



LIVING PEACE

INTERNATIONAL

a path to peace education

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“Since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be constructed”

(Preamble to the UNESCO Constitution, 1945)

Dear friends of Living Peace,

At the beginning of this new year we want to go ahead building peace wherever we are! Last year we tried to put into practice the Golden Rule “Do to others what you would like done unto you”. This year we challenge you to live one of the “dice’s” sentence “**Love everyone**” which is much in tune with the Golden Rule.

In the “solitude of the global citizen” of our cities, in which it seems there is never any time to get to know our neighbor; in the complexity of everyday life of a “liquid” society that often leads to uncertainty and insecurity; in the world that surrounds us, physically or virtually, but which seems so different and strange to us; in the almost inevitable construction of an armor of indifference as a reaction to all of this, we might wonder: does it still make sense what’s written on the dice: “love everyone”?! What does it mean to LOVE, what is love in our planetary society? And who is “everyone”?

Of course, in the guide you will also find the classic sections on the pillars of the project and on the many activity proposals, with new life stories and good practices from all around the world.



As a matter of fact, if we look at our society with different eyes, we may still find many traces of love. Indeed, the different types of society are often found on love, perhaps we do not realize it. Because, if love means to give, doing more than what the situation requires for the benefit of another person, this means that, very often, we experience it unconsciously and that everyone can do it. Love is in fact universal, but also concrete, it is rooted in everyday life, it is not something abstract, but it really meets the needs of others, of that person next to me, which is another one like me, not a stranger. We are convinced, in fact, that in a world torn by conflicts of all kinds, with destruction, oppression and walls that also rise in our hearts, peace can be built starting from small steps and concrete gestures. Let us then move forward with more strength and conviction. To help ourselves setting some goals to achieve, we suggest that you take up the **Charter of Commitment** of the “Zero Hunger Goal”. Since wars, as we know, bring poverty and hunger, we propose the activity/path “**In Time for Peace - We are still in time for Peace**” which commits us to build peace wherever we are, developing the capacity for dialogue and peaceful confrontation with everyone, but also deepening the mechanisms behind the war/violence and its relationship with the Hunger in the world (see page 25).

So, let us rediscover and live together the love towards everyone, which is the root for a peaceful life!

Enjoy Living Peace everyone!! 

- 1 Silvia Cataldi, “Love everyone: a sociological perspective”, a theme held at the International Living Peace Congress: A Path to Peace Education, Castel Gandolfo (Rome), 27th October 2017.
- 2 A document and a tool that everyone can use to contribute to the achievement of the second of the 17 UN Sustainable Development Goals to be implemented by 2030: “Zero Hunger Objective”.

Living Peace International

The Living Peace International Project is a path to peace education.

It is based on the **DICE OF PEACE** on whose faces there are no numbers but sentences that help build peaceful relationships among everybody. It is inspired by the main points of “**The Art of Loving**”, that Chiara Lubich [1920-2008] ¹ proposed many years ago to the children of the **Focolare Movement** using a dice game.



1. I am the first to love
2. I love everybody
3. I love the other person
4. I listen to the other person
5. We forgive one another
6. We love each other

Every context in which the game is played is unique and different, so are the players’ culture, religion and age. The dice can be modified and personalised as long as **it concretely encourages peace**.

Usually, we roll the dice every morning or whenever possible: everyone, child or adult, is committed to actively put into practice the sentence. The kids and educators involved are then invited to share their peace building experiences once a week or when it is feasible. For example, they can share them on a **Diary of Peace**, or on a **Mural of Testimonies glued onto a wall** in schools or associations; of course, there is no limit to creativity.



Together with the dice she also proposed the “**TIME-OUT**”: at noon every day we have a moment of silence, reflection, or prayer for peace.

As of today, there are more than 1,000 schools and groups that adhere to this project and more than 600,000 children and young people involved in these initiatives in the five continents.

The project aims to strengthen the collaboration and to cooperate with many people in the world to build a “net” of peace that wraps the Earth. Therefore, Living Peace is also a platform: there are more than 60 international organizations that operate in synergy with this project and share peace initiatives proposed to their the respective nets.

¹ Foundress in 1943 of the Focolare Movement, a lay movement born in the Catholic Church, which aims to contribute to the realization of universal fraternity.

GOALS

Living Peace International aims at improving everyone's commitment to live in peace and for peace in every context, including education.

SPECIFIC GOALS

- develop affective pedagogical practices we can export to different places and contexts
- improve active citizenship and democracy through intercultural and peace education
- increase awareness of people's rights and duties
- develop respect for each other's differences and intercultural dialog
- improve teamwork and our abilities to plan and act together
- foster creativity and improve learning abilities
- improve relationships among teachers and students, and motivate individuals to engage in prosocial behavior

BENEFICIARIES

The main beneficiaries of our project are schools and youth groups, but other entities may benefit from it, such as parishes, art groups, associations, prisons, seminars, and others, regardless of their location, culture and religion.

6x1 METHODOLOGY



6x1- Six steps towards a goal: a proposal from the Teens for Unity that stems from Service Learning methodologies.

The 6x1 Methodology enhances our ability to look at our own social context and actively improve it in six steps: Observe. Think. Involve. Act. Reflect. Celebrate. 🌱

THE PROJECT began in 2011 in Egypt thanks to Carlos Palma, an Uruguayan teacher who, having experienced wars and conflicts in the Middle East for 25 years, wanted to find a concrete answer to the longing for peace.

Therefore he suggested to his students to begin each day rolling the "Dice of Peace" and to do the Time Out at noon. The mood in his class improved quickly: children began to help each other, teachers did not play favorites and sometimes they even apologised for their mistakes. This positive school climate improved everybody's learning experience. Soon after, the whole school began using both the "Dice of Peace" and the "Time Out". Sixty large dice and a strong desire to change education models and to open a dialog with everyone have literally changed the school.

Living Peace has since grown steadily thanks to the creative contribution of all the people who have joined it and become active members.



One Methodology

SIX STEPS TO A GOAL

OBSERVE ▪ THINK ▪ INVOLVE ▪ ACT ▪ REFLECT ▪ CELEBRATE

Peace may seem a distant and difficult ideal to reach and not being able to see quick results of our actions might be frustrating.

“6x1” is a proposal from the Teens for Unity movement that stems from Service Learning methodologies and aims to help youth groups to plan effective and inclusive peace actions.

The whole group gradually develops a “vision” for working together in their town or neighborhood, enabling them to identify the real needs of the area where they live and to focus on what could be their specific contribution.



OBSERVE

A mindful approach to local realities:

we walk, observe, listen, and become aware of existing problems in your own neighborhood or city.



THINK

We choose together the projects

we want to develop, taking into consideration their dimension, urgency and importance.



INVOLVE

Inspire participation; we work on common projects with other schools and groups to solve specific needs or problems.



ACT

We develop an action plan with objectives, activities, responsibilities, a timetable, and expected results. And... Let's get started!!!



REFLECT

We evaluate the project:

Have we achieved our objectives?
What was the impact of the project?
Were we able to work together?
What can we improve and how?



CELEBRATE

We get together and celebrate with the whole community. We share the joy for our achievements and recognise the contribution of each participant.



Project “Villa Chigi: a place of peace”

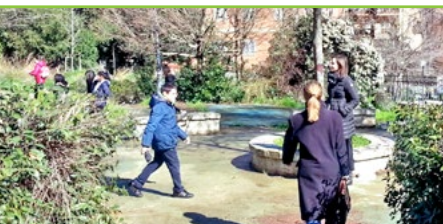
“To explain it better, we can tell the story of the 2nd grade class B who embarked on a rich and educational experience involving the whole neighborhood, beyond their school. Thus, the project “Villa Chigi: place of peace” was born and took shape. The children adopted the park of Villa Chigi in Rome, first denouncing the abandonment and then proposing the restoration of some areas, following all six steps of the methodology.

They began by seeking contact with some entity and then collaborating with the institutions and associations that manage the green spaces of the Second Municipality in order to provide citizens with a clean and usable park with all the necessary services. Thus, the project

was born to, among other reasons, raise students’ awareness of environmental problems and learn to manage communication in the presence of problems that concern the common good.

Therefore, thanks to a process of knowledge acquisition, sharing of objectives and active participation, a day of cleaning the park and raising public awareness, also through the distribution of the park regulations, was achieved. This experience was a significant one in teaching young people the ways to face difficulties and overcome them, an important step to become aware citizens and responsible of their own lives and that of others surrounding them, beyond their own impact on the environment and their natural habitat.

How did they do it?



1 OBSERVE

the area surrounding the school and analyze the “challenges” point: The abandonment of Villa Chigi.

2 THINK

about how to intervene to solve the problem of park degradation Make people aware of the Park Regulations by distributing flyers and pitch in the cleaning of a portion of the park.

3 INVOLVE

institutions and associations to work together by arousing a common interest. Interview with the President and Councilor of the II Municipality; meeting with the Councilor for the environment and with local associations.

4 ACT

make Villa Chigi a living and meeting place. Choose some concrete actions that will allow the park to become again a space for socializing in the neighborhood.

5 EVALUATE

how you are progressing, goals achieved and to be achieved; reflect on the skills developed, divided in groups, share the phases reached and any strengths and weaknesses.

6 CELEBRATE

with a concrete action and awareness (for one morning) at the park of Villa Chigi: cleaning of the park, distribution of the park regulations, meeting with park visitors. 🌿

International events



Run4Unity (relay race for unity) is an annual activity that takes place in hundreds of cities in the 5 continents, organized by Teens for Unity, one of the Living Peace promoters.

Hundreds of thousands of boys and girls of different cultures and religions run together to show their commitment to peace and promote an instrument to achieve it: the Golden Rule. The first Sunday of May **from 11 a.m. until 12 a.m. in each time zone** they organize sports, social and artistic activities, involving not only their peers, but also young people and adults, to extend symbolically a rainbow of peace on the whole planet.

Living Peace schools and groups are invited to participate and to be protagonists in this global relay of peace that unites the most distant points of the planet.

For more information and to register: www.run4unity.net



1st International Congress for Young Leaders and Peace Ambassadors



PROGRAM:

- Peace leadership related topics
- Sharing
- Training workshops
- Artistic expressions

WHERE	Madrid (Spain)
WHEN	December 13th to 15th, 2019
TITLE	Growing Peacemakers
RECIPIENTS	Young people between 16 and 30 years old

1. Young Peace Leaders
2. Young Ambassadors of Peace
3. Candidates for Young Ambassadors of Peace for the year 2019 who will be officially nominated during the congress. [Click here](#) to access information on the applications.

For more information: congresomadrid2019@gmail.com 🌿

**MAKE
YOUR
OWN
DICE OF
PEACE**



The dice of peace around the world



I LOVE EVERYBODY

I love everyone without exceptions.

I take care of the environment.



On the occasion of "Children's Day"

I thought of donating the toys most dear to me, with which I had fun with throughout my childhood. So, I talked to my mom about my idea. At first, she hesitated a bit because she believed I was still a child and I still wanted to play with them. After listening to why I wanted to donate them, she then agreed. I remembered that at the church attended by my sister-in-law's mother there are many children in poverty. Then I selected the best games and I put them in various bags. When she gave away the toys on Sunday, she immediately wrote me a message telling me that the children were very happy and grateful. As soon as I received her message, I was so happy that it changed my whole day for the better. *Regina, 13 years old*



I was at a coffee shop buying a sweet roll. On the street there was a 5-year-old child who had nothing to eat. So, I went into the coffee shop and bought him a sandwich and a soda. He thanked me for buying it and wanted to share it with me. *Valentina, 14 years old*

Last month, as I usually do, I was on the bus to go to my training. At one point a man came up and asked if anyone could kindly give him a ticket and he would repay it. I was focused on my cell phone and was slow to offer it. I turned around and seeing that everyone at the man's request lowered their heads, I decided to offer him the ticket. He took it and thanked me by giving me the money. I told him there was no need for him to return the money. The man insisted telling me: "Take, accept it please." I then decided to accept. Arriving at the sports club one of my classmates discovered he had to pay a fee to the teacher. While counting the money she realized that she was missing \$ 15, I took the money the gentleman on the bus left me and gave it to her. She thanked me saying that she would give it back to me, but I told her it wasn't necessary.

Agostina, 14 years old

I love everyone - and in fact there was a situation in the classroom when we could live this sentence. A classmate was often mocked, and everyone avoided her. There was a very negative atmosphere in the classroom. One day before the classes started, a girl said she wanted to be her friend. Immediately everyone looked at her in a "strange" way and made fun of her, but then the guy who was most bully towards the other girl said: "We have a good chance of living the Peace dice and showing how it works!". The atmosphere in the classroom suddenly changed. *Velika and students of the classroom 6.c.*



I LOVE THE OTHER PERSON

I LIVE THE GOLDEN RULE: "Do to others what you want them to do to you"; "Don't do to others what you don't want them to do to you".



Throughout the whole year I visited my grandmother who cannot walk and is bored at home. I keep her company and help her with the various tasks, always remembering when my brother and I were small and together with her we built the puppet room and how she took care of us. A student, 14 years old

In class there is a little girl who has no hands and writes with her feet. In order to love her, I committed myself every day to prepare the small blackboard she uses to write on, to take off her sandals and to put them back on when classes are over. Jeanne, student

A group of young deaf teenagers went to the mountains to pick apples. In order to motivate them, divided in small groups, they were given a challenge: the group that would have filled their apple crate first, would get a surprise. During the challenge one of the boys, the least accepted of the group due to his hard character, lost his hearing aid (a device that allows him to hear and is very expensive).

Immediately when the boys heard about it, they left their crates under the trees and all went in search of their friend's hearing aid, lost in the middle of the grass and leaves. They did not let themselves be discouraged by this difficulty and after an hour we heard a shout of joy: they had found it, intact! «Faced with the pain of our friend, winning the challenge was no longer important for us», so many of them expressed themselves. «What mattered was to do everything possible to help him. It is the greatest joy we have lived together and which we will never forget». Nicole, group coordinator



WE LOVE EACH OTHER

We want to befriend other people and accept each other for who we are; we want to start again any time a friendship breaks down

My taekwondo teacher is also a soccer referee. The taekwondo lessons often coincide with soccer arbitration on the weekends. So, together with a group of students, we set out to help him do the lessons, so he can go home and prepare calmly, especially that many times he has to travel by bus or plane.

Tomás, 15 years old



Yesterday my sister asked me to go and get Tortillas, but I didn't feel like it. Then I remembered the phrase «love each other» and that my sister always helps me, so I went with her. Ana Victoria, student



I AM THE FIRST TO LOVE

I take the initiative, I am the first to love without expecting anything in return.

I live with my dad who travels a lot and that's why he is often away during the week. The house is often untidy, so one day I rearranged it all. When he came back and saw everything organized, he thanked me a lot, because instead of being on the cellphone I did something for him.

Isabella, 14 years old

One day I went to the store and when I left, there was a lady who had to cross the street, but she tripped over a cable, overturning the bag with all the shopping.

That's when I approached her to help her get up and fix the groceries. She thanked me and continued with her journey. Valentina, 14 years old



WE FORGIVE ONE ANOTHER

I'm committed to building and maintaining peace, to forgive offences without expecting anything in return.

Some time ago a friend of mine played a joke on me which I didn't like and for this reason I got mad at her. But then I remembered the phrase of the dice that speaks of forgiveness and so I forgave her. Karla, student

Yesterday we were able to take one more step towards peace. The phrase of the dice was "to forgive". We forgave our neighbor who is always moody and argues with the students for simple and futile issues. So, we went to his house to ask him to help us cut off our bunch of bananas. He accepted and we talked for a long time. Next time we will invite him for a snack with the students. Dany, teacher





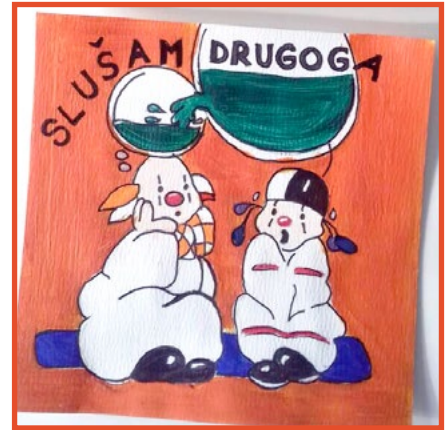
I LISTEN TO THE OTHER PERSON

I listen carefully to whomever is talking to me (parents, siblings, schoolmates, teachers...)

These days I lived the phrase of the dice «listen to the other» during gym class. A friend was crying, and I approached her asking what had happened. She replied: «Nothing». Many times it has happened to me too, to go through painful situations and when asked what's wrong I would answer: «Nothing» and people would leave. So, I decided to keep asking her what had happened and she told me that she was feeling anxious because she had many things to do for school, she wasn't able to do the exercises at the gym classes, etc. Then I give her some advice and she thanked me very much. She wiped away her tears and we returned to the gym training.

Ana, 13 years old

After reading the phrase «listen to the other», I wondered how could I put it into practice. I remembered my brother. We, older siblings, usually do not pay much attention to the younger siblings' daily activities. So today when I arrived home, I immediately went to him. While we were having a snack, I started to ask him about his day. I asked him about his school, his classmates, activities in the classroom, games... I felt really good and happy about it. From now on I will try to do it more often. A student 🌱



Best Practices

We want to offer you a few ideas that might inspire our work for peace. Our gratitude to those who made us this gift! You certainly also have good practices you would like to share and thus, enrich the Living Peace network.

Please, send an email to: info@livingpeaceinternational.org

Let's do something for the others

MOTIVATION KEY: "What can we do for the others?!"

PARTICIPANTS: students and teachers from the 6th grade of Nikola Hribar elementary school.

DEVELOPMENT PROCESS:

- Teachers and students threw the dice before Lent (special period for the Catholics), and got the phrase «we help those in need».
- One student proposed they use the dice as a piggy bank where they would collect money during Lent and then donate it.
- On the upper part of the dice they wrote *Zero Hunger* in accordance with the Zero Hunger Initiative*.
- To love the others and the planet, the class decided to prepare boxes to collect plastic bottles and bottle caps.



* Initiative taken on by the Teens4Unity, to respond to the UN appeal and contribute to the achievement, by 2030, of the No. 2 objective of the 17 sustainable development objectives: ending hunger, achieving food security, improving nutrition and promoting sustainable agriculture.



FINAL RESULT:

- The money raised was donated to a center for disabled children.
- The money collected with the plastic bottles (which then were sold to be recycled), was donated to people in need, whereas the collection of bottles caps allowed the class to join a humanitarian initiative that deals with helping children suffering from leukemia.

IMPACT:

A great joy was experienced by all:

- a child commented: "I have never felt so much happiness and joy in my heart!"
- the Dice of love has changed the behavior among all, it has helped improve the relationships in the classroom and their relationship with the Planet Earth.

Velika, Teacher



An international peace flag

MOTIVATION KEY: peace flag «with several hands imprints».

PARTICIPANTS: Matosinhos School students in Portugal, students of the Institute for the deaf-mute in Lebanon and students of the Institute for deaf-mutes in Syria.

DEVELOPMENT PROCESS:

- The students of Matosinhos School in Portugal were the first to begin painting a flag of peace which they then sent to be completed by the students of an Institute for deaf-mutes in Lebanon.
- The students in Lebanon received the flag and in turn added their artistic touch and then sent it to the students of a school for deaf-mutes in Syria.
- On December 7, the students in Syria received the flag. To show gratitude they sent a drawing depicting a pineapple: a strong fruit externally, but tender on inside, because according to them that «should be our attitude as builders of peace».

FINAL RESULTS: children's awareness of the theme of peace: three educational institutes from different nationalities, cultural and social contexts came into contact with each other.

Coordination Living Peace International

Let's roll the dice

MOTIVATION KEY: transform the use of the dice into a «spiral experience», involving many other people.

PARTICIPANTS: teachers, students and the community of Casilda.

DEVELOPMENT PROCESS:

- The teacher explained to the students how to live the phrases of the dice of peace.
- The students immediately tried it firsthand, then they shared the idea and suggested its use to their family and other people in the educational community.
- One person asked how to play the dice with blind children, saying that she could translate the faces of the dice into the Braille system.
- Immediately another person offered to visit the school for blind children with her students and together build the Braille dice.

FINAL RESULTS:

- Creation of the first peace dice in the Braille system (in English, Italian and Spanish).
- Children and the educational community got involved in the rolling of the dice and raised awareness to the theme of peace.
- Raised awareness to the specific needs of blind person and people with special needs.

Gloria, Teacher



Spread the values of Peace through art!

The foray into the art world has been a lot of fun. With it we have developed a multiplicity of skills in the various fields of knowledge.

This time, we discovered the artist Pablo Picasso. We talk a little about his life and work and we know one of his simplest works, but so beautiful and important for us, because it has to do with Peace!

Being an artist is a very important thing. Very beautiful works are done, and they transmit messages to other people. And this one is really special, because with its Picasso has managed to remind many people of the importance of peace. And we want to do the same!

Each one thought and decided how to make/re-create Picasso's bouquet of Peace. We defined the materials and discovered some that, by their natural form, resembled a flower when stamped.

These are some of our proposals to recreate the work of Picasso «Bouquet of flowers». These



Obra de Pablo Picasso "Bouquet of Peace"



are some of the materials we use to stamp a flower shape. We set to work with enthusiasm. We are artists too!

We are artists who want to create beautiful works that remind us of Peace, because we want to bring it to EVERYONE! And to get it, we made a big exhibition.

Teresa Graca, Teacher of Kindergarten Esporões



“Love for others” project

MOTIVATION KEY: let's give a smile and love to the other person.

TWO EDUCATORS: one works in a hospital where there are seriously ill children who are submitted to long term treatments; the other one works in an elementary school with a 12-year-old class with children who have learning disabilities.

PARTICIPANTS: teachers and children from Zagreb.

DEVELOPMENT PROCESS:

- All year-round preparation in order to visit the children staying at the hospital (during vacation time which is the best time for this kind of activities).

- The teacher spoke first with the parents to get their support.

- The teacher wrote us:

We called this project: «Let's give a smile and love to the other person». At the beginning we only sent them greeting cards since it is not that easy to visit them. Afterwards we ourselves made and wrote them cards to St.Nicholas' Feast (a tradition in the country) so that it would be as much personal as possible. The children were so happy they could do something for the others. They were motivated and excited because they were doing it for sick children. Everything they wrote show it:

- I want Saint Nicholas to bring you a bag full of health and happiness.*

- Many, best wishes; I love you and the fact that you're in the hospital doesn't mean you're different from me.*

- I want Saint Nicholas to bring you so much health and happiness... I live for you and I hope to meet you soon...*

- I'm sending you a big hug... don't give up!*

When they finally met, it was really a moment where you could feel they gave a smile and love to each other!

FINAL RESULTS: the children discovered that it is truly worth living for the others. It was a real love race to make everything as beautiful as possible! The students with the most relationship problems where the ones who participated the most.

Branka e Irena, Educators

The alphabet of peace

MOTIVATION KEY: let's learn the alphabet.

PARTICIPANTS: children and teachers from the "123 di Cerrilos school".

DEVELOPMENT PROCESS: seven-year-old children created the alphabet of Peace to reflect on the values that help improve their way of living together while learning.

Maria del Carmen, Teacher



Rolling the dice with the family

MOTIVATION KEY: family Day.

PROTAGONISTS: the community from "Sempre Viva" School

DEVELOPMENT PROCESS:

- For Family Day Festival at school, every child received a Dice of Peace.

During the festival the participants were asked to meet in groups by family and then, each child, dressed in white, launched the Dice so that everyone could reflect silently on the sentence that emerged.

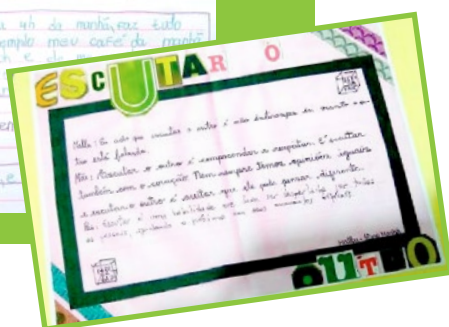
- A Dice was given to each family inviting them to throw it every day.
- At the end the children sang a peace song and everyone was hand in hand.

- Consequently, at school, at the beginning of the day a child would "write the experience" they had lived with the Dice in the family (an idea inspired by a shared experience through Living Peace).

FINAL RESULTS:

- Many people attended; divorced parents, grandparents, people who had not spoken to each other in a long time... But everyone got involved and was touched by the peace and unity they felt.
- "A delightful time of joy to help build peace in the family".
- A little girl wrote this experience, inspired by the phrase "helping the other": if I help my father clean the table, I also help myself to keep the house where I live always clean; my father sacrifices himself to help me: for example he gets up at 4:00 am and at 6:30 am he wakes me up. If after 30 minutes he comes back and I still don't get up, then I'm not helping him. You can help the other person by listening to him: listening also to criticism.

Andrea, Pedagogical Coordinator



The Olympics of Peace

MOTIVATION KEY: change the School Olympics into a Peace Culture Formation Event

PARTICIPANTS: students and staff from “Colégio Estadual Dom Antônio de Almeida Moraes Júnior” school.

MAIN IDEA: Promoting and exercising the culture of peace through play, rolling the dice of peace and doing the “time out”. Playing games, so appreciated by children and teenagers, is often a source of serious conflict. Therefore, playing a game is a great way to diffuse positive attitudes in conflict resolution. Wanting to win does not prevent solidarity, respect for the adversary and the promotion of justice with honest attitudes

- Goal: to involve the young people in a peace-building activity by inciting new relationships and helping them overcome difficulties.
- Recipients: Students, teachers and school staff.



ACTIVITIES:

Promoters: group of students who “volunteer” to help out at “after school” activities. They are taught on “how to LIVE PEACE”. It is up to them to organize the tests, the space and the needed material. In order to achieve its goal, it is important that the project is done with the student, together with the teachers and collaborators.

They are divided into work groups:

1. Artistic production team:

- Painting
- Poetry
- Photos
- School decoration
- Awards

2. Games team building: organization, tasks, locations, opening ceremonial and needed material; Different activities:

- Art: painting, music or theater according to the theme
- Exhibition of the works: creation of a game
- Sports: soccer

The events may begin at:

- Long term: making of symbols and slogans of peace
- Short term: social work and art works
- Immediately: games and exhibitions

3. Media team: team groups division, scanning of material, video making and photo and social nets.

4. Leadership: students will organize the team work.

Team Division: each school shift is divided into teams of 35 to 40 students from different classes and according to the skills of their components for games, arts, and logical reasoning.

RESULTS:

- Participants learn how to lose.
- Provided greater integration and unity in the school as a whole.
- Participants learn peaceful conflict resolutions.
- Creativity in action and appreciation of teamwork.
- Encourage protagonism in other school areas.

Loreta, physical education Teacher

Echoes of Peace

MOTIVATION KEY: everywhere in the news we heard about the problems in Venezuela; the refugees; children away from their parents; continuous deaths in the Mediterranean ... Why? What can we do? November 11, 2018, marked the 100th anniversary of I World War Armistice. What is an Armistice? Why did this war happen? Who won it, who lost it? So many questions, so many doubts, so much suffering. A spontaneous question: "What can I do?" In class we prompted the students to find out about the meaning of war and peace and we discussed the small daily gestures that everyone could do to give Peace to the other - **Echoes of Peace.**

PARTICIPANTS: Initially the activity was foreseen only for one class (6th), then it was extended to two other classes of the 6th year and to 4 classes of the 5th year, in total 120 students from the "Agrupamento de Escolas de Pedrouços" and their teachers.

GOALS:

- acknowledge peace as everyone's action
- promote solidarity;
- know the fundamental values for living in peace;
- identify actions that promote peace
- identify actions that destroy peace in our surroundings (at home, at school, in our city, in our country, in the world);
- get to know some Peace promoters (Nobel Peace Prize winners).

DEVELOPMENT PROCESS:

- The different activities were born from the dialogue and exchange of ideas during classes and from the conversations or daily news given by the media.
- We tried to include the different classes in this Peace project such as:
 - Religion– Explore the theme (video, etc...) make a list of positive words related to Peace;
 - Mathematics – Build an origami Peace Dove and use it to learn geometry;
 - English – translation of the words related to Peace in English or in other languages studied at school (French, Spanish, Chinese ...);



- History– biography of one or two Nobel Peace Prize Winners;
- Arts – Origami "tent of Peace" and peace dove made during the mathematics class, to be exhibited on the International Day of Peace (1 January). Some words chosen during religion classes were written on the peace dove which were then then distributed in the city;
- Physical Education – last day of classes – a walk where we gave away the peace doves (Echoes of Peace). Flash Mob together with Musical Education classes and the proposal of doing it again during a week at the beginning of the school year;
- Musical Education - Flash Mob with Michael Jackson songs- Heal the world and They Don't Care about Us.
- Another activity was the celebration of the 100th anniversary of Sophia de Mello Breyner Andersen, an important Portuguese writer. The students have chosen two poems about Peace, recited them on the stage and then presented at the final school's show.
- The students also presented their works of art at the International Peace Mandalas Exhibition in Argentina. They worked with much joy and great enthusiasm.

FINAL RESULTS: the commitment and motivation of all the participants was very positive. The fact that they have opened up the project to other students shows the greatest interest everyone had! Obviously there has been all the work of the teachers who have fully supported the project and allowed its success!

Anabela, Teacher

LIVING PEACE projects during the year 2018-2019



Peace-Art Festival. Cairo, Egypt



Forum dei Giovani per la Pace. Libano



Videoconferencia: Compartiendo experiencias Living Peace
Esc. Bas. N° 280 Prof. Cristóbal Pérez



Young Peace Leaders Event. Mont-ngafula, Congo



International Peace Day. Democratic Rep. Congo



Peace Ambassadors. Argentina



Balazar parish - recognition for their commitment in building peace. Portugal



Young Ambassadors of Peace meeting. Paraguay



Youth Volunteering and the Dice of Peace. Brazil



Inter-religious Day. Crema, Italy



1st. Historical Embrace for the Culture of Peace. Brazil



Sport4Peace. Manique, Portugal



"Musicaland". Torres Novas, Portugal



World Science Day for Peace and Development. Jordan



Living Peace article. Argentina



Love everyone: the sociological perspective

Silvia Cataldi¹

*Living Peace: A Path to Peace Education Castel Gandolfo,
October 25th-29th 2017*

To fully understand the scope of love, I would like to give a picture of the contemporary situation and the context in which we live. Consider three very current social phenomena.

- The first is urbanization. Today, more than half of the global population lives in cities. Since 2007, in fact, most of the inhabitants of the earth live in vast urban areas, in cities that have become metropolises. In our cities it seems that there is never time: there is never time to stop, to know who our neighbor is, to know how the baker is doing, and so on. We are many, and many of us live in cities, all different, and we often do not know each other. Indeed, sometimes we seem invisible to the person who passes us. This is why sociologists speak of individualism in our cities, because each person is focused on himself and has no time or way to notice the other. This phenomenon, typical of those who live in big cities, is referred to by the famous contemporary sociologist Zygmunt Bauman (1999) as the "solitude of the global citizen."
- Another aspect that we can observe in our daily life is complexity. The man of yesterday did not have to manage the complex things that we have to manage, such as all the information we receive from the media, the jobs we do, the lives we live, etc. The man of yesterday had to manage simpler things; sure, they were serious things, but not as complex. In the past, society was ordered according to certain institutions and norms and gave certainty and security to people (it was «solid».) Our current society, in its complexity, often leads to uncertainty and insecurity. Therefore it is said to be «liquid» (Bauman 1998). In the face of wars, terrorism, large number of immigrants and reports of crimes that strike us every day, we feel lost. And in reaction, we build an armor of indifference that makes us almost invisible.
- The third aspect is pluralism and multiculturalism. In our cities there are many citizens from all over the world, of different ethnic groups, races and religions. They live in the same city but do not know each other. Our cities, our nations, have become a multicultural laboratory where different people with different cultures, different ways of seeing, different approaches to life coexist. This is why sociologists speak of the reality in which we live as «global», that is, of a planetary dimension. The world we live in reproduces the world in a small way. And while years ago in order to experience the world it was necessary to travel for a long time, to go far away, today to see what the global means, you just

¹ Sociology researcher, at *La Sapienza University*, Rome.

have to walk through the streets of our cities, or just stay at home and turn on the television to be hit by news coming from all over the world (both beautiful and bad). Yet, it is often difficult to understand the differences between ourselves and others. It often seems to us that the other, although just different, is a stranger.

To get out of this impasse, however, many social scholars are beginning to rediscover the value of love.

In sociological literature, love is often identified as an important factor of social cohesion. Love is not relegated to the private sphere, to the couple or family relationships, but some sociologists recognize that it also has a public role in building society.

For Georg Simmel (1921), for example, love qualifies as the main provision for the establishment of relationships, the main feeling of community that allows the transition from the individual to the supra-individual, to the collective sphere.

Another classical author who recognizes love as a fundamental to social cohesion is Pitirim Sorokin (1954) who attributes to altruistic love the ability to release social energies of creative relationship in people, groups, institutions and culture.

A more direct link between love and social cohesion is then clarified in contemporary literature. In his theory of recognition, Axel Honneth (1992) - a member of the third generation of Frankfurt school philosophers - emphasizes that love and respect as rights are needed for human beings to live independently and be capable of public participation.

Love is based on unconditionality and renunciation of calculation, and is considered the first form of recognition, a prerequisite of law and relationship. Moreover, from the perspective of Honneth, only through love is it possible to avoid closed and absolute definitions of identity.

It is therefore not only the basis of a reciprocal individuation, but it is also the foundation of

participation in public life, in a plural and multi-ethnic society.

Another author, Christian Boltanski (1990) defines love as *agape*. It is a typical form of social action, an expression of the aspiration of the world for unity that belongs to a peaceful regime of action because it breaks with the logic of calculation.

Even in the political sphere, love is recognized as a fundamental factor of social cohesion. In particular, it is linked to altruism which represents one of the fundamental indicators of social cohesion (Laurent, Van Der Maesen, Walker 2011, p. 165).

Looking at these concepts from various thinkers, we have discovered that our society, if looked at with different eyes, has many traces of love. Indeed, it is often based on love, even if we habitually do not realize it.

Love, for example, is found in the emergence of the “sharing” culture, the “sharing economy.”



The sharing of goods and spaces speaks of a grassroots movement that leads to new forms of community. Think of carpooling or car sharing, peer-to-peer systems, home and service sharing, crowdfunding, etc. If you think of all the data's we share you realize that it also helps us to be community and help each other in different ways. This helps us also to collaborate with each other and to create common spaces of communion.

Let's look at the concept of “pay it forward.” Do you know about it? In Naples, for example, if



you go to have a coffee, you might buy one for yourself and purchase another for an unknown person: to “pay it forward” for the poor person who will come for coffee and who can’t afford it. They in turn would pay that kindness forward in a way that is comfortable for them. Now the “pay it forward” idea has become a viral movement. It exists around the world and can be for goods such as “pay it forward” pizza, baguette, rice meal or services such as giving permission for time off from work for people who do not have enough work time off to stay close to loved ones who are sick.

This is also a case of love because it is a little gesture that does not require great heroism, but that builds social trust because it looks at the neighbor as a member of the community, whoever he or she is, be it an Italian, a man, a woman or even an ungrateful person. This therefore speaks to us of a small gesture of love which is universal, that is, towards any neighbor.

Finally, we studied some cultures and societies that are based on mutual recognition and even on forgiveness. First, we talked about it in micro-social terms, but we can also experiment it at a macro-social level, where there are many examples of how agape love can contribute to building societies and interactional relationships based on peace.

Here we want to recall only some historical experiences in which acting out of love laid the foundations for a national political renaissance, after striking conflicts. They are the “Commissions for Reconciliation” tested in Chile, Argentina, El Salvador, Guatemala, Panama, Peru, South Africa, Ghana, Sierra Leone, Liberia, East Timor, Tunisia.

These experiences represent that form of so-

cial love, capable of recomposing deep and painful collective wounds. The Commissions have a function of overcoming the fractures through the correction and sharing of the responsibilities and of «faults» through a process of dialogue. Emblematic of this process was the Commission for Truth and Reconciliation of South Africa, established by Nelson Mandela in December 1995 and chaired by the

1984 Nobel Peace Prize winner the head of the Anglican church Desmond Tutu.

What do these examples tell us?

- 1) First of all, they tell us what love is. Love is surplus, it means doing more than what the situation requires for the benefit of another person. So, love is a small social action that we are all capable of. This is why it is universal, because it can be a small, or even a great act of heroism. It may be of a Christian, but also of a non-believer. Think of Giorgio Perlasca, who saved so many Jews with his action. Love is therefore universal.
- 2) Love is the foundation of our societies. It plays an important public role that is valid both at micro-social level and at a macro-social level, because it is the basis of social cohesion. This applies to all companies, especially in our postmodern societies, which are characterized by isolation of workers, job insecurity, instability of companies and an increasingly diverse workforce. Love is concrete, it is rooted in daily life, it is not something abstract, but concretely meets the needs of others.
- 3) Social love is the bond that allows recognition. Recognition is learned from childhood in the mother-child bond in a non-distressed relationship; and as adults it can be repeated in the social sphere. Unity and diversity are the key to this bond to which only love can respond. This is why love is a response to the typical challenges of pluralism and a multi-ethnic society. Thus, in addition to reactive situations - as can be the new forms of ethnic, local, religious communitarianism, which according to experts are at the origin

of a great part of contemporary conflicts - new social bonds are also emerging that are inspirational to forms of non-exclusive solidarity. This is the love that can respond to the challenges of pluralism and multiculturalism. Being different is not an obstacle. The one who loves, the one who "pays it forward" or the one that forgives looks at the other as an

individual, like his neighbor and therefore not as a stranger, but as another "himself".

This is why sociologists insist on the need to rediscover love for all, because the response to globalization is a concrete action towards others. This is the root of living together, understood as the art of living together. 🌱

A Peace Ambassador experience



My name is Camila and I am from Argentina. I became a «Peace Ambassador» of the Living Peace International project after my teacher nominated me. Together with the rest of my class we started a "Learning and Solidarity Service" Project.

But why me? And more importantly, what does it mean to be a peace ambassador? I am a very introverted person, I didn't imagine nor could I really feel the peace inside me, so I never expected to be chosen for this important role.

I was aware of the presence of situations of violence, difficulty and vulnerability in my country and in the world, but having the excuse of «not being able to do anything because I didn't have the means to solve them», I always remained in my place, ignoring them.

During the year, while working with my teacher, however, something changed, I began to feel the need to not just watch, I wanted to make a change. With my class I had the opportunity to carry out various activities for which I had to put others and their needs first: we served in a day center that welcomes people with disabilities, then in a school where there was a lot of bullying and many problems among the students, we celebrated «Children's Day» with the sick from a pediatric hospital and our last activity was initiating a workshop on «Memory» in a shelter for the elderly.

Looking back at the effort made and everything I learned, I felt like a new person and I started to see everything from another perspective. If today I had to describe what was happening to me in those days, I would say that I had the opportunity to «change the way I look at...» myself, others and what it means to help. I have learned that if «I hide my face» no one will be able to see it and that in life one must know how to look at others and at things from a different perspective.

Then I realized that I could really be a good nominee for "Ambassador of Peace", because I finally understood what Peace is [...].

Building Peace means tracing paths, walking them together in order to achieve something better.

Thanks to the experience I made this year, I feel better about myself and the world around me, and I want to continue, even with my classmates, to imagine and implement new activities and projects that allow me to contribute to a Culture of Peace.



Living Peace proposes peace actions also in collaboration with its partners

The following activities may help you develop peace wherever you live. Each one of you, school, group, or association, can decide the period and the type of activity to undertake, and to adapt it to your own context, culture, religion...

What are you waiting for? Choose one, you can make a lasting difference here. **Click on the name** of an activity to view the details or go to <http://livingpeaceinternational.org/en/activities.html>. Download the document and... keep up the good work!

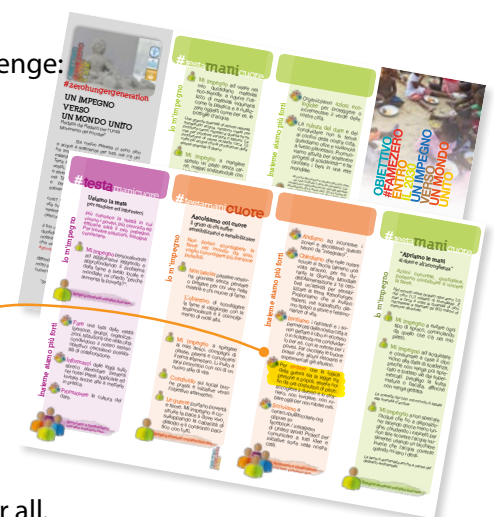


In Time for Peace

Living Peace invites you to take a challenge:

Let's listen with our heart:
COMMITMENT CHARTER:

«To prevent war from being the law between people and peoples, let's be peacemakers from now on.»



1. Peace starts with me:

- Let's live the golden rule and love for all.
- Let us inform ourselves and find out what causes war and its relationship with Hunger in the world.

2. Peace and the others:

- Let's collect instruments of violence such as toys and reconvert them into instruments of peace!
- Let's write a song or a hymn, make a video and share it!

3. Peace and the local community/the world

- Let's organize an event in our city and say «no to the tools of war».
- Let's propose Run4Unity 2020!



Golden Rule

A little, tiny rule would be enough to change the world: **“Do unto others as you would have them do unto you and don't do unto others what you don't want done unto you!”** It's so important and valuable that it has been named *the Golden Rule*.

What about living it at school or in our youth groups?



Certificate of Commitment

The *Certificate of Commitment* is both a document and an instrument we can all use to offer our personal contribution to achieving **goal number two** (Zero Hunger) of the 17 Sustainable Development Goals adopted by the UN General Assembly. The goals are to be achieved within 2030.



Pace Peace Flags Exchange

This activity is based on designing “flags of peace” in small groups. Each group can choose a Country where a Living Peace school or association is based and then send them the flag they had created.



An Urgent Message From Your Children

Together with [We,The World](#) we invite children under 12 to produce a video where they can express their fears and worries about the future of the planet and at the same time their hope and ideas to improve it. These videos highlight our own responsibilities. Max length, 3 minutes.



Sports4Peace

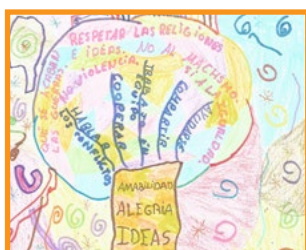
[Sportmeet](#) promotes this peace education activity in collaboration with Living Peace International.

The project is grounded on an attitude of fair play, communication and interaction: mutual respect, care for others, honesty in abiding by the rules of play, the ability to listen, apologize for faults, etc. This lifestyle in play and sport should be an impulse for an identical commitment in everyday life: to work for a peaceful co-operative society.



Teddy Bear Hugs

This activity, proposed together with the [Children of the Earth](#) association, allows children to **donate their own teddy bear** and a message of peace to a refugee child, an orphan, or a kid who is going through a difficult moment.



The Tree of Peace

In collaboration with [Mil Milenios de Paz](#), we offer an activity based on the tree of life, helping to think about the deep meaning of peace and its values.



Peace Crane Project

Kids between 6 and 14 are invited to create “origami peace cranes” with kids from other schools or groups, and exchange their creations with each other. This simple sign will help us to open our hearts and feel unity.



Elephants for Peace

Elephants symbolise a sign of peace that combines strength and peace. With this activity, in collaboration with [Elephants for Peace](#), we encourage everybody to be creative and design an elephant representing peace.



Mandalas of Peace

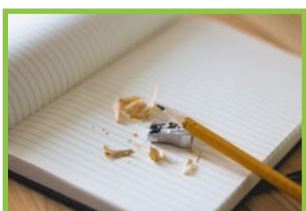
Drawing mandalas encourages creative thinking and conflict resolution strategies. Together with [Mimos para tus Ojos](#) we offer an opportunity to design mandalas, working in groups or individually: the underlying idea is to *Create for Others*.

We would like to keep you updated about the following activities:



Peace Pals International – Art Context

This initiative is organised by [Peace Pals International](#). Children and youth from all over the world are invited to submit their art creations to *Peace Pals international Art Exhibition & Awards*. Every year they propose a new theme to stimulate the participants to portray values of peace.



International Essay Contest for Young People

This annual essay contest is an activity within the framework of the [UNESCO Global Action Programme \(GAP\)](#) on Education for Sustainable Development (ESD) and is organised by the [Goi Peace Foundation](#) in an effort to harness the energy, creativity and initiative of the world’s youth in promoting a culture of peace and sustainable development.



Young Ambassadors of Peace

[Young Ambassadors of Peace](#), nomination: children and youth, protagonists of specific actions of peace, are nominated to become ambassadors of peace, an important and demanding title. In partnership with [the Universal Circle of Ambassadors of Peace](#). 🌱

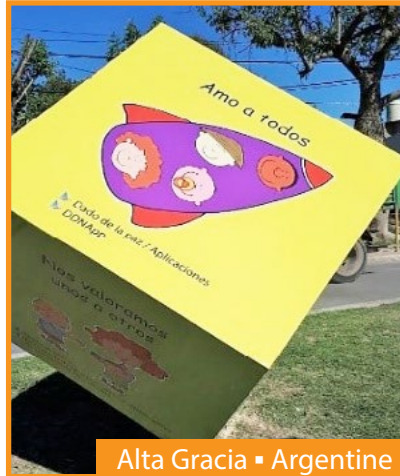


The proposal of the Big Dice of Peace continues to be successful!

Now many other Big Dices bring life to squares and parks in various parts of the world, **reminding everyone to live for peace.**



Balasar ▪ Portugal



Alta Gracia ▪ Argentine



Nova Londrina ▪ Brazil



Encantado ▪ Brazil



Petrolina ▪ Brazil



Bra ▪ Italy



If you have information about other activities concerning The Big Dice, send us a picture to info@livingpeaceinternational.org



Would you too like to build a Big Dice in your city? To discover the details of how to proceed, [click here](#)

To learn more about Living Peace International, please visit our website at:
www.livingpeaceinternational.org
To be part of this worldwide network of peace education, you can register here:
www.livingpeaceinternational.org/en/registration2



PROMOTERS



IN COLLABORATION WITH



IN COLLABORATION WITH



Teens

WORK
IN PROGRESS
4 UNITY



“Teens”, a magazine from & for teens!

Invite your students or participants in your youth group to become editors of “Teens” by sending an article with their peace actions to: [teens@cittanuova.it!](mailto:teens@cittanuova.it)

To receive the English version, write to: centro.rpu@focolare.org

Find out more about the magazine by following the link: <http://blog.teens4unity.net/home.html>.

A “Teens4Unity” initiative

Cantiere - Hombre Mundo



An **international workshop** to learn about the culture of fraternity in a global dimension, to learn how to love and respect the other's country as your own.

Becoming citizens of the world, meeting young people from different countries, working together, in a «reciprocity» way.

Creating fragments of fraternity and getting to know different cities and suburbs while doing solidarity work.

This workshop is all of this and much more!!

All those who participate in Living Peace projects are invited to the next **International workshop** which will take place in Kenya and Ivory Coast in July and August 2020!!



For more information go to: <http://www.teens4unity.org/cosa-facciamo/uomo-mondo/> or write to: centro.rpu@focolare.org