

Pathways of Peace

BIG IDEAS:

- Peace in the world begins with peace within.
- Peace within is the core of respectful relationships and environments in which we live, learn and work.
- When people focus on peacebuilding and find alternate solutions to conflict, good things can happen.

ESSENTIAL QUESTION:

How can peace be transformative?

REFLECTIVE QUESTION:

How can I reflect more inner and outer peace?

FOCUS	ACTIVITIES	CURRICULUM CONNECTIONS
<p>Inner Peace</p>	<p>Quiet the Mind Provide each student with a finger labyrinth worksheet, or students follow seed pattern directions (see Teacher Notes) to draw their own labyrinth. Focus students on calming their breath (see Teacher Notes). Using a finger of their dominant or non-dominant hand, they follow the path at their own speed, pausing at the centre to take several more calming breaths before retracing the path back out again. Encourage them to sit quietly for a few moments and to reflect on their</p>	<p>SEL & EF Mindfulness Self-monitoring Self-regulating Non-judgemental awareness Self-management</p>

	<p>experience:</p> <ul style="list-style-type: none"> • How did it feel to be taking a slow walk? • What did you notice about your body? • When might you use this practice in the future? 	<p>Health & PE</p>
<p>Inner Peace</p>	<p>Pebble in my Pocket</p> <p>This activity is a modification of Thich Nhat Hanh’s <i>Pebble for your Pocket</i> mindfulness practice.</p> <p>Take students for a walk to find a pebble that appeals to them, one that they really like, and to hold it in their hand while they walk the labyrinth.</p> <p>Use a walking labyrinth, either indoors or outdoors.</p> <p>Starting at the labyrinth entrance, students form a line around the outside perimeter, standing 1.5 to 2.0m apart.</p> <p>Focus students on calming their breath (see Teacher Notes).</p> <p>Begin the walk into the labyrinth, encouraging students to maintain their spacing distance. When they reach the centre they find a place to sit (anywhere on the labyrinth that’s not in the way of other walkers).</p> <p>Ask them to hold the pebble in their hand and to sit quietly with it for a while, thinking <i>eg “this is my pebble, it will be my pocket companion during the day. when things don’t go as planned I will take the pebble in my hand and I will become aware of my breath to allow my body and mind to become more at ease.”</i></p> <p>They place the pebble in their pocket and one by one they make their way back to the centre of the labyrinth and follow the path back out again.</p> <p>Reflect:</p> <ul style="list-style-type: none"> • How did you feel? • What did you notice? • When might you use this practice in the future? <p>NB. If a walking labyrinth is not accessible, adapt the activity for finger labyrinths.</p>	<p>SEL & EF</p> <p>Mindful presence Focused awareness Being non-judgemental Self-awareness Respectful, caring to other points of view</p> <p>Health & PE</p>

<p>Inner Peace</p>	<p>Mindful Movement On a walking labyrinth indoors or outdoors. Select from one of the options below (some will need preparation/prior planning), students “walk” along the labyrinth path according to the routine or movement sequence chosen.</p> <ul style="list-style-type: none"> • Do This, Do That (slow, “peaceful” poses) • Balance – Walk Routines • Qigong Movement Sequences • Pilgrim Walk/Dance https://www.youtube.com/watch?v=3DKNmk-io2M • Self-choreographed Dance Movements (Peace Theme) <p>Reflect: How did you feel? What did you notice in your body?</p>	<p>SEL & EF Mindfulness Self-regulation Working memory Inhibitory control Cognitive flexibility Social awareness Self awareness Self management Pause and Think Health & PE</p>
<p>Inner Peace</p>	<p>Expressive Landscapes Explore a range of peace proverbs and quotes, eg from https://proverbicals.com/peace/ or students create their own. Invite them to select one that they connect with or that gives them a feeling of peace and to make a copy of it. (Younger students could compile a list of key words relating to peace.) On a walking labyrinth, students take their copy of the quote and walk in mindfully focusing on the words they have chosen, in the centre letting the words resonate within, and on the way out thinking about how they will incorporate and let it inspire their lives. (If using a finger labyrinth, students place their peace quote near their labyrinth so that they can refer to it.) Follow up with an opportunity to visually express their inner experience. On art paper or a blank labyrinth template they can paint or draw their walk and the feelings/thoughts or symbols it gave rise to, ie. what was going on inside of them. A finger labyrinth alternative could be to write and repeat the quote along the path, and then move to the painting or drawing part of the activity.</p>	<p>SEL & EF Self-awareness Mindful presence Focused awareness Opening awareness Art making awareness The Arts Humanities & Social Sciences</p>

<p>Inner Peace</p>	<p>Mindful Senses For this sensory walk, use either a finger labyrinth or physically walk a labyrinth concentrating on the senses. Undertake a discussion about senses, inviting the student to focus on a particular sense or a few of them:</p> <ul style="list-style-type: none"> • What do you smell? • What do you hear? • What do you see? • What do you feel? • What do you taste? • What do you sense? <p>Focus students on calming their breath (see Teacher Notes). Students choose one or a few of the senses as they finger-walk/walk their labyrinth into the centre, rest in the centre, and on the way out again. Close with several slow, calming breaths before inviting them to reflect on their walk. Reflect: What did they notice?</p>	<p>SEL & EF Self-awareness Self-management Mindful presence Focused awareness Pause and think Health & PE</p>
<p>Inner Peace</p>	<p>Sand Labyrinth Many ancient stories were symbolically drawn in the sand. Sand itself is a primordial medium If you can use a sandpit with students for this activity that would be ideal. If a sandpit is not an option, then you could spread sand on cloth or large pieces of paper - over lapping pages of newspaper maybe, or put sand into a kitty-litter type tray to keep sand enclosed. We suggest that you create this activity in an area where it's easy to clean up afterwards! No matter how careful you are sand can spread over surfaces! Begin with a discussion about what peace means for us: our family, our friends, our schools, our environment, our world. Have there been times of peacefulness</p>	<p>SEL & EF Self-awareness Mindful presence Focused awareness Opening awareness Pause and think Humanities and Social Sciences Health & PE</p>

	<p>in your life? Reflect on those times or imagine what they may look like. Draw symbols, words or pictures in the sand that might signify those times. Consider: ‘How can the labyrinth help to tell a story of peace for me?’ In a quiet space invite students to play with their hands in the sand, and to notice feelings, words, or simple observation of the breath as they ‘play.’ Then after a suitable time, invite each of them to draw with their finger a 7 or 5 or 3 circuit labyrinth (practice on paper beforehand – see Teacher Notes). Each finger-walks their labyrinth with twigs or sticks or finger, with emphasis on what stayed present with the student from the peace discussion. Encourage each student to symbolise their peace activity in the sand after the finger walk.</p>	
Inner Peace	<p>An Extension Activity Students who have had some experience with walking labyrinths or using finger labyrinths can be encouraged to mindfully draw the path they actually “walk”, ie a mindful visualisation/representation of the path by starting at the first step and continuing until they reach the centre. (There is no right or wrong here; it is a completely open-ended exercise) A reduction method could be to start with a 3,5,7,9 or 11 circuit labyrinth design drawn in lead pencil, the path then traced in coloured pen or pencil, and the lines of the original design erased to leave just the path.</p>	<p>SEL & EF Mindfulness Non-judgemental awareness Self-awareness Focused awareness Opening awareness Pause and think Health & PE</p>
Waves of Peace	<p>Walk for the World Begin by making a set of peace flags, one for every country in the world. http://thepeaceflagproject.org/workshops/how-to-make-peace-flags/ On an indoor or outdoor labyrinth, start with the students assembled around the perimeter and holding the row of prayer flags at intervals along its entire length. Prepare for the walk by asking the students to consider a question such as:</p>	<p>SEL & EF Social awareness Self-awareness Relationships Humanities and</p>

	<ul style="list-style-type: none"> • <i>what is a hope you have for our world?</i> <p>An alternative could be to set an intention for the walk such as:</p> <ul style="list-style-type: none"> • <i>there is the possibility of peace in the world.</i> <p>Lead the students with the peace flags into the labyrinth, winding along the path, to the centre and back out again, and finally assembling around the perimeter once more.</p> <p>With a finger labyrinth option, the peace flags can be strung up around the space where the students are gathered as they walk individually.</p> <p>Reflect: What did the experience mean for you?</p>	Social Sciences
Waves of Peace	<p>Water Waves of Peace</p> <p>In a container such as unused kitty litter tray, each student marks the bottom of the tray with a 3-circuit classic labyrinth using a marker/felt-tip pen. Fill the container with water, and using a finger students create waves as they trace through the pathway to the centre and out again.</p> <p>The water can be coloured with food colouring, a blue coloured container can be used also to represent water. Small pebbles or rocks can be used to mark the pathway - which creates a more flowing experience as they move through and around the pebbles.</p> <p>Peace mantras can be repeated: for instance, 'the need to fight for peace' can be changed to non-violent language/terms, and can be repeated as a peace wave mantra 'work for peace', 'walk for peace', or 'surf the peaceful waves'</p> <p>Reflect: What did the experience mean for you?</p>	<p>SEL & EF</p> <p>Mindfulness Self-regulating Self management Focussed awareness Health & PE</p> <p>Humanities & Social Sciences</p>
Waves of Peace	<p>Friendship Waves</p> <p>This activity is suitable for finger labyrinth walking or on a large indoor or outdoor labyrinth.</p> <p>Before the walk, focus students on various elements of friendship such as</p>	<p>SEL & EF</p> <p>Self-awareness Social-awareness Relationships</p>

	<ul style="list-style-type: none"> • the qualities of a good friend • ways friends communicate • ways friends resolve conflict? <p>and discuss the connection between friendship and peace.</p> <p>Invite each student to focus on one aspect of the friendship discussion and to set an intention for their walk, ie what aspect of friendship they will take into the walk with them. They could write it down.</p> <p>Focus students on calming their breath (see Teacher Notes) and to mindfully allow their friendship waves of intent to flow as they walk.</p> <p>When all have completed their walk invite them to reflect:</p> <ul style="list-style-type: none"> • What did I notice about me? • What do I need to think about more? 	<p>Responsible decision making Health & PE</p>
<p>Waves of Peace</p>	<p>Rhythmic Peace Waves</p> <p>This activity is more suited to a large outdoor or indoor labyrinth.</p> <p>In preparation for the walk, divide the class into 2 groups, and each group creates melodic or non-melodic rhythmic patterns representative of waves. They should be encouraged to visualize their waves travelling with the air and carrying peace throughout the environment. They will need to memorize or find a creative way to record their rhythmic patterns.</p> <p>For the walk, one group is seated around the perimeter of the labyrinth. This group plays its rhythmic pattern while the other group “walks” the labyrinth moving in response to the rhythms they hear. When this group completes its walk, they swap and the walkers play their rhythmic patterns while the first group of players walk the labyrinth.</p> <p>Reflect:</p> <ul style="list-style-type: none"> • What did I notice about me, when I played, and when I moved? • What did I notice about working with others? 	<p>SEL & EF Self-awareness Social-awareness Relationships Working memory Cognitive flexibility Mindfulness Self-regulation Inhibitory control Self-management Music Health & PE</p>

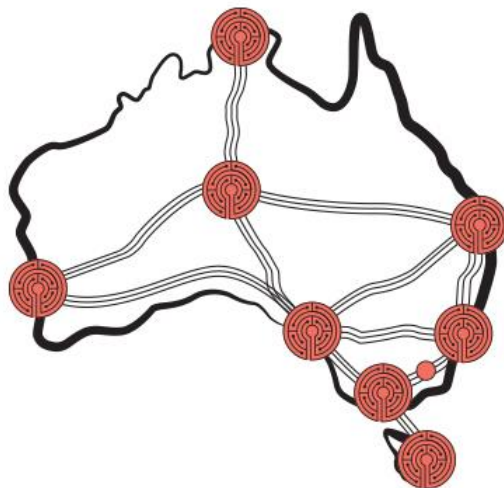
METACOGNITIVE QUESTIONS:

Use these questions at the culmination of your WLDS Pathways to Peace activities. Ideally students should be making connections between their experiences and the Big Ideas, making reference to the Essential Question.

- What have I learned?
- What insights have I gained?

<https://aln.org.au/>

Prepared by the Australian Labyrinth Network – Labyrinths in Education Settings Working Group – for World Labyrinth Day in Schools 2021...and beyond...



australian labyrinth
network inc.