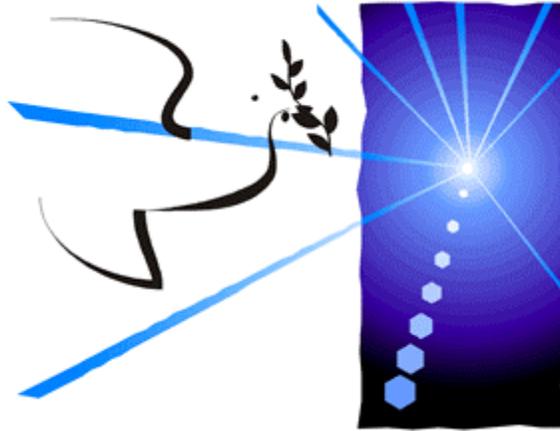


# LIVING VALUES

An Educational Program



## An Introduction to Living Values Activities for Children, Ages 8-14

[Contents](#) | [Introduction](#) | [Peace Unit](#)

These selected book segments from *Living Values Activities for Children, Ages 8-14* are for viewing by educators and people interested in LVEP's Living Values Activities.

- ❑ The Contents page is included to give viewers an idea of other materials within the book.
- ❑ The Introduction and one unit of values activities are available for viewing. The Peace Unit is the first of twelve values units.

LVEP books are only available for downloading by persons who have taken the LVEP Educator Training.

- ❑ For a list of Trainings presently scheduled around the world - [click here](http://livingvalues.net/events) or go to <http://livingvalues.net/events>
- ❑ To contact the LVEP Coordinator or Contact Person in your country or region or to request information about future trainings - [click here](http://livingvalues.net/support) or go to <http://livingvalues.net/support>
- ❑ Health Communications, Inc. will be publishing five of the LVEP books in the Fall of 2000.

**Living Values: An Educational Program** is a partnership among educators around the world. This program is supported by UNESCO, sponsored by the Spanish Committee of UNICEF, the Planet Society, and the Brahma Kumaris, in consultation with the Education Cluster of UNICEF (New York).

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## INTRODUCTION

### Teaching Values

**T**he **Living Values Educational Program** values activities are designed to motivate students and to involve them in thinking about themselves, others, the world and values in ways that are relevant. They are designed to provoke the experience of values within and build inner resources. They are designed to empower and to elicit 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 peaceful and cooperative social skills. The values have been arranged to provide a sequentially-based series of skills which build upon each other. The exercises include self-esteem building skills, positive social communication skills, critical thinking skills, and artistic and dramatic expression.

### Three Core Assumptions

There are three core assumptions upon which **LVEP** is built. 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 . . .*": 1) Universal values teach respect and dignity for each and every person. Learning to enjoy those values promotes well-being for individuals and the larger society. The second assumption: 2) Each student does care about values and has the capacity to positively create and learn when provided with opportunities. The third assumption is the basis for creating an educator training program: 3) 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.

These Living Values Activities can be utilized by school teachers, day-care and camp directors, and parents. The adults involved are integral to the success of the program, for students learn by example and are most receptive when the information and learning points are congruent with the behaviors of the person sharing.

### LVEP Trainings

The creation of a values-based atmosphere facilitates the success of this program, making it more enjoyable, beneficial, and effective for both students and teachers. During Living Values: An Educational Program trainings, educators participate in values awareness sessions. They are asked to reflect on their own values, offer their ideas on elements within a values-based atmosphere, and imagine an optimal classroom environment. After



teachers discuss their ideas on best teaching practices, LVEP's theoretical model and the rationale behind the variety of values activities is presented. This is followed by one or more sessions engaged in LVEP values activities for children and/or young adults. The workshop then turns to skills for creating a values-based environment: acknowledgement, encouragement, and positively building behaviors; active listening; conflict resolution; collaborative rule making; and values-based discipline.

Adults are asked to bring their own rich experiences into this initiative. The values activities contained in this section are only a beginning. Please expand on them with your own creativity and cultural and educational resources.

### **A Variety of Values Activities**

It is not enough for students to hear about values. To really learn, they must experience them at many different levels, making them their own. And, it is not enough to feel, experience, and think about the values; social skills are needed to be able to use values throughout the day. The youngsters of today increasingly need to be able to see the effects of their behaviors and choices and be able to develop socially conscious decision-making skills. If the youth of today are going to carry these values not only into their personal lives as adults, but into the larger society, then it is also important to have them explore issues of social justice and have adult role models who exemplify those values.

#### **Reflection Points**

Reflection Points are at the beginning of every value unit and are incorporated in the lessons. They define values and offer some abstract concepts for reflection. There is a universal values perspective, that is, of valuing the dignity and worth of each human being and valuing the environment. For example, a point in the unit on Respect is: *Everyone in the world has the right to live with respect and dignity, including myself.* A Tolerance Reflection Point is: *Tolerance is being open and receptive to the beauty of differences.*

The teacher may wish to add a few of his or her own or use favorite sayings from the culture of the community and historical figures. Students can make up their own Reflection Points or research favorite sayings from their culture or history.

#### **Imagining**

A few values units ask students to imagine. For example, students are asked to imagine a peaceful world, to share their experiences, and then to draw or paint a picture. This imagination exercise not only elicits creativity of "good students" but also interests students often considered resistant or "unmotivated." Visualizing values in action makes them more relevant to students, as they find a place within where they can create that experience and think of ideas they know are their own.



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### **Relaxation/Focusing Exercises**

Very often students do not like “having to be quiet” in school. They seem to experience it as having to curtail their fun and repress their energy and enjoyment. It is viewed not as something enjoyable but as something necessary to do in order to comply with adult requests. The Peace, Respect, Love, and Freedom units introduce Relaxation/Focusing exercises. These are designed to help the students enjoy “feeling” the value. Teachers have found that doing these exercises help students quiet down, be more content, and concentrate more successfully on their studies. Some teachers have found that students enjoy making up exercises of their own for the class.

### **Artistic Expression**

Students are encouraged to reflect about values and experience them artistically and creatively through the arts. For example, they make slogans about peace and put them up on walls, or they sculpt freedom, draw simplicity, or dance cooperation. As part of the activities about Simplicity, students are asked to take short walks in nature, write a poem to a tree, and write a poem which the tree may write to them. While some songs are within the kit, teachers are asked to bring in traditional songs of their culture or the cultures present in the area and to sing those with the students. Older students create poems and songs about values and bring in their current favorites.

### **Self-Development Activities**

In these activities, students explore the value in relation to the self or build skills in relation to the value. For example, students look at their own qualities during the unit on Respect as well as the types of words that give happiness to themselves and others. In one of the activities in the unit on Honesty, they examine their feelings when they are honest. There are a few stories about values, and teachers are encouraged to bring in their favorite stories on the unit of focus. Many of the values exercises require positive acknowledgment of students’ responses.

### **Social Skills**

Teachers are asked to teach and model conflict resolution skills. Suggestions are made for older students to become peace monitors on the playground. While there are many social skills included within these units, a few examples are: In the unit on Love, students explore ways to use words which others experience as flowers, not thorns. In the unit on Respect, older students examine subtle and not-so-subtle ways respect and disrespect are given. Cooperation games are fun yet elicit reflective comments. Students are asked to look at prejudice during the unit on Tolerance and to generate positive responses in social interactions.



### **Cognitive Awareness of Social Justice**

Through exercises and questions, students are encouraged to look at the effect of an individual's actions on others and at how individuals can make a difference. For example, during the unit on Honesty, students are asked to make up a skit portraying the themes of honesty and dishonesty, taking the context from history or social studies. They then look for the effect of dishonesty or greed on others' lives and ask the actors how they felt. During history class, high school students are asked to look at the relationship between greed, corruption, and the denial of human rights. During the unit on Simplicity, students are asked to examine the messages they get from the mass media and advertisements.

### **Developing Skills for Social Cohesion**

The units on Tolerance, Simplicity and Unity bring elements of social responsibility that are interesting and fun. Students explore the variety of cultures using the colors of a rainbow as an analogy. The unit on Simplicity includes suggestions for conservation and respect for the earth. Students explore positive examples of unity and then work together on a project of their choice.

### **These Values Activities Are Only A Beginning – Emerge the Values of Your Culture**

It is our hope that these activities will elicit ideas from teachers and parents as they explore with students the variety of ways to experience values. This material is intended to be a stimulus. Use your own resources and creativity. Adapt them to your group of students. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education.

A variety of songs are included. However, since some of your students may not speak English, you may wish to translate the words or use songs from your own culture or different cultures from around the world.

A group of teachers may want to meet before the introduction of each value to share with each other their favorite stories for students about that value. Insert your stories at any time within the units. The students may enjoy enacting the stories. Ask the students to create their own plays and songs. They might even want to do a skit (sketch, play). Perhaps older adults can tell traditional tales and teach ancient forms of music.



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## AGES 8-14

### Where Do I Begin?

While some teachers offer the values activities strictly in their own classrooms, many schools have found that a whole school approach is very beneficial. In the latter instance, the staff will need to meet and may wish to include parents and a variety of people in different positions at the school site. Discuss your goals for the school, the needs of the students, and the values on which you would like to focus. Some schools decide to focus on one value per month, others choose several values for the entire year, developing a school ethos – building a framework for ethical development in their schools. For more information, please refer to the “A Blueprint: How to Introduce a Values-based Curriculum” in Chapter II of the *LVEP Educator Training Guide*. Some schools, have included parents as part of the program, using the *Living Values Parent Groups: A Facilitator Guide*. Please refer to that guide for information on how to involve parents and caregivers in a values-based education program tailored to that audience and complementing the activities taught to the students.

#### Assemblies and Songs

If the entire school is exploring the same value for a period of time, a short assembly is often an excellent way to start. A few teachers could create the first program. After that, different classes of students could take turns doing a song and a skit. Or, the Principal may wish to tell a story and involve a few students from the audience.

Teachers and students are encouraged to select their own favorite songs on the value of focus. That would need to be done locally because of the diversity of languages, preferences of students at different ages, and availability of materials.

#### Why Do You Suggest Starting with the Peace and Respect Units?

It is important for each teacher, school, and/or school system to look at the needs of students and develop a program tailored to the particular setting. However, it is always suggested that you start with the Peace unit and follow that with the Respect unit. The Peace unit should be first, as our experience has been that all students are concerned about a peaceful world -- even those students who may actively fight. Students appear to find the Peace unit relevant and interesting; it reduces “resistance” that teachers might otherwise encounter in students often considered “unmotivated.” Respect is the second suggested values unit as most students find it personally enhancing and helpful. Teachers find the students become more confident, respectful to others, and motivated in class.

Another reason we suggest these two units first is the first 45 lessons contain essential skills used throughout the other lessons. There are over 25 lessons in the Peace unit and 21 lessons in the Respect unit. The Relaxation/Focusing exercises and conflict resolution



skills developed during these first 45 lessons are important building blocks in creating both a values-based atmosphere and positive social skills.

A recommended order is noted below. However, students in different schools will have different needs. Hence, while Peace and Respect should always be first, choose which values units you would like to do next. A few of the values units pair up well, complementing each other. Below you will note recommendations regarding the order of those pairs and a couple of remarks about timing.

### **Recommended Order of Values Units**

1 <sup>st</sup> Peace	This unit has the most lessons and needs the most time.
2 <sup>nd</sup> Respect	
3 <sup>rd</sup> Love	Love further develops skills from Peace and Respect.
4 <sup>th</sup> Tolerance	Love should come before Tolerance. So 3 <sup>rd</sup> and 4 <sup>th</sup> is a good order; however, tolerance can be done later.
5 <sup>th</sup> Happiness	
6 <sup>th</sup> Responsibility	It is a good idea to do Happiness before Responsibility.
7 <sup>th</sup> Cooperation	Cooperation can be the 3 <sup>rd</sup> value or done any time thereafter.
8 <sup>th</sup> Humility	Humility and Honesty are a good pair. Short units, they can be done concurrently.
9 <sup>th</sup> Honesty	
10 <sup>th</sup> Simplicity	Good with your study of native cultures and the environment.
11 <sup>th</sup> Freedom	Do Responsibility before Freedom.
12 <sup>th</sup> Unity	Perfect to do as the last values unit.

### **When Do I Have Time to Teach Values?**

Some schools create a special “Values Time.” The educators who have done that looked closely at their program to find how the values activities could fit into an already existing time slot. For example, one school found that it fit into the first short period of “home room, another found there was a 20-minute “integration time” for building relationships between students with different languages. Some teachers use the lessons while teaching English as a Second Language. For many schools, however, the schedule is already over full and the regular curriculum looks like more than enough.

Given the many benefits of teaching values, many educators are finding ways to incorporate values activities within their day. History, social studies and literature lead themselves easily to an exploration of values, as do the arts. As many of the activities in this book fit into the liberal arts curriculum, some schools create most of their “values time” during the language arts time slot. Other values activities fit into social studies units, art, drama, or physical education.



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At schools where one teacher is with a group of students for an entire day, the teacher can readily assess into which subject area a particular lesson fits. At schools where students attend several different classes with different instructors, a team of teachers may wish to brainstorm values applications at their particular site. Perhaps the language arts and expressive arts teachers will take up the values units of Peace, Respect, and Responsibility for several months, while social studies teachers will take up the major values focus on Honesty.

### **Acknowledgment of Responses**

Occasionally there are students who are resistant to school and/or schoolwork, and that may include values activities initially. Part of resistance may be the anger at not being heard and at not feeling adequate or valued. Part of the success of these values activities is acceptance of each student.

Acceptance and acknowledgment of students' responses are essential components of many discussions that take place as part of the values activities. This may pose a challenge to teachers who are accustomed to having only "right" or "wrong" answers in the classroom. While there are "right" and "wrong" answers in math and science, for instance, a student's emotional feeling about a concept is simply his or her own.

Resistant students may initially test the acceptance of their answers by giving nonstandard responses. For example, when asked about a peaceful world, a student might say, "War has to be part of a peaceful world." Or, in response to a question in the Happiness unit about what he or she likes to hear, a student might respond, "I like to hear that I am bad." Simply consider these responses as reflections of the student's unhappiness. Nod with respect, just as you did to the other students.

It is sufficient to nod, but a verbal response acknowledging the student's answer and restating the content of his or her message is a more effective method of giving respect. Consistently receiving respect from an adult in this way frees the student from the trap of blaming the adult for not understanding. Actively listening to such responses allows the student to accept her or his emotions, and begin to process them. For example, if the student draws guns in her picture of a peaceful world, the teacher might say in an accepting manner, if the child's face seems tense, "It must be a little scary if there are guns even in a peaceful world." (Please refer to the section on "Active Listening" in the *LVEP Educator Training Guide* for more on this topic.)

It is important for the educator to be consistent in modeling his or her own values. At some point in the lesson, you may wish to add your own positive answer and why you believe that. Students are generally curious about teachers and are interested in a teacher's passion for something noble/good/true. When this is done, resistance does fade, and the student's natural qualities begin to emerge.



## When Students Insist They Are Bad

Sometimes older students may insist they like something or someone that does harm, for example, choosing to admire a negative figure. If this comes up during a discussion (though it might be better to address on a one-on-one basis) ask, “Why do you admire that person?” “What do you think that person would like to see happen?” “Why?” “What is the value under that?” Continue to query, focusing closer and closer on the original intention. There is always a positive value or quality under the original intention.

When this is done, the teacher can affirm, “So, you admire \_\_\_\_\_,” making note of the positive value. This is said with the understanding that people do wrong things, but somewhere there is a good motive. It may not be well-thought-out, it may have disastrous consequences for other people, but somewhere there was a good intention. The purpose of taking this approach with a student is to align him or her with a positive value or positive purpose. They can change their own view of self as “bad” if there is acceptance of a positive value or caring about something. Nurture that kernel in positive ways, and the student can begin to view himself or herself differently.

Students are encouraged to think, to look at consequences, and to develop emotional awareness and problem-solving skills in this program. Allow them space to explore and make their own decisions. Then, they will make wiser decisions – and not only when adults are watching!

## Incorporating Values Into the Existing Curriculum

Many schools focus on one value for a particular length of time – often one or two months. All teachers are encouraged to incorporate some values exploration into the regular curriculum. History, social studies, and literature lend themselves easily to the teaching of values. During history and social studies lessons, ask students to recognize and discuss the application of a particular value or the consequences due to lack of that value. For example, a historical unit about independence is an ideal time to examine what type of freedom these people wanted. During literature, books and stories could be selected in which the heroine or hero demonstrates the value being studied. Students could write about values, create poems and dramas about values, and express values in their art projects.

Values webs -- appropriate to the culture -- are useful. Start with the stimulus, ask the students to discuss the value in the context of the subject, and then incorporate that in the follow-up activity. An example of a value web on Freedom follows.<sup>2</sup>

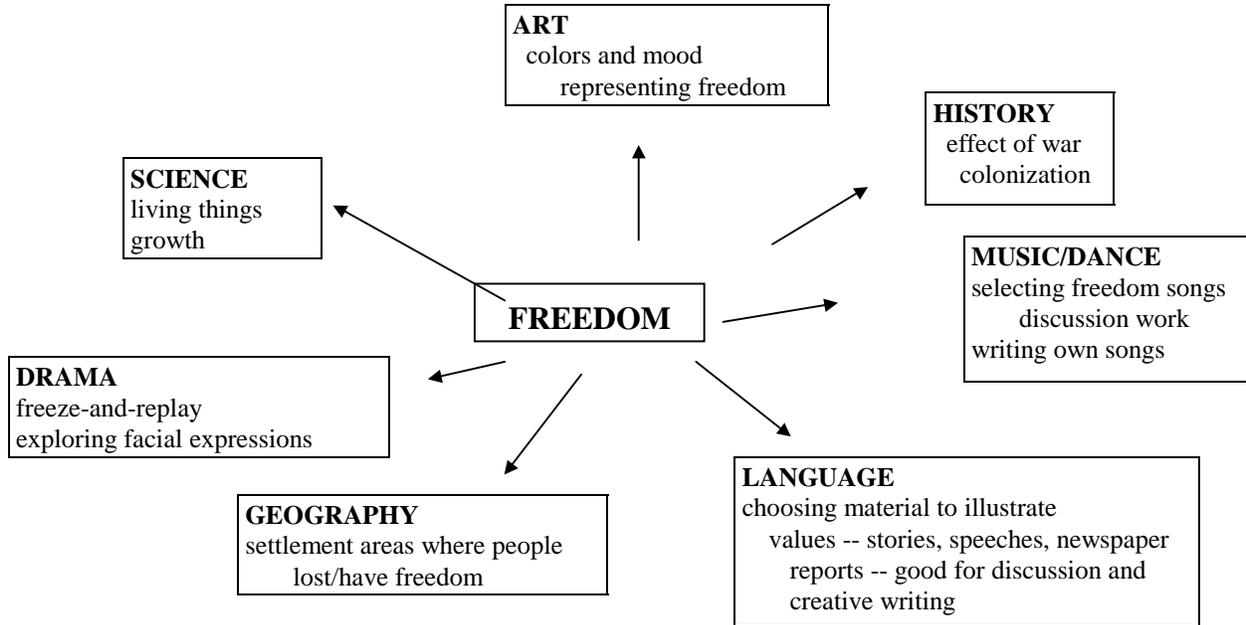
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<sup>2</sup> Values web contributed by Samantha Fraser, teacher, Tanzania.



## AGES 8-14

### Values Web



### Using Values Activities for Second Language Acquisition

Several teachers around the world reported using values activities while teaching English as a Second Language. They found that students enjoyed the activities; their interest in class discussions and activities increased. While many of the values activities contain discussion questions, the teacher may wish make a few adaptations if the activities are to be used in language acquisition classes. Such might include expanding and making some of the questions more concrete, playing songs more than once, asking students to identify tenses, and providing practice in receptive and expressive language skills, etc.

As an example of this, an educator from New Zealand, Trish Summerfield, submitted the following lesson plan. Using a song in the Peace unit, she encourages students to contemplate values and use them to create a more positive classroom and world environment. Together with this, the material is used in a way that develops the students' overall acquisition of a second language.



**Level:** Elementary/Pre-Intermediate language skill level, or special needs secondary students.

**Goal:** To explore values while developing second language skills.

**Values-Based Objective:** For students to consider values required to make their classroom and world a better place.

**Learning-Based Objectives:**

- ❑ Development of listening skills using a listening cloze.
- ❑ Development of the skill of taking dictation while a song is playing.
- ❑ Development of oral skills through singing and discussing the song and its values.
- ❑ Development of reading skills through reading a song and answering questions based on the song.
- ❑ Development of new vocabulary from the song.

**Grammar Used:** Past simple, present simple, present continuous, and present perfect.

**Resources:** A recording of “Imagine” by John Lennon and a written copy of the lyrics.

**Reflection:** Write “John Lennon” on the board. Ask the students:

- ◆ *Who is he?*
- ◆ *Is he alive?*
- ◆ *What songs did he sing?*
- ◆ *What music group did he belong to?*
- ◆ *What were his songs about?*

Teach new vocabulary words in the song.

**Visualization:**

Give the students a cloze listening sheet on the song. Play it two times. Review the answers on the board. Alternatively, a jigsaw cloze may be used for the students to review the song in pairs.

Play the song again for the students to sing as a group.

Ask the students to turn the cloze sheet over and work in pairs to do a running dictation of the song. Place copies of the song at the front of the room. This exercise may also be done in groups of three, which is more difficult, but more fun. Students then review their dictation using the completed cloze sheet.

**Understanding:**

Comprehension Exercises – Written:



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- ◆ *Would there be hunger in John Lennon's vision of a perfect world?*
- ◆ *Would there be war in John Lennon's vision of a perfect world?*
- ◆ *What would there be in this world?*
- ◆ *What wouldn't there be in this world?*

Comprehension Exercises – Pair work oral discussion:

- ◆ *Have you ever heard this song before? When?*
- ◆ *Do you like this song? Why/Why not?*
- ◆ *Is this song popular in your country of origin?*
- ◆ *How did you feel when you listened to the song?*
- ◆ *Would you like to live in such a world? Why/Why not?*
- ◆ *How can we make our world like the world in the song?*

Make a list of things we can do to make our world better. (Younger students may enjoy making these lists into a poster that could be displayed in the classroom.)

Teacher Note: If oral skill development is the focus, students could change partners and share their lists with new partners, taking note of the ideas that are the same.

### **Expression:**

Students could do these exercises in pairs or individually, in the classroom, or as a homework assignment.

What values were in the song? What was your favorite value in the song? How can people practice that value?

Write sentences using the new vocabulary.

Make a list of all the verbs in the song. Make a list of all the adjectives in the song.

### **Assessment:**

Listening cloze.

Informal monitoring of the oral discussion.

Marking the extension writing for grammar and vocabulary.

## **Unifying/Summarizing Board**

At a site where students have most of their values activities in one classroom, a unifying and summarizing activity would be to make a large, leafless tree on a bulletin board with an oval seed below the trunk. The seed should be large enough to contain the names of the values on which the class is working. As the students work with each value, write that value on a different color paper and put it in the seed. As students finish their unit on each value, individuals or small groups could write on leaves of the matching color their conclusions about the effects of that value. Freedom could be green, with the students



recording the fruits of freedom on green leaves. Respect might be blue. As the units continue, the tree -- with its rainbow of colored leaves -- would develop, summarizing the students' thoughts and providing a group memory and reference point.

### **Symbols Used Throughout the Lessons**

- A Reflection Point follows this dot.
- ◆ This mark indicates a question which the educator can ask students.
- . . . An ellipsis (three dots) means to pause.

8-10 or 8-11 Activity: Sometimes a couple follow-up options are offered as part of the values lessons. 8-10 Activity means it is suggested for 8- to 10-year-olds. Age suggestions are approximate. Feel free to choose the level of follow-up activity that you feel is most appropriate for your group of students.

## **Students and Educators – Share with the World!**

### **Students**

Students usually enjoy sharing their creations. Students around the world are invited to share their thoughts, poems, essays, songs, drawings, activities and experiences with students of similar age through the Living Values web site. Visit [www.livingvalues.net](http://www.livingvalues.net) and click on 'Children Participate'.

### **Educators Share**

Adults using Living Values: An Educational Program are also invited to share their experiences. You may share your activities and expertise with other educators around the world through the Living Values web site. Or, send in your contribution to the nearest LVEP Country Coordinator.

**Annual Evaluation:** An important part of any program is evaluation. Your evaluation of the program and observations about changes with students are very important. Kindly let the LVEP Coordinator in your country know you are using LVEP, and you will be sent an Educator Evaluation Form annually. Or, you may fill out this form on the web site.

*We hope you enjoy Living Values. Thank you.*




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### Peace Reflection Points

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



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**AGES 8-14****VALUES ACTIVITIES FOR STUDENTS**  
**Ages 8-14****PEACE UNIT****Goal: To experience peace for the self.****Objectives:**

- To think about and appreciate peace.
- To experience what peace feels like and to draw or write about it.
- To identify what allows the students to feel peaceful.
- To write a poem or short story about their most peaceful moments.
- To enjoy being quiet and peaceful during Relaxation/Focusing exercises in the classroom.
- To help students increase their ability to concentrate.
- To express peace artistically.
- To sing two songs about peace.

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

- To imagine a peaceful world and communicate their ideas through words and a drawing or a short essay.
- To identify differences between a peaceful world and a world of conflict.
- To select ten items which represent a peaceful world.
- To participate in making a World Cake of human qualities, choosing the qualities that they think are most important for a Peaceful World and sharing the results with their family.
- To participate in making a “Feelings of Peace” collage.

**Goal: To build positive, peaceful methods of dealing with conflict, including conflict resolution skills.****Objectives:**

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



- To create a story or study about peace heroes.

## PEACE LESSONS

Peace is often the first value introduced in a school or classroom. If the entire school is doing a values program, your school may wish to have an assembly on peace.

Play a song about peace every day at the beginning of “values time.” Choose a song you feel the students will relate to; and one that is appropriate for their age. One peace song is “Teaching Peace” by Red and Kathy Grammer. Favorites with older students are “Imagine” by John Lennon and “We Are the World” by USA for Africa. You may want the students to bring in songs that relate to the theme.

### Peace Lessons 1 Imagining a Peaceful World

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

Discuss:

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

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

### Imagining a Peaceful World

Lead the students in this imagining exercise. Say the following, pausing at the dots: “A wonderful thing about people your age is that each one knows about peace. I’d like to start our unit by asking you to use your mind to imagine a peaceful world. Let yourself be very still. I want you to picture in your mind a beautiful, big bubble – this bubble is so big that you can step inside – it’s like a small, silent plane that you can travel in to imagine going into the future, to a better world . . . You step inside the bubble and float to that world that is completely peaceful . . . The bubble rests on the ground of this world, and you step out . . . What does it look like there? . . . Imagine how you would feel . . . How does nature look? . . . What is the air like? . . . How do the houses look? . . . As you take a walk around a lake, let yourself feel how peaceful that place is and how you feel . . . Look in the lake and see your reflection . . . You can feel your body relaxing in this peaceful place . . . As you pass by a group of people, notice the expressions on their faces and how they relate



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**AGES 8-14**

*to one another. . . A group of people smile and wave as you step back into your bubble plane to return here . . . The bubble floats back to this time and this class . . . As you experience yourself seated here, the bubble disappears, leaving you with a feeling of stillness within.”*

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

**Peace Lesson 2**  
**A Peaceful World**

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

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

Do the *Imagining a Peaceful World* exercise again.

8-11 Activity: Divide the class into small groups of students, so each group can draw a large picture of a peaceful world. If this is done just after the above visualization, it is sometimes interesting for them to do it silently. Ask the students afterwards, “*What kind of words and behavior helped everyone stay peaceful?*” Ask each group of students to bring its large picture up to the front and talk about it to the rest of the class.

12-14 Activity: Ask them to share their thoughts about a peaceful world in writing. Or, they may write a few lines and illustrate it.

**Peace Lesson 3**  
**A World of Peace Versus a World of Conflict**

Explain: “*Today I would like you to think about the differences between a peaceful world and a world of conflict. What kinds of things exist in a world of conflict that do not exist in a world of peace?*” Students are likely to name war, guns, gangs.

Activity: Make two columns on the board and label them Actions in a Peaceful World and Actions in a World of Conflict. Generate ideas for each list.

10-14 Activity: Instruct the students to make a Mind Map of a Peaceful World. They could make a Mind Map of a World of Conflict the next day. To begin a Mind Map, each student makes a small image or picture in the middle of a blank piece of paper. They then



draw several lines outward, adding smaller lines to those. On each line, students are to put different aspects of their image/concept in the center of the page. Ask them to make one sheet for a Peaceful World and another Mind Map for a World of Conflict.

If the students have not done Mind Mapping before, the teacher will need to introduce it, using the information on Mind Mapping in the Appendix (Item 2).

Play or sing a peace song.

Discuss the Reflection Points:

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

#### **Peace Lesson 4 Time Capsule**

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

#### **Peace Lesson 5 If We Were All Peaceful**

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

Write the Reflection Points on the board:

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

Discuss:

- ◆ *If every single person in this world were peaceful inside, would this world be more peaceful? How?*
- ◆ *What does peace feel like?*

Introduce the Physical Relaxation exercise: Say, *“Many people in the world today feel very stressed. Have you ever heard any adults say they are stressed? Well, one of the ways to help get rid of stress and feel more peaceful is doing a Physical Relaxation*



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*exercise. When we get rid of some tension, we can be at our best. Let's try it.*" Play some relaxing music, if possible.

### Physical Relaxation Exercise

*"Sit comfortably . . . and relax . . . As you relax, let your body feel heavy and focus your attention on your feet . . . Tighten all your muscles for a moment . . . and then relax them . . . Let them stay relaxed . . . Now become aware of the legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them . . . Now the stomach . . . Tighten the muscles for a moment . . . and then relax them . . . Free any tension . . . Be aware of your breathing, and let yourself breathe slowly and deeply . . . Breathe deeply, letting the air out slowly . . . Now tighten the muscles in the back and the shoulders . . . and then relax them . . . Let the hands and arms tighten . . . and then relax them . . . Gently move the neck . . . first to one side, then 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 well-being flow through the body . . . Focus again on breathing, taking in clear air, letting out any remaining tension . . . I am relaxed . . . in a state of well-being . . . and ready to be at my best."*

- Contributed by Guillermo Simó Kadletz

8-10 Activity: Choose one color and draw peace.

11-14 Activity: Write about a time you felt really peaceful.

### Peace Lesson 6 Baking a World Cake

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

Discuss:

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

Activity:

**Step 1** -- Choose the ingredients: Make a list of the finest human qualities you would like to put into your World Cake.



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

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

For an example of a World Cake created by a student in China, see Item 1 in the Appendix. End Lesson 6 with a peace song.

### **Peace Lesson 7** **Baking a World Cake Continues**

Activity:

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

**Step 4** -- Presenting your work: You can record your work in any way you wish. Your presentation can be as simple, imaginative, creative, and illustrated as you wish. (If the students have worked individually, an extra day may be needed.)

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

Display: -- Put your work in a folder, on the wall, or in shop windows in the community.

Another possibility: Send copies of your recipes to the World Peace Messenger Organization at the United Nations.

- Contributed by Peter Williams

### **Peace Lesson 8** **A Special Place**

Discuss:

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

- West Kidlington School

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



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### Peaceful Star Relaxation Exercise

Read the following slowly, pausing at the dots. *“One way to be peaceful is to be silent inside. For a few moments, think of the stars and imagine yourselves to be just like them. They are so beautiful in the sky, and they sparkle and shine. They are so quiet and peaceful. Let the body be still . . . Relax your toes and legs . . . Relax your stomach . . . and your shoulders . . . Relax your arms . . . and your face . . . Let the feeling of being safe emerge . . . and a soft light of peace surround you . . . Inside you are like a beautiful little star . . . You, the tiny star inside, are full of peaceful light . . . This light is soft and safe . . . Relax into that light of peace and love . . . Let the self be still and peaceful inside . . . You are focused . . . concentrated . . . Whenever you want to feel peaceful inside, you can become still . . . content . . . a star of peace.”*

Activity: Ask students to write a short story or a poem about their most peaceful moments. *“I feel most peaceful when . . . ”*

### Peace Lesson 9 Increasing Peace at School

Introduction: *“The other day we made a list 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:

- ◆ *What kinds of things would happen in each of those schools?*
- ◆ *How do the people feel who are fighting?*
- ◆ *How do the people feel in the peaceful school?*

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

- ◆ *What kind of classroom do you want?*
- ◆ *Is there anything you would like to try to make our class more peaceful?*

Listen respectfully to all their suggestions. Ask them to select one they would like to try. For younger students, help them make the suggestions practical, e.g., after lunch, we could play a peace song, or we could really listen when other people are sharing. Try the idea and ask the students to evaluate the process. Allow them to decide if they want to try it for another day.

### Peace Lesson 10 Feelings of Peace Collage

Begin with the *Peaceful Star* exercise.



Discuss: *What symbols represent peace to you?*

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

- Contributed by Sabine Levy

### **Peace Lesson 11 Words of Peace**

Discuss the Reflection Points:

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

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

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

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

- Contributed by Pilar Quera Colomina

### **Peace Lesson 12 Arms Are For . . .**

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

◆ *What are arms? What are they used for?*

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



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

If one of the students has not already mentioned it, tell them the word *arms* is synonymous with the word *weapons*. Human arms have been used to make guns and weapons of war. Arms to destroy things are simply an extension of the person who has the bodily arms and decides to create something that can destroy. Ask:

- ◆ *Why do you think people start wars?*
- ◆ *What would you like to tell them?*

Acknowledge all their ideas.

Say, “*There’s a slogan: Arms are for hugging, not for shoving.*” Ask:

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

Comment: “*People need to know that it is not right to hurt others.*” Write down what they come up with and save it on the board for use in another lesson. Ask:

- ◆ *Can anyone think of another slogan for peace?*

Activity: Ask them to make a peace poster. 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 *Peace Star Relaxation Exercise*.

### Peace Lesson 13 Peace Slogans

Play a peace song as the class begins.

Discuss the Reflection Point:

- Peace must begin with each one of us. Through quiet and serious reflection on its meaning, new and creative ways can be found to foster understanding, friendships and cooperation among all peoples. *Mr. Javier Perez de Cuellar, Secretary-General of the United Nations*

Activity: Ask the students if they have thought of any other peace slogans. Provide the materials for painting their slogans on pieces of paper. Their work could initially decorate



the room. Later, during school assembly, posters and slogans could be moved to the larger gathering place.

Admire the peace slogans around the room.

End with a relaxation exercise.

### **Peace Lesson 14** **Remembering War**

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

Discuss: The language and feelings in the poems – or whatever content you have chosen. Then ask:

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

Activity: Write a poem in any style on your own thoughts about war and/or peace.

- Contributed by West Kidlington School

### **Teacher Notes Prior to Lesson 15** **Conflict Resolution**

If students are not resolving conflicts in an optimum manner, conflict resolution strategies might be considered for the class or the entire school. Lessons in conflict resolution are simple, develop good communication skills which are useful in life, and have proved to be successful. There are many excellent resources, each one varying to some degree. In some schools, students serve as peer conflict resolution managers during break and playtime. The students often wear a special sash, cap, or armband to identify their role.

**The Conflict Resolution Process:** First, the students in conflict are asked if they want help in resolving the problem. If they do, one or two conflict managers sit with them. One can sit by one upset student, the other by the other upset student. It is more comfortable for two conflict managers to be together so they can give each other moral support. If one or both students say they do not want help, they are not willing to listen and talk, then they are



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both sent to the school office, to the supervising adult, or to whomever the usual disciplinary procedure identifies.

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

- ❖ A conflict resolution manager starts with the more visibly upset student, asking him or her to state what happened.
- ❖ Ask the second student to listen and repeat back what he or she heard. (He or she is not to contradict, argue, or blame, but simply repeat.)
- ❖ The same question -- what happened? -- is then posed to the second student, and the first student listens carefully and repeats.
- ❖ The next question asked each student is, “How were you feeling?”
- ❖ Again, each listens and repeats what the other said.
- ❖ Next, they are asked what they would like to stop happening.
- ❖ After they each answer and have repeated back what the other said, then they are asked what they would like to happen instead.
- ❖ The students are then asked if they can agree to do what the other suggested.
- ❖ If they are not happy with that suggestion, they are asked to generate other solutions.
- ❖ They are then asked if they can make a firm commitment to try to behave in the way they both agreed.
- ❖ When both have agreed to another behavior, the conflict resolution managers compliment them and tell them to return to the regular school activity.

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

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



or ? The students could submit possible names, and there could be a schoolwide selection of the name.

Conflict resolution has had dramatic effects in teaching students how to mediate disagreements and fights. Several teams of students can rotate as conflict resolution managers. Adults should positively comment on the courage and qualities of the students – both of the conflict resolution managers and of the students who are willing to communicate and listen to help resolve a problem.

### Conflict Resolution Process: Summary of Steps

The mediator asks each student the question:

*Are you willing to work on a solution?* If the answer is “yes,” continue.

Ask each student one question at a time, waiting for his/her response.

The other student listens and repeats what was said.

*Please tell us what happened.*

*How did you feel when that happened?*

*What would you like to stop?*

*What would you like him/her to do instead?*

*Can you do that?*

*Can you make a firm commitment to try to behave in the way you both have agreed?*

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

## **Peace Lesson 15 Conflict Resolution**

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

*Are you willing to work on a solution?*

Each person has to be willing to

LISTEN to Each Other

and repeat what the other says.

*Please tell us what happened.*

*How did you feel when that happened?*

*What would you like to stop?*

*What would you like him/her to do instead?*

*Can you do that?*

*Can you commit to trying to behave in the way you two have agreed?*



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Begin the session with a peace song.

Ask: “*What would happen in the world if everyone learned to communicate and solve problems instead of fighting?*”

Acknowledge their responses.

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

Say, “*Today, we’re going to learn one method of conflict resolution. These are the steps.*”  
Review the 6 steps you have written on a poster or board.

Go back to the first question and the sentence under it. Ask:

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

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

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

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

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



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

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

End with a relaxation exercise.

### **Peace Lesson 16** **What We Like and Don't Like – Under the Anger**

Begin with a peace song.

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

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

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

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

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

Everyone wants to be valued, respected, or loved.

Hurt or Fear or Embarrassment

Anger

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



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

### Peace Lesson 17 Conflict Resolution and Listening

Begin with a peace song.

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

Discuss: Say, *“One of the most important things in solving problems is to listen to others and really hear what they have to say.”* Ask:

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

Acknowledge: *“Yes, when people don’t listen and are rude, problems usually get worse.”*

*“Sometimes people do other things that interfere with solving a problem.”* Ask: *“Would anybody like to guess what some of those things could be?”* Acknowledge their responses and add any of the following not mentioned.

- Blaming
- Telling the person he or she is silly or stupid
- Interrupting
- Accusing
- Contradicting (*“Wait your turn, and listen. This one takes patience and respect!”*)
- Trying to make him or her feel guilty
- Getting angry because the other person is angry

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

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

Listening activity: Form groups of three students. Ask them to count off 1, 2, and 3. For Round 1: Person 1 will be the talker, Person 2 the listener, and Person 3 the observer. See chart below.

	Person 1	Person 2	Person 3
Round 1	Talker	Listener	Observer
Round 2	Observer	Talker	Listener

**Round 3**

Listener

Observer

Talker

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

Share:

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

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

End with a relaxation exercise.

**Options****A Peace Circle and/or A Peace Club**

A Peace Circle can be a regular time once a day or once a week when students and the teacher name actions they saw during the day/week that contributed to peace. It is also a wonderful idea when there is a conflict in the classroom, or when students come into the classroom with an unresolved conflict. A Peace Circle can be “called into session” as needed. It is wise for the teacher to be the mediator of a real conflict in the classroom. While it may seem to some teachers that this would take time away from teaching, most teachers who try it report that dealing with the conflict ends up saving time. Students learn that real conflicts are very solvable. Additionally, the teacher is demonstrating that peace is important to him or her – and the feelings of the students. When there is harmony it is much easier to feel and do our best.

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




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the Peace Club could create assemblies and dramas, create messages of peace, give Peace Awards, and acknowledge others.

### Peace Lesson 18 Conflict Resolution – Peers as Mediators

Begin with a peace song.

Discuss the Reflection Points:

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

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

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

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

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

- Contributed by Ruth Liddle

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

### Peace Lessons 19 and 20



## Interviews

Begin with a peace song.

8-11 Activity: In the next couple of days, interview two adults to find out what peace means to them and how they find peace in their lives. Start off by asking each person to complete these sentences for you:

Peace is . . .

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

The most peaceful place I can remember is . . .

12-14 Activity: Gather information from the TV, radio news, newspapers, or magazines about a couple of wars. Talk with an adult about what the people are fighting over. Ask yourself, is there an alternative to fighting? Write down your thoughts. Now ask this question to at least two adults and write down what they say.

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

-Contributed by Ruth Liddle

## Peace Lesson 21 Peaceful Colors, Angry Colors

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

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

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

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

- Contributed by Linda Heppenstall

## Peace Lesson 22 Contrast and Solve



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Begin with a relaxation exercise.

Discuss the Reflection Points:

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

Ask:

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

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

8-10 Variation: This could be done as a continuous verbal story. The students create the story themselves, with one person starting, the next continuing, etc.

11-14 Activity: Depending on time, you may want students to create a verbal story as above, or small groups could create and enact a play. After each play, ask the students to comment on what gestures convey negativity or aggressiveness and what gestures convey peace.

- Contributed by Sabine Levy and Pilar Quera Colomina

### **Peace Lesson 23** **Peace Heroes**

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

8-11 Activity: Create a story on “The Peace Hero.” Divide the class into small groups. Allow the students to read their stories to each other. The group can then decide which story they would like to act out for the class.

- Contributed by Marcia Marie Lins de Medeiros

12-14 Activity: Study peace heroes of your culture(s). Make up a skit about them or share what interests you about their beliefs or methods.

### **Peace Lesson 24** **Collaborative Painting**



Play a peace song.

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

8-10 Activity: Discuss what the students would like to put on their collaborative painting – symbols of peace, peace star, a picture of a peaceful world? Provide students with a long piece of colorful paper and individual small pots of paint and a brush. Play peaceful music. As they stand close to each other, they can paint their own small planned pattern. When the music stops, each student moves one step to the left or right.

- Contributed by Linda Heppenstall

11-14 Activity: Divide the class into five groups of students. Each group is responsible for painting the sky, earth, buildings, people, and animals. Provide students with a long piece of paper and enough individual small pots of paint and brushes for two groups. Play peaceful music and begin the *Imagining a Peaceful World* exercise from Lesson 1. Start to read the visualization very slowly. Each group can get up in turn to draw and paint its part of the picture. One person from each group can add to the visualization – adding verbal commentaries that include descriptions of what the group is painting. Everyone should have a good time while enjoying the music and staying in a state of peace. (This is intended as an experience – not a polished piece of art!)

### **Option Additional Peace Activities**

Dance peace.

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

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

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

Activity: Make squares for the Dove Game or for an adaptation of a children's board game in your country. The Dove Game is an adaptation of a game from Spain, called the Goose Game. The Spanish board game has squares that form a spiral. Small groups of students can make the board game, drawing objects on small pieces of paper that can be later pasted onto a larger piece of paper in the form of a spiral. Or each member of the entire class can make one square, and then the squares can be laid on the floor of the classroom or outside in a large spiral. In the former, students would use dice and markers when they play. In



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the latter, they would use dice, but then stand by the square on the ground as they advance toward the finish.

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

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

- Adapted from an activity contributed by Encarnación Royo Costa

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

End with a peace song.

### **Additional Peace Lessons for Students Ages 12 to 14** **Manifestations of Peace in the World**

What are different manifestations of peace in the world? How is peace expressed through the arts? What large organizations work for peace in the world? In different subject areas, use your standard curriculum for students to explore. This will require the student participation in researching information and sharing it with the class. They could create a paper on this theme.

- Contributed by Sabine Levy and Pilar Quera Colomina