

# C1

LESSON 1  
CHILDREN  
V.1



personal



social



political



institutional



ecological

# PEACE IS RIGHT RELATIONSHIPS: SEEING THE BIG PICTURE

## CHILDREN LESSON 1: 5 SPHERES OF PEACE

### AGE(S)

Recommended for ages 8-12

### TIME REQUIRED

1 hour to 1 hour 1/2

### TEACHER PREPARATION

To prepare for this lesson...

- Read the [“5 Spheres of Peace” NPA Framework](#)
- If time permits, complete the [first lesson of the Adult Self-Study guide](#), which will familiarize you more thoroughly to the “5 Spheres of Peace” NPA framework
- Read the [Teacher’s Guide](#) for preparation and reflection questions
- Prepare index cards and other materials needed for activity two - see “Teacher Tip”
- Prepare any other needed materials

### MATERIALS

- Board for writing or butcher paper
- Markers
- Ball
- Twine or yarn
- Index cards

### LEARNING GOALS

- Students will learn that peace is experienced within the context of relationships
- Students will learn that they have many different types of relationships including personal, social, political, institutional, and ecological relationships
- Students will learn these different relationships are interconnected
- Students will learn that actions can be taken to help build peace within relationships

### LEARNING OBJECTIVES

- Through cooperative experience, students will play a game that involves listening and group brainstorming about the definition of peace
- Through inquiry, students will identify many different types of relationships they have in their lives including examples of personal, social, political, institutional, and ecological relationships
- To develop systems thinking, students will identify how these relationships are all interconnected through creating a relationship web
- Students will engage in collaborative critical thinking toward identifying ways of building peace between these relationships

### INTRODUCTION

This activity was designed to help children connect their knowledge of peace to a concrete, action-oriented definition that is based upon the development of healthy, caring, interdependent and “right relationships.” Students are given the opportunity to explore the different types of

relationships they experience in the world. As students begin to identify their personal, social, political, institutional, and ecological relationships they begin to think about the very nature of these relationships. Although some of these concepts may be new, such as “institutional” or “political” relationships, this activity serves as an introduction to the idea that many different relationships beyond the walls of home and school play a role in our lives. During this activity, students play a game where they build a web of relationships. This web is a representation of our interdependence. As students recognize the many different types of relationships that influence their lives, they are challenged to think about how their individual choices and actions influence those relationships. Through this game, students not only begin to realize how these relationships are dependent upon one another, but also how their actions can build peace.

## GUIDING QUESTIONS

- What is peace?
- What does it mean to build peace? What might peacebuilding look like?
- What different types of relationships do we have?
- How do our actions impact our relationships?

## ACTIVITY 1: DEFINING PEACE

1. Begin this activity by having students stand or sit in a circle.
2. Inform students that over the next 11 weeks they are going learn about peace and how they can build peace in different areas of their lives. In order to get started, they are going to play a game that will help them think about what the word “peace” means.
3. Tell students in order to play the game they will need to pass a ball from one person to another. Each person who gets the ball says a word that comes to their mind when they think of peace, for example “quiet” “blue” or “mom.”
4. The person with the ball must give their word AND repeat the words that were said before them.
5. If they cannot remember all of the words spoken before, the ball goes back to the first player and the game starts again with each player using the same words as before.

### RESOURCES

- [Teaching Conflict Resolution Through Children’s Literature](#) (pg. 53) – Chart of peacebuilding actions that students can reference while engaged in activity two part two

### Dialogue

After the game has been played, the teacher can write down the words students said on the board. Write the words under the headings of two categories: “Relationships” and “Actions/Experiences.” Words that can go in the relationship category are words such as friends and family. Words that are actions or experiences can include quiet, kindness, giving, or love. If the list is very sparse, feel free to add a few to the list to expand on this idea.

Tell students that peace is something that is experienced by certain actions taking place within relationships. All of us have many different kinds of relationships. Some of which we might think about more than others. Ask students if they can think of some examples of relationships they have.

After students have identified some of these relationships, tell students that peace can be built in relationships with our self, and between our self and our friends and family, our community, our government, businesses that impact our lives, and with our Earth. The nature of the relationships between these various actors depends on a lot of factors. How we treat each other and the actions we take make a difference in how well these relationships are working or how peaceful these relationships are. Ask students if they can think of more examples of relationships they might have with community members, businesses, government, or nature. Continue to add any student suggestions to the list on the board.

Tell students that they are now going to play a game that shows how each of these different types of relationships are connected.

## ACTIVITY 2: RELATIONSHIP WEB

1. Have students stand in a circle.
2. Pass out a card to each student. As each student receives their card have them read the word on their card out loud.
3. The student with the “me” index card begins the game. Explain to students that the “me” card could represent any one of us. Each of us has relationships with many different types of people, institutions, and nature. Have this student hold a ball of twine. As they hang on to the end of the roll, have them pass the twine to any other student in the circle.
4. The student who catches the ball describes the nature of the relationship between their card and the “me” card. Specifically, they should express what it is their card receives from the “me” card. For example if the second person has a card labeled “teacher” they might say they receive a job from the student (“me” card).

The person holding the “me” card then explains what they receive from the “teacher.” They might say they learn about the world from the “teacher.” Responses can be framed within the context of what the participants receive or give to each other. There is no one right answer. If a student struggles to explain the relationship, anyone in the group can join in to help describe this connection.

5. Next, the student who caught the ball holds onto their end of the string and tosses the twine to a third student. The third student explains what they receive from the relationship with the second student. The second student explains what they receive from the third.
6. The game continues until everyone has had a turn at catching the twine.
7. When the teacher decides to stop the game, have students pause and look at their tangled web. Explain to students that the twine represents their relationships between one another, and everyone is somehow connected, depending upon the others for a healthy and peaceful life.

### TEACHER TIP

Prepare for this activity ahead of time by writing the names of different people, plants, animals, and institutions that may be commonly connected to students on a set of index cards. Be sure that one card says “me.” Some examples may include: schools, law enforcement, teachers, libraries, doctors, friends, parents, siblings, pets, trees, religious institutions, airports, shopping malls, etc.

## ACTIVITY 2 PART 2: BUILDING PEACE AND UNTANGLING THE WEB

8. Have the last student who received the twine toss it back the person who threw it to her/him. As they toss the twine have the student come up with one action that could help build peace between the relationships on their index cards. For example: if person one is holding a card that says “gardener” and person two is holding a card that says “hospital” one way a gardener could build peace in their relationship with an institution like a hospital would be to donate extra flowers to patients who may need something to cheer them up. The “hospital” might sell the “gardener’s” flowers in its gift shop to help the gardener’s business grow.

If students have a difficult time being creative in generating peacebuilding ideas, remind them of the original connection between the relationships. Remembering how one depends upon the other can often spark an idea for a peacebuilding measure.

9. When the student receives the twine they should try their best to roll it back into a ball. Have the students continue this process tossing the twine back to the person they received it from, each thinking of an action they could take to build peace within that relationship. Students should continue with this pattern until the twine is tossed back to the person with the “me” card.

## CLOSING

In closing, tell students that in the following weeks they are going to learn many different actions they can take to help build peace in their relationships with themselves, their friends and family, their community, institutions such as government and businesses, and nature. Ask students to quietly close their eyes and think for a moment about one relationship in their lives they would like to build peace in.

## FOLLOW-UP ACTIVITIES

Have students make cards or write letters to different people, institutions, or even aspects of nature they have a relationship with. In these cards students can thank the recipient for their relationship and explain the impact that relationship makes in their life.

Cut a large heart approximately 3 feet high by 2 feet wide out of butcher paper. Once the heart is complete draw lines through the heart to break it into five puzzle pieces. Cut the heart into the five pieces. Label each piece personal, social, political, institutional, and ecological. Have students form small groups and pass out one piece of the puzzle to each group. Give students time to brainstorm and draw peaceful relationships in each of these spheres. Once all groups have finished illustrating their puzzle piece, have all of the groups put their pieces together. Ask students what kind of relationships and actions or experiences are seen in this puzzle.