



a path to peace education

IN PARTNERSHIP WITH



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Dearest Living Peace friends,

We ended a year full of life in favor of peace and its culture. Our international network has been enriched with many new friends, schools, universities and educational centers.

The Dice of Peace has revived the life and the culture of peace in many environments, allowing many small and large gestures of peace to give hope back to many hearts, which in turn have decided to make their own contribution by creating and spreading it. Variations of the dice have evolved: the therapeutic, axiological, inclusion, interreligious and telematic rotating dice. Today there are a total of 28 variants, in 20 languages.

It was also a year notably marked by great challenges such as the recent Covid-19 emergency, which in a short time hit the whole planet, changing our lives.

We discovered the need and importance of the relationships with others, using all means to meet others, sharing joys and concerns.

The emergency highlighted strong inequalities between people and peoples. The Living Peace network felt challenged, setting solidarity initiatives in motion to meet specific needs. We have therefore had countless opportunities to put into practice the phrase of the dice "love everyone", which we tried to focus on this past year we had just ended.

Following this path together by circulating ideas, initiatives, testimonials, pains and joys, has made us stronger in the face of difficulties, managing to set in motion the reciprocity of love, the theme we would like to deepen and propose to you through this guide.

What does reciprocity in love add and enhance? If a person who loves is a "power" in the world, two or more are: a) a "fortress" in the face of life's difficulties, b) they help themselves to grow, in experience, wisdom and maturity, c) multiply the beneficial effect around, near and far.

Therefore living reciprocity is fundamental to achieving full, lasting and fruitful peace.

The necessary and urgent actions / projects of active citizenship that the repercussions of the pandemic will ask us to put in action can be an important way to testify and allow the others to experience the beauty and completeness of reciprocity, as the highest expression of love .

With deep gratitude to all of you ...

Enjoy Living Peace 2020-2021! 🌱

A LOOK AT THIS GUIDE:

Next to the usual sections on the pillars of the project (the practice of the Dice of Peace, the Time-Out, the 6x1 methodology and the activities proposed in collaboration with our partners) you will find new experiences and testimonials.



This year the scenario of the global pandemic pushes us more than ever to take care of the reality around us and engage in active citizenship activities. To meet this challenge, we have started **#DareToCare** which is open to creativity and expression of needs to which each group of Living Peace will try to give an answer. During the year, some aspects will be explored.

The Living Peace 2020-2021 program proposes 3 events:

SEPTEMBER 21 International Day of Peace;

JANUARY 30 School Day of Peace and Non-Violence;

1ST WEEK OF MAY United World Week with Run4Unity.

We look forward to your contributions to enrich our proposals and encourage you to share them with the worldwide Living Peace network.

¹ Enrique Cambon, "Reciprocity: a key point in building peace?" theme developed at the Congress of Castel Gandolfo (Italy) in 2017.

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 is 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 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.



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.



Love, Serve and Welcome with joy

Apply 6x1 in the community

Some volunteers, peace promoters of the Living Peace project and of the *Youth for a United World movement*, decide to commit themselves to supporting vulnerable people in their city, Ibioporã in the State of Paraná-Brazil.

How?

1 OBSERVE. The volunteers by observing their city notice an urgent problem that needs an answer: support the marginalized people and the homeless.

2 THINK. They decide to meet these people in the places where they live, on the street and in the welcoming centers, to get to know them, listen to their stories, offer words of peace and hope. All this allows the birth of authentic relationships.

From the stories of these new friends, different needs emerge, so the volunteers together with those they hope to help, think about what to do concretely to meet these needs.

3 INVOLVE. They involve the local community, the parish, the business owners in the initiative. Thus was born in 2019 an activity that is repeated regularly every 2 months and in which more and more people take part, both in the organizational team and among the participants.

4 ACT. During the activity, a well-kept and familiar environment is prepared inside the parish hall, and is provided for those who want the possibility of a hot bath, a market with various clothing items and a meal.

At each meeting the Dice of Peace is rolled and they do the Time-Out together. Some activities of the Living Peace project are also proposed, such as the painting of the Mandalas of Peace or Flags of Peace. Participants, for example, painted a flag for the meeting of the Young Ambassadors of Peace, which was held in Madrid in December.

Besides these moments of meeting together, the volunteers work alongside the person requesting improvement in their living condi-



tions, for example finding a job, or a path for professional development or a support path to move away from drug use. For this phase collaborations are sought with public entities. During the quarantine period, due to the Covid-19 Pandemic, the entire group worked to ensure everyone had at least one meal a day. The motto of the action was "isolation yes, indifference no".

5 ASSESS. Volunteers talk to each other to evaluate the progress of the activity and any points to improve or modify, as happened during the last (online) meeting: especially due to the Pandemic but not only, the importance of finding a psychologist volunteer to accompany homeless people was raised. A social worker was involved to assist the volunteers on ways to respond to the different needs of the participants.

The testimonials of the people involved in the activities are also an index of evaluation, for example a homeless person who celebrated the birthday during the meeting said: "I am very excited, very happy, for the first time in my life I had a birthday party only for me". By seeing how the volunteers take care of them, they too want to be useful to other people who ask for help on the street.

6 CELEBRATE. Each meeting is a moment of companionship and family celebration. We celebrate the life and joy of being together through convivial moments and live music. 🌿

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

Run4Unity is part of the United World Week. Every year the Youth for a United World invites everyone to dedicate the first week of May to carry out actions, events, or initiatives that contribute to building peace and universal fellowship. These are done individually or in groups.

We invite all Living Peace participants to join the United World Week 2021!

For more information:

www.unitedworldproject.org/
www.y4uw.org/

MilONGa

**an opportunity
to grow as
Peace builders**



Young people of Living Peace, between 18 and 35 years old, are invited to intensify their commitment to peace through the opportunity that Milonga offers: **community, intercultural and quality volunteer work, which takes place in synergy with the**

work of non-governmental organizations that are expanding throughout the world..

It is the spirit of fellowship that motivates the engagement with different vulnerable communities, with the goal of creating an experience of communion and

intercultural dialogue.

Currently the NGOs that are part of the program are present in Latin America, the Middle East, Africa and Europe. We invite you to get to know the program by accessing the Milonga platform by clicking on

www.milongaproject.org.

We are also working with the MilONGa team to offer the young people who participate in the Living Peace projects the opportunity to also participate in the international work camps!

We will keep you posted!

**MAKE
YOUR
OWN
DICE OF
PEACE**



The life of the Dice of Peace in the world



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



A few days ago I went to a show (...).

While I was waiting in the line to go in I saw a lonely girl, like me. So I went up to her, asked her what her name was and we started talking, so the time went "flying" by. We waited an hour and a half before we could finally enter. She thanked me for talking to her, so the wait was not heavy and boring. Lucia, 13 years old

While we were having lunch, my friends and I saw a homeless person asking for money. We collected our coins in order to pay him lunch and despite not having the necessary amount, the owner of the cafeteria let him have lunch. It was an act of love made by all of us. I loved it. Josiane, intern

Today's phrase helped all of us to help each other with the homework of certain subjects. Later at home I was able to help my father with some housework and than he helped me with another practical job. Theo, student



Today I will share an act of peace from my friend. My mom is very sick and for this reason sometimes I cry. My friend then always helps me, consoles me and I thank her so much for this. Maria Eduarda, 8 years old

I helped my mom to wash the dishes when she was tired and couldn't do it (...). We must love one another. Clara Amaral, 8 years old

One day my mom was crying and I loved her very much. Marina, 7 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".



Remembering to live the sentence of the Dice: today I got up early to prepare breakfast for my mom and myself. I helped her with some things at work; then we gave some clothes to some children who live on the street. Later, instead, I went to my grandmother's house to help her do the shopping. **Aitana, student**

This sentence of the Dice happened to me and I tried to live it with my grandmother who is 90 years old and needs a lot of attention. I always helped her, but this time I tried to do it willingly, without complaining. She asked for many things and I tried to do everything in the best possible way. **Julia, 17 years old**

Once my mother gave me two loaves of bread and cassava. During the break my friend didn't have a snack, so I shared what I had with him. That's why I was very happy. **Student**

We were in the classroom and had one free hour, so all the classmates went out to play ping-pong. I wanted to go too, but instead I stayed with one of my friends to explain some subject to him because I thought that I would like someone to help me as well. **Student**

I let my brother choose the cartoon to watch. **Bárbara, student**

My mom was sick and I helped her with a lot of love. The other day my dad was sad and I made sure he was happy again. **Giulia, student**



I LOVE EVERYBODY

I love everyone without exceptions.

I take care of the environment.

My mom and I were at the ice cream shop eating an ice cream. There was a young boy who had difficulty breathing and walked between the tables begging, but nobody gave him anything. So my mom and I asked if he wanted an ice cream and that boy smiled at us, telling us yes and the flavors he wanted. I was very happy when I saw him smile. **Naila, 14 years**

My dad gave me some money, but when I saw that my little brother also wanted to have a snack I bought a packet of cookies for him as well. I felt a great joy and I made him happy! **Student**

In our class there was a boy who sold cold water in order to pay for his studies. When we found out, we raised money to pay his school fees. **Student**

I care a lot for my friend Eduardo, he is special, I love him from the bottom of my heart. **Rafael, 7 years old**

My friend and I collected two pieces of paper from the floor and threw them in the trash. **Laís, 7 years old**

I saved the friendship of some of my friends, I helped them make peace. **Laura, 8 years old**



I AM THE FIRST TO LOVE

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

One day my older sister asked me to buy a loaf of bread, but I paid for two instead of one. She scolded me and I was very angry. Then she still needed help and I said to myself: "Bernadette you must always be the first to love" and I did it. On my return, my sister apologized and we were happy again.

Bernadette, student

We are in the period of exams and we have to study a lot. So I decided to stop studying for myself and started calling whoever needed help to learn some topics and to encourage those who were most discouraged. Emanuel, 13 years old



Usually my dad takes care of the daily chores, does the shopping, cleans, buys the medicines for my grandmother etc. One day I left school earlier and I remembered the phrase of the Dice and I thought: "Now that I have time I can be the first to help and do things". So I decided to go to the supermarket, get the medicines for my grandmother and take care of the house. Seeing the happiness on my dad's face when he came back was totally rewarding! Student

My mom is pregnant and I understand how tired she is, so to let her rest I decided to prepare dinner. I know it's not much, but for her it means a lot to help her right now. Martina, 13 years old



WE FORGIVE ONE ANOTHER

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

Tamara, 8 years old, managed to go one step further for peace. She fought with her best friend because she broke her favorite pencil. She was so angry that she decided not to talk to her anymore. But then she remembered the sentence of the dice that encourages forgiveness without waiting for anything in return. She was able to forgive her friend so easily, truly loving her as she knows how to do. Luna, teacher

I forgave a friend of mine who put my profile picture on her WhatsApp image to talk to a guy. At first, it was difficult to forgive her because she hadn't asked me for permission to do such a thing. We started arguing, getting very angry and after a long and bad discussion, she sent me an audio in which she was crying, telling me that she didn't want to have problems with me and didn't want to fight anymore. Finally I managed to forgive her (...). Now we have become friends again! Maite, 14 years old

After listening to the message about peace shared in the morning, returning to class, a friend pushed me, I replied badly and he turned around hitting me. Without thinking about it, >>

continua >>

WE FORGIVE ONE ANOTHER



>> I also reacted by fighting back. The teacher then scolded us and reminded us of the message of peace heard in the morning. After a minute of silence, as if I were pushed by an inner strength (...) I apologized. Since then, an atmosphere of peace has been established between me and my friend.

Student

One day in class I took my friend's new pen and notebook without asking him. But a voice in my heart told me that I couldn't keep those things, I had to return them and apologize. My friend forgave me and I was also happy.

Mukome, student

Three months ago the thieves robbed our house and took everything, the money, mom and dad's phone ... It was difficult, but we forgave them. Mery, student



I LISTEN TO THE OTHER PERSON

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

One day I saw one of my classmates, whom I didn't like much, crying. I went up to him and asked him what was the matter, trying to put myself in his place. We started talking. I could understand him better. He then started helping me with school stuff and more. Eventually we became friends. Aneley, 13 years old



I was rushing in the city center because I had an appointment when a girl approached me asking for a moment of my attention. At that moment I was in a hurry, but I stopped to listen to her".

Laryssa, intern

A few weeks ago, my cousin had some problems in the family and I told her that she could vent with me. The good thing was to have had the opportunity to give her some advice. Rocio, student

One day a friend of mine told me that he doesn't like talking to disabled people. I told him that loving disabled people is loving God. I saw that he understood and now we do it together. Masuba, student

I listened to my friend. Suzana, 6 years old



Good Practices

Here are some good practices that can inspire our work for peace. Thanks to those who gave us this gift! Surely you too will have other good practices to share with the whole world and thus make the network of peace richer.

What are you waiting for? Send it to info@livingpeaceinternational.org

Solidarity has no boundaries

CONCERN: "What to do about food waste?"

PARTICIPANTS: students and teacher in San Giuseppe primary school.

DEVELOPMENT:

- the teacher noticed that many students threw away food very easily. He suggested the Zero Hunger¹ project, a project that tries to fight the scourge of world hunger. Together they prepared various activities to be carried out during Lent (a special period for the Catholics) and presented the idea to the whole school community and parents.
- Initially, each child wrote down quantities of food they had eaten and thrown away; and the garbage bins were weighed after lunch. This method helped create awareness of the luck of being able to have food in abundance, while unfortunately many other people do not have enough.
- The teacher later prepared several testimonials and rules on how not to waste food at school and at home, which were then shared with families.
- In the last step, the students and the teacher would have collected the extra food and donated it to canteens for the poor, but because of the Coronavirus it was not possible.
- During the virus quarantine, students and teachers continued to do the TIME-OUT every day, praying for all the sick, doctors and nurses,



lonely people and all those who suffer. They also continued to roll the dice of peace, in a virtual version.

- Finally the school librarian proposed that each student create a drawing adding the written phrase "we are with you" and "we pray for you" to be sent to Italian schools, to be supportive of children and adults.

RESULT:

- students became aware of the issue of poverty and hunger;
- students learned rules and useful actions to combat food waste, and involved families;
- students understood the responsibility of each other and a sense of community grew.

IMPACT: solidarity has no boundaries, it manages to reach unknown people and countries. It is a tangible sign that people uniting around a common goal, can be successful in working to achieve a more just, united and peaceful world.

Milda, Primary School Teacher

¹ a challenge taken by the youth of the Focolare Movement, the *Teens for Unity*, to respond to the UN appeal and contribute to the achievement, by 2030, of the objective n.2 of the 17 sustainable development objectives: to end hunger, achieve food security, improve nutrition and promote sustainable agriculture.

Elves of peace

CONCERN: *Peace Elves* activity on the occasion of Peace Day.

PARTICIPANTS: students (from 3 to 12 years of age) and teachers of the CEIP Virgen de la Soledad.

DEVELOPMENT: the school decided to dedicate a school week to the Elves of Peace activity.

- On the first day of the week, each student was given a piece of paper on which the name of a classmate or teacher from the school was written. The school is a very small, suburban school of 33 people, so everyone was involved!
- During the week, each student had to make several gestures of peace towards the person assigned to her or to him, that is, they had to be the other's Peace Elf.
- The children were very motivated and very beautiful peace gestures were made, for example: letting the companion go first while waiting in line, sharing a snack, picking a flower from the garden and giving it away, making a nice drawing, writing a poem expressing the qualities of the companion, giving a chocolate, a piece of origami work or something else. Every child was very creative!
- On the last day, the children had to guess who their Elf of Peace was and each gave a drawing of an elf painted with a beautiful message written on it.

RESULTS: the activity bore many fruits, stimulating other peace actions, such as:

- the creation of a large drawing of a hot air balloon. In the hot-air balloon basket were pasted many messages of peace, which each



had previously written and the handprints were left in the "balloon";

- the making a personalized Dice of Peace;
- the activation of an activity entitled "the ABC of Peace - from A to Z". Every Monday a letter of the alphabet was read, linking a meaning and some experience. For example: F of friendship, B of Beautiful, S of sharing, D of dialogue, etc.;
- the Gymkhana¹ to join the Zero Hunger project², through the use of cooperative games that allowed reflection on the meaning of hunger.

IMPACT: the school environment has changed radically, transforming itself into an environment of Peace in which each "lives for the other."

Munia, Primary School Teacher

¹ From the Treccani dictionary: "race that brings together the characteristics of sport and play, engaging competitors in exercises of skill and dexterity."

² See Good Practices Solidarity has no boundaries

DEVELOPMENT:

- due to the pandemic, it was not possible to set up face to face workshops with the children in the association. Within the WhatsApp network of young mothers, sharing of daily difficulties was growing, but through the exchange of messages, solidarity increased and different ideas were born!

Peace is closeness

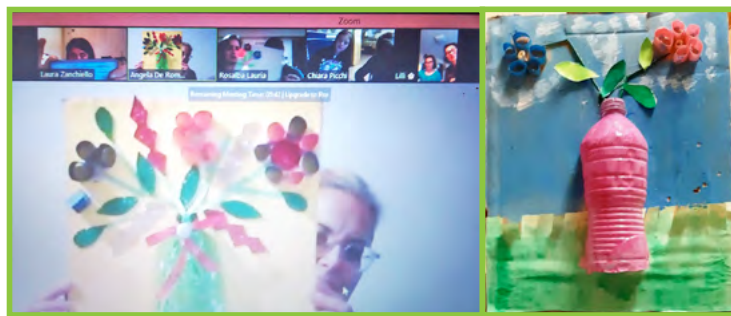
CONCERN: Living Peace through closeness during the Covid-19 pandemic.

PARTICIPANTS: teachers, disabled children and their families, volunteers from the Happy Time Infernetto Association.

- Ideas were followed by the need for practical implementation. Together with the educators, it was decided to make video calls to respond to the needs of children and families. Through the links some interactive workshops have been created:
 - mothers with cooking expertise gave instructions on how to prepare bread and cakes at home;
 - teachers helped and encouraged creation of small artistic works using recycled material;
 - mothers together with the psychologist of the Association set up moments of exchange, with supportive guidance.

RESULTS:

- the children gradually learned how to be in front of the screen, responding to



the teacher's requests and enjoying the encouragement of all participants;

- solidarity and friendly relationships have been increased;
- children and families have experienced love and peace within their homes;
- through this climate of peace, children have developed other skills;
- families were encouraged and supported during this difficult period. Nobody has been forgotten.

Angela, Vice-President Ass. Happy Time Infernetto

Growing as peacemakers

1° Young Leaders and Peace Ambassadors Congress



CONCERN: carrying out the first international meeting of Young Peace Leaders and Peace Ambassadors.

PARTICIPANTS: around 200 people, (youth and their tutors) from 29 countries (from Latin America, Africa, Europe, the Middle East and Asia.)

DEVELOPMENT:

- from December 13-15, 2019, at the Centro Mariapoli Luminosa in Las Matas, Madrid, the 1st International Congress of Young Leaders

and Peace Ambassadors was held with young people committed to promoting peace in their part of the world. It was the most important international event of the year.

- The Congress was part of the "Plan of global initiatives - Pathways" proposed by the Youth for a United World Movement on the issues of Human Rights, Peace, Legality and Justice.
- Over the three days, three main themes were developed: peace with yourself, with others and with the world.
- Plenary sessions of dialogue and training, informative workshops and group sharing alternated. And, each evening, a convivial and festive event or activity was held and designed to help participants know each other better and discover traditions and customs typical of youth from different countries and contexts.

RESULTS: some of the participants shared the effects the Congress had on them. The following



an important moment in my life, because I was appointed Ambassador of Peace. I feel that (...) it is something that marked a before and after in my

are a few of them:

- *The testimonials have been very important and impressive and I cannot fail to mention the Festival of Peoples where we have been able to learn about different traditions, cultures and where I have been able to see the gift that we can be for each other, despite our differences.*
Guilherme - Portugal
- *In Madrid I understood that all people from all continents, despite being different in culture, complexion and character, share many interests, passions and ideas of peace. I understood that I have to open my heart to everyone, even to those I don't like much. There I felt at peace with myself and with others. After this experience I was able to truly forgive those who did me wrong and I will commit myself to continue in the future.* Silvia - Italy
- *I have (...) understood that peace is a way of life. (...) During the Congress I also experienced*

way of thinking, of facing situations, in my way of life. I think I have always been at the service of others and now I will do it with more energy, stopping building walls and building bridges instead. And when I feel alone in building peace, I will remember the congress, every experience, everything I learned, every person who has left me a phrase, a gesture - and I will know that many of us live and work for the same goal and united through Living Peace we will achieve that real impact to develop the culture of peace in the world that we so desire. Uriel - Argentina

IMPACT: going back home from the Congress the young people were moved with enthusiasm to live and multiply in their own environments what they had experienced. The quarantine period did not stop them: through zoom links they continued to meet, exchanging ideas and experiences on how to act and respond to the needs found in their territory encouraging one another.

Team Living Peace International

Dice of peace and the protection of the riparian forest

CONCERN:

the Dice of Peace is an excellent tool for developing concepts of peace and many other values. It can be useful also for geography lessons and to deepen environmental education through relating the concepts of peace and environmental protection such as the protection of the riparian forest area.

PARTICIPANTS: teacher and students of the 6th year of the primary school Colégio Olavo Bilac.

DEVELOPMENT:

- the issue of environmental protection was studied during the lesson.
- The students then headed to the riparian forest area where the Dice of Peace was used. Some respectful phrases were linked to nature-friendly behaviors:
 - Love everyone - love all life forms, respect nature and animals
 - Listening - being attentive to what nature communicates
 - Be the first to love - get to know the area and how to preserve and collect waste near the stream
 - Love the other - do not pollute the air or cause fires, etc.
- Before reaching the area the students were divided into groups of 10 and each threw the dice: the sentence of the dice had to be lived

within the area, both with classmates and with nature.

RESULTS: these are some of the students' comments:

- "I have understood many things, for example that to love the other, one must safeguard the forests and not cause fires so that everyone can breathe pure air";
- "To love everyone including animals I have to decrease my consumption and contribute to the protection of their habitat";
- "I was able to listen to the wind, the sound of the water and the birds singing ..."

IMPACT:

- it was a positive experience for the teacher who writes: "Every new thing is a challenge, but it was an opportunity and a different way to use the Dice of Peace";
- It was a valuable lesson for the students and one that held their interest. They have been sensitized to the care of each other and the environment in respecting it and in helping each other – and not only for that one day. They have continued to be more conscientious and aware of safeguarding the environment.

Maria de Fátima, Teacher

Environment and solidarity

CONCERN: Rosary School - Marj Al-Hamam aims to spread the culture of peace, but also to preserve the environment. Through an agriculture activity that is part of the Living Peace project, the institute has been able to achieve both goals.

PARTICIPANTS:

- students of a secondary class of the Sisters of the Rosary School -Marj Al-Hamam who participate in the social service program (during the school year, each student is entrusted with a child from the Center with whom they will be friends), students with special needs of the Lady of Peace Center and their teachers.

OBJECTIVES OF THE ACTIVITY:

- improve children's activation of the senses by touching and dealing with soil, stones, and plants, also caring for the environment through activities related to agriculture.
- Increase respect and care for others, whoever they are and for the environment.
- Improve knowledge and ways relating with children with special needs.

DEVELOPMENT:

- a workshop was given to the students of Rosary School to explain the methods of agriculture and the benefits of such activities for the development of children with disabilities.



- The required materials for the activity was bought: soil, pebbles, plants, etc.
- One day of the social service was dedicated to the agricultural activity: each student from the *Lady of Peace Center* with his friend from Rosary School assembled his own plant pot.

RESULTS:

- development of close relationships between the students of the Rosary School Institute and the children of the Lady of Peace Center;
- development of environmental skills;
- positive beneficial effects for children, such as happiness and peace.

IMPACT: the Lady of Peace Center decided to sell, during International Day of People with Disabilities, the plants they grew. The proceeds benefit the children of the Center.

Sister Lilia Al-Nimri, principle and Mai Janini, coordinator - Rosary School.

Peace Got Talent

CONCERN: to hold a festival of talents that enhances Peace and that is the result of a journey made throughout the year with the project Living Peace.

Participants: primary and secondary school students from the school of Cerco and Externato Maria Droste.



DESCRIPTION: the school of Cerco has been participating in the Living Peace project for 3 years and has opted to replace the event of Carnival Friday with the Festival of Talents for Peace.

- Registration is open one month before the event. Participation (individual or group) is free. Interested students, while filling in the registration form, roll the Dice of Peace. A space on the form is reserved to write the phrase of the dice, to remember the reason for their participation.
- Students are under the coordination of the visual and technological education teacher, assisted by other professionals.
- Performances can be very varied: music, choreography, poetry, sports. There is a lot of attention to the message to be transmitted, so that it is a real contribution to the building of Peace.
- For the performances the participation and inclusion of students with disabilities is encouraged.
- The students are involved in the decoration of the hall where the event takes place.
- The festival starts with the rolling of the Dice and some of the participants share how they lived the phrase that came out during the registration.
- The jury is composed of teachers, staff and interns. They are asked to always have

a positive look, give encouragement and use positive comments.

- There are no losers. Everyone is a winner.

RESULTS:

- participation and support is growing every year, among the students and the entire school community, from the director to the teachers, from general service auxiliaries to interns and technicians.
- There is a growing awareness among the students that Peace is built within all areas of life. One day, two students quarreled because they had the same T-Shirt model. Through the teacher's mediation it was possible to re-establish peace. The students joined the festival and decided to do a choreography together, using that same T-Shirt. They shared their experience before the performance.
- The event promotes the integration of students with disabilities, who attend different classes, with the regular classes. Every year this inclusion is greater;

IMPACT: this year at the Externato Maria Droste, Paz Got Talent added a detail: each student in the audience could go to the jury's table to cast a vote and leave 1kg of nonperishable food, which was then donated to an Association that works with people in situations of socio-economic vulnerability. Peace thus increased solidarity.

José Maria, Teacher

Library, a place of peace

CONCERN: using the Dice of Peace to explore and encourage concrete acts of love.

PARTICIPANTS: students from the 2nd to the 5th year at the Colégio Nossa Senhora da Assunção primary school.

DEVELOPMENT:

- students have lessons in the library once a week where they roll the dice and are given a phrase to put into practice.
- Every week they take home a book and have the task of identifying the acts of peace found within the story.

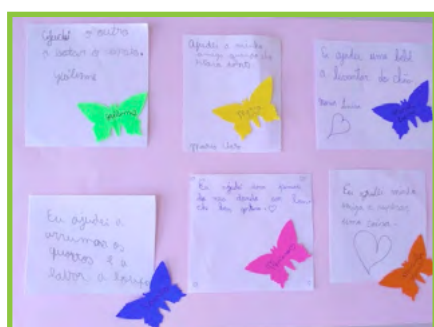
- An Evening for Peace was held with a presentation of the children's experiences and display of various artistic creations. Participants received origami hearts with concrete acts of peace written by the children.
- Before going on vacation, each student received origami hearts with the phrases of the Dice in order to be able to live Peace even during the holidays.

RESULTS:

- the practice of the Dice of the Peace spread more and more. The children began to share the snack and stopped throwing garbage on the ground. This practice then "passed the walls", invading the houses and streets where the children passed. The experiences were contagious;
- when the students return the books to the library, the librarian discusses with them the acts of peace identified in the story they had read. This helps to consolidate the practice and culture of Peace in their lives;
- the painting of the mandalas was done with great love. They were sent to children with cancer, delivered by one of the theater groups from the library, who visited them;
- the exchange of Acts of Peace

with the municipal school of Velinda has made a strong impression on the students. They understand the idea of building peace and what it means to be part of a larger peace-building network;

- young interns who worked in the library participated in the project in a very significant way. They lived the phrase of the Dice and shared their experiences;
- the tree on the wall of the library, which initially had only a trunk and branches, received 1,045 leaves with the names of the students, corresponding to 1,045 Acts of Peace.



- A tree with only the trunk and branches was drawn on the wall. It is a tree of Peace to be completed with concrete acts of peace written on the leaves.
- The students return to the library where they receive paper leaves, on which they each record their Acts of Peace along with their name and class.
- The project had further developments:
 - exchange of Peace experiences were written on paper flowers and exchanged with the students of the Velinda Maurício da Fonseca municipal school.
 - Students painted Mandalas to be sent to a home for children with cancer.

Eliane de Jesus Charret, Librarian

The spreading of the LIVING PEACE project in the year 2019-2020

During this year, various face-to-face training activities were carried out in Sweden, Spain, Colombia, Holland, Portugal, Jordan, Israel. The most important event of the year took place in Madrid: the 1st Congress of Young Leaders and Peace Ambassadors.

As a result of the Covid-19 online training and events in many countries have been strengthened.

Living Peace has inspired initiatives and actions to spread the culture of peace promoted by schools, groups, organizations and associations from different parts of the world. **We share some of them:**



Climate action for peace. DR Congo



Exhibition of Banners. Portugal



International Day of Peace. Philippines



Building bridges, IRAP. Lebanon



Letters of solidarity and closeness. Colombia



Drawings for hospitals. Myanmar



International Day of Peace. Brazil



International Dice of Peace Show. Argentina



Youth literary competition. Spain



Harmony for Peace. Italy



September 21: Peace day. Jordan

The spreading of the LIVING PEACE project in the year 2019-2020



Online meeting of Young Peace Ambassadors



Online meeting of Young Peace Ambassadors. Italy



LP spreading in all the schools of Santo Antonio da Platina. Brazil



Living Peace training course. Mexico



Time-out. Myanmar



Non-violence campaign. DR Congo



School Day of Non-violence and Peace. Lebanon



Cycling for Peace. Portugal



Embrace of Peace. Praia Farol da Barra Salvador, Brazil



Let's plant a tree for peace! Colombia



Pedagogy meeting. University of Anahuac, Mexico



Teddy bear hug project. Portugal



Young Ones for Unity online meeting. Philippines

Reciprocity: a key point in building peace?

Enrique Cambòn¹

Living Peace: *Path to Peace Education*
Castel Gandolfo, 25-29 October 2017
Taken from his speech.

I would like to respond to the topic you entrusted me by developing it briefly in five points.

1. WHAT KIND OF LOVE?

Perhaps “love” is the word that contains the most possible meanings: in general it is used in the emotional or romantic sense, but “we love” even our own country, literature, a landscape that fascinates us, a food that we really like.

You know that the Greeks used above all three words to say “love”: *filia* (friendship), *eros* (falling in love), ***agape* which is the quality of love that you follow.**

What characteristics does this kind of love have? “I am the first to love”, “I listen to the other”, “I love everyone”, “We forgive each other” ... and we could add so many others: love knows how to welcome, knows how to genuinely care about the other, or rather “make oneself” with the other (empathically putting himself in his shoes, sharing his sorrows and his joys), it is disinterested (he seeks the good of the other for the good of the other, without seeking his own advantage)...

It takes three things to make love happen:

- **acquire a mentality:** have “agapic” criteria to move, a way of life based on love
- **to learn:** not everyone has the wisdom to “know” how to love: how far should the “surplus” of love go ?, and if they take advantage of me? Be firm with “the no that makes you grow” ?, etc.



- **to train oneself:** because to love with an “agapic” style ... you will learn! In fact, by experiencing and exchanging our experiences, even with people who are more experienced than us on this journey, *we grow and can acquire more and more capacity to love.*

2. RECIPROCITY

It is very important indeed that love should be somehow reciprocal in order to be able to build peace. If we love and others refuse or oppose our love, or don’t want to know about peace, or kill us, we obviously don’t reach peace.

How is it possible to achieve reciprocity in agapic love, since it does not pretend from the other that we pay ourselves with the same coin? If we claim, our love is not agapic! True love never forces, no one can force you to love.

I recall a particular aspect. A great thinker, René Girard, has deepened the fact that the human being has constitutively a *mimetic* characteristic, that is *imitative*; our actions are “contagious”, for better or for worse.

This happens much more with agapic love: it contains, latently, a tremendous *generative* possibility,

¹ Theologian, philosopher and writer

it has an enormous capacity to spread, to multiply. "Love is *diffusive*," the ancient philosophers said.

Yet another important aspect. What adds and enhances reciprocity in love? If a person who loves is a "power" in the world, two or more are: a) a "fortress" in the face of life's difficulties, b) *help each other* to grow, in experience, wisdom and maturity, c) *multiply the healthy effect in the surroundings, near and far.*

3. PERICHORESIS

Let me use a second unusual word in the common language. This is also used in the original Greek, since an adequate translation was not found: *pericòresi*. What does it mean, what relationship does it have with *agape* and what does it imply in *reciprocity*?

The reciprocity of the agapic love between two persons is called pericoretic, which **unites** *without homologation or submission* and **diversifies** *without division*; that is, it arouses unity among themselves, but at the same time making each person's personality and identity grow; more still: promoting the best of everyone.

4. DIMENSION SOCIAL

The *agapic* and *pericoretic* **reciprocity**, however, it is not only interpersonal, it also has a **SOCIAL** dimension: if applied, it can have a fundamental function between the social sectors (in economics, in politics, in all aspects of society), between cultures, religions, peoples ...

5. RESILIENCE

Interpersonal, intercultural, international relationships, etc., we know well that they can cause inevitable **conflicts** or at least misunderstanding, even "persecutions" ...

Therefore we need to know how to live **RESILIENCE**, the "ability to face and overcome a traumatic event or a period of difficulty".

From an agapic point of view it could be translated: when a difficulty arises in our life, it is preferable "to bend but not to break", in the sense that

fraternity is possible even when we have different positions and sensibilities!

It also means being able to *never be discouraged, not to be depressed*, to know how to *always start again*. In a word, it means reaching the point when one sees *every difficulty as a call to a purer and truer agapic love.* 🌱



Reciprocity testimony

A teacher shares:

"To spread and build the culture of Peace at school, I try to involve the families too and thus give continuity to the education of children. Several parents tell us about the experiences they have with their children.

I'll tell you one: one day a mom looked for me to protest, telling me that the snack that her son brought to school was not to be shared with others. I explained then that during the break we share our snack, to help the students live the culture of peace. Everyone participates and nobody remains without. Astonished, that mom told me that from that day on she would always prepare a little more snack! "

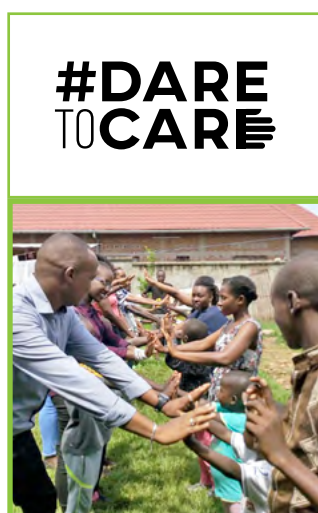
Edna, kindergarten Teacher



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!



#DareToCare – dare to care

We promote active citizenship

Educating for peace also means promoting concrete actions to transform a globalized society from below, where the lack of rights and the striking inequalities often make the mere pronouncement of the word “peace” meaningless.

We therefore emphasize the aspect of care intended as taking charge, taking care of others, the planet, society, institutions from a young age.

Living Peace thus invites you to embark on a path of active citizenship with the classes or groups, enriching the educational / training path and enhancing the 6x1 method - [six steps for one goal](#).



International Day of Peace

International Peace Day is celebrated on **21 September**.

This date was decided in 2001 with Resolution 55/282: for the occasion the United Nations invited all countries to cease hostilities and to promote educational actions that raise awareness and promote peace.



School Day of Peace and Non-violence

A day recognized by UNESCO in 1993. The anniversary is January 30th and wishes to draw the attention of politicians, parents and educators to the need for continuous training in non-violence and peace; it is necessary to educate to solidarity and respect for others “since wars begin in the minds of men, it is in the minds of men that the defenses of peace must be built” (UNESCO Constitution, 1945).

It can be an opportunity to publicly demonstrate one’s path / commitment undertaken for Peace.



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.
2. Peace and the others.
3. Peace and the local community/the world



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.



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

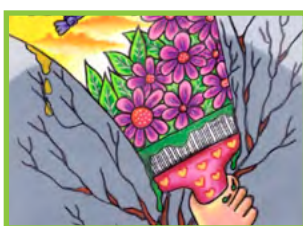
Elephants symbolise a sign of peace that combines strength and peace. With this activity, in collaboration with [Elephants for Peace](#), we encourage everybody to be creative and design an elephant representing peace.



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 Great Dice of Peace proposal continues to be successful!

Many other Big Dices bring life to squares and parks in various parts of the world, reminding everyone to live for peace. Here we have some pictures.



Londrina | BRAZIL



Tomar | PORTUGAL



São João da Madeira | PORTUGAL



Maringá | BRAZIL



Monte de Oca | ARGENTINA



Almeirim | PORTUGAL



Santo Antonio de Platina | BRAZIL



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



IN PARTNERSHIP WITH



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

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

We feel the need to deepen the pedagogy that inspired the **6x1 methodology - six stages for one goal**,
to promote concrete projects that can contribute building peace. We invite all interested parties to
participate in the first course **in Italian language**.



1° CORSO IN ITALIA

Settembre 2020/Gennaio 2021



AMU in partenariato con CLAYSS

e in collaborazione con il Movimento

Ragazzi per l'Unità

> PERCHÉ

Per formarsi alla vita civile
e imparare a servire il bene comune.

> COSA

Educazione alla Cittadinanza Globale

Rafforzare la dimensione globale della cittadinanza

Su tematiche: • **DIRITTI UMANI**
• **SOSTENIBILITÀ**
• **FRATERNITÀ**

Apprendimento Servizio Solidale

L'apprendimento è servizio e il servizio è apprendimento

Tre elementi: • **CURRICOLO/SERVIZIO**
• **SERVIZIO SOLIDALE**
• **PROTAGONISMO RAGAZZI**

> COME:

Modalità e-learning, su piattaforma, con **video-lezioni**,
contenuti testuali, scambi e **condivisione**
tra i partecipanti. Per ogni sessione saranno proposte
attività pratiche che permetteranno di sperimentare
le conoscenze acquisite nei propri contesti educativi.

> QUANDO:

Da **Settembre 2020** a **Gennaio 2021**

La formazione prevede circa **4 ore** a settimana
per **4 mesi**, per un totale di **64 ore**.

**Educare
alla Cittadinanza
Globale:
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Percorso Formativo
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AMU è ente accreditato MIUR (DM 170/2016)
Codice corso piattaforma SOFIA n.43008



**#DARE
TO CARE**