

LIVING VALUES

An Educational Program



An Introduction to Living Values Activities for Young Adults

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

These selected book segments from *Living Values Activities for Young Adults* 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.

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- ❑ For a list of Trainings presently scheduled around the world - [click here](#) 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](#) or go to <http://livingvalues.net/support>
- ❑ Health Communications, Inc. will be publishing five of the LVEP books in the Fall of 2000.

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CONTENTS

SETTING THE CONTEXT

The Call for Values	1
What Kind of Program Is LVEP?	1
Aims	2
Current Status	2
Background	3

INTRODUCTION

Teaching Values	4
Three Core Assumptions	4
LVEP Trainings	5
A Variety of Values Activities	5
Emerge the Values of Your Culture	8
When Do I Have Time to Teach Values?	8
Where Do I Begin?	9
Why Start with the Peace and Respect Units?	9
Recommended Order of Values Units	10
Incorporating Values Into the Existing Curriculum	11
Values Web	12
Acceptance by the Educator and a Values-based Atmosphere	13
Acknowledgment of Responses	13
When Students Insist They Are Bad	14
Symbols Used Throughout the Lessons	14
Educators and Students – Share Your Activities with the World!	15

GOALS

Values and the Self	
Personal Social and Emotional Skills Development	16
Values and Others	
Development of Interpersonal Communication Skills	22
Values, Society and the World	
To Contribute to the Larger Society with Respect, Confidence, and Purpose	25

VALUES UNITS

1 Peace Unit	30
Index Page	30
Reflection Points	31
Core Lessons	31
Subject Areas	49

2	Respect Unit	53
	Index Page	53
	Reflection Points	54
	Core Lessons	55
	Subject Areas	65
3	Love Unit	69
	Index Page	69
	Reflection Points	70
	Core Lessons	71
	Subject Areas	82
4	Tolerance Unit	87
	Index Page	87
	Reflection Points	88
	Core Lessons	89
	Subject Areas	97
5	Honesty Unit	104
	Index Page	104
	Reflection Points	105
	Core Lessons	106
	Subject Areas	111
6	Humility Unit	117
	Index Page	117
	Reflection Points	118
	Core Lessons	119
	Subject Areas	127
7	Cooperation Unit	131
	Index Page	131
	Reflection Points	132
	Core Lessons	133
	Subject Areas	141
8	Happiness Unit	147
	Index Page	147
	Reflection Points	148
	Core Lessons	148
	Subject Areas	160
9	Responsibility Unit	164
	Index Page	164
	Reflection Points	165
	Core Lessons	166
	Subject Areas	175

10	Simplicity Unit	179
	Index Page	179
	Reflection Points	180
	Core Lessons	181
	Subject Areas	188
11	Freedom Unit	192
	Index Page	192
	Reflection Points	193
	Core Lessons	194
	Subject Areas	202
12	Unity Unit	205
	Index Page	205
	Reflection Points	206
	Core Lessons	207
	Subject Areas	212

APPENDIX

Item 1:	Mind Maps	All Values	216
Item 2:	Conflict Resolution Steps	Peace	217
Item 3:	A New Life	Respect	218
Item 4:	The Two Birds	Respect	223
Item 5:	Fire in the Jungle	Respect	224
Item 6:	Situation Cards	Peace and Respect	225
Item 7:	Statement by James O.C. Jonah	Respect	229
Item 8:	A Bowl of Stock	Tolerance	230
Item 9:	The Emperor and the Flower Seeds	Honesty	231
Item 10:	Situation Cards	Honesty	234
Item 11:	Jewel Cards	Happiness	235
Item 12:	A Quiet Passion for Social Justice	Responsibility	237
Item 13:	Relaxation/Focusing Exercises		239

ACKNOWLEDGMENTS

Cited Books and Songs	242
Thanks	243



INTRODUCTION

Teaching Values

The choices of young adults are critical – not only for their own happiness and well-being at this vulnerable and often tumultuous time in their lives – but also for their future. The **Living Values: An 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. The activities 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 series of skills that builds, sequentially. The exercises include skills to develop increased self-esteem, positive social communication, critical thinking, and artistic and dramatic expression. The values activities offer samples of exploration exercises to engage young adults. Every subject in the curriculum can be an arena to examine values and their effects.

Three Core Assumptions

LVEP is built on three core assumptions. The first assumption is drawn from a tenet in the Preamble of the United Nations' Charter, *“To reaffirm faith in fundamental human rights, in the dignity and worth of the human person”*

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



LVEP Values Activities for Young Adults can be used by teachers, professors, and activity directors. These professionals will be more effective when in touch with their values and comfortable sharing them. Committed educators are integral to the success of the program. Young adults are astute observers and much more receptive when the educator's behavior is consistent with the talk. The values activities contained in this section are only a beginning. We encourage you to expand on them with your experiences, creativity, and cultural and educational resources.

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. At this age level, the creation of a values-based environment is critical to the success of the program.

A Variety of Values Activities

The purpose of these activities is to involve students in thinking about values and their practical implications, and to help them understand and commit to positive values. This occurs by recognizing the importance of values and their own responsibility in making positive personal and social choices. Through practical application of concepts discussed, young adults will develop appropriate social skills and cooperative behaviors.

It is not enough for students to simply hear about values. To really learn, they must experience them at many different levels, making them their own. It is not enough to feel, experience, and think about the values; social skills are needed to apply values in interactions throughout the day. The young adults of today increasingly need to see the effects of their behavior and choices and develop decision-making skills that take into consideration the needs, rights and viewpoint of those around them. If the youth of today are going to carry these values into their personal lives as adults and into society, then it is also important to have them explore issues of social justice, and have adult role models who exemplify those values. The variety of values activities with the LVEP materials have been classified as follows:



Young Adults

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. Many of the points are taken from *Living Values: A Guidebook*. 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 and to share their experiences. This imagination exercise not only elicits creativity of “good students” but usually interests students often considered resistant or “unmotivated.” Visualizing values in action makes them more relevant to students, as they find a place within themselves where they can create that experience and develop ideas of their own.

Relaxation/Focusing Exercises

Very often students do not like “having to be quiet” in school. They may experience it as curtailing their fun and repressing their energy and enjoyment, 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 helps students quiet down, be less stressed, 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, and sculpt freedom, draw simplicity, and 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 have the tree write one to them. While some songs are within the kit, teachers are asked to bring in the traditional songs of their culture, or the cultures present in the area, and sing those with the students. Young adults can create poems and songs about values, and bring in popular songs with contain values themes or ideas.

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, and at the types of words they use that give happiness to themselves and others. In one of the activities in the unit on honesty they look at how they feel when they are honest. There are a few stories about values, and teachers are encouraged to bring in their own. Many of the values exercises require positive acknowledgement of students' responses – no matter how they are expressed. It is important to try and look under the skepticism or negativity of some students to the real feelings of wanting respect for themselves and peace for the world. Some students may be reluctant to let their feelings show, believing they will appear vulnerable.

Social Skills

Social skills are scattered throughout most of the values units. Some lessons include modeling and practicing listening skills, communication skills, and conflict resolution. Suggestions are made for students to become peace monitors or peace mediators. In the unit on respect, students examine subtle and not-so-subtle ways respect and disrespect are given. Students are asked to role play difficult social situations, examine consequences, and apply the values of peace, respect and honesty. Cooperation games are fun yet elicit reflective comments. Students are asked to look at prejudice during the unit on tolerance, and to express 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 make a difference. For example, during the unit on honesty, students are asked to make up a skit (sketch or short play) portraying the themes of honesty and dishonesty, taking the context from current events, or history and social studies units. They then look for the effect of dishonesty or greed on others' lives, and ask the actors how they felt. High school students are asked to look at the relationship between greed, corruption, and the denial of human rights during history class. 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.



Young Adults

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

We hope these activities will stimulate ideas from teachers and parents as they explore with students a variety of ways to experience and explore values. Use your own resources and creativity. Use materials that are easily available. Use your creativity, skills, and knowledge to continue values-based education. Use songs from your own culture or different cultures from around the world.

A group of teachers may want to get together before the introduction of each values unit to share their own material for students about that value – traditional stories, fiction or non-fiction articles, salient history units, news stories, or relevant movies. Insert cultural stories at any time within the units. The students may enjoy acting out the stories. Ask the students to create their own plays and songs. They might even want to do an informal skit (short play) where the lines are improvised and are used to dramatize the situation being discussed. Perhaps older adults can tell traditional tales and teach ancient forms of music. Educators are welcome to contribute the activities they create on the web site.

When Do I Have Time to Teach Values?

Educators, finding themselves already pushed for time with an often over-loaded curriculum, ask this. However, given the many benefits of teaching values, many find ways to incorporate values activities within their day. History, social studies and literature lend themselves naturally to an exploration of values, as do the arts. As many activities in this book fit into the liberal arts, some schools create most of their “values time” during the language arts time period. Other values activities fit into social studies units, art, drama or physical education.

Who Teaches Core Lessons?

LVEP Values Activities for Young Adults includes ideas for values activities in several subject areas in each unit. In this way all teachers within the school can participate and contribute to the exploration of values within their curriculum. Several values units, in addition to ideas under different subjects, also have “Core Lessons.” The Core Lessons contain the main lessons through which to explore that particular value. We suggest that you teach the core lessons sequentially.

Every school will need to look at the Core Lessons in each unit to decide in which subject to teach them. For example, because many of the Core Lessons for Peace and Respect contain discussion and writing activities, they could be done during literature or language classes. The Core Lessons in the Honesty Unit could be done in history classes. Another option some schools have implemented is a special “Values Time.” The educators who have done this 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 “homeroom”, another found that there was a 20 minute “integration time” for building relationship between students who spoke different languages. These are perfect times for the “Core Lessons.”

Some teachers do the values activities while teaching English as a Second Language. If this is the case, it is appropriate to use the activities from *LVEP Values Activities for Children, Ages 8-14*, as many of the Reflection Points in this edition for young adults are very abstract.

A team of teachers may wish to brainstorm values applications at their particular site. Perhaps the language arts and expressive arts teachers could take on the values units for peace, respect, and responsibility for several months, while social studies or history teachers could take on the major values focus on honesty.

Where Do I Begin?

While some teachers do the values activities in their own classrooms, many schools have found that a whole school approach is very beneficial. In the latter case, the staff will need to meet, and may wish to include parents. Discuss your goals for the school, the needs of the students, and the values that you would like to concentrate on. 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 “Blueprint” section in the *LVEP Educator Training Guide*.

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 can take turns doing presenting values creatively through drama, music, etc.

Why Start 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 is first because 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.



Young Adults

Another reason to cover these two values units first is that these lessons contain essential skills used throughout the other lessons. The Relaxation/Focusing Exercises and Conflict Resolution Skills developed during these lessons are important building blocks in creating both a values-based atmosphere and positive social skills.

Although we offer the recommended order that follows, we also recognize that students in different schools have different needs. We suggest that you cover peace and respect first, and then choose which values units you would like to do next. A few of the values units pair up well, complementing each other.

The recommended order of values units for young adults is:

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

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.**



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.

Under each value is a limited number of activities. The educator, as content expert, will know which materials on hand best portray the values or the contrast. Teachers know what touches their students.

History and social studies easily lend themselves to values discussions. Stop at critical points during lessons when one individual or a group of people exercise choice. Ask students, “*What is this person or group valuing so much that this choice is being made? What are the values of the other group? What are the consequences of having this value and the challenges in achieving it? How do you see a particular value or its lack being portrayed?*” For example, a historical unit about independence is an ideal time to look at what kinds of freedom people want. Ask, “*Did they hold that same value in their treatment of other groups?*” Ask students to recognize and discuss the application of a particular value or the consequences due to lack of that value.

In **literature and language** classes, the teacher can select reading materials that relate to the value being explored. Materials can include poems, short stories, autobiographies, philosophical writings, or classic or current books in which the heroine or hero demonstrate the value of focus. Ask students to react to the material they just read, to write about the value, or to make up their own poems.

One teacher who has been using LVEP materials, Kristan Mouat, found journal writing an effective way to build bridges between students’ personal experience and the experiences of characters or themes in the text. For example, before reading a poem/novel students can record their own experiences, for example: “*A time I felt respected . . .*” or “*A time I felt secure and loved . . .*” etc. They then approach the text having already made a personal connection.

Writing in the role of a character is also an effective way to understand what values motivate the character. For example, the teacher could instruct the students: “*Imagine you are the Friar in Shakespeare’s *Romeo and Juliet*. Record in your diary a couple of paragraphs about why you agreed to marry Romeo and Juliet.*” (For example: Because I wanted to bring about reconciliation between the warring families and end the strife and bloodshed.)

The **arts** are a wonderful medium in which to incorporate values while teaching skills the students need to learn. During **drama** – while teaching acting and set design – select plays



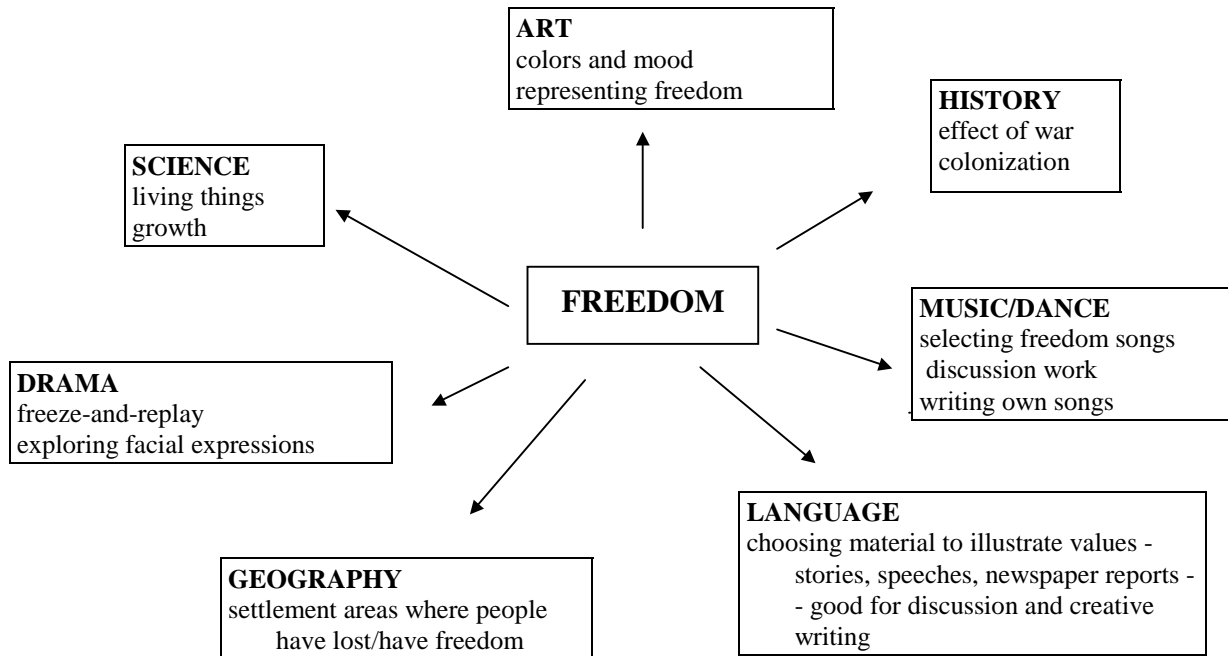
Young Adults

that have to do with the value of focus. In **music**, while teaching students how to play and harmonize their instruments, discuss, for instance, the value of unity. In **art** class, ask students to express the values while learning how to **paint, draw, and sculpt**.

Teachers and students are encouraged to select their 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.

Values webs are useful. Ask the team of teachers planning the values program to discuss the value in the context of their culture and the subjects in which they are planning to teach values. An example of a value web on Freedom follows.

Values Web²



² Value web contributed by Samantha Fraser, teacher, Tanzania.



Acceptance by the Educator and a Values-based Atmosphere

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 based on the acceptance of each student by the educator.

As an experiential program that involves considerable discussion, a caring, respectful, and accepting atmosphere in the classroom is extremely important. While the initial values activities are designed to interest students, and reporting educators indicate that almost all students are interested and motivated to engage in values activities, this can only be sustained by the development of a values-based atmosphere. The LVEP Educator Training workshops explore a variety of skills to create and maintain such an atmosphere.

Acknowledgement of Responses

Acceptance and acknowledgement of students' responses is an essential component 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, a student's emotional feeling about a concept is 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 horrible." 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 their 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, genuine, and serious manner, if the student's face seems tense, "It must be 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.)

You may wish to add your own positive answer or state why you feel a certain way at some point in the lesson. Students are generally curious about teachers and are often interested



Young Adults

in a teacher's passion for something noble/good/true. When this is done, resistance usually fades, and the student's natural qualities begin to emerge.

When Students Insist They Are “Bad”

Sometimes students may insist that they like something or someone that harms, for example, they may choose to admire a negative figure. If this has come up during a discussion (it might be better to do one-to-one) 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 to 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 him or herself differently.

Students are encouraged to think, look at consequences, 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!

Symbols Used Throughout the Lessons

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



**Students and Educators –
Share Your Activities 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 and click on 'Young Adults Participate'. Or, send in your thoughts and art work to the LVEP Coordinator in your country or the LVEP International Office.

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.



 Young Adults

1. PEACE UNIT

Reflection Points		31
CORE PEACE LESSONS		32
Lesson 1	My Values	32
Lesson 2	Imagining a Peaceful World	34
Lesson 3	A World of Peace Versus a World of Conflict	35
Lesson 4	Feeling Peaceful and Without Peace	35
Relax/Focus	Physical Relaxation Exercise	36
Lesson 5	Advice from a Peaceful World	37
Lesson 6	Increasing Peace at School	37
Relax/Focus	Peace Relaxation Exercise	38
Lesson 7	Arms Are For . . .	38
Teacher Notes	Conflict Resolution	39
Lesson 8	Conflict Resolution	41
Lesson 9	Conflict Resolution – What We Like and Don't Like	43
Lesson 10	Conflict Resolution and Listening	44
Relax/Focus	Peaceful Star Relaxation Exercise	45
Lesson 11	Conflict Resolution – Peers as Mediators	46
Lesson 12	Interviews	47
Lesson 13	The Seed	47
Lesson 14	Contrast and Solutions	48
Lesson 15	Current Heroes	49
SUBJECT AREAS		
Language/Literature		49
History/Social Studies		50
Economics		50
Science		50
Art		51
Music		51
Home Economics		52
Personal Development		52
Physical Education/Dance		52



Peace Reflection Points

- **Peace is more than the absence of war.**
- **World Peace grows through nonviolence, acceptance, fairness and communication.**
- **Peace begins within each one of us.**
- **If everyone in the world were peaceful, this would be a peaceful world.**
- **Authenticity of action depends on authenticity of person.**
- **Peace is a calm and relaxed state of mind.**
- **Peace is inner silence filled with the power of truth.**
- **Peace consists of pure thoughts, pure feelings, and pure wishes.**
- **Peace is a qualitative energy.**
- **To stay peaceful requires compassion and strength.**
- **Serenity is not the absence of chaos, but peace in the midst of it.**
- **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, Secretary-General of the United Nations*



Young Adults

VALUES ACTIVITIES FOR YOUNG ADULTS

1. PEACE UNIT

PEACE LESSONS

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

Songs create a special atmosphere where people can experience a value. The values planning team may wish to choose one subject area, daily, to play a song. (The team could include not only teachers, but students.) Choose songs you feel the students will relate to; ones that are appropriate for their age. Favorites with older students are “Imagine” by John Lennon, “We Are the World” by Us for Africa, and “Heal the World” by Michael Jackson. You may want the students to bring in songs that relate to the theme. Some students enjoy learning traditional songs.

Core Peace Lessons

Core Peace Lesson 1

My Values

Play a peace song.

Say, “An interesting project was done several years ago called **Global Cooperation for A Better World**. In this project, thousands of small groups of people from all different cultures, religions, all ages and socio-economic status gathered in 129 countries to visualize a better world. They were asked to imagine how they would feel in a better world, how their relationships would be, and what the environment would look like.”

- ◆ *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?*

“Thank you. 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 do not share the same customs, but we all want a peaceful world. So, why don't we have it?

This values course we will be doing is called Living Values: An Educational Program. Not just you, but many people around the world are concerned about the state of the world. While we share universal values, we are not living the values we share.

It is the premise of this project 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. Any thoughts or questions?"

Note to Educator: With groups that are angry, cynical or disheartened it is important to acknowledge their feelings. For example, *"Yes, the world is an awful place for millions of people. There is corruption, cruelty, prejudice, and horrible poverty. 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 toward a better world."*

Reflective Activity: *"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 the participants sufficient time to respond; although approximate pausing times are suggested, each group is different. Observe when they finish.

- ◆ *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 for a minute.)*
- ◆ *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 three or more minutes.)*



Young Adults

- ◆ *Remember a few especially positive moments of your life – what feelings were you experiencing then? What value were you demonstrating in those moments? (Allow four or more minutes.)*
- ◆ *Now, take a few minutes to think about six values that are important in your life. Please write them down. (Allow five or more minutes.)*

Ask the young adults to form groups of four. Allow them to share some of their experiences and values from this exercise.

Core Peace Lesson 2 **Imagining a Peaceful World**

Play a song on peace.

Explore general concepts of peace through questions and discussion:

- ◆ *Does our world seem peaceful today?*
- ◆ *What does it mean to have a peaceful world?*
- ◆ *What changes would there be in the world today?*
- ◆ *Who thinks peace is important?*

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

Imagining a Peaceful World

Commentary (Please adapt to suit your situation.): *“First, simply relax and let yourself become still . . . Be in the present . . . Focus on this moment of time . . . Picture in your mind an 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 when 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 houses 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 . . . They smile at you . . . You continue to walk around the lake . . . You notice a family and the way they are interacting with each other . . . As it is time to leave, you step back into your bubble to return here . . . The bubble gently 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.”*



Ask students to share their visualizations; their experience of nature, the self, and relationships.

Writing Activity: Ask students to write about their vision of a peaceful world after this visualization exercise. They may wish to include peace within the self.

Core Peace Lesson 3

A World of Peace Versus a World of Conflict

Activity: *“Today, the activity is to explore 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?”*

Make two columns on the board and label them Actions in a Peaceful World and Actions in a World of Conflict. Ask the young adults to brainstorm ideas for each list.

Mind Maps: Ask the students to make a Mind Map of a Peaceful World or a Mind Map of a World of Conflict. 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 concept/image in the center of the page.

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 1).

Discuss the Reflection Point: *Peace is more than the absence of war.*

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

End by playing a peace song.

Core Peace Lesson 4

Feeling Peaceful and Without Peace

Play a peace song as the students enter.

Introduce the Physical Relaxation Exercise: Say, *“Many people in the world today feel very 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.



Young Adults

Physical Relaxation Exercise

“Sit comfortably . . . and relax . . . as you relax, let your body feel heavy and focus your attention on your feet . . . tighten all your muscles for a moment . . . and then relax them . . . let them stay relaxed . . . Now become aware of your legs, letting them be heavy . . . tightening the muscles . . . and then relaxing them . . . Now the stomach . . . tighten the muscles for a moment . . . and then relax them . . . free any tension . . . Be aware of your breathing, and let yourself breathe slowly and deeply . . . breath 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 up . . . and then relax them . . . Gently move the neck . . . first to one side, then to other . . . relax the muscles . . . now tighten the muscles of the face . . . the jaw . . . and then relax the face and the jaw . . . let the feeling of well-being flow through the body . . . focus again on 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

Discuss:

- ◆ *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 or activities help you feel more peaceful again?*
- ◆ *When do you feel most peaceful?*
- ◆ *What types of thoughts for activities help you feel peaceful?*

Discuss the following Reflection Points:

- Peace is a calm and relaxed state of mind.
- Peace consists of pure thoughts, pure feelings, and pure wishes.

Activity: Write about a time you felt really peaceful.

Optional Activity: Paint peace.



Core Peace Lesson 5

Advice from a Peaceful World

Do the Imagining A Peaceful World Exercise again.

Activity: Ask students to pretend they are from that peaceful world and to compare what they experienced there to the world of the present. What advice do they have for the world leaders and the young adults of today? Before they begin writing, discuss the following Reflection Points:

- Peace is more than the absence of war.
- Peace begins within each one of us.
- Authenticity of action depends on authenticity of person.
- Peace is the prominent characteristic of what we call “a civilized society.”

The students may wish to talk about their thoughts about one or more of the reflection points in their essay.

Optional Activity: Write letters to leaders of your own country or world leaders – or other people the students look up to.

Discuss the Reflection Point: *Peace is a qualitative energy.*

Activity: Ask students to write a poem about their most peaceful moments. Or write a short personal essay, “*I feel most peaceful when . . .*”

Core Peace Lesson 6

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?*
- ◆ *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 the other students in the school feel?*
- ◆ *If you were the parent of one of those students, what would you be concerned about?*
- ◆ *How do the people feel in the peaceful school?*
- ◆ *What kinds of things can they enjoy without worrying?*



Young Adults

Say, “*Just as people create their world and students create what happens on the school ground, 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. Help them make the suggestions practical. For example, play a peace song daily, do a relaxation exercise at the beginning of the class, and really listen when other people are sharing. Try the idea(s) and ask the students to evaluate the process. Allow the class to decide if they want to try it for a week. Evaluate the activity at the end of the week, perhaps select another action or decide to continue with the same.

End with the following Relaxation/Focusing Exercise.

Peace Relaxation 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. Let the mind be still, and slowly absorb waves of peace. Imagine being outdoors on a clear day -- in a beautiful setting . . . You may be by the ocean, or you may be 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 a natural tranquillity . . . You are naturally peaceful . . . Let the self think of your natural qualities, and simply accept the self . . . Be at peace with the self . . . 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.”

Core Peace Lesson 7 Arms Are For . . .

Ask: “*What are some of the different ways arms are used?*”

Students may initially talk about the way we use the arms of our bodies. Then ask:

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

If one of the students has not already mentioned it, ask them to discuss ‘arms’ as another word for ‘weapons.’ It is only human arms that make guns and weapons of war. Are arms to destroy things simply an extension of the person who has the bodily arms? Ask:

- ◆ *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?*

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 – 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: 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.

Teacher Notes prior to the Conflict Resolution Lessons

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 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 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, 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



Young Adults

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 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 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 on another behavior, then 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 class. These are listed in the summarizing steps below and are also contained in the Appendix, Item 3.

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.

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.

Core Peace Lesson 8

Conflict Resolution

Teacher Preparation: Be familiar with the above information, and list the six Questions used during conflict resolution 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.

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 commit to trying to act in the way you both have agreed?

Begin the session with a peace song.

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.



Young Adults

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, “*These are the steps for one method of conflict resolution*” Review the six 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? 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.”) Ask:*
- ◆ *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 that feeling?*
- ◆ *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 six questions, and ask them to listen to each other.

Note to the Educator: As the teacher, 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.” and restate the question again, such as, “*How did you feel when that happened?*”

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

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



Core Peace Lesson 9

Conflict Resolution – What We Like and Don't Like

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?*
- ◆ *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.

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 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.

Instruct the students to form pairs or small groups and discuss what they would like others not to do, and what behaviors they would like from others.



Young Adults

Core Peace Lesson 10 Conflict Resolution and Listening

Begin with a peace song.

Discuss the Reflection Point:

- World Peace grows through nonviolence, acceptance, fairness and communication.

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 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: *“Would anybody like to guess what some of those things could be?”* 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 (*“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.
- 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 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.

	Person 1	Person 2	Person 3
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.

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?*
- ◆ *What made it difficult to listen?*
- ◆ *What made it easy to listen?*
- ◆ *How is really listening giving respect?*

End with the following Relaxation/Focusing Exercise.

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 peaceful emerge . . . let 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 . . . 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.”*



Young Adults

Core Peace Lesson 11 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: 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. Ask the young adults to think of “emotion words” and write them on the board. They can use a thesaurus to 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:

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.



Core Peace Lesson 12

Interviews

Begin with a peace song.

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: Gather information from the TV or radio news, or newspapers and magazines about a couple of wars. Talk with an adult about what the people are fighting about. Is there an alternative to fighting? Write your thoughts. Now ask this question to two adults or more, and write what they say.

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

- Contributed by Ruth Liddle

Core Peace Lesson 13

The Seed

Discuss: Begin with the any issue of peacelessness that concerns the students. It might be a topic that arose during the last lesson, or a local problem at school or in the community. Ask the students about the process involved within the content (as in the following questions), and then perhaps share some of your thoughts.

- ◆ *What was the original seed of this conflict?* (The teacher may need to keep asking, “**What was before that?**” to help the students reduce it down to some of the original feelings and desires at the origin. This will take some time. List the factors they state, and then reduce each factor.)
- ◆ *What made the conflict grow?*

Summarize the process they have described, and add a generalized statement, such as, “*We can see that peoples’ feelings can generate violence. Peace or violence begin with thoughts. Let’s look at the process.*” Ask:

- ◆ *How can feelings escalate, so that small upsets become larger and are soon out of control?*
- ◆ *Think of a time with a friend when something small escalated into a quarrel. How/why did that happen?*
- ◆ *How can we try and control these angry feelings and replace them by calmer, peaceful ones?* (Examples: 1) The help of friends. 2) Recognize that we often get angry when



Young Adults

we are tired or hungry; take care of yourself. 3) Stop for a minute and calm yourself with peaceful thoughts before considering the situation again. 4) Think about the consequences; how you will feel afterwards if you make a fool of yourself. 5) Think about your values. If you really value peace, you will try harder to stay peaceful.)

- ◆ *How does being at peace with oneself and your friends make a happier life?*

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

- Based on an activity contributed by Linda Heppenstall

Core Peace Lesson 14 **Contrast and Solutions**

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.
- To stay peaceful requires compassion and strength.

Ask:

- ◆ *What allows negativity to continue to grow?*
- ◆ *What types 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 from 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 the negative situations. The class may wish to create a reference book on solutions they have found. Continue adding solutions.

Optional Activity: Depending on time, you may want the students to do a verbal story as above, or small groups could create a story and then enact it. 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

**Core Peace Lesson 15**
Current Heroes

Ask:

- ◆ *Who are your current heroes of peace?*
- ◆ *What is her/his message to the world?*
- ◆ *What message do you have for the world?*

Activity: Instruct the students to form small groups and create their messages. They may be pictures, slogans, or a human sculpture. Allow each group to share their messages.

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 can 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 used to help.

Debate: Choose peace as the topic for one or more debates. Or, debate one or several Reflection Points listed above, such as: That peace is more than the absence of war. Or: That peace is the prominent characteristic of what we call "a civilized society." Perhaps you can obtain a banner from the art students.

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



Young Adults

- Contributed by Caroline Druiff

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. 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

ECONOMICS

Ask students to study the 1992 and 1993 *Human Development Reports* by the United Nations Development Program (UNDP). The 1992 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. The 1993 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 were written by a team of eminent economists.

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 would a science of peace contribute to the world?*
- ◆ *What scientific opportunities are possible for a society focused on peace?*

Project: If students had available one-fifth of the world’s budget for war and could make that available for peace, what would they create?



ART

Create a mural on peace. Focus on staying peaceful while you are creating and painting.

Discuss with the students what they would like to put on a 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

Create powerful peace slogans – ones which are catchy. Or create beautiful peace banners and hang them around the school. Consider hanging peace banners in locations around your community.

Draw inner peace or sculpt peace.

Design a Peace Garden Wall Hanging

Ask the students to think about the colors and shapes that would create a 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 put grain on top to capture an image. It could be an image of the artist or be a symbol of the song’s meaning.

- 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. Perhaps some art students can bring peace banners.



Young Adults

HOME ECONOMICS

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

Enjoy the one of the Peace Relaxation/Focusing Exercises from the Appendix.

Practice cooking and sewing 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, tape it or share it with the class.

PHYSICAL EDUCATION/DANCE

Play or invent a few peace games.

Create a dance on peace. This could be a modern ballet that epitomizes peace or a dance contrasting war and peace.