

**guide 2018 2019**



## **a path to peace education**

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“...I want to talk about peace.  
It’s essential to talk about it, to keep talking about  
it, especially under the current situation...”<sup>1</sup>

David Grossman

Hello everyone from Living Peace International,

it is true: we all want to talk about  
peace, to live peace and for peace!!

Apparently, the world is changing  
around us: there are more and more  
tough situations and indifference  
is widespread to such a degree  
that people have lost their value;  
for this reason, we might feel that  
war and fear are the only possible  
instruments of justice or of revenge.

Today, believing in a world of peace  
might look like walking “holding a  
candle during a violent storm.”

Other people have different  
opinions, as we can read in the story  
“The Sultan and St. Francis” narrated  
by T. Terzani after 9/11.

*“It was 1219 and crusades were at their highest.  
Francis was concerned “with the others”, the people  
the crusaders were fighting against. He did all he  
could to meet them. The first time he tried, his ship  
sank and he barely survived. The second time, he fell  
ill on the way and had to turn back. At last, during  
the fifth crusade, (...) deeply moved by the sight of  
the dead on the battlefield, Francis crossed the front  
line. He was taken prisoner, chained, and brought  
before the Sultan. (...) It would be intriguing to see  
this meeting today. It must have been remarkable,  
because after a conversation which perhaps lasted  
the whole night, the Sultan allowed Francis to return  
unharmd to the crusaders’ encampment the next  
morning. I like to imagine each expressing his ideas  
to the other, (...) and that in the end they agreed  
with each other on the message that the poor  
friar of Assisi repeated wherever he went:  
“love your neighbor as yourself.”<sup>2</sup>*

This year, we want to commit  
ourselves to the **Golden Rule**,  
“love your neighbor as yourself”,  
which is the one and only law  
that applies to everyone because  
it is the foundation of universal  
ethical codes: “**Do to others what  
you want them to do to you**”.

As we rediscover and put this  
rule into practice, it may become  
our “point of reference” for every  
gesture, activity, or thought, and

can enhance what we have done  
in the last few years: **the dice of  
peace, the time out**, and all the  
proposals that have enriched  
our journey together.

For this reason, the “Golden  
Rule” has a special section in  
this year’s booklet. The section  
includes food for thought and  
proposals we can implement  
and is open to your suggestions.  
As usual, inside the booklet –

**Living Peace’s instruction manual**  
– we can find all its traditional  
content **plus experiences from all  
over the world**.

In conclusion, if we keep trying to  
put into practice the Golden Rule,  
we can learn **to build a dialog  
“of life”**, an authentically human  
dialog, which will help us to grow  
and become true peace builders.

Happy Living Peace to  
everyone!! 🌱

1 From a talk given by the Israeli writer on 10 October 2010 at the Book Fair of Frankfurt, on the occasion of the “Peace Prize” awarded to him by the Association of German Editors and Books.

2 Letter published in the Italian newspaper “Corriere della Sera” of 8 October 2001

# 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] <sup>1</sup> 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.

<sup>1</sup> 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.



## A mindful approach to local realities:

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



## We choose together the projects

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



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



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



## 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?



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

## Is it possible to live the six steps towards a goal even on a beach?

Let's find out together following the adventure of 2 friends from Playa Union, a coastal city in Argentina!

### Step 1: OBSERVE

One day, walking on the beach, we saw loads of rubbish: glass, plastic, paper, and many other things...

### Step 2: THINK

We asked ourselves: "why don't we do something about it?"

### Step 3: INVOLVE

We shoot a video and shared it on WhatsApp to show how dirty the beach was and how disappointed we were.

We brought in a few adults who were interested in supporting our campaign to raise awareness and to clean the beach.



### Step 4: ACT

And we began our "race": choose a motto, design and prepare the brochures, plan the distribution.

We promoted our activity on a local radio. The radio presenter asked us many questions and congratulated us on the project!!

We also had a telephone interview with a reporter of Ciudad Nueva from Argentina.

The local press also reported on the event.

The great day finally arrived! The sun was shining and there were about 40 participants. Our tools were bags, gloves, and our hands and hearts. To further improve our activity, we presented the dice of peace before starting.

Then we began!!! We all collected a lot of rubbish and passers-by greeted, thanked, and helped us.

### Step 5 - REFLECT

In the end we all felt a great joy for what we had done together!

### Step 6 - CELEBRATE

To celebrate the event, we took a picture together with the adults, youth and children involved. 🌿

## 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](http://www.run4unity.net)



## Milonga

**Thousands of non-governmental organizations in action.**



Milonga is a volunteering platform. **The youth of Living Peace, between 21 and 35 years old**, are invited to adhere to the high-quality opportunities that Milonga provides: "fraternal" and intercultural volunteering whose work will strengthen the impact of the NGOs on the ground.

It is voluntary service with mentorship before during and afterwards.

The spirit of fraternity is also what drives the encounters with communities in precarious situations, bringing about an experience of communion and intercultural dialogue.

Currently, these projects are present mainly in Latin America, but others from around the world are integrating into the platform.

**For further information, just click <http://www.milongaproject.org/en/> and access the Milonga platform.**

If you wish to undertake a volunteering experience, access the link: <http://www.milongaproject.org/en/join-now/> 🌱



**MAKE  
YOUR  
OWN  
DICE OF  
PEACE**



# The life of the Dice of peace around the world

I'm impulsive. **Before I became familiar with the Art of Loving**, which is synthesized by the six sentences written on the Dice of peace, I was restless at school. Because of my disruptive behavior I was often send to the school principal's office. I was only worried about myself and my life, and I didn't care about other people; I used to help others only if I got something in return. I talked back to my mom and dad, without respect. I felt nothing but scorn for not-so-pretty girls. Also with the adults, I always took into account only their appearances. **My life has changed since I discovered the dice and its six sentences, and I began to put this new art into practice.** Joao, 11 years-old



**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".**



**One afternoon (...)** I was playing football with a group of boys aged between 13 and 15. Another kid, who was younger, wanted to join us, but my friends didn't want him to (...), so I invited him to play with my team. My friends admired me for that and, in addition, my team won the game. I remembered the sentence on the dice of peace that said: "Love the other person". Allison, 14.

**(...) My father** and I were on a bus when an old lady got on. I gave her my seat because I remembered a sentence written on the dice. She thanked me and I was happy. She got off at our bus stop, carrying four heavy bags, so I helped her with her bags. She thanked me once more and I was really, really happy. Clara, 12.

**I bought a sandwich** and some other stuff in a shop, but the shopkeeper forgot to charge me for my sandwich. I thought about it for a moment, then I went back to the shop and paid the sandwich. The shopkeeper was happy and thanked me. Mateo, 14.







## I LOVE EVERYBODY

I love everyone without exceptions.

I take care of the environment.



**I want to make friends** with a kid from another class because he's always alone. One day, I asked him about his problems, but he didn't reply, so now I'm trying to figure out how to help him. I'm also trying to help a shy schoolmate, I want her to be part of my friend group, but the other girls don't like her much. But I keep trying. **Alma, 14.**

**One day I met** a little girl. She was crying because her toy had fell into a manhole. I'd never met her before, but I remembered the sentence written on the dice – Love everyone – and I managed to get her toy back. She was so happy! **Pedro, 10.**

**To love everyone means to respect**, listen, and understand. We have a classmate from Mali (Africa). He speaks French, so it's not easy to communicate with him, but we managed to know him better, thanks to our teacher. Even if he comes from another Country, he deserves to be loved as we love anyone else. At first it was difficult, but now we're becoming friends and we can communicate a bit. He also told us about his Country of origin. To love, we need to listen, and listening we can understand each other's feelings and emotions, therefore we must take the first step, helping him integrate with our class, listening to him (...). **A 6th grade class**



## I LISTEN TO THE OTHER PERSON

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

**A classmate** of mine was crying, alone. So, I spent breaktime with her instead of going out with my friends. **Ana, 11.**

**I decided to live** the sentence written on the dice with my grandma, at home. I stopped doing what I had been doing and spent some time with her. We told each other funny stories, personal experiences, and other things. As we were talking, I noticed she was getting happier. She only needed somebody to talk to. **Cristian, 13.**

**I tried to live the sentences written on the dice of peace** with a friend of mine who wasn't feeling fine because of some personal troubles. I listened to him for a week, several hours each day. I did my best to help him and he thanked me for listening. **Celeste, 13.**



## I AM THE FIRST TO LOVE

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

**At school we were preparing** some angels artworks. We had to make a flower, but a friend of mine was stuck and I helped her. Lucia, 10.

**One afternoon, after a hard day at school,** I noticed my mom was tired. I wanted to help her, so I offered to wash the dishes. She thanked me because in this way she had time to do other things. When I finished washing up, I realized how tiring it was. I put myself in her shoes and I understood how tiring it was for her to do the chores every day after spending the whole day at work. Lucas, 13.



## WE FORGIVE ONE ANOTHER

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

**Our teacher asked us** to bring home the dice of peace we had made at school and to roll it together with our parents. My mom and I rolled the dice and it showed the sentence "We forgive one another". I had been angry with her for a few days because she had scolded me, then I thought about the dice and told her I was sorry. We are happy again. Maria, 12.

**My mom and I rolled the dice together,** something my teacher had asked us to do. I got the sentence "We love each other" and my mom "We forgive one another". The following night, my mom told me that she had been treated unfairly at work and one of her colleagues had accused her of not doing her job properly, which was not true. At first my mom had rebuked her colleague, but then she remembered the sentence on the dice and told she was sorry. They are no longer fighting now. Joana, 13.



**A boy in my class was always** ready to pick a fight with me and called me names. I wanted to live the Art of Loving, so I forgave him. Later, he became my friend. Pedro, 11.



## 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

**One day I was having a lolly and a boy**, one of my neighbors, was staring at me. I gave it to him. He was really pleased and now, every time he has got something, he offers it to me. I did that because I remembered the sentence "I love everybody" and loving makes me happy. Antonio, 9.

**On Thursday we were doing somersaults at the gym.** Some children didn't know how to do them, so their classmates taught them. We were all very happy and applauded every somersault done. We loved each other. Class 3B. 🌱

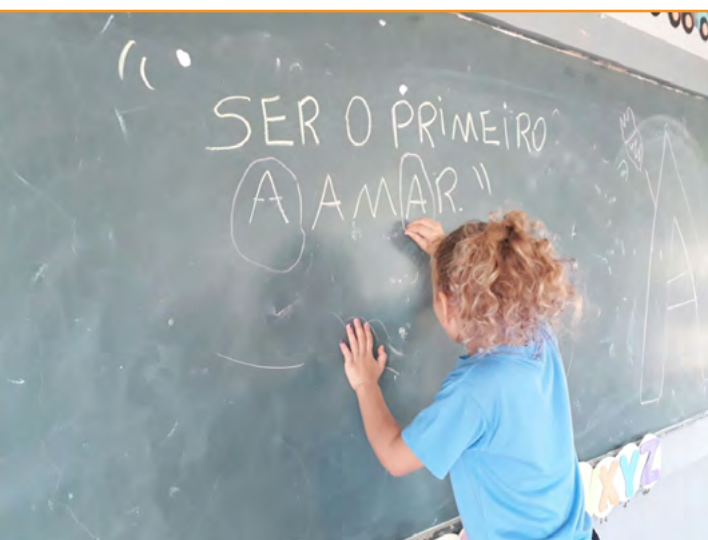




# Good Practices

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](mailto:info@livingpeaceinternational.org)



## Let's learn the alphabet

**STARTING POINT:** learning letter A.

**PROTAGONISTS:** teachers and children of Centro Educacional Santa Clara (pre-school).

**PROCEDURE:** With the expression **"I'm the first to love"** (in Portuguese) we explored the subject of that day and the values of love and respect for the classmates.

**THE OUTCOME:** fulfilment!

**Rosineide**, pre-school teacher

## Art and Cooperation

**STARTING POINT:** to attend the Elephants for Peace International Exhibition.

**PROTAGONISTS:** teachers and children of the Giovanni Paolo II pre-school.

### PROCEDURE

- Following her students' suggestions, the teacher outlined an elephant on a large sheet of paper.
- "The Four Seasons" by Vivaldi was in the background.
- The children were divided in small groups and one group at the time filled in the elephant, each one with the color of his or her choosing. When the teacher told them to, each child would hand out his or her brush to a colleague who waited his or her turn watching the children who were painting.

### THE OUTCOME

- This activity helped the students improve patience and creativity, and to live the Golden Rule.
- About 350 people visited the Elephants for Peace International Exhibition where that artwork was on display.

**Angela**, pre-school teacher



## A moment for peace

**STARTING POINT:** 36-year anniversary celebration of Colégio Casucha.

**PROTAGONISTS:** the whole school.

### PROCEDURE

- The school joined officially the Living Peace project during the celebration
- We presented the “time-out” to the whole school.
- From that day, the staff, students, and teachers stop for the “time-out” each day at noon.

**THE OUTCOME:** We improved awareness for peace at school

Aurea Chagas, Colégio Casucha



## Solidarity and Leadership

**STARTING POINT:** Pope Francis appeal to fast for a day and pray for peace.

**PROTAGONISTS:** students of Colégio Juan XXIII high school. They have already been actively involved with Living Peace and describe themselves as **Living Peace volunteers**.

**ACTIVITY:** all the students were invited to have a day of solidarity fasting, choosing between:

1. saving the money they would have spent for their breakfast and donating it;
2. donating their pre-packaged breakfast.

### PROCEDURE

- The Living Peace volunteers coordinated the activity;
- they introduced the activity to each class of the school;
- they collected the donations during break time;
- they volunteered to repeat the activity in the following days for those who had forgotten it.

### THE OUTCOME

- €80 were donated.
- Almost 4 full boxes with pre-packaged breakfast were collected.

### THE EFFECT:

- The students went to a socio-economically disadvantaged area of the city and donated what they collected to the parish. They plan further activities for the children who live in that neighborhood.
- This activity of solidarity fasting with a purpose was extended to every Friday of Lent (which is a special period for Catholics).

Lola, Living Peace coordinator, Colegio Juan XXIII





## A very special box

**STARTING POINT:** students had difficulties about sharing their peace actions.

**PROTAGONISTS:** teachers and 5th-year-students of the Adolfo Brol School.

### PROCEDURE

- Build a box that was kept in the classroom.
- Once a week, the children wrote their peace actions they had done during that same week at school, at home, with friends, and so on.
- They opened the box on Fridays and whoever wanted read his or her own experience to the class. The teacher read the others experiences.
- One week the teacher suggested them to collect their resolutions for the week instead of their experiences, something good they wanted to achieve so to perceive themselves as protagonists of peace.
- Another week the teacher asked each student to think about a family member or a neighbor with whom they were at odds and with whom they wanted to improve their relationship; they had to write how they would have hoped to better their relationship.
- On another day of the week the box is opened, and each student freely can share his other resolution and how he was able to fulfill it or/and the difficulties he faced.

### THE OUTCOME

- The students improved both their interpersonal relationship and writing skills.
- The children were committed and serious about their experiences and resolutions.
- Everybody was passionate about the activities: from week one, the students hoped they could read the experiences right away without waiting for Friday. They loved the box.
- The teacher came to know better her students, their life and environment. For instance, two students wanted to make peace with another classmate, considered their enemy.
- Students achieved a better understanding of themselves and saw their actions under a positive light, perceiving themselves eager and capable to do good.
- The positive side of things where highlighted: a student, a baker's son, offered to bring a cake to school on the day they would open the box to read the experiences. It was a proof of how solemn that moment was for the kids.

**THE EFFECT:** All these peace actions improved the relationships within the class, improving learning skills and attracting the interest of the school management and staff. As a consequence, the teacher was invited to present the project to the whole school.

**Rosamíria Correia,**  
primary school teacher.



## Living Peace, a right and... and a duty!

**STARTING POINT:** the awareness of a high level of violence in some areas of the city.

**PROTAGONISTS:** the youth of the Focolare Movement, their friends, some adults and members of Living Peace.

**ACTIVITY:** to introduce the Dice of peace in different neighborhoods of the city where the population was marginalized.

### PROCEDURE

- We joined forces with public departments *Defensoria de niñas niños y adolescentes*, Interfaith Council for Peace, neighborhood associations, all aiming at developing actions for an effective social education:
- We prepared games and theatre performances.
- We organized one afternoon of activities with the dice of peace in schools and NGOs.

### THE OUTCOME

- 750 children in 6 neighbourhoods were involved.
- Children achieved a better understanding of their rights and duties.
- The children “touched” by violence could “experiment peace”. One of the teachers was impressed when she noticed that one of her students who was always quick to fight was playing



happily, integrated with the other kids. His mother is a drug addict and his father is always packing a gun. Such an outcome might be considered “a drop in the ocean... but it’s still a drop” as Living Peace Argentina coordinator has written.

- Inauguration of the Big Dice inside the *Park of Nations* in the city. Civil and religious authorities took part in the event.

### IMPACT

The *Defensoria de niñas niños y adolescentes* officially recognized the Dice of Peace project.

The town council, on the 23 August 2017, declared the Dice of Peace project as *an event of cultural interest*.

Activity is still ongoing.

**Gabriel Pesson**, Living Peace Argentina coordinator



## Fraternity and inclusion

**STARTING POINT:** marginalized and homeless people in our city.

**PROTAGONISTS:** The Youth for a United World and members of Living Peace.

**ACTIVITY:** helping homeless people and promoting equality and peace.

### PROCEDURE

- Our first step: meeting them on the street and in shelters. We gained their trust by approaching them, listening to their stories and spending time with them.
- After building a solid relationship, they agreed to spend a day of celebration together.
- We received donations from private people and local companies: food, clothes, personal hygiene products, etc.
- During the event, we prepared a bazaar and a meal with music and several activities, such as painting mandalas and rolling the Dice of Peace.

### RESULTS

- People from different culture, religion, and walk of life worked together for a common goal.
- A lot of people took part in the event and everyone felt involved and happy.
- The participants asked to repeat the event.

### IMPACT

- Feeling loved, a young man expressed a desire to get out of drug addiction.
- A homeless man decided to look for a job and change his life.
- The activity continues with regular meetings in a shelter.
- Getting civil authorities involved so that the rights of marginalized and homeless people will be respected.

Maria de Fatima, Living Peace Brazil coordinator 🌿





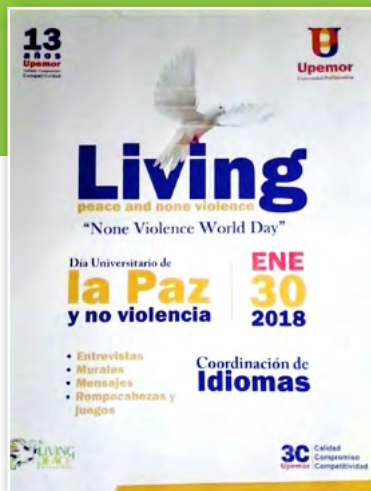
# Diffusion of the LIVING PEACE project in 2017-2018

This year we presented the Living Peace project 63 times: 19 in **Portugal**, 2 in **Germany**, 10 in **Spain**, 8 in **Italy**, 4 in **Jordan**, 4 in the **Holy Land** (2 in **Israel** and 2 in **Palestine**), 6 in **Egypt**, 10 in **Brazil**, and 2 in **Argentina**. We also organized training events via Skype (**Uruguay**, **Sierra Leone**, **RD Congo**, **United States**, **Guatemala**, **Colombia**, and **Paraguay**).

Living Peace organized several activities to spread the culture of peace in collaboration with schools, organizations, and associations in different parts of the world. **We want to share some of them:**



Public workshop in a square on the Peace Dice. Salvador – Brasil



University Day of Peace. Jiutepec – Mexico



Inauguration of the Giant Dice. Córdoba-Argentina



Presentation of Living Peace. Maipú – Argentina



International Convention. Catania – Italy



International Expo of Drawings of Peace. Cairo – Egypt



Presentation of Living Peace. Canelones-Uruguay



Final Celebration of the Cube of Peace Project.Trieste – Italy



Living Peace at the Genfest in Portugal



II Second meeting of Living Peace Schools. Spain



International Day of Peace and non-violence- RD Congo



Forum on Peace. Paraguay





# The Golden Rule

A mosaic located at the entrance of the United Nations Secretariat Building in New York depicts people of different nationalities, religions, and cultures with the words: **"Do unto others as you would have them do unto you"**, the so-called *Golden Rule*, inscribed on its surface.

But what exactly is the *Golden Rule*? It is a unique law because **"it expresses a formidable intuition that is accessible to human knowledge and conscience"**<sup>1</sup>, as it is part of all the main religions and cultural traditions of the world. As a consequence it can also be described as the core of universal ethical codes.

According to recent studies, it was mentioned as early as 3,000 BC in the vedic Indian tradition: **"Don't do unto others what you don't want done unto you; wish for others what you wish for yourself"**<sup>2</sup>.

Among the oldest golden rule quotes we can find those from the philosopher Confucius, who lived in China between the sixth and fifth century BC.

As for Judaism, we can read the *Golden Rule* for the first time in the Book of Tobias, dated 200 BC, but Jesus Christ has turned it into a positive sentence: **"Do unto others as you would have them do unto you"**.<sup>3</sup>

During the Middle Ages, the rule was included in the Rule of Saint Benedict<sup>4</sup> and in the *Regola non bollata* of Saint Francis of Assisi<sup>5</sup>.

1 T. Tatransky, La Regola d'oro come etica universale, in , XXVIII (2006/5) 167, p.643.

2 Mahabharata, Anusasana Parva 113.8.

3 See Luke Lc 6, 31.

4 La santa regola di san Benedetto, chapter IV, p. 9.

5 Regola non bollata (1221), chapter IV, p. 13.





## Golden Rule in religion and culture

We have already mentioned that one of the more interesting characteristics of the *Golden rule* is that it can be found inside all the main religions, cultural traditions, and philosophies everywhere in the world and in all time periods. We want to mention a few in alphabetical order.

**Baha'i:** "Blessed is who prefers his brother to himself" (*Bahà'u'lláh* tablets – 19th century).

**Buddhism:** "Whatever is disagreeable to yourself, do not do unto others" (The Buddha, *Udana-Varga* 5.18 – 6th century BC).

**Confucianism:** "Do not do to others what you do not want them to do to you" (Confucius, *Analects* 15.23 – 5th century BC).

**Christianity:** "You shall love your neighbour as yourself. On these two commandments depend all the Law and the Prophets." (*Gospel of Matthew* 22, 36-40 – 1st century CE).

**Judaism:** "What is hateful to you, do not do to your fellow-man. This is the entire Law,

all the rest is commentary" (*Talmud, Shabbat* 31d – 16th century BC).

**Gandhi:** "To see the universal and all-pervading Spirit of Truth face to face, one must be able to love the meanest of all creation as oneself" (translated from: *Il mio credo*, Newton Compton, Rome 1992, page 70 – 20th century).

**Jainism:** "In happiness and sorrow, in joy and in pain, we should consider every creature as we consider ourselves" (*Mahavira, 24th Tirthankara* – 6th century BC).

**Judaism:** "Never do to anyone else anything that you would not want someone to do to you" (*Tobias* 4, 15 – 3rd century BC).

**Hinduism:** "This is the sum of duty. Do not unto others that which would cause you pain if done to you" (*Mahabharata* 5, 1517 – 15th century BC).

**Islam:** "None of you will believe until you love for your brother what you love for yourself" (Hadith 13, The Forty Hadith of Imam Nawawi – 7th century).

**Native Americans:** "Respect for every form of life is the foundation" (*The Big Law of Peace* – 16th century).

**Plato:** "I can do to others what I'd like them to do to me" (5th century BC).

**Yoruba** proverb (West Africa): "If somebody stings a bird with a sharp stick, he should first try it on himself and realize how badly it hurts".

**Seneca:** "Treat your inferiors as you would be treated by your betters" (*Letter* 47 11 – 1st century).

**Shintoism:** "Be charitable to all beings, love is the representation of God" (approximately 500 CE: Ko-ji-ki Hachiman Kasuga – 8th century BC)

**Sikhism:** "I am a stranger to no one, and no one is a stranger to me. Indeed, I am a friend to all" (*Guru Granth Sahib, religious scripture of Sikhism*, p. 1299 – 15th century).

**Voltaire:** "Put yourself in the other person's shoes" (*Letters on the English*, n.42).

**Zoroastrianism:** "Do not do to others what is harmful for yourself" (*Shayast-na-Shayast* 13, 29 – between 18 and 15 century BC).



## The Golden Rule today

As the philosopher **Vigna** reminds us, the *Golden Rule* "deserves special attention in today's world, it is not a religious rule in and of itself, but it is "secular" Rule.

**Fetullah Gulen**, a Turkish sufi, has founded schools and business enterprises all over the world following the spirit of the *Golden rule*.

**Erich Fromm** says in his best-seller *The Art of Loving*: "If I really love one person, I love the whole world, I love life itself"<sup>1</sup>.

**Sorokin**, a Russian sociologist, writes: "Only unconditional love towards every human being can defeat fratricidal war"<sup>2</sup>.

**Chiara Lubich** has based "the dialog of life" on the *Golden Rule*: "We need to open wide our hearts, break the barriers, and care deeply about universal brotherhood! If we are all brothers and sisters, we have to love everybody. We have to love everybody. We have to love everybody. It sounds like a small thing. It's a revolution."<sup>3</sup>

In conclusion, if we train<sup>4</sup> and practice together the *Golden Rule* at school or everywhere else, following the oldest cultural and religious traditions, we will be able to answer to what women and men need, that is joining together on an existential pathway, where our brotherhood would be a conscious and shared choice.

1 E. Fromm, *L'arte di amare*, Il Saggiatore, Milan 1978, p. 64.

2 P.A. Sorokin, *Il potere dell'amore*, Città Nuova, Rome 2005, p.36.

3 C. Lubich, *L'arte di amare*, Città Nuova, Rome 2005, p.30.

4 "Applying properly the golden rule is basically a matter of competence: it is like serving in tennis" says Fanciullacci (T. Tatransky, in the book: *La regola d'oro come etica universale*, quote, p. 658).

## THE GOLDEN RULE IN PRACTICE

**One of my classmates** couldn't attend school and for this reason he didn't have what he needed to do his homework. I put myself in his shoes and I thought that if I had been in his situation, I would have liked some help. So I gave him the help he needed. He thanked me and said that if I miss class, he will help me. **Marco, 13**

**I was in line** at the cinema and I saw a US\$ 10,00 bill fall out from the handbag of the girl standing in front of me. She didn't notice it. I called the girl and gave her her money because I remembered the Golden Rule:

"Do unto others as you would have them do unto you". **Tiago, 13**

**My grandma** is suffering from Alzheimer. She spends most of her time in a home for the elderly, it's difficult to understand her, and at the same time she gets angry if somebody is talking to her. One day we picked her up to spend a day together and I decided to live the Golden Rule. I told my parents they could do whatever they needed to do while I remained with her at our place. So I put on some music from when she was young and sat beside her, smiling to her but not talking. She began to look at me and smile back; I hadn't seen her smiling in a long time! I was surprised that she didn't asked to go back to her home as usual. During the whole time together I didn't speak, I just kept smiling to her. **Joachin, 13** 🌱



# Peace action proposals in collaboration with our 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. Download the document and... keep up the good work!



## 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?



## 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.



## 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.



## 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.





## 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.



## 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.



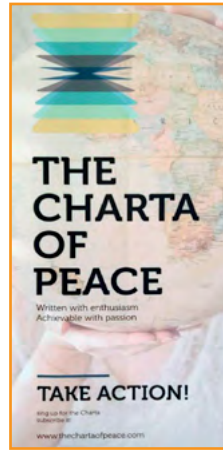
## Elephants for Peace

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*.



## Charta of Peace

Born in 2017 during the **Youth World Peace Forum** in Jordan, the document is a wake-up call to the world leaders but also to everyone else. In addition, the Charta of Peace has been conceived as a tool for peacebuilding, a tool we can use every day.



## 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.



## 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.

**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](#).



### **World Peace Youth Online Conference**

A live online dialog among young people from all corners of the world, discussing peace-related topics.

In collaboration with [Peace Pal International](#). 🌿





# The proposal of the The Big Dice of Peace has been very successful!

Currently, a large number of Big Dice are rolled in city squares and parks everywhere in the world, **remembering all of us to live for peace.**

Here we have some pictures:



Cordoba ■ Argentine



Concepción de Tucuman ■ Argentine



Amman ■ Jordan



City of Guatemala



Catania ■ Italy



Krizevci ■ Croatia





Illuminated Dice. Matosinhos Portugal



Trento ■ Italy



Mantova ■ Italy



Viterbo ■ Italy



Santa Cruz do Monte Castelo ■ Brazil



Ibiporã ■ Brazil



Trieste ■ Italy



Janoshalma ■ Hungary





Crema ■ Italy



Ananindeua ■ Brazil



Canelones ■ Uruguay



Porto Torres ■ Italy

**If you have  
information  
about other activities  
concerning  
The Big Dice,**

**send us a picture to  
[info@livingpeaceinternational.org](mailto:info@livingpeaceinternational.org)**



**Why don't you  
make a big dice?**

**For further information  
[click here](#)**



**To learn more about Living Peace International,  
please visit our website at:**

**[www.livingpeaceinternational.org](http://www.livingpeaceinternational.org)**

**To be part of this worldwide network of  
peace education, you can register here:**

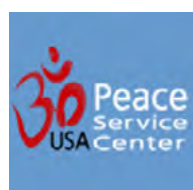
**[www.livingpeaceinternational.org/en/registration2](http://www.livingpeaceinternational.org/en/registration2)**







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](mailto:centro.rpu@focolare.org)

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