



Guide 2022|2023 a path to peace education

IN PARTNERSHIP WITH



Guide
2022|2023

a path to peace education

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Special thanks to all those who collaborated in the production of the Guide, sending testimonials, photos and other material.

Dear friends of Living Peace,

we are concluding a special, intense year, where there has been no lack of challenges triggered by the pandemic, still present in different parts of the planet, but also by the conflicts and wars, both in Ukraine and all those that have been going on for years in different parts of the world, affecting numerous victims and refugees forced to abandon their homes.

At the same time and as a consequence of this world situation, we have been protagonists of many actions of solidarity and fraternity. We felt strongly urged to respond personally and as a group in our schools, in the universities where we study or work, in our parishes, and with partner groups and organisations with which we carry out our commitment to be builders of peace. We have discovered the great value of small gestures that have generated peace and hope in many afflicted hearts.

In this year of the 10th anniversary of its birth, we could see the novelty that Living Peace brings to a personal, social, local and universal level, reaching many people through a dense network of life and peace actions.

We have seen the growing leading role of young people with various projects and activities that have created bridges between generations, cultures, religions and among the most diverse organisations and entities. We have multiplied the formation courses for other young people eager to become more committed to Peace.

We have spread and implemented integral ecology, actively participating in the awareness and action campaign of the *Pathway* promoted by the

WHAT IS PEACE?

PEACE is love!

PEACE is not hurting each other.

PEACE is helping each other.

And PEACE is simple like our smiles

Act like kids to live in PEACE.

Omar Majdi Dayyat

6 years Jordan

LE LIVRE D'OR DES ENFANTS
DE LA TERRE, Cercle Universel des
Ambassadeurs de la Paix Suisse/France

United World Project: “#Dare to Care - People, Planet, and Our Ecological Conversion”. And this is what we want to continue to do in this new year: #DARE to Care urges us to promote and implement integral ecology, through initiatives involving associations, organisations, institutions, but also through simple daily gestures, to care not only for the environment, but also for persons and peoples, starting with the most vulnerable.



How? By planning more local actions, taking one step at a time to act concretely where we are.

To help us in this task, we propose, as an in-depth theme, the Golden Circle of Pathways with its three phases: Learn, Act, Share, which brings us back to what we have reflected on and experienced so far through the 6x1 methodology - 6 steps for one goal.

We care more about people suffering from disease, war and violence, from loneliness or poverty. Let us feel called to give a response of peace that touches their hearts, that can heal wounds, create reciprocity and thus, together, be builders of a better world for all.

Also in this new year, there will be no lack of challenges, but by living with generous

enthusiasm our leading role as peacemakers, networked at local and international level, we will see changes come about in people and around us.

It is precisely with the aim of strengthening our international network and discovering together how to respond with increasing awareness to today's challenges, that we will conclude the celebrations of Living Peace's 10th anniversary with our **II Formation Congress**, from 01 to 04 December 2022, in Castel Gandolfo - Rome - Italy.

We are waiting for you!!!

Best wishes and a happy year to all!

Carlos Palma
International Coordinator

The project

Living Peace is a project promoted and supported by the association [Azione per un Mondo Unito - AMU](#). AMU has been supporting the project for the past six years not only financially, but also in the organisational management and in the training of young people and adults, at national and international level, thanks to its experience in this field, also recognised by the Italian Ministry of Education.

Living Peace International is a peace education programme for teachers, educators, children and teenagers of all school levels and for youth groups.

As of today, more than a thousand schools and groups are involved in the project and more than one million children and youth are reached by its initiatives in the five continents.

Living Peace International aims to strengthen collaborations between people and groups to build a "network" of peace that embraces the whole world. Living Peace, in fact, is also a platform, thanks to which over 80 international organisations, in synergy with the project, share peace initiatives and actions and then, each one proposes them to one's own networks.

[Living Peace International](#) is based upon two pillars, the practice of the [dice of peace](#) and the [time-out](#) for peace.



The project wants to promote the methodology of **6x1 - Six steps for one goal**: a proposal conceived by the Teens for Unity Movement, starting from the methodology of Solidarity Service Learning.

The "6x1" develops the ability to look at one's own context and, together with one's group, positively impact on it through six stages: **Observe. Choose. Involve. Plan and Act. Evaluate. Celebrate.**



If you also want to be part of this worldwide network of education for peace, sign up here:

livingpeaceinternational.org/en/registration2.html

The 6x1 methodology

6 STEPS FOR 1 GOAL

Peace can seem a distant and difficult ideal to achieve and it can be discouraging not to see the results of our actions.

The 6x1 is a proposal conceived by the Teens for Unity Movement, starting from the Solidarity Service Learning methodology, to help young people plan peace actions in an effective and participatory way. It gradually develops in the group an overall “vision” of the city or neighbourhood; it allows us to identify the real needs of the area in which we live and to focus our specific contribution.



OBSERVE LET'S LOOK AROUND

Let us approach the local reality by strengthening our ability to observe the 'grey spots' and 'listen to the groan' that emerges from the reality in which we live. It is precisely by personally touching, with our own hands, the pain of others, the problems and injustices that exist in our neighbourhood or in our city that the indignation and anger in us will become motivation and driving force for the change we want to bring about.



CHOOSE LET'S ADD UP THE IDEAS

Let's evaluate together what we have seen, heard and collected. In a participating process, we decide where it is most urgent and important to take action.



INVOLVE TOGETHER WE ARE STRONG

Together we are stronger. Let's talk to those who are directly involved in the problem, identify people or groups who have knowledge, experience or skills that could help us solve it. Are there other people or associations in the area working to solve the same problem? Let us consider how to join forces to achieve the common goal.



PLAN AND ACT BY GETTING OUR HANDS DIRTY

Let's carefully plan our action, share the tasks, plan the steps and then... hands on!



EVALUATE KNOWING HOW TO IMPROVE

This is a cyclical and transversal stage that characterises the whole 6x1 journey: it is important to stop regularly to reflect and understand what we are experiencing, to identify what we are learning and what it has to do with the identity of our group. Are there good experiences among ourselves or together with the project receivers? What are the difficulties that emerge and how can we best resolve them to pursue our goals? Let us share them to encourage one another and help us grow together, overcoming the difficult moments.



CELEBRATE/COMMEMORATE LET'S CELEBRATE

At the end of a significant stage for the project or after an important period of time in our journey (for example, after a year) we meet for a moment of celebration among us and with the whole community. Let's review the stages we have lived through, the goals we have achieved and those still to be pursued, and we acknowledge and thank each participant for the contribution they have made so far.



The 6x1 material has been updated by the Teens for Unity Movement. Those who wish to receive further information can write to centrogen3.rpu@focolare.org

Teenfluencers 6x1

TESTIMONY OF THE TEENS FOR UNITY OF COLOMBIA

In April 2021, some teens from the Social Centre Unidad in Bogotá, Colombia, were invited to participate in a virtual workshop called Teenfluencers 6x1, from Mexico City. Those of us who did not have access to the internet or computers did so from the Social Centre, accompanied by tutors and with all the security measures.

From May onwards, we started with the project, meeting once a week to begin applying each of the 6x1 steps.

The first step was to **OBSERVE**, and so each of us could express the situations we observed, such as: unpleasant smells, truck noise, roads in bad conditions, lots of garbage, smokers, dogs in the street, grandparents alone, etc.

The second step was to **CHOOSE**.

From everything we observed, we selected the grey points on which the majority had agreed; smoking and garbage scored highest.

We reflected on these two problems and decided that solving the smoking problem was too difficult for us, so we decided to tackle the litter problem.

We discussed the causes and effects of this problem.

The third step was to **INVOLVE**. Regarding this, we started looking for partners to implement this project. We identified the president of the municipal council, the community at large, the waste company, the local mayor, neighbouring schools and the Social Centre Unidad. Together we chose two representatives to speak to a group of parents in order to gain their support. The parents were very happy to see that their children were going to work for the community.

The fourth step was **PLANNING AND ACTION**.

The first thing we did was to define the overall goal, which was: "To raise awareness in the community of the importance of reducing the garbage and to involve everyone in improving our neighbourhood".

The idea was to select the places where most rubbish was accumulated, cleaning them and closing them with a fence, separating ordinary waste from recyclable waste, so that the dogs and recyclers could not scatter it. Talking to the president of the city council, he made us realise that we had to start only at one point.

We then organised a food sale to raise money to buy the fence net. At the same time, we sent letters to the waste company and the mayor's office, requesting rubbish containers for different parts of the neighbourhood, telling them about our project.

Once the date was set, we proceeded to do the cleaning and fencing work, getting the help of a father with the finishing touches.

The fifth step was to **EVALUATE** our work: we valued positively the teamwork, everyone's commitment and the listening atmosphere. One point for improvement was to seek greater community involvement.

The sixth and final step was **CELEBRATING**: we had lunch and shared a cake, but not everyone who worked with us was able to attend because of the Christmas holidays.

We were all very motivated and want to continue to help solve other community problems in this way.



Annual appointments



21st September International Day of Peace

On 30th November 1981, the UN General Assembly established the International Day of Peace. In 2001 it was decided that the International Day of Peace would be celebrated every 21st September, and the United Nations for this occasion invites all countries to cease hostilities and to promote educational actions that raise awareness and promote peace. Living Peace International proposes to all its members to actively participate in this event, an occasion to remember the importance of their commitment to building peace.

[Click here for further information](#)



30th January School Day of Peace and Non-Violence

*"You and I are one:
I cannot hurt you without
hurting myself"*

M. Gandhi

This day wishes to draw the attention of politicians, leaders, teachers and educators to the need for continuous training in non-violence and Peace; it is necessary to educate in solidarity and respect for others "Since wars begin in the minds of men, it is in the minds of men that the defences of Peace must be built" (UNESCO Constitution, 1945). The choice of the date of 30th January is not accidental, but coincides with the anniversary of the murder of one of the greatest defenders of peace, non-violence, justice and tolerance among peoples: Mahatma Gandhi. The 30th of January can be an opportunity to publicly demonstrate their path/ commitment to peace and Living Peace International invites all its members to participate actively in this anniversary.

[Click here for further information](#)



United World Week Run4Unity

In the first week of May, the Youth for a United World (**Giovani per un Mondo Unito**) of the Focolare Movement proposes to the whole world the **United World Week – SMU**.

During these days, actions, events, initiatives that contribute to building peace and universal fraternity will be carried out individually or in groups.

Every year the SMU proposes a theme to live and deepen. All participants of Living Peace are invited to take part in the United World Week 2023 entitled **#DareToCare** - The people, the planet and our ecological conversion and to enrich it with different proposals and activities.

For more information:

www.unitedworldproject.org
www.y4uw.org



One of the actions proposed as part of the United World Week is the **Run4unity - relay for the unity**, which takes place in hundreds of cities on the 5 continents,

at the initiative of Teens for Unity (**Ragazzi per l'Unità**), one of the promoters of Living Peace. Hundreds of thousands of boys and girls of different cultures and religions from 11.00 to 12.00 of each time zone run together to witness their commitment to peace and promote a tool to achieve it: the Golden Rule.

Sports, social and artistic activities are also organized, involving young people and adults, to symbolically extend a rainbow of peace over the world.

The schools and groups of Living Peace are invited to participate and be protagonists of this worldwide relay of peace, which unites the farthest points of the planet.

For more information, write to
centrogen3.rpu@focolare.org



Artistic events



Canto pela Paz

An annual initiative created together with the Canto pela Paz Association and AMU Portugal, that consists

of an international online concert, the aim of which is to bring together young people from different religions, churches and cultures to build peace through the art of music.

 [Watch the video](#)



Peace Got Talent

Every year, during the United World Week, Living Peace promotes the Peace Got Talent

in collaboration with different schools in the project's international network.

The **Peace Got Talent** is an online talent festival, where the protagonists are young artists from all over the world, of different cultures and religions, who spread the values of peace through music and dance.

 [Watch the video](#)

Competitions

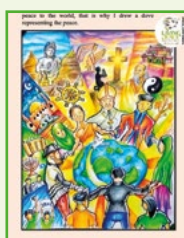


International competition of essays for young people

UNESCO Global Action Program (GAP) activity on Education for Sustainable Development (ESD),

organised by **Goi Peace Foundation** to enhance the energy, imagination and initiative of the youth all over the world and promote a culture of peace and sustainable development.

[Click here for further information](#) 



Peace Pals International Art Competition

This is an initiative created by **Peace Pals International** in which children and young people from all over the

world are invited to submit their artwork to the *Peace Pals international Art Exhibition & Awards*. Each year a different theme is proposed that stimulates to represent values of peace.

[Clicca qui per saperne di più](#) 

Nominations of the Young Ambassadors of Peace



Children and young people can be nominated to become Young Peace Ambassadors. Those who have distinguished themselves through special solidarity and peace actions will be awarded this title and the responsibility of Peace Ambassador. Activity carried out in partnership with the **Universal Peace Ambassadors Circle (France - Switzerland)**.

Since 2022, a specific course has been held in various languages for young people who want to make a more concrete commitment to peace and apply to be Young Ambassadors of Peace. We will send you more information during the year.

[Click here for further information](#) 

Build your Dice of Peace



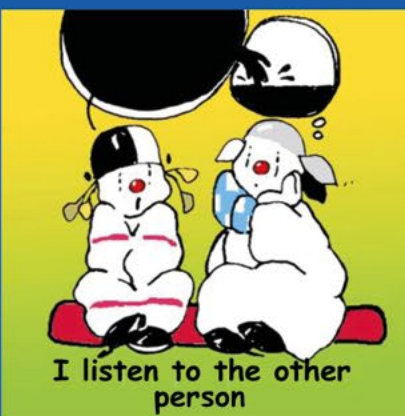
We love each other



We forgive one another



I am the first to love



I listen to the other
person

I love the other person



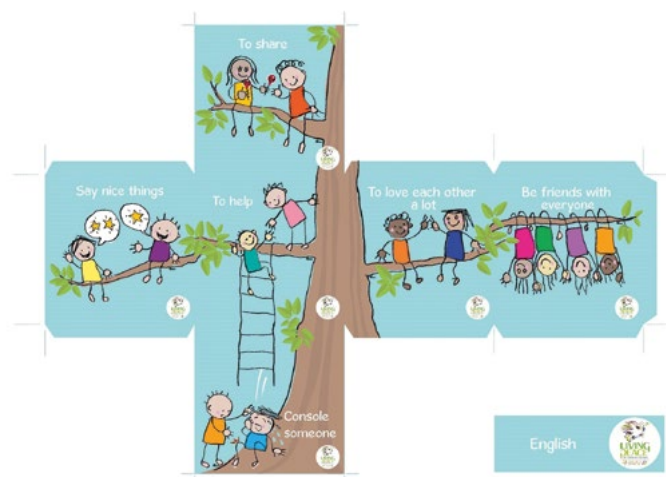
I love everybody

Find out other versions of the dice



Interreligious Dice of Peace

[Download here](#)



Dice of peace for childhood

[Download here](#)



Youth Dice of Peace

[Download here](#)



The Dice rolled and lived in the world



CHILDREN EXPERIENCES

1. There were many of us who wanted to take the lift, but there wasn't room enough for all and some of us had to go down the stairs. So I decided to take the stairs and let my classmates go in the lift.

Marina, primary school



2. I make a lot of acts of love and one day a lady dropped a present on the floor and she was looking for it. I found it, picked it up and gave it to her. And whenever my friends make me angry, I always forgive them.

Suzana, primary school

3. I live for peace and I helped my friend when he got hurt.

Lago, primary school

4. One day I was coming out of the supermarket with my parents and I had bought a box of chocolates. Outside the shop there was a family: a mother, a boy and a baby. In my package there were 4 chocolates; so I took 3 and gave them to this family, and I was left with one.

Maria Luisa, primary school

YOUTH EXPERIENCES

5. One day, after school, my mother came to pick me up and we stopped at a traffic light. There was a man there begging for money. My mother had bought empanadas for lunch, and when I saw the man, I wanted to help him, because I put myself in his shoes and it's very bad to have nothing to eat. So I called him and gave him an empanada that we had bought. I was happy to have lived the sentence of the dice "to help the other".

Mailen, 14 years old

6. For weeks I have been helping my family, especially my grandfather. He is going through a very difficult situation both for his health and his soul. That's why my grandmother is also sick. During these weeks I have given up various activities, such as going out with friends, in order to visit my grandparents and spend a morning or an afternoon with them. Because of the same situation I am close to my mother, trying to help her.

Lucía, 16 years old

7. Some time ago I had a misunderstanding with a friend of mine who had disappointed me. For this reason, I didn't want to get involved anymore because I was hurt by what she had done. Seeing the sentence of the dice "forgive the other" I tried to put the problem aside and started taking small steps such as saying hello to her or exchanging small conversations. Even though the relationship is no longer the same, inside I have forgiven her.

Ana Clara, 16 years old

8. One day I was at the club where I train to play football. We were doing a lap around the field

and a child stepped in a puddle (it had rained that day). The child started crying, so I decided to help him. With the sleeve of my jacket I started to wipe away the mud to make him stop crying. When I finished cleaning him, he left the field and at that moment his mother thanked me. I felt very happy after living “the golden rule” with that child.

Joaquín, 12 years old

9. I was at home, lying on my bed, and a very dear friend of mine called me on the phone. I answered and I heard him crying, as he was very distressed. I didn't know what was happening to him. I asked him and at some point he managed to open up and told me that he was engaged to a girl, but she had betrayed him and didn't like him anymore. Then I remembered the phrase from the dice of peace “listen to the other” and I dedicated myself to listening to him for about 30 minutes. I immediately gave him some advice and he calmed down a bit.

Gianluca, 15 years old

EDUCATOR EXPERIENCES

10. [...] Tomorrow we will resume the lessons in presence, and I'm still at the school where I was a coordinator. The day before I knew we would be back in presence, I went to the school and a person from the coordination office asked me for advice about the accommodation of the class that should return. I had an appointment and I wanted to refuse the request, but I remembered to “love the other” and I put myself in her shoes.... so I went with



her and suggested what I thought it was important to do. The same day I got a call from the headmaster. The teacher, who was supposed to be back in the classroom in presence with her class, took leave and according to the protocol, the next class would be mine. That “do unto others as you would have them do unto you” has indeed returned to me in a concrete way. [...]

Teacher

11. I recently lost my father and could not go to the funeral because of the distance and transport costs. Thinking that I should always love everyone (as the dice suggests) and not remain in my grief, I continued teaching so as not to penalise the pupils. However, I had to leave for a few days because I had caught malaria. When I came back, a colleague handed me an envelope with money: it was the savings of the students who had wanted to share it with me for the death of my father.

Celestin, teacher

12. Our school is run by the Salesians and recently the whole school celebrated Don Bosco's anniversary. While I was in the courtyard I noticed a strange attitude among some students, and so I approached and asked a boy what he had in his bag. He didn't want to open it because it was an alcoholic beverage, which is not allowed in school, otherwise the student can be immediately suspended. Instead, I tried to talk to him about the seriousness of the matter and convinced him to throw the contents into a stream of water. The next day we met to talk about it at greater length. The boy immediately asked for forgiveness for what had happened and assured me that the lesson had helped him not to fall into the trap again.

Teacher

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



Plastic bottles small capital to help others

Incentive

Interconnected Lifestyles, Environment and Solidarity.

Protagonists

Kindergarten students and teachers of Raggio di Sole school.

Performance

- Get to know how children live in other countries and understand the similarities and differences. This time, the pupils wanted to learn about the lifestyles of children in countries on the African continent. The children noticed that many things are very similar, e.g. they also like to play, or they take care of the school garden, but they also noticed a difference:

while their parents have a job and can provide them with the necessary to live and grow well, in other countries this is often not possible.

- A question arose for the pupils: what can we do to meet the needs of these children? Knowing that in their countries shops buy empty plastic bottles, the pupils, together with their teachers, set themselves a goal: to collect 264 plastic bottles and reach the precise sum of € 18.50, which is equivalent in some countries of the world to the share of a daily meal for a child, for the entire school year.
- Boxes were set up at various places in the school where children, but also adults, brought their plastic bottles every morning.
- The activity started in one class, but enthusiasm spread very quickly and other classes joined in.



Results

2.000 bottles were collected. Various aspects of content and values have been addressed through this activity:

- geography and knowledge of how children live in other countries
- science - the importance of recycling plastic
- economy - 1 empty plastic bottle is worth € 0.07 and with this capital you can help others

- solidarity and sharing - the money raised was sent to an organisation that provides every child with a full meal in schools and educational establishments in the world's poorest countries.

Impact

Active citizenship: the children, by their example, contributed to a change in mentality and were able to see that, starting with small things, they can initiate good practices that lead to changes in their communities and beyond.

Vesna e Lucija - teachers

Council of the "Echo-connected"

Incentive

Class councils were practised by several teachers in our school. From this experience, the idea of a school council was born, bringing together the delegates of all classes from the 2nd to the 8th grade. This project was initially carried out by four teachers who took the initiative, with the support of the school management, who wanted to set up concretely such a council. The name Council of Echo-connected ('Conseil des Echos-liés'¹) was thought up by the pupils from the first round.

Protagonists

Pupils from the 2nd year of school (5-6 years) compulsory to the 8th year (11-12 years), the 4-5 teachers who lead the councils each year in collaboration with the delegated pupils, all the teachers and the management of Saxon Primary School.

Performance

- At the beginning of each school year, each class chooses a delegate. In the largest classes, the pupils who candidate themselves carry out their 'election campaign'. The list of delegates is updated and a student may only be elected once during his or her school term. This allows around 30% of the students to be the representative of their own class for once.
- The Delegate chosen by his or her class meets about 6-7 times a year, for about 1 hour each session.

¹ In French, the sound of the word 'echo-liés' is the same as the word 'écoliers' the meaning of which is 'schoolchildren'.

- Each meeting is carefully prepared by the team of the teachers and normally includes a 'formation' part for its members (e.g. on emotions, cooperation, peace); discussion on new projects related to the topics discussed with a feedback from the different classes.
- The Council concludes with the mission that each Delegate is called upon to perform as a 'transmission belt', that is, to be able to pass on decisions and ideas to their classmates in order to come back the next time with their classmates' ideas.
- Each Delegate has the opportunity to express, in an atmosphere of trust, their feelings about the school, their needs, fears and wishes. Together, they propose activities and solutions to make life in the school as pleasant and harmonious as possible for everyone.
- Before the Council, the older children fetch the younger ones from their classrooms and are also responsible to take them back to class at the end of the Council. The older ones also have the task of letting the younger ones speak.
- During the last Council meeting, in late May-early June, there is a festive thanksgiving session with ice cream offered to all.
- The School Management attends the Council from time to time, especially the first one to officially congratulate the Delegates on their election and at the end of the year to thank them.

Results

- Several projects were born from the Council, such as the creation of a large wall fresco in a playground, the numerous parties organised especially at Christmas, various actions for World Peace Day on the 21st September and also the installation of benches in the playground.
- The main fruit is above all the development of the school's culture through the preparation of posters or materials used: the first 'Echo-connected' regulation, the work on respect, the work on emotions with the creation of an 'Emotions Goose Game', the collaboration between two classes bringing together Little Brothers - Big Brothers and Little Sisters - Big Sisters (a class of younger children carries out activities with a class of the 'bigger ones' throughout the year, ...).

- This activity enriches several subjects and formation themes proposed by the school programs, such as the different “transversal” skills to be developed: cooperation, citizenship, participative spirit, collaboration, organisation, motivation...
- The Council has also produced other indirect results. In fact, the Council has contributed to the development of a spirit of initiative in our school, both by pupils and teachers, who feel free to propose numerous projects for their class or for the school. Thus, when a new project is born, it often bears the name “...of the Echo-connected”, like the Echo-connected garden, a space dedicated to gardening for teachers who wish to join in.

Impact

- During the first World Peace Day experienced at our school, the pupils sent a letter to the municipal, cantonal and national authorities with an origami peace dove telling of their commitment to living peace at school and the invitation to commit to spread this spirit around the world. The letters received a response from each of the addressees. The same year, at the Christmas party, parents were able to find out about the school’s activities through a PowerPoint presentation and the reading of the letter the pupils had sent, as well as the response from a member of the Federal Council (the highest political level in Switzerland).
- Another year, the President of the Municipality was invited to a Council meeting and answered various questions of the pupils. He also received a Dice of Peace during his visit. He took the pupils’ requests to the City Council and so benches were installed in the playground.
- In September 2021, the school experienced a Week of Peace as part of the International Day of Peace. During this week, various activities on the theme were organised. Classes were invited to roll the dice every morning for a month and a class went to a refugee centre in a nearby village. To commemorate this special week, two large elephants, signs of peace, were created in patchwork.

To conclude the week, a big party was organised at the football stadium with the sharing of the pupils’ experiences,

Example of an agenda of a Council

Target: assessment of the visit of the Representative of Education and of the Christmas Mandalas

10’ Reception

- Appeal of delegates, distribution of badges

20’ Debate

- Assessment of the President’s visit

Evaluation

- Positive points
- Points to be improved

Debate

- Assessment of the Christmas Mandalas

Evaluation

- Positive points
- Points to be improved

20’ Next project

- Decorative project of the school «Peace and after?»
- By group: find new ideas, signs, motto....
- Pooling of ideas

10’ Mission of each delegate for the next time

- Making a decoration of peace with his class
- Continuing to use the Dice of Peace

the testimony of a refugee mother, the participation of the children from the refugee centre, the song “Child of Peace”, a speech by the president of the municipality and the handing over of one of the elephants created for the children from the refugee centre, and a balloon launch with messages of peace written by the children. There was great participation by the parents. The day was the subject of a full-page article in the Canton’s most widely read newspaper.

Michelle - director; Chloé - teacher

Pen pal, heart friend

Incentive

To educate and educate oneself to become protagonists and builders of a fraternal and solidarity-based world; to stimulate and improve relations between peers and adults; to educate for dialogue and for acceptance of the 'different from oneself'; the phrase in the Dice of Peace asking to 'love everyone'.

Protagonists

Secondary school pupils and language teachers of the Istituto Comprensivo Statale P.S. di Guardo - S. Quasimodo.

Performance

- Contact with two facilities for the elderly that were isolated due to the pandemic.
- For prevention purposes, only the teachers visited the facility to introduce the proposal of the 'pen pal, heart friend' project and where it gets its inspiration from. So they also presented Living Peace, the Dice of Peace and how in the classroom they try to live and give formation for peace and fraternity. They left a Dice of Peace for each resident.
- In the class where the project started, every 15 days the pupils discover and try to put into practice some types of disabilities through small simulations in order to carry out another project, "disabled for a day", and understand even better what it means to have difficulties

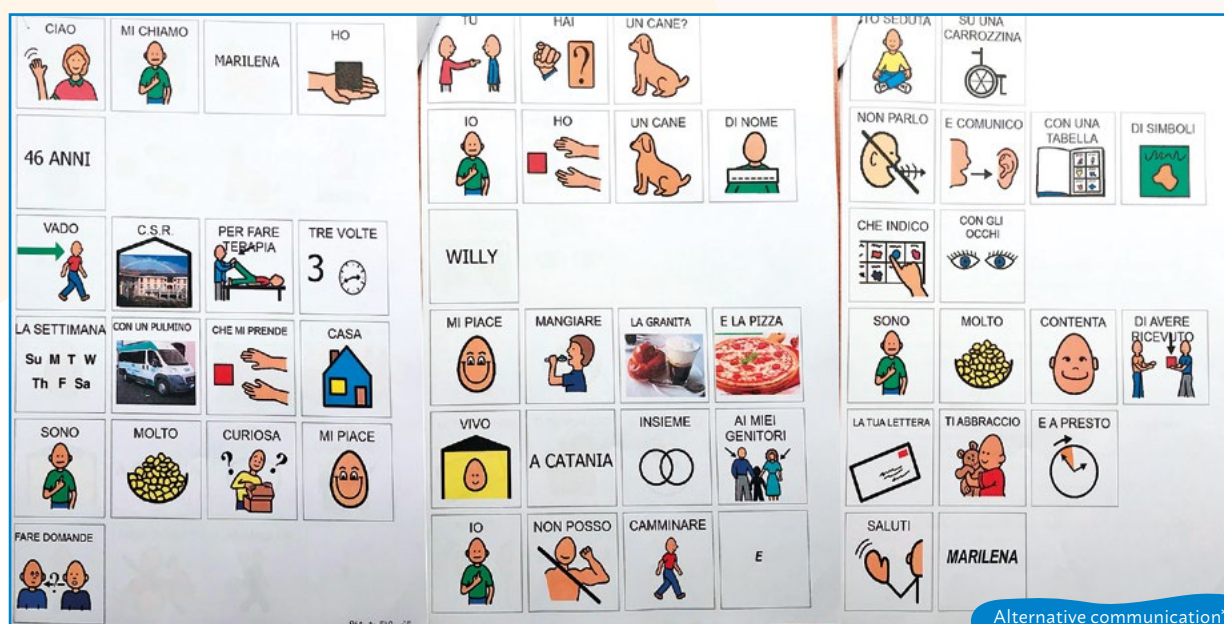


that may prevent the normal conduct of everyday activities. This activity together with the roll of the dice, which encourages the children to take care of each other, allowed the teachers to make the children more aware of caring for those most in need of companionship with a simple gesture of love and to implement the "Pen pal, heart friend" project.

- The students write twice a month a letter to a guest, in which they present themselves and make themselves known, telling their experiences of daily life in order to keep their reader company and feel part of the life of another person with a simple gesture of love that teaches them to "get involved" in order to get out of themselves and meet each other.
- At Christmas, in addition to the letters, the students wanted to give to the elderly also a heart of origami and a simple gift (bunch of cards, Sudoku magazines or crossword puzzles, etc.).



- The letters are very carefully made and also artistically decorated with drawings, borders, etc.
- The project, which began in one class, was soon joined by other classes, and looking around in the community surrounding the school, two other facilities were identified with which to establish a correspondence relationship: a Rehabilitation Centre for people with both motor and cognitive disabilities, and a home for teenage boys in difficulty.
- Also in these 2 structures, a first approach was made by the teachers who, in addition to bringing



the letters of the pupils, have brought the Dice of Peace for each guest, to engage them in the spirit of the project.

- The practice continues regularly and all are waiting for the right time, from the health point of view, to allow the pupils to get to know their pen pals personally.

Results

- The pupils are very interested in writing to their friends and often want to take home the letter for their pen pal to embellish it with drawings and decorations.
- The elderly are very happy to receive the letters; the patients of the rehabilitation facility - CSR, are very happy to be able to reply to their little friends and some of them, who are unable to write, have used an alternative communication (see photo above)*.

Impact

- Learning acquires a social value and the Italian lesson becomes a tool for promoting a culture of peace and fraternity by developing transversal, social and civic skills.
- Touched by the love they felt through the letters, the CSR patients wanted to reciprocate by donating books for the pupils accompanied by a brief letter or a dedication, reminding us of the sentence in the Dice of Peace: we love one other!

Grazia e Tiziana – teachers

Little Big Peace Multipliers

Incentive

How to infect others so that they may live Peace?

Protagonists

Sixth year students of the Military School “Eloy Alfaro”, family members and teacher.

Performance

- In the classroom, the teacher carries out the different activities periodically proposed by Living Peace, rolls the “Dice of Peace” and makes the “Time-Out”.
- Every Monday, the Dice of Peace is rolled, everyone writes the sentence that comes out, draws a picture and also writes five commitments to live during the week, both at school and in the family.
- Seeing the positive results in the students, in carrying out the activities, the idea was born to bring these values lived in the classroom, also to the family and to other environments frequented by the students.
- To involve the family in this peace education process, the teacher asked the students to prepare the Dice of Peace at home, with their family members.
- In order that the values associated with the sentences of the Dice of Peace might

reach as many people as possible, each student was asked to distribute them at Christmas and New Year in nursing homes, hospitals, apartment buildings, companies, etc.

Results

- The Dices of Peace were taken to apartment blocks, kindergartens, companies, and nursing homes for the elderly.
- The students not only distributed the dice but also taught how to roll it and, above all, how to live it.
- The students took seriously their commitment to live for peace and bring it to the environments they frequent, even if some live it more deeply than others.

Impact

Testimonials of the students:

- “I live in an apartment building with other families. I gave the Dice of Peace to the doorkeeper who takes it every week to another house in the building. There he rolls the Dice and with the tenants they write the sentence that comes out, they commit to live it during the week, inside and outside the building, with the people they meet and also with them they roll the Dice. Now in the building we all live the sentences of the Dice, performing actions that generate peace in the family and among all”.
- “I went to a nursing home and gave the dice to the person in charge there, explaining how to use it. They throw it every day in the courtyard and so grandfathers and grandmothers live the sentence of the Dice that comes out. I also brought biscuits and woollen gloves to warm the hands. It was an unforgettable experience. The grandparents enjoyed the “Dice”, the visit and the gifts we offered them. I am very happy to have shared this experience with the grandparents and to have brought them happiness and love”.
- “I gave it to the headmistress of the nursery school near my home. I explained how to use it and brought some sweets for the children. They immediately began using it, at the beginning of the activities on that day!

They thanked us and put the ‘Dice’ in a special place, committing themselves to use it every week and thus living peace with love and joy”.

- Seeing the students’ commitment to living Peace gives joy, hope and a new impulse to the teacher to continue working for Peace.

Giovanna - Teacher

A candle for Myanmar

Incentive

Having become aware, through the network of Living Peace project, of the situation in Myanmar: because there is not only a lack of food and basic necessities in that tormented country.

Those who have abandoned the city often need not only basic necessities, medicine and food, but also candles because there is no lighting.

There is a lack of electricity and of any source of energy in the country that could allow living through the darkest hours.

Protagonists

Students of the Institutes G. Galilei and G. Curcio, teachers and parents together with adolescents of the Movement Teens for Unity.

Performance

- Guided by their science teachers, the students in the school laboratories learned the ancient art of ‘homemade soap’ made from olive oil, caustic soda and water, producing scented soaps.
- They packaged the soaps for sale in order to donate the proceeds for Myanmar.
- The head of the School and all the teachers in the Science Department joined the project and so the students were able to make a concrete commitment to peace.
- The scented soaps were sold at school on the occasion of the “50th Anniversary of the Foundation of the Liceo Galilei” with the presence of various personalities of the city. The head teacher, at the end of her speech, presented and praised the Young Ambassadors for Peace project.

- This experience not only changed everyone's heart, but the young people also wanted to live it in synergy with the students of another school, the Curcio High School in the town of Ispica (Ragusa).
- The representatives of this institute heard about the initiative, made it their own and launched it to the whole school. The students involved relatives and friends in the sale.
- The boys from the focolare community in Rosolini were also involved: they got together to prepare more soaps, that they sold in the parish after presenting the initiative.
- Many adults wanted to participate by donating oil that could no longer be used for food: about 100 litres arrived.
- One person, seeing the validity of the project, wanted to donate 700 pens with the inscription 'A candle for Myanmar'. The students liked the initiative and chose a type of pen made from almost entirely recycled material.
- The pens were distributed in the various classes, becoming one pupil per class responsible for the management of the distribution.
- During the extraordinary assembly of the Curcio Institute, it was proposed to continue the production of soaps and the sale of the pens in order to raise funds for the emergency in Ukraine. As in the case of Myanmar, the school's initiative went beyond its walls, involving parents and the community of the Focolare present on the territory.

Results

- Enthusiastic involvement from the students who actively exercised global citizenship.
- Students got involved and sold, not only at school, but also in the parish, to friends, relatives, etc.
- The word 'recycling' gained another meaning for the students and they better understood its importance: oil that could no longer be used for food gained a new life and a new function.
- 700 pens and 930 bars of soap were sold for a total of € 1450.00.

- Raising young people's awareness of populations living in distress and in vulnerable situations and of themes of peace and fraternity.
- Development of relational, entrepreneurial and environmental skills.
- The students acquire knowledge of the history and geography of Myanmar and awareness of the importance of safeguarding human rights.

Impact

- A theoretical/practical study (production of natural soap from oil) produced a social aim: learning acquires meaning.
- An activity that started from one Institute, involved another Institute and other associations, widening the results and the impact of the action.
- The experience attracted the attention of the media and was published in the Italian magazine Città Nuova.
- From Myanmar they write to us: "these gestures touch our hearts and help us to go forward to help our people!!! [...] solar lamps were purchased which will be very useful in the villages and more durable (than candles), some lamps were donated to a community of nuns who have taken in refugee children and will be used in part for their evening study".

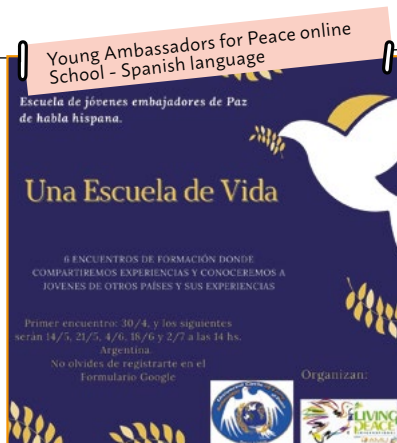
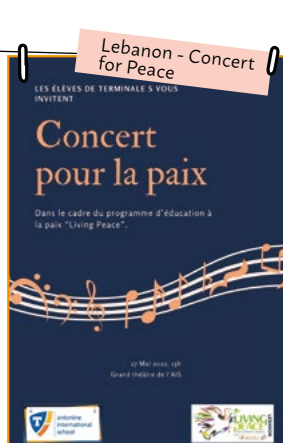
Teachers of the two Institutes



Diffusion of the Living Peace project in the year 2021-2022



Peace does not stop! Despite the challenges and uncertainties, numerous initiatives have been promoted in presence and online to spread and build the culture of solidarity and fraternity! Here are just a few examples of artistic, training, project presentation and sharing events to promote peace and its values:



CON EL APOYO DE:





Care to Care event





EMPUJÓN VERDE

REDUCAMOS EL IMPACTO AMBIENTAL DEL CAMPUS UNIVERSITARIO MEDIANTE LOS CAMBIOS DE COMPORTAMIENTOS.

"IMPACTO AMBIENTAL UGC"

Lleva cuadernos usados, serán transformados y donados a niños de poblaciones vulnerables






CENTRO DE RECOLECCIÓN

BLOQUE I 200 PRIM
"CIQUE DE PENSAMIENTO"
UNIVERSIDAD LA GRAN COLOMBIA



CENTRO DE RE-ENSAMBLADO

"LA ESPERANZA DON PEDRO LAN ENTRAÑO"

of First Big Dice in Africa




Inauguration of the first big Peace Dice in Africa



Place: in the city of Kolwezi - Democratic Republic of the Congo
 Date: 31 January
 You can participate by sending your message of solidarity to:
wpfdrcongo@yahoo.fr



MUNDO DIGITAL MAGAZINE | ENERO 2013

30 de Enero

Día Internacional De la Paz y de la No Violencia

EVENTO INTERNACIONAL

El día fundador de los países hispanos y la Paz DEMONIA nos brinda por su generosidad y generosa acogida un espacio virtual en la Web y en las redes sociales para el LUCHADO EN PAZ. Desde entonces se celebra cada año el día de la Paz y de la No Violencia, un día en el que se celebra la fraternidad, la solidaridad y el respeto a los Derechos Humanos y a la vida silvestre y a la Paz. Esta fecha conmemora la muerte del líder pacifista, René Gaudin y el espíritu de la lucha armada en 1968 por el Vietnam.

Desde el 2012, LUCHADO sigue siendo una "marca del mundo" donde todos los niños se unen a la lucha por la paz y la no violencia. En la Web de la Paz se puede encontrar los textos, fotos, dibujos, vídeos, canciones y actividades para niños. En un día de este tipo los niños se comprometen a convertirse en armadores de la paz, creando, escribiendo, dibujando y compartiendo ideas, canciones y poemas.



Celebramos el
Día Escolar de la
Paz y la
No Violencia

*A PAZ É
POSSÍVEL? VAMOS
CONSTRUI-LA
JUNTOS?*

**14 DE AGOSTO
ÀS 16 HORAS**

*Junto-se a nós!
Te esperamos com alegria*

**CULTURA
DA PAZ**

Para adolescentes de 10 a 15 anos



21 SEPTEMBRE
JOURNÉE
MONDIALE DE
LA PAIX

SAXON4PEACE

DU 16 AU 24
SEPTEMBRE
2021

for Peace online school
Portuguese language

*Escola dos Jovens
Embaixadores da Paz*

Para jovens entre os 16 e 25 anos
interessados em ser instrumentos de paz e
disseminadores da sua cultura no mundo

6 aulas online nas datas

- 23 de Abril		18.00 às 19.30
- 30 de Abril		14.00 às 15.30
- 14 de Maio		18.00 às 19.30
- 28 de Maio		18.00 às 19.30
- 4 de Junho		17.00 às 18.30
- 30 de Junho		17.00 às 18.30

Inscrições abertas até 11 de Abril a partir do link abaixo:
<https://forms.gle/58ia1C7qVnF68u4b>

for Peace
English language

MAY 01
MAY 15
MAY 29
JUNE 12
JUNE 26
JULY 10

**THE SCHOOL
OF LIFE**

**6-SESSIONS
TRAINING**

The School for Young
Ambassadors of Peace
12PM (GMT)
Via Zoom platform
English Speaking Countries

italian language

SCUOLA DI AMBASCIATORI DI PACE
1° CORSO DI FORMAZIONE

**VOU! DIVENTARE
UN PROMOTORE DI PACE NEL
TUO AMBIENTE CON LO
SGUARDO APERTO E VIGILE
SUL MONDO?**

ISCRIVITI DA L'8 AL 30 ANNO
ENTRATA GRATUITA E SCOPRIRE LA TUA VOCE DO VUOI
QUANDO?

IL TUO INIZIO? IL TUO PERCORSO? IL TUO CAMMINO? IL TUO
A CHE ORA?

IL TUO PERCORSO? IL TUO CAMMINO? IL TUO
A CHE ORA?

IL TUO PERCORSO? IL TUO CAMMINO? IL TUO
A CHE ORA?

INVIATI PER PARTECIPARE

Ass. Happy Time

ASSOCIAZIONE

happytime
IN FANTASIA

Partecipa

RUN 4 UNITY

CON GLI ADOLESCENTI DELLA PACE REALIZZATI DAI
RAGAZZI DEL GRUPPO DI ARTETERAPIA

**7 maggio
2022**

OLIVETTI
Fondazione per la
Cultura e la Ricerca

[illegible]

October 16 for world food day

Zero Hunger

join us online
for a worldwide event
at 13:30 utc+1

<https://linktr.ee/Zerohunger> 149

ويرة السلام مستمرة. فلنخرج على الأستمرار معاً في بناء السلام.

Peace process continues. Let's dare keep our hands joined on the way to peace!

The Big Dice of Peace

The Big Dices of Peace continue to animate squares and parks in various cities around the world, inviting everyone to live for Peace. In these years 51 dice have been built, of which 3 were made in the last year:



Kolwezi, RDCongo



Libano



Loppiano

The Big Dice encourages people in the community to live the values of peace, which the dice promotes:

In Ananindeua - Pará (Brazil)

the Dice of Peace is installed in a busy square. A local person told us that the Dice has encouraged many people to live the proposal of the phrases written on each face of the Dice. Some schools called the team responsible for the dice of peace in the city to present the proposal to teachers and students, because they wanted to implement education for Peace using Living Peace tools and methodologies. In Ananindeua, some of the homeless sleep in the square next to the dice, and when the dice team brought them breakfast, they thanked them, saying that they take care of the dice of peace and do not let anyone

rob it, because they feel love coming and want to love and help.



In Ibiporã (Brazil), the dices in the square are a big attraction for some of the events that take place there. On these occasions, a group of young people and adults are available to talk about the values that the dice encourages us to put into practice, explaining to each person who passes by the faces of the dice and how to live them. Homeless people who are in the square every day and others who pass by roll the dice and then tell us how they live out the sentence



they draw. [...] One homeless man told us: I came up with the phrase "love the other", so I stay here and I can help someone park the car, I watch the cars for them, and I'm always very happy, because I learned to love with the dice.

What are you waiting for? Together with your group/community, build the Big Dice of Peace!



[To know more, read here](#)

Planning local actions¹

#DARETOCARE

Miguel Panão



[...] In this brief moment, we would like to share an idea of what we can do locally with global implications. Changing the world begins with a personal or communitarian ecological conversion.

The path to ecological conversion seems long and dark, but the distances seem to get shorter if we live one step at a time. Instead of thinking about crossing the target, it is enough focusing on the next step to begin to overcome inertia and start moving. Inspiring words, such as those of Pope Francis in “Laudato Si”, do certainly move something within us. But it is not sufficient the inner movement of a greater awareness of what we need to do and why, if we do not translate it into action. So what should we do to begin to take the first step?

We would like to propose that we explore an essential way of living. In the essential way of living we do less, but we do it better. It is not about doing many things, but doing the right things. The energy used in all our activities is limited, so when we disperse it in multiple actions, there is little energy for each action.

However, if we redirect our energy into one action, we have more dynamism to achieve results. The essential way of living means living with intention instead of in a reactive way. But to experience this essential way of acting we need a method, such as the Golden Circle of the Pathways.

This involves three steps: Learning, Acting, Sharing.

The purpose of this method is to follow the itinerary starting with the ideas till the development of a new and more ecological culture.

Phase 1 - Experiential Learning

It starts with the development of the skill of observation.

In the experience of observing our surroundings, attention is vital because it connects us and ignites our curiosity when we notice new things. We can spend a lot of time watching videos of Cristiano Ronaldo scoring goals, but if we don't start kicking the ball, we will never learn to score. But how do we get started and jump into action? First we need ideas.

It is essential to spend time together, welcoming all ideas, even if we know that we cannot turn them all into action. That is why we store them in our idea box, like a treasure chest.



¹ #DARETOCARE - Thematic deepening, online event, the 31st October 2021.



The ideas can be moments of prayer, specific initiatives, long-term goals, but the suggestion is to guide them towards the five directions of care: CHANGE; CONNECT; IMAGINE; RESET; IMPACT.

How you care is how you live and how you care is in your hands.

Phase 2 - All for one action

The second step is action and following the image of the inverted pyramid, where we are one for all, at this stage we are all for one action, as part of the essentialist way. But we can feel blocked by the overwhelming work that some actions require, so the suggestion is to start at a small level.

Starting small does not mean reducing the scope of our big ideas, but breaking them down into small steps, so small that the brain cannot reject them. The best way to design these small steps is to express them as habits.

Habits help us build resilience to continue on the path of achieving our big idea. Drawing a timeline for each small step is helpful in discerning the habits we need to develop for that action.

Finally, a condition for the next step is to stop and evaluate what we have done, what we have left undone (and why), and celebrate! Every action, no matter how small, is a reason to celebrate.

Phase 3 - Sharing to generate new experiences

With the arrival of social media, sharing has become effortless, running the risk of becoming meaningless. So, in the third phase, we share to generate new experiences, not to achieve the biggest number of 'likes' or 'retweets'. Sharing contains 4 effects that motivate new experiences.

Effect #1 - Consolidation

Whenever we correctly share what we have learnt, through our actions, we consolidate the experience to share the essentials and avoid losing the other with the details.

Effect #2 - Commitment

We can share our ideas, but sharing experiences means to live them. Every idea is a responsibility and drives us to commitment.

People, planet and our ecological conversion*

#DARE TO CARE
PEOPLE, PLANET AND OUR
ECOLOGICAL CONVERSION

Everything is interrelated: care for the earth is inseparable from care for others, from fraternity.

There are no separate crises, but we are facing one single and complex socio environmental crisis that also requires our ecological conversion. The awareness and action campaign, "Dare to Care - People, planet and our ecological conversion" aims to promote and implement integral ecology, through initiatives that involve associations, organizations, institutions but it is also made by simple daily gestures to break the logic of violence, exploitation and egoism, typical of a culture of waste. When we speak of integral ecology, we are referring to what Pope Francis wrote in "Laudato si": an ecological conversion that takes care not only of the environment, but also of persons and peoples, starting with the most vulnerable ones.

***Main idea**
United World Project, Description
of Dare to Care Campaign,



Effect #3 - Mutual learning

Sharing is always a two-way learning process. The others can learn from my experience as much as I learn from the others. This means that sharing our experiences with others is a way to initiate mutual learning towards generating new experiences.

Effect #4 - Joy and gratitude

Often our sharing touches the other in ways we do not expect. Therefore, when we receive a feedback, we experience the value of what we have lived, which is cause for joy and gratitude.

See other in-depth articles:

[United World Week 2022: Closing Event](#)

[Butterfly Effects – To Give to Protect the Environment on the Net](#)

[Peace is Green – Peace takes care of the planet](#)

Live Peace!

PROPOSALS FOR ACTIONS MADE IN COLLABORATION WITH THE PARTNER ORGANISATIONS

Living Peace every year launches new activities to be lived in its educational realities. Each school, group or association can decide the period and the activity to be carried out, adapting it to their context, culture and religion. **What are you waiting for? Choose in which you want to take part in order to leave a mark of peace.**



People, the planet and our ecological conversion

Everything is related: caring for the earth is inseparable from caring for others, from fraternity. There are no separate crises, but we are facing a single, complex socio-environmental crisis that also requires our ecological conversion.¹

This year's #Daretocare pathway again promotes 5 objectives:

- Care to change,
- Care to imagine,
- Care to reset,
- Care to impact,
- Care to connect.

Joining **#Daretocare** means committing oneself to promote and spread the culture of peace. The Living Peace project invites everyone to respond to these objectives by planning local initiatives to promote integral ecology.

¹ <http://www.unitedworldproject.org/uww2022>



Children citizens in action

A path proposed by the Gen 4 Centre (children of the Focolare Movement) that aims to highlight the interconnection between working for Peace and other ecological and social issues. The course is based on the concept of integral ecology, a concept supported both in the religious and civil spheres. It is intended for children between the ages of 4 and 8/9, and aims to promote the empowerment of children in their own context, as citizens and promoters of change.

[Click here to access the activity](#)



Plogging

Taking care of the environment while practicing exercise, this is the formula on which plogging is based.

A new way to do sports:

collect garbage found in the street during your training.

For this activity groups, more schools together, institutions, municipalities, media can be involved, to achieve a greater impact of this caring of their territory.

[For more information, click here](#)



[Watch the video](#)



Winds of peace

Initiative promoted by **Mimos para tus Ojos** in strong synergy with **Living Peace International** to make peace kites and make them fly to send

to the sky peace messages. Prepare with your group/class kites of the size you prefer, with mandala designs or free designs; the colours you choose will express your wishes and will give a message of peace. Let your imagination and fantasy fly!

[For more information, click here](#)



[Watch the video](#)

[Click here to discover the many other activities proposed by Living Peace during its 10 years!](#)





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IN COLLABORATION WITH



II INTERNATIONAL CONGRESS
Save the date 1-4 DECEMBRE 2022



LIVING PEACE 2ND INTERNATIONAL CONGRESS

THE TIME OF PEACE

FOR A RESPONSE OF PEACE TO TODAY'S CHALLENGES

1-4 DECEMBER 2022, CASTEL GANDOLFO (ROME) ITALY

 **Deepening strategies for Peace
Sharing testimonials and workshops
Living an intercultural experience and dialogue**

for more information
congress2022@livingpeaceinternational.org

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Participate
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Go to <https://www.amu-it.eu/dona-online-3/?lang=en>
choose Living Peace International
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world of peace**



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