



# LIVING PEACE

INTERNATIONAL

PROMOTED BY



**AMU**  
AZIONE PER UN MONDO UNITO



## a path to peace education

IN PARTNERSHIP WITH



- 2 Editorial
- 4 The Project
- 6 6x1 Methodology
- 8 International Events
- 9 Dice of peace
- 10 The life of the Dice of peace around the world
- 14 Good Practices
- 20 Events 2020-2021
- 22 From "I to us"
- 26 Peace action proposals
- 30 The Big Dice of Peace





## Dear Living Peace friends,

An intense year has just come to an end, marked by several challenges, but at the same time extremely rich in life and commitment to peace. Our imagination was at work and we have done many activities that have helped us to live this particular moment in history.

There was a desire in each of us to stick together, support each other, and encourage those who were going through difficult situations due to the coronavirus or political conflicts either at the national or international level.

How many bridges of unity we were able to build among schools, cities, countries and between generations, exchanging messages that gave hope and support to those who struggled to survive in a hospital bed, or alone in their home or nursing home. How many artworks were shared, in great synergy with our partner organizations, uniting our classrooms with other schools and groups geographically distant, making us feel like one family – not to mention the many solidarity campaigns in favor of those most in need due to the pandemic or other dramatic situations.

Through the many communication channels we were able to share our testimonies, hopes, fears and challenges, but also to celebrate peace, to communicate it and spread it to thousands of children, adolescents and young people around the world: moments of profound sharing and joy, which gave new strength to the commitment of each one.

Deep gratitude goes out to ALL of the Living Peace network who with great determination, have continued to involve more and more people in this journey of peace.

We remember with much gratitude the educators, students of the Living Peace network and their relatives who were victims of the pandemic. They left us a beautiful testimony of giving themselves in favor of the culture of peace.



Now the new school year is about to start and with a special joy as we celebrate the **tenth anniversary of the beginning** of Living Peace International.

I vividly remember the difficult days we were living in Cairo - Egypt, 10 years ago, because of the revolution that had just begun. In my heart throbbed the desire to do something concrete to respond to hatred with love and to replace the culture of war, which was spreading more and more in the countries of the Middle East, with the culture of peace.

It is in this context that the idea of the Dice of Peace was born, inspired by the methodology of Chiara Lubich's<sup>1</sup> Dice of Love.

I never imagined that this colorful cardboard tool, accompanied by phrases that encourage people to live the values of peace, would change my life and the lives of many other educators and students around the world.

The desire to do something to change the situation, not waiting for others to start and being the first to love, pushed me to commit myself concretely, **by first of all living peacefully** within myself and transmitting it at home and at school, through my gestures and words.

<sup>1</sup> See page 4



There have been many unforgettable moments lived with you during this small and yet big story, which we will have the opportunity to share during the year!

The tenth anniversary of Living Peace provides the occasion to celebrate and to remember to put back at the center of our life and work for peace that fundamental piece that contributed to the birth of the project: **"be the first to love"**.

**Being the first to love** also means making a personal commitment to active, global citizenship, our in-depth theme for the year, offered within the guide.

*Today (...) the big and small solutions of the problems of humanity will not come out if we do not involve all of us. (...) That's why then with 6x1, with Living Peace we are fully in the history: today there is a need for people who take on the destiny of themselves and others. (...) By putting ourselves on the side of participation and involving our children and young people in taking the destiny of their cities into their own hands, we prepare ourselves and, above all, we prepare citizens capable of intervening and working to influence the common destiny wherever they may be in society without making excuses.<sup>2</sup>*

In the **#DARE TO CARE** pathway we are invited to implement this citizenship, **being the first to commit ourselves** to an **Integral Ecology**,

through initiatives that involve associations, organizations and institutions. But it is also made of simple daily gestures to break the logic of violence, exploitation, selfishness, typical of a culture of waste.<sup>3</sup>

I am certain that what we have experienced in these 10 years of Living Peace is a further stimulus to continue our journey with renewed impetus, becoming more and more an instrument of that peace to which we all aspire and which humanity needs so much!

**Have a great 2021/2022 Living Peace year!**

Carlos Palma 🌱

<sup>2</sup> Lucia Crepaz, *From I to We- Politics and Participation*, excerpt of a talk at the Living Peace International Congress: Pathway to Peace Education held in Castel Gandolfo (Italy) in 2017.

<sup>3</sup> <http://www.unitedworldproject.org/daretocare2021/>

## A LOOK AT THIS GUIDE

In addition to the usual columns of the project pillars, namely 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 good practices.

This year even more the scenario of the global pandemic urges us to take care of the reality that surrounds us, of people, of nature and to engage in activities of active citizenship, for this **#Dare to care - People, Planet and our Ecological Conversion**, a path that invites us to put our creativity into practice to try to respond to the needs found in the territory. During the year, some aspects of the path to help us achieve this goal will be explored.



## Living Peace 2021-2022 offers 5 worldwide events:

**21 SEPTEMBER** International Day of Peace;

**30 JANUARY** School Day of Peace and Non-violence;

**5 FEBRUARY** Celebration of the tenth anniversary of the Living Peace International project;

**1ST WEEK OF MAY** United World Week and Run4unity;

**JULY** International Training Congress - Italy

We look forward to your contributions to enrich our proposals and share them with the worldwide network of Living Peace!



# 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 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 about 1 million 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 80 international organizations that operate in synergy with this project and share peace initiatives proposed to their 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.



## Workshops at the day center for children

### 1 OBSERVE.

A group of volunteers from the Living Peace project observes their city and notes that in the vulnerable district of *la Lata* the problem of drug addiction is urgent.

### 2 THINK.

Volunteers want to make their talents available and decide to design some art workshops, prevention against drug addiction.

### 3 INVOLVE.

They decide to contact the "María Madre," a children's day care center in the district of *la Lata* and create some preventive playgrounds there.



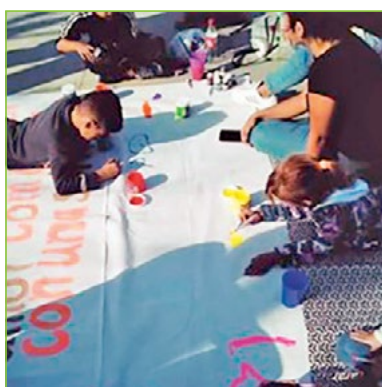
### 4 ACT.

Three workshops are proposed:

- **Painting workshop** offers a relaxing space in which children can express themselves, learn about the art and various techniques, experience

the different elements and have fun. Working with patience, respect and learning to share. The dice of peace is also used.

- **Dance workshop** teaches the basics of dance through simple games that stimulate posture, balance, openness, patience and memory. The lessons consist of three parts: an initial part where all the muscles of the body are heated, a second part where the steps and games are learned, and a final part dedicated to stretching.



- **Theatre workshop**

allows expression of body and feelings through play. The teaching of theatrical techniques is understood as the possibility to express, to know the body and the inner world. Depending on the age of the children, famous characters or animated figures can be represented.



### 5 ASSESS.

At the end of the journey, a general assessment is made of the progress of the project.

### 6 CELEBRATE.

On the occasion of Children's Day a big party is organized, a time to feel more and more family. 🌱



# 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)

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 2022!

**For more information:**  
[www.unitedworldproject.org/](http://www.unitedworldproject.org/)  
[www.y4uw.org/](http://www.y4uw.org/)

## MilONGa

**Volunteer Program for Youth**



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 communi-

ties, 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](http://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!**

**MAKE  
YOUR  
OWN  
DICE OF  
PEACE**





# The “life” of the Dice of Peace in the world



## I AM THE FIRST TO LOVE

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



During the quarantine the teachers sent us new study material and for us students it was difficult to do the homework, because we had to try to understand the topics on our own. I thought that if it was difficult for me, it was even harder for my younger brothers or cousins. So I decided to help them. My brothers, since they were at home, asked for my help and I helped them, but since I didn't see my cousins, I decided to call them to offer them my help with their homework. The cousin who needed the most was Delphi who is 9 years old. Sometimes we agreed on a schedule and we made video calls, where she told me what she had to prepare and we did it together. Besides being useful to them, I was not so bored. Since my tasks were more complicated I had fun with them: inventing stories, drawing geometric bodies, watching videos etc. Delphi's mother didn't stop thanking me for spending some of my time helping her. I think it wasn't a waste of my time, because I've invested in something that's really worth it. *Valentina, 17 years old*

Lívia does not know how to read or write, but she understands the Dice of Peace thanks to the images. After talking to her about the phrase “be the first to love”, two of her aunts arrived at her home. Immediately Lívia took a glass of water, without being asked and offered it to one of them, then took another glass of water and gave it to the other. One of the two aunts then asked: “Why did she bring water without me asking her? How did she know that I was thirsty and wanted to drink?”. So we shared with them the experience of the Dice of Peace. *Lívia, 5 years old*

After dinner few days ago, my 8-year-old brother was doing his homework for the next day. I promised myself I'd finish my homework early so I could have the rest of the day off and do the things I like to do. He was rather late and my mom started to scold him. I stopped watching the TV show and sat down with him to help him. We finished pretty quickly, he was stuck with his math homework. Although I'm not very good at this, I was able to explain to him how to make a division. In the end it was a nice moment, even more fun than watching the TV series.

*Camilla, 16 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 day, during nap time, I went to the kitchen to drink water and my brother was studying.** I was going to rest, but I decided to keep him company, since he was alone and needed help. If I were in the same situation, I would like someone to help me, so I stopped taking my nap and I started to help him, recalling the notes while he explained something about muscles injuries. He didn't thank me, but I saw him more joyful that day. I was happy to help him. *Naira, 13 years old*

**Recently I made croissants and cookies, and I took them to some neighbors whose daughter is at home, sick.** I made them especially for her, so she knows she has found a friend. I will go visit her and spend some time together, do "girl stuff". *Candela, 16 years old*

**One way of living and building Peace is to accept and relate to the "different ones".** In class, day after day, we work with "conflict" and learn to understand "differences." Recently I got to know more about the world of a student who lives in different conditions than the others and look at it from another perspective. Many times she does not remember my name and does not know what subject I teach. One day I asked her to make a video call. This time we didn't talk about school content, but about "her world" and what interests her. She showed me the things in her room, the objects she cares about the most, and I shared too. With this simple gesture I understood the importance of approaching, of "breaking down" personal walls and understanding the richness of diversity.

*Melina, teacher*



## I LOVE EVERYBODY

I love everyone without exceptions.

I take care of the environment.

**As I left the gate to go shopping, I saw a girl crying desperately.** My first reaction was dismayed, she wasn't even wearing a mask, and it would have been dangerous to approach her! But today's Dice sentence, resounded in my heart and mind. Love everyone, even this girl, especially now! So I walked up to her and found out that she had a fight with the boyfriend who got her out of the car, where she left her purse. She didn't know what to do and how to move! I then offered her my company, I accompanied her to get a bottle of water and I tried to console her, telling her that the important thing is to continue to love! While I offered to walk her to the bus stop, her boyfriend's apology call came in! Her eyes were illuminated with joy and peace was restored. *Educator*

**I decided to make myself useful with the elderly neighbors.** My mother wrote in a Whatsapp group that I offered to help with shopping.



continues >>

## I LOVE EVERYBODY



A neighbor who lives two blocks away replied that she would gladly accept the help because her daughter lives and works in the capital! And is able to help her only on the weekends. I started shopping for her once a week. The lady is very nice and always invites me to have a coffee. My grandmother died when I was 4 years old so I really like spending time with elderly people, because I feel that warmth of grandparents that unfortunately I had for only a short time. Aixa, student

**I was waiting for the bus and a lady asked me for some directions.** My bus was about to arrive and I didn't want to miss it, but I remembered the sentence of the Dice "Love all" and so I stopped to listen to her. Eventually we took the same bus and started talking. We still stay in touch. Student



## 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

**This week's sentence of the dice was**

**"Love one another".** At my university we had to carry out a practical job that consisted in tracing a historical line. I made a commitment to finish it and turn it in early. That same day, after finishing the assignment, a companion wrote me to do this work with her. I immediately hesitated because this meant "wasting time" that I could use for some other subject. While I was wondering if I should say yes or no, she told me that she was quite confused about the subject and the homework. I remembered the sentence of the Dice, so, without further ado, I decided to help her. It was a great experience, where we both helped each other and learned. She pointed out some things that were missing from my work, and I did the same with hers. Beyond the "benefit" that brought me academically, it was a good opportunity to put mutual and disinterested help into practice. I finished the work, happy to have given her a hand and satisfied to be able to carry out actions that promote peace in a world where one often gives priority to oneself. Delfina, 20 years old



**These days we have been more supportive of my neighbor who lives on the same floor as us and is alone.** We offered to do the grocery shopping. My mom cooked her some delicious food and my dad made her something on the grill, since she likes that. And it was mutual, she cooked for us too. Gonzalo, 13 years old

**I teach catechism to a group of children in my parish.**

One day the other teacher I teach with had several commitments, so I volunteered to do the catechism session that day so she could continue working. A few days later she offered to take my place because she knew I had to attend a very important meeting. Educator





## WE FORGIVE ONE ANOTHER

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



**Eight-year-old Tamara was able to take one more step toward peace.** She had gotten into a fight with her best friend because she broke her favorite pencil. She was so angry with her that she decided not to talk to her again. But then she remembered the Dice's quote encouraging us to forgive each other, without expecting anything in return. So she realized that she could easily forgive her friend, whom she truly loves. *Tamara, 8 years old*

**During these days of quarantine I try to find peace in the depths of my heart so as not to clash with my family members.**

Whenever someone offends me, talks bad or makes me angry, I stop for a minute and think about how to behave, why the other person is angry or aggressive and what I can do to avoid making the situation worse. I can forgive even if they don't apologize; and if they don't realize it, I point out their mistake in a constructive way. *Guillermina, 17 years old*

**The other day I was doing a very long assignment and I was quite "nervous".** My grandfather came to ask me something about my cell phone, but I answered him badly. After a while though, I apologized and explained that I was stressed, and we were able to solve the problem with his cell phone. *Aylen, student*



## I LISTEN TO THE OTHER PERSON

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

**During this period of quarantine I have had the opportunity** to strengthen my relationship with my family and this has given me a lot of peace. I also phone my grandparents often since I see them alone and so I offer them my company. *Paulina, student*

**One day I was translating a text and at that moment I saw that a person was calling me** on the phone who usually wants to talk a lot. My first reaction was not to answer. But then I remembered the phrase "Listen to the other", so I answered the call and listened to this person for almost an hour. In the end I was very happy and grateful. I then had time to finish my work, even earlier than I had planned, and I felt a great peace in my heart. *Educator*

**One night I had homework to do and I knew I wasn't going to finish it anytime soon.** In fact, I stayed up all night until my dad woke up to go to work. I made him coffee and we ate some toast together before he left (my dad gets up at 6 am).

I was very happy because we had a nice talk, even though I was sleepy, and he went to work happy thanks to this nice and fun talk.

*Santino, 13 years old*





# Good Practices

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

What are you waiting for? Send them to [info@livingpeaceinternational.org](mailto:info@livingpeaceinternational.org)

## “Dare to care” Giving a gift together with a smile

**CONCERN:** Transmit joy to those who suffer.

**PARTICIPANTS:** Students and teachers of “Liceo Scientifico G. Galilei” high school together with their families.

**DEVELOPMENT:**

- Young Ambassadors for Peace shared with their peers the idea of donating toys to underprivileged children.
- The idea was received with great enthusiasm and it was decided together to donate the toys to the Department of Pediatric Oncology of the “Policlinico” of the city, where the high school has an arrangement with the hospital branch that guarantees long term patients the right to study.
- The students, with the participation of their families, have been active in this collection with friends, acquaintances, and even involving a toy store. The main hall of the Institute was quickly filled with toys of all kinds.
- Each gift was wrapped and accompanied by a Happy Easter greeting card.

- On the appointed day, a delegation composed of the school director, two teachers in charge of the project and three students went to the “Policlinico” to deliver the gift packages.
- The delegation was welcomed by the medical and health staff, to whom they delivered the gifts.

**RESULTS:**

- While wrapping the gifts, the kids expressed the joy they felt in donating their time for someone who is suffering, happy to take part in the initiative.
- One student shared, “When it was time to pay at the checkout counter for all the toys we had bought together with our classmates, the store employees asked if we were doing some charity work and when we answered ‘yes’, they gave us a discount on our purchases and donated more toys!”
- The parents’ representative thanked everyone for the initiative and for getting their children and families involved.
- The medical staff was enthusiastic about the initiative.

**IMPACT:** No one will forget this experience that allowed them to work together to achieve a common goal in a short time. It made us understand in a concrete way that serving others, caring about those around us and giving is definitely the best way to be happy.

**Enza e Margherita,**  
Teachers from Liceo G. Galilei



## Math Club and Food Paper

**CONCERN:** How to practice math and peace in time of Coronavirus. How to turn paper into food.

**PARTICIPANTS:** Students and teachers of mathematics and natural sciences.

**DEVELOPMENT:**

- Due to the pandemic, it was necessary to reinvent activities and be more creative: online workshops were conducted to practice math, peace and the different feelings.
- Origami hearts were built during math class and through these, the students studied and learned about polygons.
- In class it was decided to "dare to care" in a concrete way: the hearts built were sent to the health staff of some hospitals in the city, to give them support, comfort and courage.
- The medical staff was impressed and pleased with the gesture made by the students.
- The "Paper for Food" Campaign was launched in the school, an action promoted by the Federation of Food Banks against Hunger: Paper is collected and then is recycled by competent and certified companies. In exchange, they deliver food to the Food Banks to be distributed to populations in vulnerable situations.

**RESULTS:**

- Participating in the origami of peace activity allowed us to translate gratitude to the health care staff into concrete gestures. "Sharing with joy filled our hearts with hope." Some impressions of the students:  
"(...) what better way to show our feelings than through peace origami? Class 6H made a fantastic activity to thank the health workers who helped us so much.

I hope they liked our gifts, made with so much love and gratitude, because I really enjoyed doing this activity!"

"Delivering the hearts to the health workers was a very rewarding activity. We were able to give back some love, strength, and hope to those who care for us to this day! My mom is also a health care worker. She was unable

to be with me at home because she worked many shifts, while most stayed safely in their homes. I thank all those who risk their lives, even now, for the sake of humanity!"

- Students and family engagement in collecting and bringing paper to school.

**IMPACT:**

- The caregivers showed great joy and the students saw that their efforts and care were recognized through the cheerful photographs sent by the caregivers.
- The project raised awareness about the importance of recycling and the possibility of recovering and reusing materials that seem to have no value, thus preserving the environment.
- Awareness was raised in the educational community on the importance of active citizenship including being aware of the initiatives of others in the community and collaborating with them.
- These activities have proven to be in line with the objectives of the school's Educational Project: "Forming citizens for the globalized and changing world".

Carla, Living Peace Coordinator in the Agrupamento de Escolas Padrão de Légua / Portugal



1 #Daretocare - dare to care: motto of the Seventh United World 2021, an international initiative launched by Youth for a United World.

## Little rays of sunshine – warmth, shine, love

**CONCERN:** Crisis of positive values and empathy.

**PARTICIPANTS:** Kindergarten students, teachers.

**DEVELOPMENT:** The Coronavirus has caused a major crisis in Croatia and around the world. From what emerges in the media and in everyday life, there is often a lack of positive values and empathy for others.

This situation has motivated the Nursery School to continue the different activities developed over the years in the framework of the international project Living Peace (Intergenerational Socialization, Let's Give a Smile to the City and Countless Ways to Donate), adapting them to the new situation and epidemiological measures, while also involving the municipality:

### ■ Intergenerational Socialization

The long-standing collaboration with a local nursing home was expanded to three other homes. A video was prepared with a special program made by the children and aimed at the elderly. In addition, greeting cards were also made for each of them.

### ■ Let's give a Smile to the City

is an action that has been in practice for over 10 years. It consists in giving to people met in the street, small symbolic gifts with messages of solidarity. This year the City provided a place on the square where individuals could go and take one of these gifts.

### ■ Countless ways to donate

In this activity, 80 gift boxes for children and families in need were collected.

### ■ The school also joined other new activities,

such as the #DARETOCARE - dare to care campaign, to promote engagement, active participation and respect for the most vulnerable:

- Letters of support and encouragement for a nursing home were sent.



- The #dipingicome<sup>1</sup> activity was carried out, coloring mandalas for the elderly and for the children of another school with the aim of increasing empathy and discovering the needs of the most vulnerable, but valuable part of society.

- We participated in the inauguration of an inclusive playground — one in which there are no architectural barriers and where there also should be no social barriers or exclusion. The inauguration was an opportunity to meet, socialize and play

with children with disabilities, because our goal is to live inclusively. As our students say, "Inclusion is when everyone plays together and goes to kindergarten and school".

**RESULTS:** In all of the proposed activities, the children showed exceptional empathy

and commitment. This is also as a result of the many years the school has lived by this educational approach.

**IMPACT:** For the teachers of the Institute the pandemic situation has been experienced as a school of life:

"Daily in our work we bear witness to humanistic and universal values. The testimony is not only personal, but also collective and is manifested



<sup>1</sup> The Activity is one in which an individual/group colors one half of the mandala and another individual or group colors the other half.



through group work, in the interaction with colleagues within the kindergarten and in the relationship with parents. I think that through various methods and incentives, communication processes and within a preschool where there is an ethical atmosphere that promotes justice and mutual respect, and has many examples of pro-social behavior; children will be able to internalize them from an early age."

"We know that children learn from actions

and ways of doing things, so we train (...) responsible and active citizens who adopt prosocial skills such as altruism, a culture of giving, acceptance of diversity and who contribute to the community in which they live. In this way we achieve a complete educational system: a community that educates and includes."

**Sunbeam Nursery School**

## A school of life

**CONCERN:** The School for Young Ambassadors of Peace was born from the need to build a common training base for young people who wish to transform their mission as "peace builders" into a way of life.

**PARTICIPANTS:** Living Peace Argentina coordinators and a group of Young Ambassadors.

### DEVELOPMENT:

- The objective of this school is to transmit some common knowledge to any young ambassador/peace leader, so that each can possess it in an original way and apply it in their own lives and contexts. This process will help the young person to become more aware of the commitment he/she has freely assumed: to be a Young Ambassador for Peace.
- The training takes place online and includes one two-hour meeting every three weeks, for a total of six meetings. The topics covered are related to the phrases of the Dice of Peace and active citizenship. The method used is a workshop, suitable for the psychology of the youth, which is dynamic and participatory. The school for Peace Ambassadors wants to be above all a school of life.

- During the first meeting, for example, the young people introduced themselves to each other, group work was done, experiences were shared and throughout the training there was a lot of dialogue. The central theme of this first meeting was: seeing everyone as a candidate for peace. Finally, the young people left with a goal in mind to live until the next meeting.



**RESULTS:** The school began with the participation of 60 youth from Argentina, Uruguay, Ecuador, Colombia, Chile, Guatemala, Cuba, the United States, Spain, Brazil and Portugal.

Below are some impressions after the first meeting:

"It was a very nice meeting, we gained new

experiences and knowledge, I'm sure we will learn a lot from each class and the values that everyone shares (...)."

"(...) A beautiful meeting, it fed the soul."

"A school with young ambassadors of different nationalities, cultures, religions and ages... What a huge gift! Thank you for making it possible."

**Marcelo, Living Peace Argentina coordinator**

## The difference between you and me

**CONCERN:** International Women's Day - Project "I am for equality" promoted by the Soroptimist Association and Club Val di Noto.

**PARTICIPANTS:** Students of class II A-B-C and teachers.

### DEVELOPMENT:

- The students of the school, guided by their teachers, found out through the reading of several books that tell fantastic and captivating stories, the potential of the female figure. The reflections born from ideas taken from the books guided the young readers towards an awareness aimed at overcoming stereotypes.
- In one class, the book entitled "Sorelle di carta" (Paper Sisters) developed the theme of the condition of women in Syria, with reference to the war that has been ravaging the country for the past 10 years and was linked to the Living Peace project.
- In order to learn more about Syria's situation, they had a link up with an educator and some girls of Living Peace who live in Aleppo, Syria.

During the video call everything was going perfectly until, due to the difficulties in Syria caused by the war, the connection was interrupted. This inconvenience did not stop them from continuing the deep dialogue, exchanging audio recordings in real time.

### IMPACT: Teacher Testimonial:

*"(...) when we started working on this project we expected the usual result: some students, the most sensitive ones, would be more involved, others would be interested and others would simply be "spectators" to do the verification activity at the end. None of this happened. Living the drama of war through a link up with a city that is a war camp, confronting their peers while they describe their day, suffering several interruptions during the connection because there*

*were gunfights, talking about the way they run to school trying to avoid the bullets, this has shocked us all, but above all has touched our children indelibly. In the end, they didn't say the usual predictable phrases, like "we are lucky" or "thank goodness we live here;" no, the majority of our students said, "What can we do? How can we help them? How can we convince the world*

*that weapons should not be made?" These were the questions and reflections of our students.*

*In particular, one student, from class IIB, wrote a poem, which confronts everyone with a harsh reality, making it clear that it takes our commitment to overcome the walls of hatred, created by the difficulty of accepting differences."*



## The difference between you and me

Gianluca Rizza

Comprehensive Institute F. D'Amico | Classe IIB

*I laugh, I run, I live;  
You cry, run, survive.  
I wish I could understand the difference  
between you and me,  
Yet we live under the same sky!  
My dreams are living the extraordinary  
of life;  
Your dreams are living the normality of life;  
I wake up with the sound of the alarm clock;  
You wake up to the sound of gunfire.  
I beg for ten more minutes in my bed;  
You beg for your house not to be destroyed.  
I may have figured out the difference  
between you and me....  
You were born on the most abused side  
of the world.  
But the fault is neither yours nor mine...  
It is the fault of human wickedness*

Cinzia, F. D'Amico of Rosolini Comprehensive Institute

## #DaretoCare

**CONCERN:** Initiatives proposed by Living Peace International for the United World Week.

**PARTICIPANTS:** 200 students and 16 middle school teachers.



**DEVELOPMENT:** Several activities were carried out to witness the commitment to care for the environment and care for the others:

- The composting activity at school was reinforced with the participation of the students who brought organic waste from home, studying this practice with the Natural Science teachers.
- During some Physical Education lessons, “plogging” was introduced, which allows students to do motor activity while collecting waste from the school and other parts of the city.
- The “goods for the good” campaign was launched in which basic needs items were collected for people in vulnerable situations in the city.
- We continued the “paint with me” activity, painting half of the mandalas, then sending them to two nursing homes so that the remaining halves could be painted by the residents.

### RESULTS:

- 20 bags of debris were collected at the school, town and beach.
- A large box was filled with food items, some hygiene items and, at the request of the local kennel, a good amount of sand.
- Several mandalas completed and received from the elders, along with some thank you messages.

### IMPACT:

Topics from various disciplines were addressed by the respective teachers who joined the proposed activities:

- Citizenship and Development: human rights, health, social skills, interculturalism, environmental education, sustainable development.
- Natural Sciences: knowledge of the process of composting.
- Physical Education: development of conditional and coordinative motor skills, endurance, knowledge and application of care through hygiene, knowledge and application of the rules of personal safety as well as that of others, knowledge and application of the rules to preserve material resources and the environment, strengthening the pleasure of regular physical activity.

**Alexandra** - Coordinator at Dr. Serafim Leite school-Portugal





# The spreading of the LIVING PEACE project in the year 2020-2021

During this period, marked by the pandemic, numerous online activities were proposed to spread Peace. These have allowed a greater participation and exchange among people from different countries, especially among young people, succeeding in strengthening the worldwide network. The number of collaborations for online events, organized by Living Peace partner associations, has also increased. In the countries and contexts where it was possible, in-person initiatives were also proposed. In general these were artistic events and training courses where sharing and presentation of projects encouraged the promotion of the culture of Peace. We share some of them:



Training Event for Spanish Speaking Educators



International Drawing Exhibition. Tunisia



International Day of Peace. Brazil



International Day of Peace. Asia



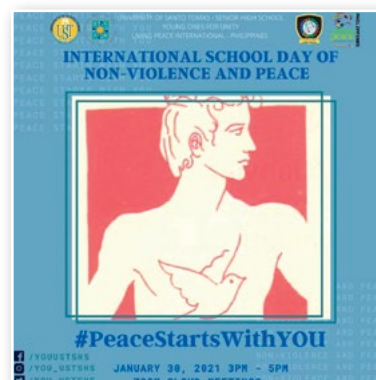
International Day of Peace. Jordan



Spreading of the Living Peace Project. Italy



School Day of Peace and Nonviolence. Latin America



School Peace and Nonviolence Day. Philippines



Online lecture on the Culture of Peace. Brazil



International Congress of Young Ambassadors and Leaders for Peace. Different countries



Shaping Peace Together. Egypt



# Spreading of the LIVING PEACE project in the year 2020-2021



International Day of Peace. Spain



LP International partner at the international event promoted by OneEarthChoir. Different countries



United World Week - Care for Peace in Arabic language. Middle East



School Peace and Nonviolence Day. Meeting with educators of the LP Italy network



Social Action. Argentina



Online interfaith music event. Different countries



International Day of Peace. DR of Congo



Recycling Campaign sponsored by Heart4Earth. India



United World Week - A cultura do Cuidado, in Portuguese language



Inauguration of the big Dice of Peace in Beirut, Lebanon



Initiative to write letters of support to sick people. Spreading social LP Brazil



Coffee with Young Peace builders. Different countries



Congress - Cultural Alliances and Collaborators. Sponsored by ASCOA - Spain



Inauguration of the big Dice of Peace Igarassu, Brazil





# From I to we, politics and participation

**Lucia Crepaz<sup>1</sup>**

"Living Peace Training: Pathway to Peace Education".  
Castel Gandolfo, Rome, October 25-29, 2017.

Why do we have the courage to propose the topic of politics and its words such as active citizenship, government, power?

Because today, at a time of political crisis, I would say a worldwide crisis of politics, of the seizure of politics by a few who are gambling the fate of many, there is more need for politics, there is need for many, all of us to throw ourselves into understanding it and living it.

The first step is to take back its meaning and its true nature!

And we are the right people to do it....

What are the questions we ask ourselves when we hear about our involvement in politics?

- Why should we, who are already busy improving society, do it? Moreover, why change things?
- Why do I have to be in a place where the clarity, transparency, and community are alien? Why play politics with people who don't think like me?
- Why waste time deciding the rules all together? It is better for everyone to do things according to their own ethics and/or at best delegate to one/only one who is in charge....

## LET US GO TO THE ORIGIN. THE FIRST HUMAN SOCIETY

Anthropologists date the first human society to a Middle Paleolithic discovery (200,000 years ago), in the Euphrates area, of hominids among which we notice something that I will tell you later...

Let us try to discover together what may have made anthropologists understand the significant difference between a herd and a human society.

### Comparison between a community and a herd:

- Command
- Weak
- Rules
- Methods

### The herd - together, with:

- Hunting together
- Rules and boundaries imposed by force and immutable
- The weak are eliminated or abandoned
- The fate of the group is in the hands of the alpha male (primary male)

### The community - together, for:

- Hunting together, even for those who can't, because everyone, even the weak, is part of the community
- The quality of life of the community depends on everyone's contribution
- Shared rules that can be improved

<sup>1</sup> Elected for two terms (1987-1994) to the Chamber of Deputies of the Italian Parliament. She currently coordinates active citizenship training projects at the School of Social Preparation in Trent, Italy.



Anthropologists have found an individual of mature age but unable to get food on his own, due to a severe skeletal handicap dating back to childhood. Why do anthropologists speak of human society? Because others have hunted for him, human society is described not only by the preposition WITH, but especially by the preposition FOR.

Is there a cultural sharing, which summarizes beyond the ages, religions and peoples this characteristic of humanity? The golden rule "Do unto others as you would have others do unto you."

## THE CITY AS A COMMUNITY

**HOW to build this city?** With politics. But what kind of politics?

PLATO in his book "Protagoras" shares a beautiful myth that perhaps can tell us something about good politics.

«Hermes asked Zeus how he should distribute respect and justice to men: "Shall I distribute them as the arts have been distributed? For these were regulated in this way: if only one knows medicine, it is enough for many who do not know it, and this is also true of the other craftsmen. Shall I regulate myself in the same way for respect and justice [ed. the political qualities for the Greeks]?" "To all," answered Zeus, "and let all be partakers; for there would be no cities, if few were partakers of respect and justice, as is the case with the arts."». [ 323]

## MODERN POLITICS

The three key words

FREEDOM	EQUALITY	BROTHERHOOD
<i>I fight your idea, which is different from mine, but I am ready to fight up to the price of my life so that you, your idea, can express it with freedom.</i> <i>Voltaire</i>	<i>There is nothing more unfair than making equal parts unequal.</i> <i>Don Milani</i>	<i>We must learn to live together as brothers or we will perish together as fools.</i> <i>Martin Luther King</i>

Freedom and equality have so far been deepened and at least somewhat experienced. In fact, there are those who affirm that the nineteenth century was the century of the discovery of freedom as the cornerstone of politics, albeit with shadows and lights, and that the twentieth century was the century of the discovery of equality, albeit with shadows and lights. This must be the century of fraternity! But in order for it to become a pillar of good politics, it is not enough to say fraternity; fraternity must be qualified, it must be universal, it must involve each and every person. In order for it to be a political virtue, suitable for sustaining the cosmopolitanism in which we live, what is needed is certainly not a fraternity that binds the few, elective friendship that reinforces the ties between the similar against the different, not a solidarity that sees a difference in level between those who give goods or values and those who receive them, but a universal fraternity, capable of creating the conditions for each and all, women, men, families, associations, businesses, schools, communities, so that each can express their individuality and realize their vocation, giving the best of themselves. It is necessary to assume the differences as different specializations that are needed to build the common house.

In political terms this means pushing our democracies to a new step — that of the participation of citizens, young, old, men, women - and I would certainly add: with or without citizenship documents - in the government of the city.

Today, politics, the government of our cities, our countries, the big and small solutions to the problems of humanity will not come about if we do not all get involved.



The situation is too complex and, let me tell you, at a time of so few certainties and such marked liquidity, change is more possible.

That's why then with 6x1, with Living Peace we are fully in the history: today there is the need for people to take on the destiny of themselves and that of others. Now is the time of revolutions. When the institutions were stronger and the rules more precise, there was little room for change. When it took weeks to get from one place to another, when a person's life was tied to a specific place for

a lifetime, it was difficult to think of being able to change the structures and rules of the world.

By putting ourselves on the side of participation and involving our children and young people in taking the destiny of their cities into their own hands, we prepare ourselves and, above all, we prepare citizens capable of intervening and working, affecting the common destiny wherever they may be in society, without making excuses.

There are three fundamental reasons to say that participation is the natural evolution if we want to save our democracy.

The first is the very nature of the person, that FOR (PER) that qualifies women and men from their first development.

1. Human persons, in fact, do not gather in villages and cities just to function better together (greater defense or exchange of goods). Cities, villages were born from the relational nature of people, because of their natural capacity for dialogue and coexistence. Dialogue and coexistence have been recognized as richness in itself, because the other is another self with the same needs and dreams. Politics can never forget that it was born from this experience and therefore evolves positively only if it remains at the service of this relational capacity. This is the origin of the democratic method, the increasingly refined evolution of humanity's relational capacity, an evolution that cannot stop. [It is certainly not homo economicus, an individual who structurally always calculates, who gave birth to the city].
2. Society today is much more ready to make its contribution. Today there is a part of the citizenry that, if put in the right conditions (as has been demonstrated hundreds of times) is capable of local governance. Decisions taken in the palace, by a few, will find within society, prepared people to say no, and who want to understand. It is therefore necessary to create a stable virtuous circle between society and its institutions.
3. As far as institutions are concerned, there is now a deep crisis worldwide. Adjustments are not enough to get out of it. There need to be a fundamental understanding: if politics is understood as the participation of everyone in the search for shared government solutions (this is the meaning of the word democracy), it is necessary to know how to put all subjects, politicians, citizens and civil servants, at the decision-making table and to know how to recognize the good reasons of each interlocutor without prejudicial delegitimization by anyone. 🌱



## Active Citizenship Experience

About two years ago, in the neighborhood around our parish, a group of friends, acquaintances and work colleagues was spontaneously created, and we began to discuss the environmental and social problems of our neighborhood.

From the first meetings emerged a lively and fruitful debate in which each participant felt free to bring a concrete contribution to improve the neighborhood, so as to propose in the following months to the administration concrete initiatives aimed at the rebirth of the area. We thought of asking the local schools to participate in these initiatives. And so, in order to involve young people from our schools, we organized two ecological days called **"ecoludic days"** entitled: **"I'll start. The good example is always contagious."**

As a result, our children and citizens have cleaned up the streets and sidewalks and have planted saplings and seedlings donated by the municipality of Palermo. Present were municipal councilors and representatives of the district.

After some time, however, debris again began to accumulate on the streets and sidewalks, but the attitude of the entire group was not one of discouragement, but rather a willingness to find new solutions.



The group then engaged in organizing some activities during the Christmas period: a Christmas tree was made with plastic bottles and placed in the square in front of the parish. This was a wonderful exercise of active participation in which some citizens collaborated among themselves to design the tree and involved many people in finding the material with which it was built (plastic bottles). This was for us an experience that gave us the possibility to build a more united world that begins with authentic relationships with the people in our community and with small gestures.

Paolo Ignaccolo





## 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 – The people, the planet, and our ecological conversion

*Everything is related: care for the earth is inseparable from care for others, from community. There are no separate crisis; instead we are facing a single and complex socio-environmental crisis that also requires our ecological conversion<sup>1</sup>.*

This year's #Daretocare path consists of 5 objectives:

- Care to change – take care to change,
- Care to imagine – take care to imagine,
- Care to reset – take care to start over,
- Care to impact – take care to impact,
- Care to connect – take care to connect.

Adhering to it means committing oneself to promote and spread the culture of peace. The Living Peace project invites everyone to respond to these objectives, creating local initiatives to promote integral ecology.



### #Supportthepeace

In this last period the pandemic situation has asked from everyone in the Living Peace network a greater commitment to support and encourage those who live in situations of hardship. Much more will have to be done.

Participating in the [#Sostienilapace\(Supportpeace\)](#) fundraising campaign will help keep the network alive and support the project in various parts of the world!

Creatively, together with your group or class, you can look for engaging ways to raise contributions to support Peace!

Even a small donation, along with all the others in the Living Peace worldwide network, can make a difference!

<sup>1</sup> <http://www.unitedworldproject.org/daretocare2021/>

# #DARE TO CARE



## #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.

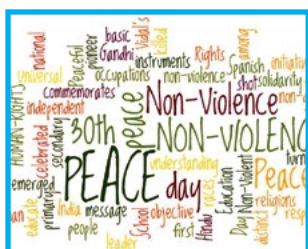
Living Peace thus invites you to embark on a path of active citizenship with the classes or groups, enriching the educational / training path and enhancing the 6x1 method - [six steps for one goal](#).



## 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

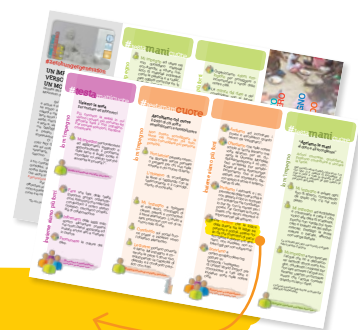
Living Peace invites you to take a challenge:

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.



## 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

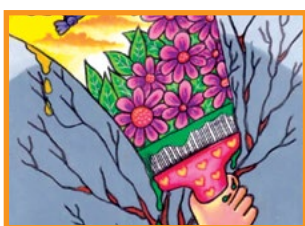
Elephants symbolise a sign of peace that combines strength and peace. With this activity, in collaboration with [Elephants for Peace](#), we encourage everybody to be creative and design an elephant representing peace.



## Mandalas of Peace

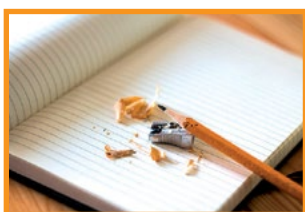
Drawing mandalas encourages creative thinking and conflict resolution strategies. Together with [Mimos para tus Ojos](#) we offer an opportunity to design mandalas, working in groups or individually: the underlying idea is to *Create for Others*.

## 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.



Zouk Mikael, LEBANON



Girona, SPAIN



Igarassu, BRAZIL

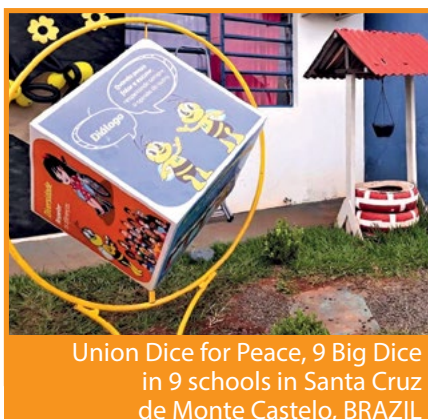


3 Big Dice made in Jandaia do Sul, Parana, BRAZIL

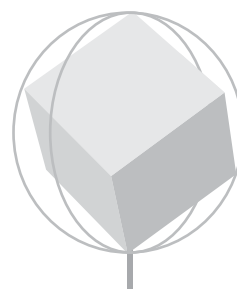
The Big Dice, in different versions, was also built and installed in schools, used as a **methodological tool for peace**:



Olympic Dice of Peace, Cerco School in Porto, PORTUGAL



Union Dice for Peace, 9 Big Dice in 9 schools in Santa Cruz de Monte Castelo, BRAZIL



A Big Dice in Holland will be soon built!



If you have information about other activities concerning The Big Dice, send us a picture to [info@livingpeaceinternational.org](mailto:info@livingpeaceinternational.org)



Would you too like to build a Big Dice in your city? To find out the details of how to proceed, [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)





**LIVING  
PEACE**  
INTERNATIONAL



IN PARTNERSHIP WITH



FOR A UNITED WORLD  
**New Humanity**

NGO in General  
Consultative Status  
with the United Nations  
ECOSOC

UNESCO Official Partner

IN COLLABORATION WITH



MIMOS PARA TUS OJOS





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)

**Participate in the FUND RAISING for the  
LIVING PEACE INTERNATIONAL project**

**#Supportpeace**

**A small  
contribution  
can make  
a difference!**

## How to donate?

Go to <https://www.amu-it.eu/dona-online-3/?lang=en>  
choose Living Peace International  
and make your donation!

