the groups to choose one more SDG until those they feel would be affected by peace are taken.

Step 3. Invite each group to think of specific ways peace effects the SDGs they have selected. For example, during times of peace schools can flourish and students can attend schools without interruption. This is important for quality education.

Step 4. Ask each group to write specific ways peace effects the SDGs on “Peace Leaves”. They can cut out leaves on blue pieces of paper or use a crayon to color a piece of paper blue. (*Note to Educator:* Each value will be given a different color as the lessons continue so that the students can visually see which values are affecting which SDGs. Blue has been suggested for peace, but please use any color you wish.)

Step 5. Ask each group to present their Peace Leaves. They may also present a song or a poem about their findings if they wish.

Step 6. If there is time, make a display board with a representation of the SDGs on which they can pin or tape their Peace Leaves.



You could use the picture the UN uses of a wheel with 17 spokes, or make a tree out of brown wrapping paper with each branch being a different SDG, or hang a string from the ceiling for each of the SDGs they have selected today and attach the leaves.

Close with a relaxation/focusing exercise.

Note to Educator: Ask each group to put their names at the bottom of their mind map or poster and keep their creations for a lesson from the Respect I values unit.

PEACE I LESSONS 16

Peace Heroes and Messages of Peace

Begin with a song.

Activity

Step 1. Divide the students into small groups and ask them to identify one or more peace heroes. Perhaps there is someone in your class that is a peace hero, or perhaps they admire a musician, artist, social worker, union leader, world leaders or environment activists. Is there an organization in your country that strives to create peace through music or community dialogue? What is her/his message to the world?

Step 2. Invite the students to reflect for a few moments on their message of peace for the world. Invite the small groups to create one or more messages for the world. They may wish to share their message through pictures, slogans, or a human sculpture.

Step 3. Invite each group to share their creation.

Close with a peace relaxation exercise of your choice.

Other Activities Options:

Perhaps the entire class, or the entire school, can create a human peace sculpture. If so, take a picture and spread your messages of peace.



You may all wish to do a peace assembly with your peers or for younger students. Share some of your songs and favorite creations and perhaps do a peace relaxation exercise together.

Peace Activities in Subject Areas

Language/Literature

Explore the theme of peace while teaching written language skills. One or more of the Reflection Points could be used to initiate discussion as a precursor to assigning an essay. The essays could be from a personal, philosophical, or societal perspective.

Young adults could read autobiographies of their country's or the world's personalities who worked to achieve peace. Read the work of or about Nobel Peace Prize winners. Make up Reflection Points based on your reading.

Study the works of anti-war poets. Listen to the songs, "Masters of War" by Bob Dylan and "The Universal Solider" by Donovan. What is their message to the world? Is this relevant today?

– Contributed by Kristan Mouat

Write an essay on How Much Peace is Enough?

– Contributed by Caroline Druiff

A Journal

Discuss the Reflection Point: Serenity is not the absence of chaos, but peace in the midst of it. Ask the students to use what they have learned during the classes to experiment with maintaining a feeling of peace or serenity.

Students can keep a journal on what values, thoughts and qualities they use to help.

Debate

Choose peace as the topic for one or more debates. Or, debate one or several Reflection Points listed above, such as: Peace is more than the absence of war.



Or: Peace is the prominent characteristic of what we call “a civilized society”. Perhaps you can obtain a banner from the art students or they can create one electronically.

Consider: It is impossible to engage in peaceful activities without actually feeling peaceful.

– *Contributed by Caroline Druiff*

Peace Quotes

Invite each student to select a Peace quote that has meaning for them. In turn, each student shares the quote and invites responses. Ask:

- What does it mean to you?

For example: A Grade 12 Senior Student, Fawziya Al-Baqshi at the Kuwait American School, chose a Gandhi quote for World Values Day as follows:

♦ Keep your thoughts positive, because your thoughts become your words. Because your words become your behavior. Because your behavior becomes your habits. Because your habits become your values. Because your values become your destiny.

Reflection: Inviting responses invites us to reflect and shows that we each make sense of words according to our own experiences and can show how-to live-in peace in different ways.

- *Contributed by Fawzyi Al-Baqshi, Grade 12 student*

History/Social Studies

Peace can be explored in a multitude of ways. For instance, the cultures of war and peace can be contrasted or the factors leading to war and peace can be examined.

Ask: “How can governments create peace through developing a culture of peace and providing for the needs of its people?”

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. Or, perhaps small groups can research different manifestations of peace online and share their output.

– *Contributed by Sabine Levy and Pilar Quera Colomina*

Wars and Alternatives to Fighting

Research information about a couple of wars. Then talk with an adult about what the people are or were fighting about. Ask them if they feel there is an alternative to fighting. Write your thoughts. Then ask this question to two other adults or research alternatives to fighting. Ask the students to share their results in class.

– *Contributed by Ruth Liddle*

Economics

Ask students to study one or more of the Human Development Reports by the United Nations Development Program (UNDP). One report suggests that providing livability for all people in the world is the only sure method for peace. It does this with a look at global trade and the growing disparity between the world's richest and poorest. Another UNDP report looks at five people-friendly pillars which must govern development for a better world. It clearly states that development is not sufficient – it must be people-centered development. These excellent reports are written by teams of eminent economists.

Explore the costs of war versus the costs of peace. Calculate how many days of peace, that is, stopping all wars, would it take to provide education for all young people in the world for one year. Calculate how many days of peace it would take to feed all the people on the planet an adequate diet for one year?

Science

Science is a discipline which can be utilized in creating peace or war.

➤ Ask:

- What would science not have created if humanity had held steadfast to a commitment to peace?
- Have there been more inventions for war or for peace?
- What is the physical impact of war on the environment?



- What are the long-term effects on human beings?
- What would a science of peace contribute to the world?
- What scientific advancements might you to see in a society focused on peace?

Project

If the young adults in your class had available one-fifth of the world's budget for war and could make that available for peace, what would they create? Ask them to form small groups to develop their ideas and then allow time for them to present their ideas to the entire group.

Art

Discuss with the students what they would like to put on a collaborative painting – perhaps symbols of peace, peace stars, a picture of a peaceful world, or ...? 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

Design a Peace Garden Wall Hanging

Ask the students to think about the colors and shapes that would create feelings of peace and gentleness. Ask them to express those feelings on paper or fabric using a variety of available materials. Work directly from nature if possible.

– Contributed by Eleanor Viegas

Ask the students to write down the words to a song they like, such as "Imagine," and then glue grain on top to capture an image. It could be an image of the artist or be a symbol of the song's meaning. Or, create a song of their own.

– Contributed by Dierich von Horn

Music

Select your favorite songs about peace. Sing them or play them.



What were the original instruments used in your region or culture on which songs or rhythms of peace were played? Investigate them. Is there someone in your area who has one and can play it? Can it be made with materials indigenous to your area?

Plan a concert. Present your concert not only for your own school, but also for younger students at an elementary or middle school or another community or group. Perhaps some art students can bring peace banners or you can create some digitally.

Home Economics / Human Sciences

Discuss the importance of peace in the home. Consider how one's ability to stay peaceful is central to peace in the home.

Enjoy one of the Peace Relaxation/Focusing Exercises from the Appendix. Reflect on what a space of peace would look and feel like in your home for a few minutes, then share in a group of three or four. Share some of the output with the larger group.

Practice cooking, sewing or woodwork while in a state of peace or contentment. What thoughts help you stay content?

Design a peaceful home environment. Ask, "What would you see in a home filled with peace? What creates a feeling of harmony and comfort?"

Create a design for peace that you can appliqué onto a T-shirt.

– Contributed by Myrna Belgrave

Personal Development

Discuss some of the Peace Reflection Points. Ask students to share when they feel most peaceful.

Ask students to research conflict resolution strategies and present them to the class by modeling them. Design a conflict-resolution strategy students feel will be successful in your particular setting. Present it to the school dean.



Stress Reduction

Offer a unit on stress reduction and make Peace Relaxation/Focusing Exercises part of the daily program. Learning how to make the mind stress-free and peaceful has been proven to be a major aid in reducing and controlling stress.

Song: Play, teach or sing with the students a peace song from your particular culture or share your favorite peace song.

Ask the students to make up their own relaxation exercise. The educator may wish them to write it out, record it or share it with the class. Or, small groups could create a video about peace.

Physical Education/ Dance and Movement

Play or invent a few peace games or create a peace dance. This might be a modern ballet that epitomizes peace or a dance contrasting war and peace. Be creative.

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and nurturing hearts as well as educating minds.*



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