

JULY 2020

# FAMILY ENGAGEMENT IN PEACE EDUCATION

AN INTRODUCTORY WORKBOOK TO PEACE  
EDUCATION THAT SPARKS A CHILD'S CURIOSITY  
IN THE WORLD.



KATIE SANTARELLI

# TABLE OF CONTENTS

Introduction	Acknowledgements .....	3
	Statement of Purpose .....	3
	How to Use the Workbook .....	4
Section One: Elementary School	Activity 1: What is Peace and Conflict? ...	6
	Activity 2: "Inside Out" .....	7
	Activity 3: Acting and Conflict .....	9
	Activity 4: "American" Recipes .....	12
	Activity 5: <u>A Little Peace</u> .....	14
Section Two: Middle School	Activity 1: What does Peace Mean to You?..	16
	Activity 2: Peace Journal .....	17
	Activity 3: Soccer & Teamwork .....	18
	Activity 4: Racism in Children's Literature..	19
	Activity 5: "He Named Me Malala" .....	20
Section Three: High School	Activity 1: UN Stance on Peace .....	22
	Activity 2: Personal Short Stories .....	23
	Activity 3: Open- Communication Debate..	24
	Activity 4: "13th" .....	26
	Activity 5: Activist Art .....	27
Conclusion	Final Activity: Reflection and Gratitude.....	29
	DC-Based Activities .....	30
	DC Peace Team .....	32

## ACKNOWLEDGEMENTS

The creation and distribution of the workbook would not be possible without the help of DC Peace Team.

Many thanks to LeeAnn King, Christian Paris, and Eli McCarthy.

## STATEMENT OF PURPOSE

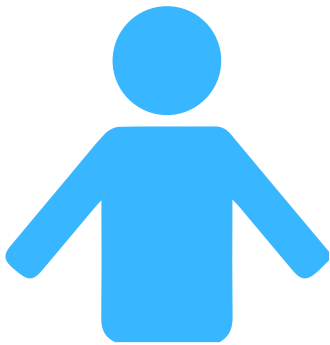
The goal of this workbook is to encourage children to investigate the role that conflict plays within themselves, their relationships, community, and world. Throughout this exploration, activities are designed to pique a child's curiosity in peaceful living and the role that nonviolent peacemaking can play in transforming conflict. Children will also be introduced to the essential principles of peace education.

# HOW TO USE THE WORKBOOK

This workbook is structured after the dimensions of conflict as a way to understand the presence and role of conflict in our lives. Within each conflict is a peaceful solution and when engaging in each activity, consider how peace can be used as an alternative to violence.

## Dimensions of Conflict

### Personal



conflict within  
oneself, attitudes,  
identity, beliefs

### Relational



conflict within  
relationships--  
peers, family,  
partners

### Structural



conflict within  
community  
institutions, systems,  
policies, and laws

### Cultural



conflict within a  
culture and  
societal norms

To create a momentum within, complete 1-2 activities per week.

Look ahead to the next activities and begin to discuss the major themes and ideas beforehand. Each activity can be completed more than once.

# Part One: Elementary School

"You must be the change  
you wish to see in the  
world."- *Mahatma Gandhi*

# ACTIVITY ONE: WHAT IS PEACE AND CONFLICT?

**Purpose:** Develop an individual understanding of how issues are formed and can be positively resolved.

**Instructions:** Read the definitions about peace and conflict. In the space below, write down five phrases, emotions, or words that connect to each concept. After, think of two examples of peace and two examples of conflict in your community.

## PEACE

Peace is defined as a state where people live in healthy and virtuous relationships with each other.

## CONFLICT

Conflict is when differences and disconnect arise when individuals or groups have contrary ideas or interests.

To me, peace is...

To me, conflict is...

**Examples of peace in my community:**

1.

2.

**Examples of conflict in my community:**

1.

2.

# ACTIVITY TWO: "INSIDE OUT"

Purpose: Introduce and develop emotional awareness.

*The DVD version of "Inside Out" is available at the DC Public Library website.*

**Part 1- Instructions:** Before watching the Disney Pixar movie "Inside Out", look over the following questions and then respond to them after watching the movie.

How does your past experiences impact how you feel?

How do other people's feelings influence how you feel?

**Part 2- Instructions:** The five characters below are the five major emotions that guide and protect Riley in the movie. Under each of the emotions, list a time where you have felt that emotion and why you felt it. Then, create an additional emotion character that you feel guides you.

## EXAMPLE

### JOY

**Experience:** Over the weekend, I went to the beach with my friends. It was quiet, peaceful, and beautiful. We arrived at the beach early in the morning and sat close to the cool water. I loved listening to the waves and the light chatter around me. The sun soaked into my skin as I went for a walk along the shore and looked for seashells. My friends and I each brought an item for lunch and we had a yummy picnic with sandwiches, chips, fruit salads, and carrots

**Why I felt joy:** Throughout my day at the beach, I felt joy. The environment allowed me to relax and focus on the simple pleasures of being outdoors. I chatted and laughed with my friends and soaked in their positive energy. The beauty of the day enabled me to temporarily put aside my worries and focus on the present.



# JOY

Experience:



Why I felt joy:

# FEAR

Experience:



Why I felt fear:

# SADNESS

Experience:



Why I felt sadness:

# ANGER

Experience:



Why I felt anger:

# DISGUST

Experience:



Why I felt disgust:

---

Experience:

Why I felt \_\_\_\_\_:



# ACTIVITY THREE: ACTING & CONFLICT

**Purpose:** Recognize areas of conflict within the home and the best ways to overcome conflict. This Activity is inspired by Augusto Boal's methodology.

**Part 1- Instructions:** As a family, identify a major conflict within the home. The conflict can be between a couple of family members or include the entire family.

Recreate an episode of the conflict. Use the chart to break down the conflict and plan out who will begin in each role. The chart only serves as a guide to how the conflict grows and diminishes at home and should not be strictly followed in determining the new outcome.

An example can be found at the end of the activity.

## Stages of Conflict

Stage:	Description of Stage:	Conflict at Home (fill in)
Latent	The conflict exists among sides but the differences are not great enough to take action.	
Emergence	The conflict emerges when one or both sides decides to take action.	
Escalation	The conflict begins to increase and both sides are actively participating.	
Stalemate	The conflict reaches its peak and neither side is acting to end the conflict-- it prominently exists on both sides.	
De-escalation	The conflict, over time, is lessened, and those involved have acquired new knowledge or accept new means.	
Settlement (and potentially peacebuilding!)	Both sides reach an agreement and live with the consequences of the conflict.	

### To begin and sustain the scene:

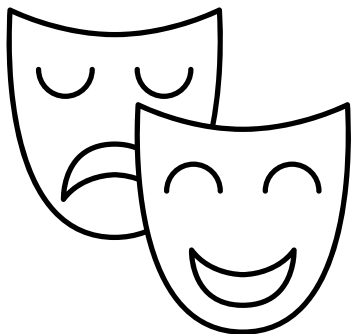
- Assign a person to each character
- Those not assigned to a character will sit in the audience
- The characters act out the beginning of the conflict and at any point, those in the audience can pause the scene and either:
  - Take the place of the character and enter, meaning that the new person will determine how the character will respond moving forward
  - Advise the character how to continue to act
  - Continue the scene until the conflict has been transformed and all participants feel satisfied with the new direction.
- If needed, recreate the scene again.
- Throughout the scene, focus on how each character responds to the other characters-- there should be more emphasis on interaction than the final outcome.

**Part 2- Instructions:** After performing the scene, consider if this conflict holds any similarities or differences to other conflicts in the home. Why did the conflict happen and how did it make each person feel? What are some other solutions? Consider how responses vary among each person and why.

*Tip: In the discussion, focus on needs and feelings vocabulary.*

### Four Steps to Nonviolent Communication

**Part 3- Instructions:** Following the performance and discussion, create a list of family guidelines that will help each member sort out conflict both in and out of the home. Use the following information on nonviolent communication to guide the list.



**1.**  
**Observations:** make statements without evaluation about what you see or hear

**2.**  
**Feelings:** express authentic and pure emotions that you truly feel

**3.**  
**Needs:** consider what your needs are and the needs of others in this conflict.

**4.**  
**Requests:** make requests that are specific, positive, flexible, and doable.

# My Family Guide to Conflict

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

**Example:** If I get into an argument with a family member and feel frustrated and upset, I will take a moment to cool off and understand how I am feeling before trying to solve the issue.

## Example

In my family of four, we will act out a conflict between my brother and I over who gets to choose the channel if we are watching TV together.

My mom will act out my brother and my dad will act out myself.

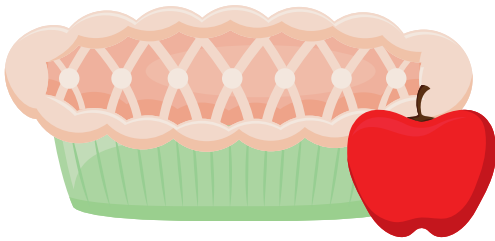
Stage:	Description of Stage:	Conflict at Home (fill in)
Latent	The conflict exists among sides but the differences are not great enough to take action.	My brother and I disagree over who should choose the TV channel after dinner.
Emergence	The conflict emerges when one or both sides decides to take action.	When my brother and I sit down to watch TV, we both reach for the remote to choose a channel.
Escalation	The conflict begins to increase and both sides are actively participating.	My brother and I begin to pull on the remote and demand that the other person lets go.
Stalemate	The conflict reaches its peak and neither side is acting to end the conflict-- it prominently exists on both sides.	At this point, my brother and I are yelling at each other and saying mean things as a way to gain access to choosing the channel.
De-escalation	The conflict, over time, is lessened, and those involved have acquired new knowledge or accept new means.	We both become tired from fighting and my brother, passive aggressively, lets me choose the channel. He complains the whole time while we watch my show.
Settlement (and potentially peacebuilding!)	Both sides reach an agreement and live with the consequences of the conflict.	My parents request that we watch one episode of my show and one episode of my brother's show. We agree.

# ACTIVITY FOUR: "AMERICAN" RECIPES

Purpose: Introduce how there are many distinct cultures in the United States and the contribution of each culture to American cuisine.

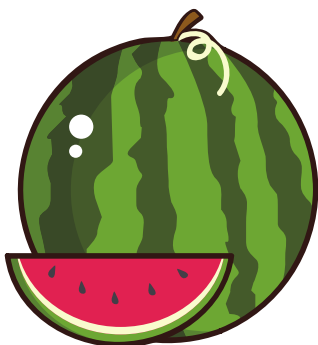
**Part 1- Instructions:** The United States is known for its wide variety of food and many of its influences and inspirations come from other countries. Before creating the recipe, look at the different ingredients needed. Are you familiar with where they came from? Read the following sources to learn more. Create one of the following recipes and enjoy it with those around you!

## Apple Pie



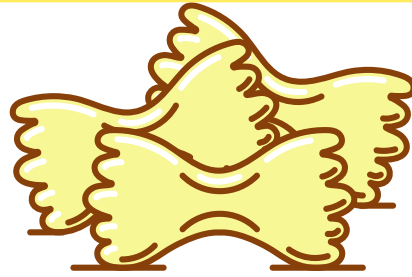
The “American” apple pie originates from England, but is also connected to Asia (the home of the first apple tree). European colonists brought apples to America where they became a staple to the diet. The first recorded apple pie recipe was made in 1381 in England and incorporates many different fruits and spices.

## Watermelon Sherbet



Watermelon is a fruit that is eaten at a variety of American holidays and in many households. Watermelon is naturally grown in Africa and was introduced to the United States in the 1600's. Due to its flavor and health benefits, watermelon is enjoyed throughout the world, especially in warmer climates!

## Mac and Cheese

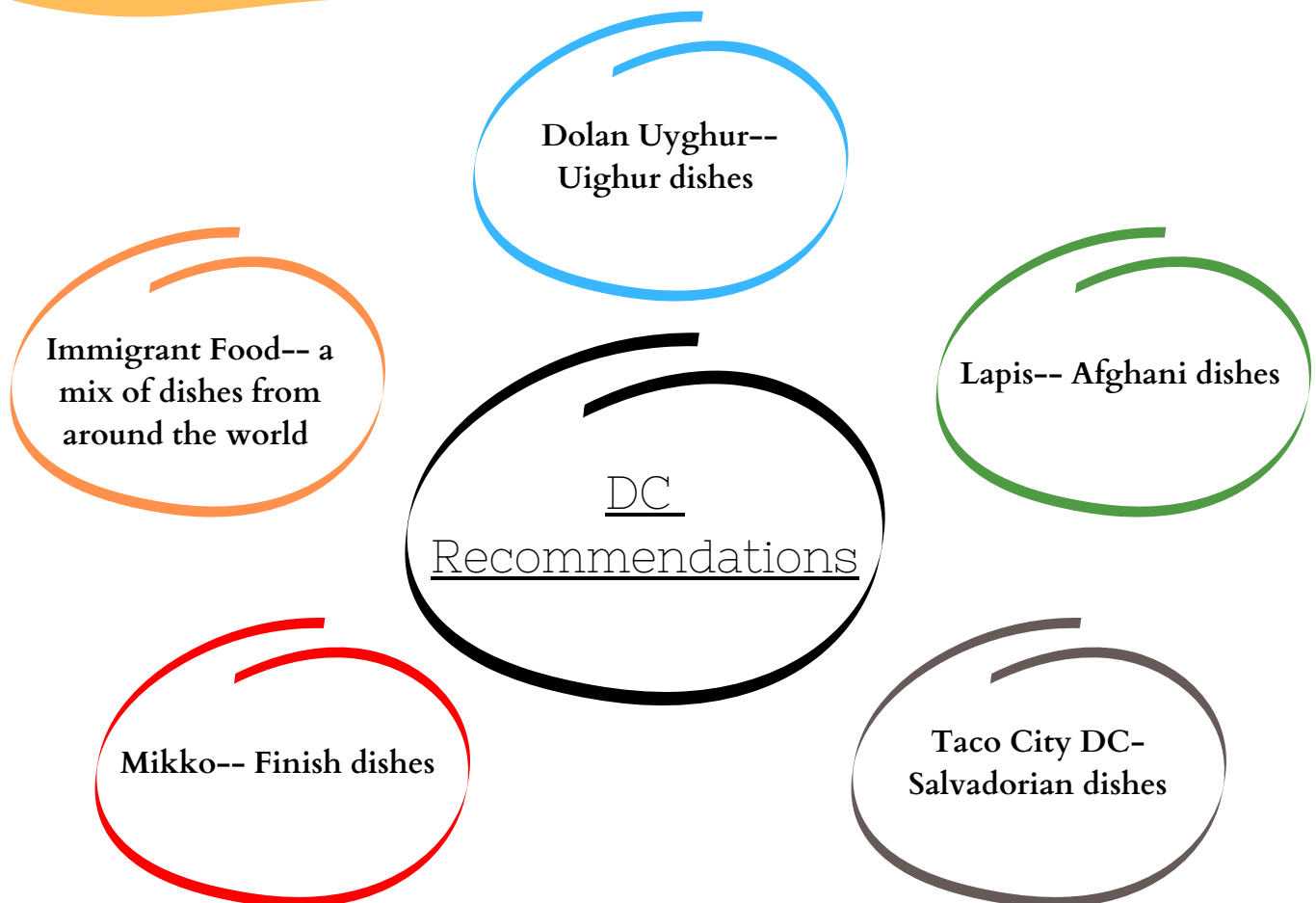


Mac and Cheese is a staple to almost every American household. According to the Smithsonian Magazine, The United States was not introduced to the delicious meal until 1802 when Thomas Jefferson visited France, fell in love with it, and served it at an official state dinner back home. The exact origin of mac and cheese is unknown, but it has strong roots in Northern Europe.

**Part 2- Instructions:** After making one or more of the recipes, discuss the following questions:

- Are you surprised by the origin of any of the recipes or foods? Why?
- What role does food play in a culture? How can it bring people together?
- The United States is considered to be a “melting pot” of different people. How do these recipes represent that?

**Part 3- Instructions (Optional):** Consider dining at a local restaurant that serves ethnic foods. While it is fun to create recipes at home, it is also important to support local businesses that share their culture and heritage through cooking. Food trucks are another awesome way to try new foods and support the community!



# ACTIVITY FIVE: A LITTLE PEACE

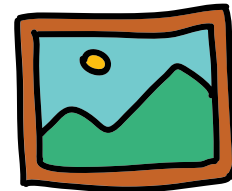
Purpose: : Recognize the differences and similarities in the interpretation of peace.

*A Little Peace is available at the DC Public Library, on Youtube, as an Audiobook.*

**Instructions:** Read A Little Peace by Barbara Kerley.

**Afterwards, create your own page in the book illustrating what peace means to you.**

This page can be a drawing, picture, or collage.



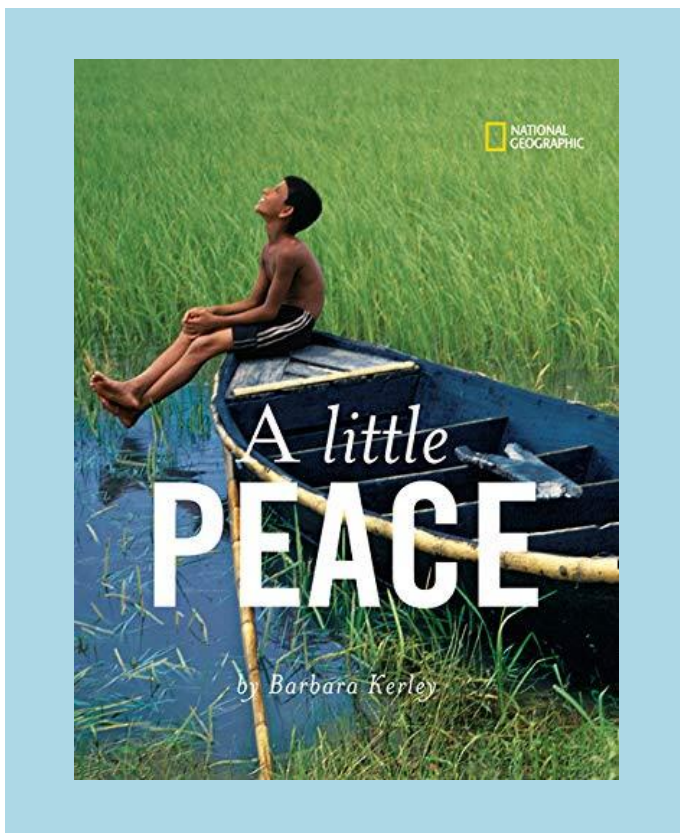
Your page should reflect who you are, how you define peace, and how you see or hope to see peace in your community.



Make sure to include a phrase or sentence that describes when you feel the most at peace and what you think peace looks like in the world.



Decide where you want to keep the page-- you could tape it into the book, place it somewhere that brings you peace, or anywhere else that you connect with. Choosing a special place will help connect how you view peace and how it is incorporated in your life.



# Part Two: Middle School

"Darkness cannot drive out  
darkness; only light can do  
that.

Hate cannot drive out hate;  
only love can do that."

– *Dr. Martin Luther King, Jr.*

# ACTIVITY ONE: WHAT DOES PEACE MEAN TO YOU?

Purpose: Understand how a person's definition of peace is unique and is based on personal experience.

**Part 1- Instructions:** Watch the video, look at the picture, and read the article below. Consider how each source relates to peace-- write down a couple of words for each source that represents how peace is depicted.

Video: Poems for Peace

Article: What Peace Means to Children

Photo: Student- Led Protest

## Part 2- Instructions:

Peace is a concept that does not have one definition. Depending on the person, experience, and environment, peace can look incredibly different or similar. Are there any overarching themes that overlap between definitions? In this space, create a drawing or video, or write a small paragraph that best describes how you envision peace in your life and community.



# ACTIVITY TWO: PEACE JOURNAL

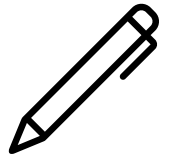
Purpose: Recognize daily emotions, understand the role peace may already have in your life.

**Part 1- Instructions:** Find a notebook or take a stack of paper and staple it along one side. On the front cover, create a collage, design, or illustration that best represents who you are. On the back cover, create a collage, design, or illustration that best represents your perspective on inner-peace.

Front Cover

**Consider:**

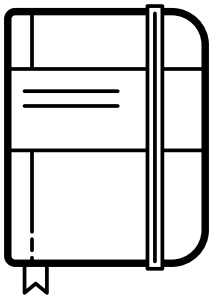
**Your hobbies and interests**  
**Cultural heritage**  
**Special memories or people in your life**  
**Things that make you feel happy**  
**Your aspirations**



Back Cover

**Consider:**

**How do you define peace? (you can refer to activity one)**  
**How is peace implemented in your life?**  
**How is it not?**  
**What brings you peace?**  
**What colors, objects, or words align with how you see peace?**



**Part 2- Instructions:** After your front and back cover are finished, begin to write entries in the journal. You can write the entries daily, weekly, or just in the times that you most need to connect with yourself and peace. Begin each journal by responding to, “A moment today where I felt at peace was when \_\_\_\_\_”. In the entries, write about how you feel, why you feel that way, and whatever else you need to personally express on paper. At the end of the entry, respond to “I hope to achieve peace through \_\_\_\_\_ tomorrow”.

# ACTIVITY THREE: SOCCER & TEAMWORK

Purpose: Recognize the necessary skills to successfully communicate and work with another person.

**Part 1– Instructions:** As a family, play soccer\*. Gather an even number of opponents (if there is an odd number, then sub that person in or have that person act as a referee).

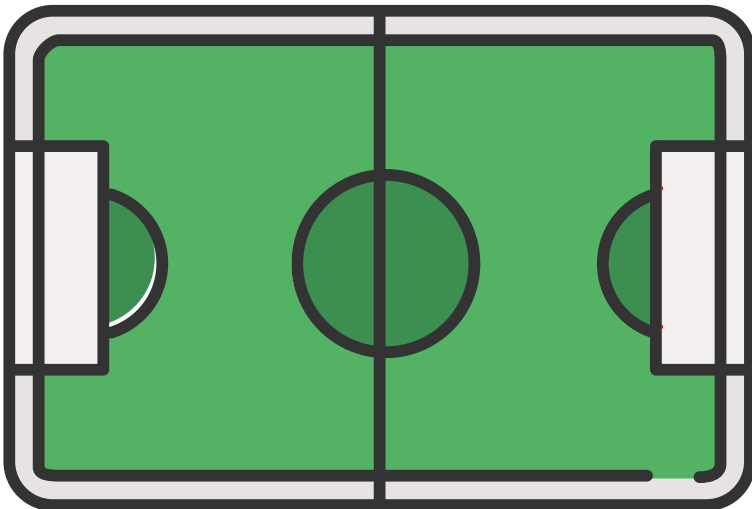
Split the members into two teams and within those teams, create pairs.

The pairs must tie either one of their arms or legs together.

The game can run as long as your family would prefer, but it is recommended to play for 20–30 minutes and then take a break.

During the game, each pairings must work with each other and with other members of their team to defend their goal and shoot into the other goal.

\*If soccer is not an option to play, a fun alternative to this activity is finger soccer. To play, clear off a table, create two goals and sides, and use a ping pong ball (or paper ball). Each player will tape one of their fingers to a teammate and follow the same guidelines listed above.



## Part 2– Instructions:

After playing a game of soccer, take a moment to respond to these questions. If desired, play another game after where the players are able to better identify tactics to successful teamwork .

What did you find to be the hardest part of playing soccer in a pairing? What was the easiest?

When did you feel the most frustrated in the game? When did you feel the most accomplished?

How did your pairing and team communicate with each?

What would you do differently in the next game?

As a group, identify three ways to have effective communication through teamwork. How else can you use these techniques?

# ACTIVITY FOUR: RACISM IN CHILDREN'S LITERATURE

Purpose: Discuss the prevalence of racism in traditional children's novels and implications it has on how children understand racism. This activity is inspired by [Philip Nel's research](#) on reading racism in children's books.

*The following stories can be found at the DC Public Library*

**Part 1- Instructions:** Read The Cat and the Hat by Dr. Seuss and Charlie and the Chocolate Factory by Roald Dahl for enjoyment. Take note of the dynamic of the relationships between characters and within each environment.



**Part 2- Instructions:** Read both of the books again-- this time, focus on the role, depiction, and importance of the Cat in The Cat and the Hat and the Oompa Loompas in Charlie and the Chocolate Factory.

Have you read these books before the activity? How has applying a different lens shifted your perception of the stories?

What other popular childhood novels contain racist messages? How are these messages portrayed? Consider the impact these novels have had on you- is it acknowledged?

Much of what children are taught and introduced to at home influences their actions, perspectives, and values. How can inclusive children's literature shift the ways that children comprehend racism and exclusivity in their communities?

**Part 3- Instructions:** The Cat and the Hat and Charlie and the Chocolate Factory represent a vast number of children's books that contain racist messages. Many children are introduced to books like these at a young age, and it can be difficult for families to break the cycle of passing along traditional stories that are inclusive, accurate, and kind. Watch [Can A Children's Book Change the World?](#) to find out more on the power of storytelling on inspiring positive thoughts and actions.

# ACTIVITY FIVE: "HE NAMED ME MALALA"

Purpose: Purpose: Identify the power of education and nonviolent resistance in fighting oppression.

*"He Named Me Malala" can be found on the DC Public Library website.*

**Instructions:** Read the following article on nonviolent resistance. Afterwards, watch "He Named Me Malala".



## Discussion Questions:

What role does education play in Malala's mission? How did her education shape her view of the world?

Throughout Malala's journey as an activist, she has faced many forms of violence. Why did she choose to fight back with peaceful methods and not violent ones?

How did Malala utilize her age and position in society to create peaceful change?

Consider the methods that Malala focused on in her mission to spread peace and education. Do you think they were effective? Is there anything you would have changed?

Oppression is universal and affects all people on this planet. Malala is just one of the many people who sought an alternative solution to tackling oppression with violence. How can Malala's legacy and mission inspire similar actions within our own nations and communities?

To learn more about Malala and her amazing work:

[I am Malala](#)

<https://www.malala.org>

[Does America Deserve Malala?](#)

# Part Three: High School

"Do your little bit of good  
where you are; its those little  
bits of good put together  
that overwhelm the world."

*-Desmond Tutu*

# ACTIVITY ONE: UNITED NATIONS STANCE ON PEACE

**Purpose:** Develop an understanding of how international organizations promote peace and engage conflict. Based on this and other personal experiences, develop a personal definition of peace.

**Part 1– Instructions:** Read the five articles in the UN’s most current resolution on the Declaration on the Right to Peace (DRP).

After, write down three ways that the declaration supports and encourages peacebuilding and why it may resonate with you.

Are there any areas that you disagree with or think that the resolution is lacking? Write those down and provide corrections or examples of what you believe is necessary to add.

## Page 5: Declaration on the Right to Peace

### Three forms of Peacebuilding in the DRP:

- 1.
- 2.
- 3.

### Missing components or corrections to the DRP

- 1.
- 2.
- 3.

**Part 2– Instructions:** Read the quote from the DRP and the article below-- both sources emphasize the importance of human dignity in peacebuilding.

In addition, the DC Peace Team holds human dignity to be a core principle of the organization. Write your visions for peacebuilding and describe the role that human dignity plays in it.

“Recalling that the recognition of the inherent dignity and the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world, and recognizing that peace is promoted through the full enjoyment of all inalienable rights derived from the inherent dignity of all human beings.”

My vision for Peacebuilding:



Role of human dignity:

Article: Peace Means Dignity...

# ACTIVITY TWO: PERSONAL SHORT STORIES

**Purpose:** Understand the influence that relationships and the community have on personal identity and awareness.

**Instructions:** Read the following short stories. Afterwards, consider how you pictured each character throughout their experience with personal discovery and growth.

A Day Goes By

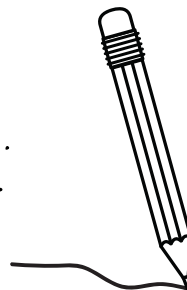
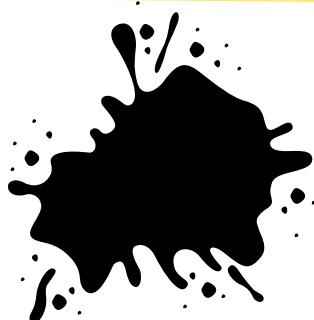
Civil Peace

The Secret Life of  
Walter Mitty

Create a portrait of one of the characters from the short stories. Using color, design, shape, and texture, illustrate each portrait as you understand their identity. The portrait should not focus directly on the physical features of the character, but rather, how they express their internal features.

Afterwards, create a self-portrait and describe your own identity and perception of yourself. Take into account your morals, values, experiences, relationships, hardships, and whatever else makes you unique and who you are.

If art is not the preferable form of personal expression, consider completing one or more components of the activity through music, writing, building, or whatever comes most natural to you.





# ACTIVITY THREE: OPEN-COMMUNICATION DEBATE

Purpose: Develop healthy practices to have an open, productive, and respectful conversation.

**Instructions:** As a group, create a link of debatable topics. These topics can range for current events to personal interests. Take a moment to ensure that each member of the group is comfortable discussing the topic. Write each topic on a strip of paper, fold in half, and place in a bowl.



If there are four members participating, write “in favor”, “strongly in favor”, “against”, “strongly against” on a piece of paper and place it in a bowl. Each member pulls a slip of paper to determine their position in the debate. Repeat this process for each topic.

If there are two members participating, flip a coin (heads means in favor, tails means against) and pull the topic out of the bowl to discuss. Repeat this process for each topic.

## Instructions

The guidelines for the debate are relatively straightforward: discuss the topic in a respectful, productive, and calm manner.

Review the following tips on healthy communication before engaging in the activity.

If at any point the discussion becomes heated, anxiety-filled, or aggressive, take 30 seconds of silence to do deep breathing and cool down, and then continue.

Before beginning, establish an emergency exit strategy-- choose a “safe” word that signals the immediate end of a conversation and can be used if a person feels overwhelmed.



# Five Steps to a Healthy Discussion

**Establish a common ground between differences in opinion:** Most debatable topics are based upon morals and values and this serves as a basis to create a way forward on the topic.

**Active Listening:** hear what a person is saying, understand what they are saying and why they are saying it, choose a response that builds off of their statement and drives a productive conversation. Active listening is physical too- most respond best when the other person is engaging in eye contact, holds an open body, and is aware of their facial expressions.

**Questions:** Ask open-ended questions to better understand another perspective and show positive engagement.

## Nonviolent Communication

**Observations:** make statements without evaluation about what you see or hear.

**Feelings:** express authentic and pure emotions that you truly feel.

**Needs:** consider what needs are underneath the positions being taken.

**Requests:** make requests that are specific, positive, flexible, and doable.

**“I” Statements:** focus on what you want to achieve in the conversation, rather than what is going wrong.

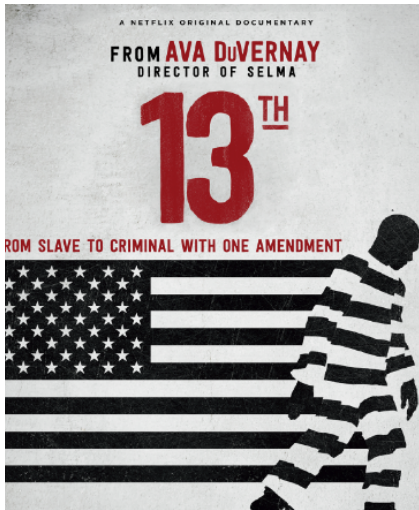
I feel \_\_\_\_\_ when \_\_\_\_\_ because \_\_\_\_\_.

I believe that \_\_\_\_\_ because of \_\_\_\_\_.

# ACTIVITY FOUR: "13TH"

Purpose: Recognize the prevalence of racism in the American criminal justice system and the impact it has on society as a whole.

*13th is offered on Youtube.*



Watch the movie "13th".

Throughout the viewing, write down shocking or interesting statistics, facts, or general information that you were unaware of.

Afterwards, take a moment of reflection and respond to the following questions. You can respond in the form of writing, in a discussion, or illustration-- choose whatever helps you best digest, reflect, and act upon the information that you have been given.

## Discussion Questions

What statistic are you the most shocked or surprised about? Why do you think that this information is not common knowledge?

Some U.S. residents have the impression that the criminal justice system is supposedly designed to rehabilitate those that have committed crimes. How does this system punish instead of rehabilitate and what are some of the consequences of doing so?

Consider the difference between how the media and the movie portrays Black criminals. What impact does the media have on how Americans view Black criminals? In what ways can the media strive for higher accuracy?

Given how people in the U.S. view high rates of incarceration for Black men, how are women and children in Black communities affected?

Read about the organizations below that are working towards ending racism in the criminal justice system. What is one step you can take to support the end of mass incarceration?

These sources are found from The New Jim Crow book website. This book is highly recommended as a resource to understand racism and mass incarceration.

# ACTIVITY FIVE: ACTIVIST ART

Purpose: Understand the role of activism in the United States and the different forms of participation.

**Part 1- instructions:** Read the article “Why Artistic Activism.”, which describes the relationship between art and activism. Afterwards, view the different sources below. Consider which pieces stood the most out to you and why.



**Part 2- Instructions:** Based off of the art in the collections, focus on an artist, exhibit, or specific piece that had the largest impact on you and create your own piece. Depending on the materials that are accessible to you, create a drawing, painting, sculpture, Canva piece, or video to express your perspective on a piece.

## Before creation, consider:

What movement, issue, or interest are you representing?  
 What materials best display your intention?  
 Who is your intended audience? What is your role as the artist?

**Optional:** Send a picture of your piece and a brief description of your intentions behind it to the DC Peace Team. Please include if you are comfortable with your piece being shared on social media.  
 Email: [dcpeaceteam@gmail.com](mailto:dcpeaceteam@gmail.com)

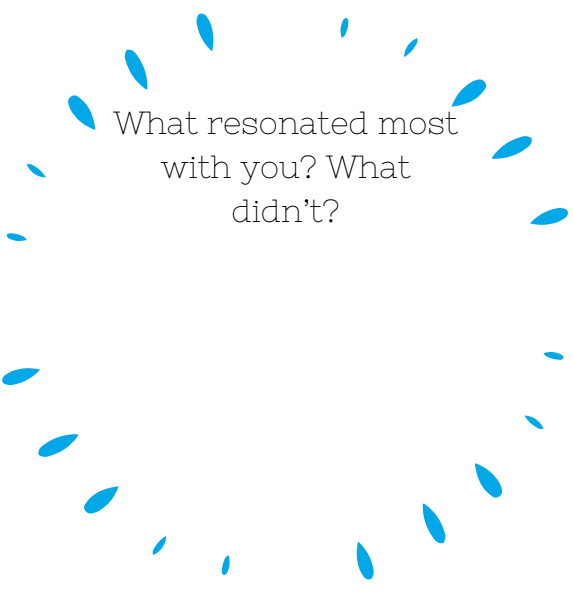
# Conclusion

"World peace begins with  
inner peace."


- *Dalai Lama*

# CONCLUDING ACTIVITY: REFLECTION AND GRATITUDE

After completing the workbook, take a moment to reflect on the highs and lows of the experience.



What resonated most with you? What didn't?



What are you curious to learn more about?



What steps can you take to develop your interest in a topic?

# ADDITIONAL & DC-BASED ACTIVITIES

## Meditation

Meditation serves as a wonderful way to ground and better connect with yourself. Based on “Inner Peace Time” from Peace Revolution, follow this simple routine to begin meditation as a family. Complete this routine a couple times a week and at the end of each week, reflect on how meditation has impacted your self and day.



**Sit comfortably-** sit with your legs crossed, and if that position is not comfortable, adjust to a position where your blood can circulate freely and you breath naturally.

**Gently close your eyes** and place your hands loosely on your lap.

**Take a couple of deep breaths-** feel the air fill your lungs and abdomen. Imagine that you are inhaling happy, positive, and joyful thoughts, and exhaling negative, harmful, tense thoughts and feelings.

**Let everything go-** take the time to clear your mind of “busyness” and relax all muscles of your body.

**Make your mind clear of all thoughts-** focus on the center of your body to ground you.

**Complete stillness of the mind-** if a thought comes up, focus it on one word.

Before getting up, **spread peacefulness to others**

**Recite a prepared resolution** (ex: how you will share love and kindness today)

Made in DC: Local Businesses  
that Deserve Your Attention

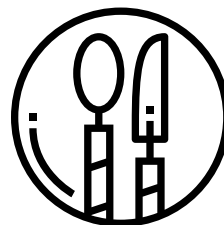
Support DC Businesses  
through COVID-19

How You Can Support DC  
Black-Owned Restaurants  
Now

Minority-owned businesses  
in DMV area that you can  
support

## Dining Out and Supporting Local Businesses

The DMV area is full of wonderful locally-owned businesses that always deserve and need our support. Consider dining out or shopping locally- the list of recommendations is endless!





## Acts of Kindness

To live a peaceful life means to live with love and kindness. Small gestures can go a long way in understanding how another person feels and how to make them feel a bit better. Consider these ideas to inspire your own act of kindness.

Write a letter to a friend or loved one-- include how that person is special to you and why you decided to write a letter to them.

Bake a goodie or meal for someone around you. This could include a family member, neighbor, or friend that you just met.

Give a compliment to a stranger or new friend. Make sure that the compliment is meaningful and positive.

Pick up trash in your home, neighborhood, or community. Encourage others to join you!

Say thank you to someone that has done something for you. For example, if you noticed that your parents have been working hard, tell them how much you appreciate all that they do.

Write a positive review for a book, restaurant, product, or place that you enjoyed. This can be a great way to share your joy with others through a location.

Consider your conversations with others- are you prone to interrupting? Or responding negatively? Reflect on this and make sure that in your next conversation you are polite and kind.

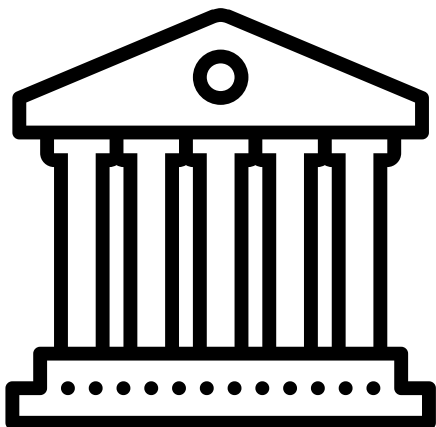
On social media, share a positive picture, experience, or quote. Include why you wanted to share this image with others.

Make someone laugh! There is a reason why they say that laughter is the best medicine...

Give someone a book that changed your life. Explain why it was important to you and how you hope the book will be important to that person.



## Virtual Museum Tours



While we are in the process of re-opening our communities, there are many great resources to explore DC virtually. Below is an article with links to virtual and interactive museum tours, resources, and activities. When museums are open and safe, visit these exhibits and more to see how different materials are displayed in person and online.

Visit: [Virtual DC Museum Exhibits](#)

# DC PEACE TEAM

If you enjoyed the activities of this workbook, please consider becoming involved with the DC Peace Team!

The DC Peace Team is a nonprofit organization that envisions a society committed to sustainable peace and justice. Through nonviolent resistance and serving the community with nonviolent skills, like unarmed civilian protection and accompaniment, the DC Peace Team is committed to unleashing the power of ordinary civilians to increasingly become nonviolent people. In combination with international organizations, we also participate in the Shanti Sena Network for peace teams in the U.S. and Canada.

**The DC Peace Team lives this mission through:**

Deploying unarmed civilian protection units

Providing training in key nonviolent skills

Facilitating dialogues and restorative justice approaches



Following the release of this workbook there will be a training session on family engagement in peace education as the DC Peace Team explores how to contribute to this vital area of nonviolence.

To learn more, visit the following sites and accounts:

Website: [dcpeaceteam.com](https://dcpeaceteam.com)



[DC PeaceTeam](https://www.facebook.com/DCPeaceTeam)



[@dcpeaceteam](https://www.instagram.com/dcpeaceteam)



[@DCPeaceTeam](https://twitter.com/DCPeaceTeam)



<https://linktr.ee/dcpeaceteam>