



CHOOSE PEACE

ACTIVITY GUIDE



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Planning

Choose Peace Week

Staff & Volunteers and Parents and Students

- Have students take part in planning and organizing activities.
- Create an organizing committee of interested staff, students and volunteers who will develop and plan how your school or organization is going to celebrate Choose Peace Week.
- Officially mark Choose Peace Week by posting Peace Week posters, banners and displays.
 - If available encourage all staff (front desk, etc.) and volunteers to wear Choose Peace Pins or t-shirts for the duration of the week.
 - Inform staff about Choose Peace Week by including it on the agenda of Staff Meetings in the month of September.
 - Register your participation on www.choosepeacestopviolence.org receive instructions, free supplies, and starter kits and become eligible to win a Peace Pole or Peace Banner for your school or organization.
- **Win a PEACE POLE:** Email your event photos to afraley@unitedwaybroward.org or cynthia.tapia-rodriguez@browardschools.com

Special Events during Choose Peace Week

Plan event at your school (page 4):

CHALK4PEACE & CHALK4CLIMATECHANGE AWARENESS

1,000,000 IMAGINE PEACE Wishes

Have a *Imagine Peace Wish Tree* on your campus and contribute to 1,000,000 Imagine Peace Wishes Project.

More Information on page 5.



Brainstorm Monday

Awareness raising campaign on Climate Change Awareness for Peace. More information on page 6



Across BROWARD Day = END MEAN to EARTH

Friday Sept. 20:

Wear something Green for “ClimateAction4Peace” and Preserving All Living Organisms and Human life on Earth

CHALK4PEACE

& CHALK4CLIMATECHANGE AWARENESS

A sidewalk painting festival which happens WORLDWIDE every September.

AIM: Encourage individuals to express messages of inspiration and visions for a more peaceful community and reflect on peace.

MATERIALS: Chalk, places to draw, water, buckets, paper, towels, ladders

AGES: All ages

TIME: Choose Peace Week

For your school, workplace, and community.

Make it a team effort. Include principals, teachers; students, parents, families, and PTA.

Instructions:

Provide a prominent, safe location to draw; your school, sidewalks, parking lots, walls or a local site. The best surfaces are smooth concrete or asphalt, or smooth but not polished granite.

Register: To receive a starter kit with chalk register on-line with www.choosepeacestopviolence.org. Chalk availability is limited! When buying additional chalk, talk to your local art store, tell them it's for Chalk4 Peace, or check with your Dollar Stores.

Group project: Take some rope and a big piece of sidewalk chalk. Tie the chalk and have someone hold the end of the rope tight to a center point. Pulling the rope tight, draw one big circle, then repeat a smaller circle 2-3 ft smaller. Get someone who can draw straight lines and create the inner lines with a long 2x4 or a surveyor's chalk line. Make these lines bold with chalk, white tempera poster paints or marking chalk spray. Scatter some loose chalk pieces inside the lines and watch it happen.



Publicize your event.

Download flyers and posters from www.choosepeacestopviolence.org. Invite your local community leaders. Tell your local TV & radio station & local newspaper about your event with a press release. Take pictures **BEFORE IT RAINS** (it's what the ladder is for, to get a good view of the art.)



Adapted from Chalk4Peace, Inc. a 501 (c)(3) organization promoting global peace through the arts for more information www.chalk4peace.org

IMAGINE PEACE Wish Tree Project



We will contribute to the 1,000,000 Peace wishes that are buried in the Wishing Well of the IMAGINE PEACE TOWER on the Isle of Videy in Iceland

AIM: Encourage individuals at your school, workplace, community. to think about and reflect on peace.

MATERIALS: Tree, pencils, Wish tags.

AGES: All ages

TIME: Ongoing

Instructions:

Choose a tree or create a large tree display in a visible location, preferably shaded from rain if outdoors. Suitable locations indoors could be lobby, reception area, cafeteria, fitness center, etc. Have the tree on display for Choose Peace Week Sept. 20-27 or during September-International Peace Month. (*Note when choosing a tree outdoors, trees are traditionally native, local and indigenous.*)

Download display sign from www.choosepeacetopviolence.org or create your own sign inviting students, visitors, staff etc., to hang their message or quote for peace in your Wish Tree. To create Wish Tags you can use paper and string (use our template for tags) or buy [pre-strung white gift tags](#). If outdoors, we suggest buying waterproof paper.

Place the tags in a basket or box, add pencils and encourage everyone in your school, workplace, or community to participate.

All tags will be collected and mailed to the IMAGINE PEACE Tower, in Reykjavik, Iceland to contribute to the 1,000,000 International Peace Wishes Project.

Please pony all your tags by Oct. 1st to Cynthia-Tapia Rodriguez, School Climate & Discipline Dept., 1400 NW 14th Court, Room 1701, Fort Lauderdale.



The wish trees were inspired by Yoko Ono and John Lennon's Imagine Peace Tree to promote world peace. More information at www.imaginepeace.com

A Minute of Silence for a Moment of Peace

For your school, workplace, community

AIM: Encourage individuals to think about and reflect on peace.

MATERIALS: people

AGES: All ages

WHEN: Sept. 20 – between 9:00 – 9:30 AM

On Sept. 20 for a global minute in all time zones across the world, meditate or pray for, to envision peace. This simple act will create a “peace wave” around the world and becomes a shared act of peace building in which everyone can participate.

Instructions:

Gather around a Peace pole or in any peaceful area that can accommodate your gathering. Hold hands as you observe a minute of peace at noon. Include this universal statement – **“May Peace Prevail On Earth”** – to begin and/or end your gathering.



Create a Peace Garden

AIM: Create a symbol of hope for the future and commitment to peace within yourself and the community. A space for conflict resolution, cross cultural understanding, compassion, communication and friendship.

MATERIALS: A site with good drainage, access to water, plants, dream/friendship bench

AGES: All ages

TIME: Ongoing

For a full how to, curriculum and guide visit <https://www.choosepeacestopviolence.org/>

Instructions:

Choose a site with good drainage. Address the compacted ground before planting. Discuss soil types, water access, class and school use. Involve the School Board, ground personnel, and requests to help can be made to local Municipal Parks and/or nurseries as well as PTA.

Hold class discussions on the design aspects that focus on peace and protecting bio-diversity. Discuss the design ideas with students and what they would select for the garden. *See the design sheet at the end of this kit. Students can visit the outside space using mathematical and spatial concepts before drawing their personal designs.*

Invite students to draw a design of their own peace garden. Discuss individual feelings about the peace garden. Ask students to use all their 'senses' as they select plant species. Students then write a page about their own peace garden concept. A committee chooses a compilation of the designs.

Teachers can invent ways to use the peace garden as a tool to aid the school curriculum. The planting and management by every class of their own garden will be part of the reason that the school continues to become safer and the community becomes involved and remains involved.

Hold a dedication Ceremony

Main items in the Peace Garden:

- a. The Dream Bench and the Friendship Bench for friendly conflict resolution. The Friendship Bench is a place to learn the skills of breathing to relax, and for solving conflicts through compassion, communication and friendship – all lessons from nature.
- b. Planting vegetables and fruits for food security which can help food banks. Many schools plant a “pizza garden” - green peppers, tomatoes, basil, onions, mushrooms etc.
- c. A healing garden – for example herbs that can be used for stopping the itch of mosquito bites, a cancer garden, plants that have a soothing smell. This is particularly useful for students who are acting out.

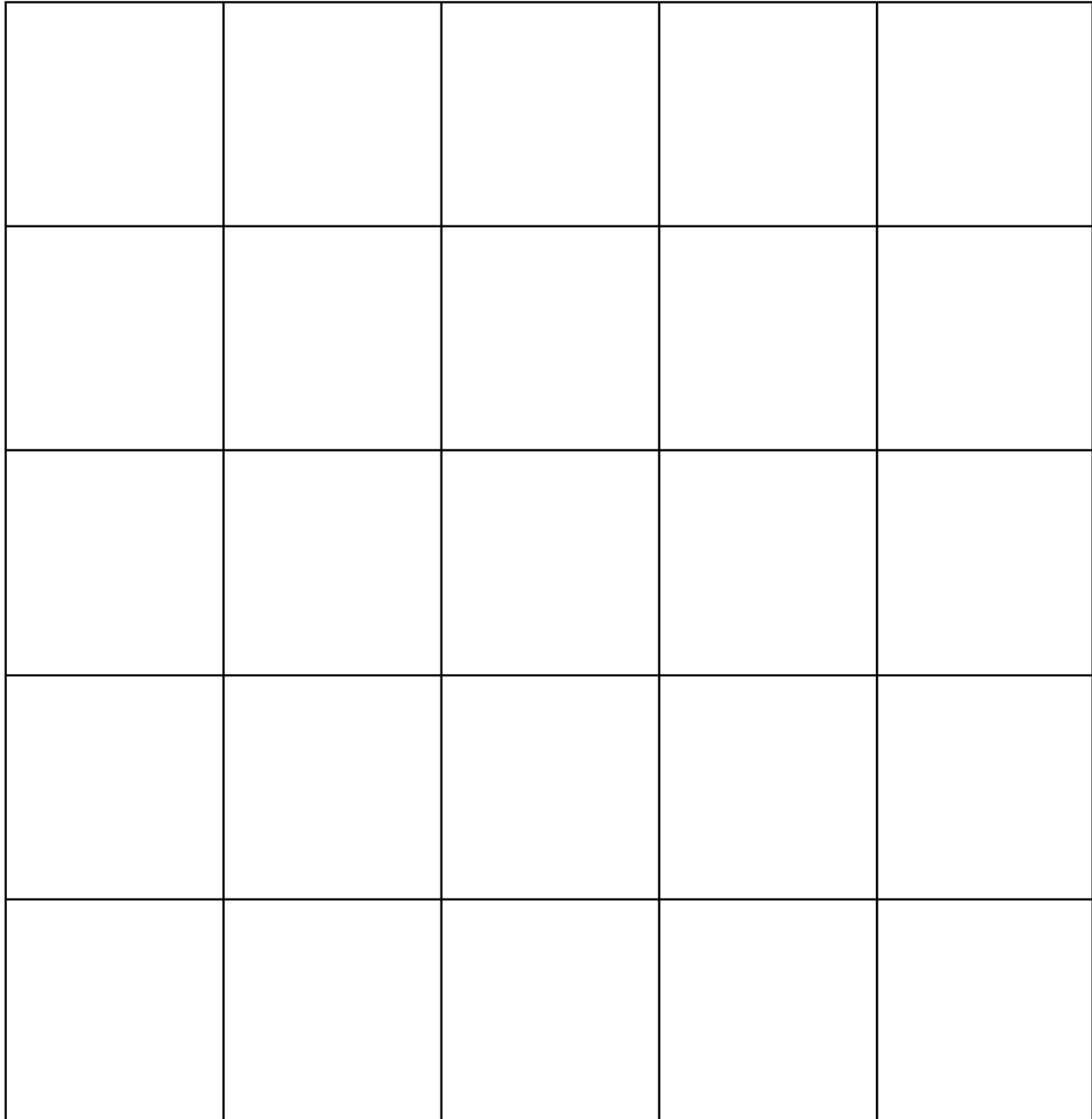
- d. The path of peace could be walked with eyes closed, to identify species by touch, smell, or rubbing a leaf. It could also have a series of sounds, both natural and sculptured, that can be recorded, listed and written about.
- e. Other gardens could be roof top gardens, an indoor tropical garden with a place for special objects, or a water garden.
- f. Use the following “Elements of Learning” as you develop your school curriculum. You may like to consider these as you link and expand your ideas.
 - i. I : Information Input.
 - ii. O : Organizing the information.
 - iii. D: Demonstrate the organization.
 - iv. E: Expressive response to the information through the arts.



Design your own Peace Garden

The elements of design are very important within the shape of your garden. This is a school math and spatial activity. Basic requirements to include: a path of peace, two friendship benches or logs, a peace tree, peace rock logo.

One square = 3 meters.



Pinwheels for Peace

AIM: To engage children to share their messages of peace

MATERIALS: Scissors, straight pins, pencils with erasers, colored pencil or markers

AGES: 5-10

TIME: 30 minutes

Introduction:

Discuss with the children what peace means to them and what words or pictures might symbolize peace.

Instructions:

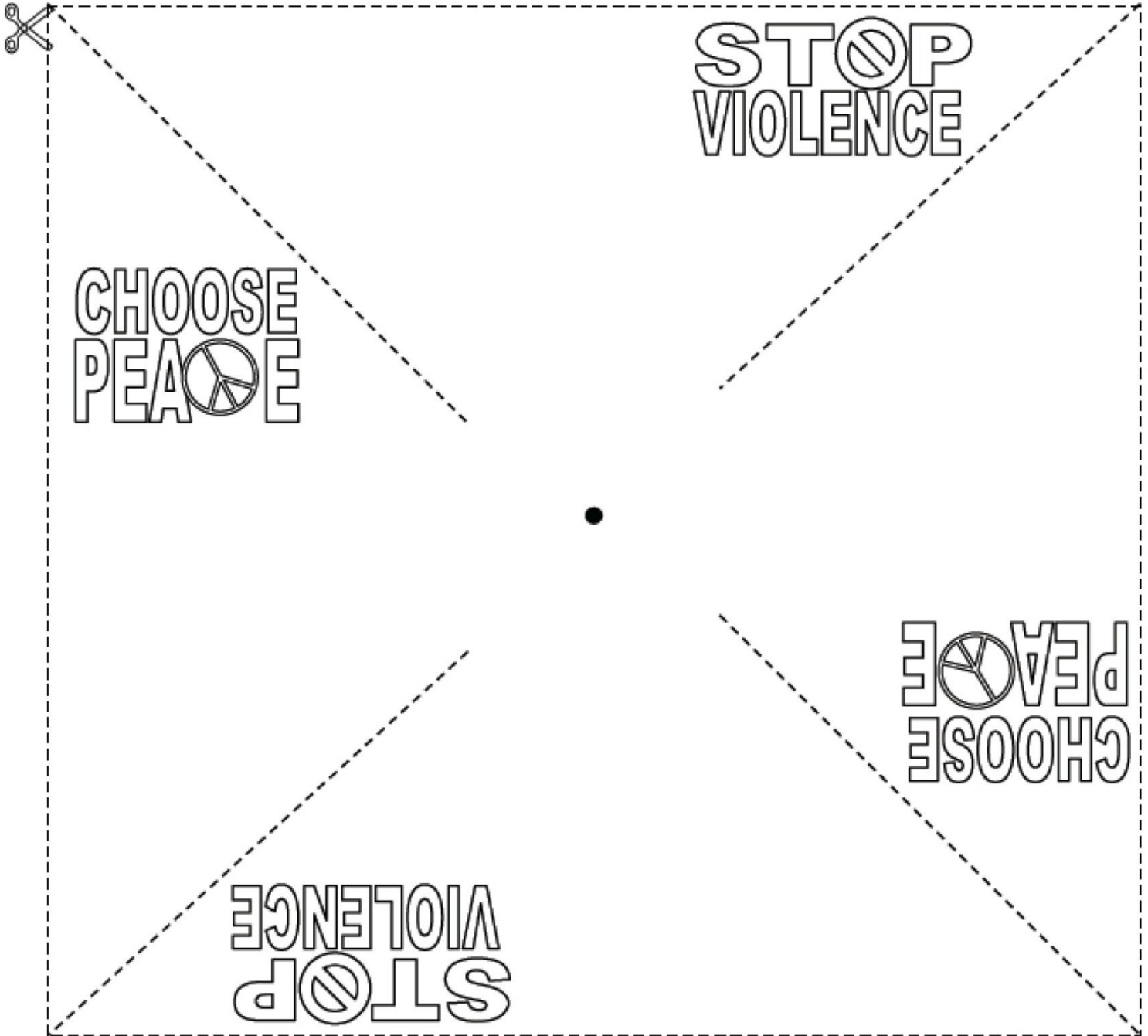
Show the children how to cut out the pinwheel square template following the line on the template. Cut in diagonally from all corners leaving about 2 inches of center uncut and decorate.

To create the pinwheel (more information at www.pinwheelsforpeace.com)

- Gently bend (don't fold one of the cut corners to the center point.
- Skip the next cut corner and bend the next one.
- Skip and bend until four points meet in the center
- Stick the straight pin through all four points AND the back of the pinwheel. Stick the pin into the pencil eraser. Find some wind to test it out.



ACTIVITY 6 – PINWHEEL FOR PEACE



Peace Mobile

AIM: To engage children to share their messages of peace.

MATERIALS: Doves (template) – 1 per child, hearts (template) – 6 per child, ribbon (6" length) – 6 per child, glue, scissors and markers

AGES: 3-10

TIME: 30 minutes

Introduction:

Discuss with the children what peace means to them and what words or pictures might symbolize peace.

Instructions:

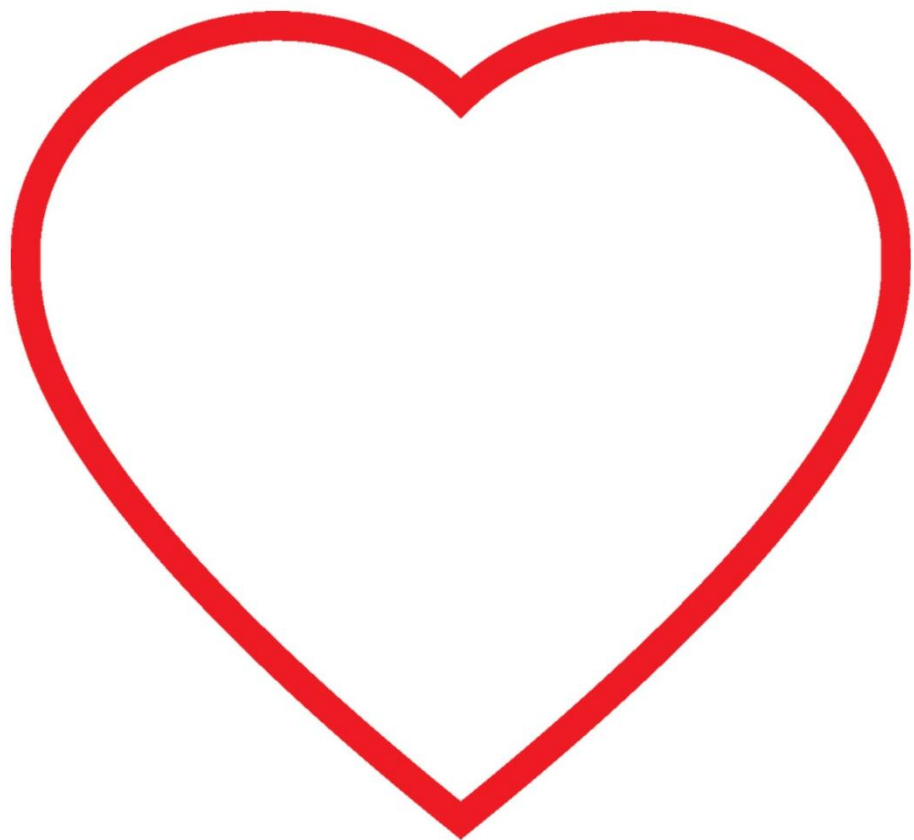
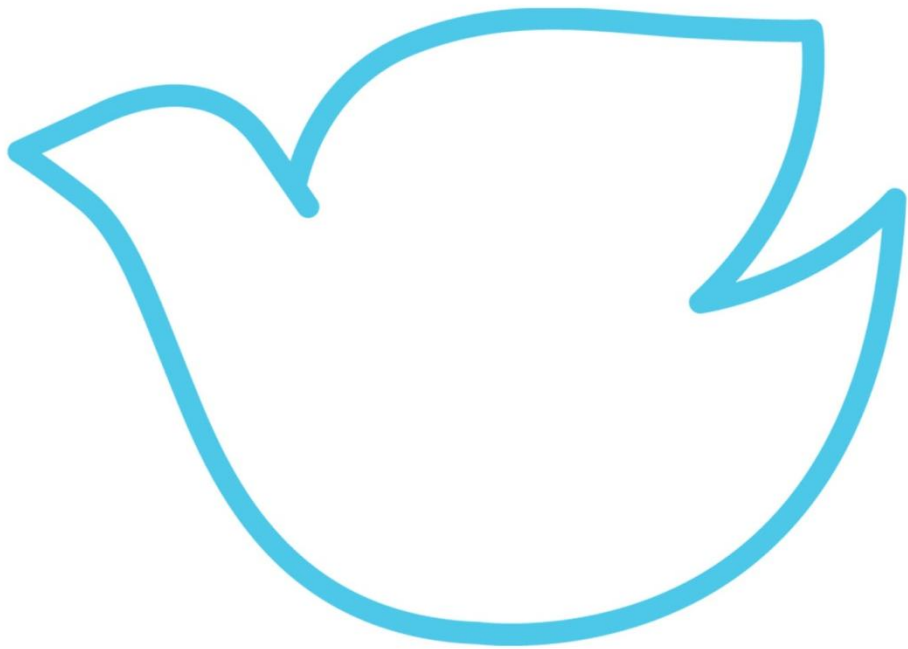
Hand out 6 hearts to each child (older children can cut out the templates themselves). Have them write or draw their messages of peace on the hearts using the markers.

After the children have finished their messages for peace, hand out the dove, ribbon and glue. The children will then attach their messages to their dove by gluing the ribbon to the back of the hearts and the bottom of the dove. Some children may need assistance with this part of the activity .

Allow the doves to dry and then put them on display in your centre during peace week to share with visitors your messages of peace.

Adapted from: Holiday Crafts 4 Kids – www.holidaycrafts4kids.com/MLK_dovemobile.htm

ACTIVITY 7 – PEACE MOBILE



My Act of Peace

AIM: To encourage children to engage in peace on a daily basis

MATERIALS: Journals, markers, pencils

AGES: 6-12

TIME: 10-15 minutes per day

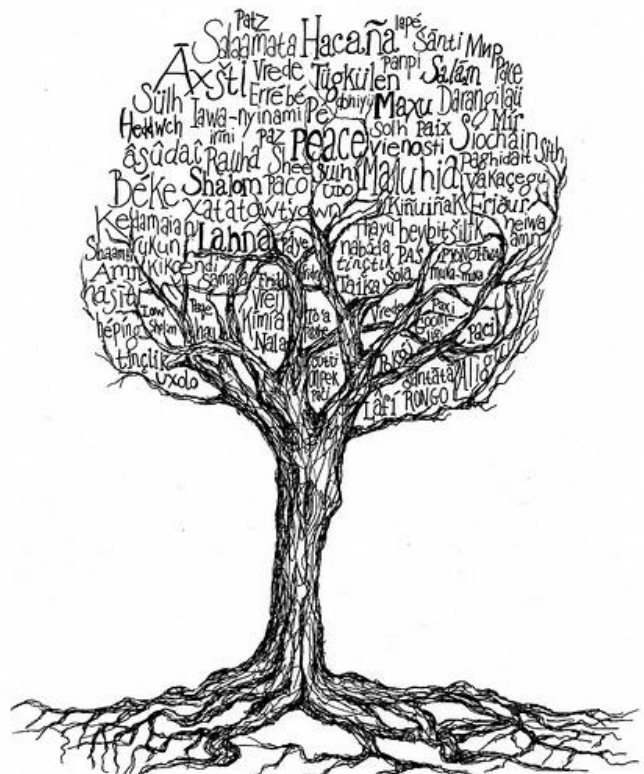
Introduction:

Brainstorm with the group ways in which we can promote peace within daily life, i.e. include others, share, and help others, etc. For one week (or month) we will be tracking our acts of peace in our journals.

Instructions:

Challenge the children to commit to one act of peace per day. Have the children create a journal at the end of each day to track their act of peace. They can use both stories and pictures in their journal.

At the end of the month have the group share a couple of their acts of peace with everyone. Share these acts of peace with visitors and families and encourage the children to continue this at home with their family.



All the Colors We Are

AIM: To teach children why our skin is the color that it is.

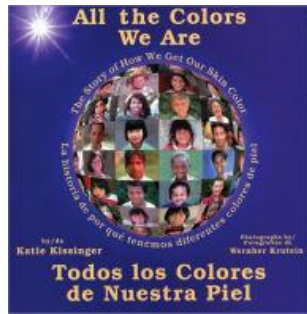
MATERIALS: large white paper plates, brushes, newspaper, tempera paint - white, black, brown, red, yellow, brown, and a way to wash hands. You also need white paper scraps and a roll of mural paper.

AGES: Preschool to middle school

Preparation:

This is a painting activity. It can be done whole group or as a center. Set up a place for distributing paint.

Procedure:



Read the book “**All the Colors We Are**” (Katie Kissinger) Ask students to describe the color of their skin. Point out that none of the tempera paint colors match. Demonstrate how to put small amounts of selected colors on the plate and then how to mix various skin tones. Allow students time to explore mixing the paint and testing the colors on scraps of paper. When they are satisfied with their personal color they are to paint their palms and fingers and make a handprint on the mural paper. Have each students write their name by their handprint.

Follow Up Discussion Questions:

What was challenging about mixing your special skin color?

Is your palm only one color?

Is your palm the same color as skin on other parts of your hand?

What have you learned about the color of people's skin?

Extension:

Display the mural with a sign stating something like this:

People have different colors of skin because of a chemical in the skin called melanin. People with a lot of melanin have darker skin. People with less melamine have lighter skin. These are our skin colors. What color is your skin?

Hand Banner

AIM: To encourage children to engage in peace on a daily basis

MATERIALS: range of skin colored paper or card Glue stick, Paper and pens for writing, or a print out of the Martin Luther King quotes

AGES: Preschool to middle school

This hand banner craft makes a good class or family project. Why not make the banner long enough to circle a room so it joins together in a unified circle? Each child can use a different quote and think about its meaning.

Instructions:

Cut out a number of handprints, making half left hands and half right hands. Either cut out and glue on one of the MLK quotes (on the back of this page) to each hand or have children research and write on their own.

Take one left hand and one right hand and glue the ends of the index fingers and thumbs together. Make lots of pairs of hands in the same way.

Glue the pairs together by overlapping the little finger and the edge of the palm. Hang your banner.



Dr. Martin Luther King Jr. Quotes

Injustice anywhere is a threat to justice everywhere.	A right delayed is a right denied.	Freedom is never voluntarily given by the oppressor; it must be demanded by the oppressed.	All progress is precarious, and the solution of one problem brings us face to face with another problem.	Faith is taking the first step even when you don't see the whole staircase.
A riot is the language of the unheard.	I look to a day when people will not be judged by the color of their skin, but by the content of their character.	An individual has not started living until he can rise above the narrow confines of his individualistic concerns to the broader concerns of all humanity.	In the End, we will remember not the words of our enemies, but the silence of our friends.	Life's most urgent question is: what are you doing for others?
It is not enough to say we must not wage war. It is necessary to love peace and sacrifice for it.	I want to be the white man's brother, not his brother-in-law.	Never succumb to the temptation of bitterness.	We must learn to live together as brothers or perish together as fools.	Nothing in the world is more dangerous than sincere ignorance and conscientious stupidity.
I have decided to stick with love. Hate is too great a burden to bear.	Darkness cannot drive out darkness; only light can do that. Hate cannot drive out hate; only love can do that.	We are not makers of history. We are made by history.	Peace is not merely a distant goal that we seek, but a means by which we arrive at that goal.	Change does not roll in on the wheels of inevitability, but comes through continuous struggle.
Means we use must be as pure as the ends we seek.	We may have all come on different ships, but we're in the same boat now.	Love is the only force capable of transforming an enemy into a friend.	I have a dream that my four little children will one day live in a nation where they will not be judged by the color of their skin, but by the content of their character.	

Cultural Masks

AIM: To explore cultural diversity

MATERIALS: Paper, various art supplies and masks (examples)

AGES: 6-12

TIME: 30 minutes

Introduction:

In many countries around the world they have masks that represent a part of their unique culture. Masks traditionally cover the face and are used to hide an identity, for entertainment, or for performance. Across the globe masks are a powerful sign of expression used in performance both theatrically and ritually, as well as a form of art.

Show children the different masks from around the world and discuss with them the different designs and the brief history of masks as outlined above. Ask the children to share their ideas of when or why someone might wear a mask.

Instructions:

Using the art supplies provided, the children are to create masks illustrating things about themselves and their own diversity. They can include their family heritage and the children's style. Once the children have completed their masks have them share with the group and describe what the different aspects mean. How do the masks show their identities?

Source: YMCAs of Cambridge & Kitchener-Waterloo



Give Diversity a Hand

AIM: To explore each other's similarities and differences.

MATERIALS: Crayons, construction paper, imagination!

AGES: 5-12

TIME: 30 minutes

Introduction:

Ask the children to think about the many different personalities (people) they know. Often our personalities are expressed in our hands. What do their hands say about them? What can you wear on them to express yourself (rings, gloves, nail polish, henna art, etc.)?

Instructions:

Children are to use crayons to draw a variety of different hands on white paper. They can trace around their fingers if they want to be realistic or draw their own hands and design some other hands using their imagination. Ask the children to think about what the hands of a grandmother would look like, a baby or someone who works with their hands. Encourage them to decorate these real and fantasy hands to show interesting differences and similarities.

Discussion:

1. What differences can you see in the drawings?
2. What similarities can you see?
3. How do these differences and similarities relate to the differences between people?



Peace Poem

AIM: Understanding the different ways people view peace.

MATERIALS: Markers, paper (one per child)

AGES: 5-12

TIME: 30 minutes

Introduction:

Talk with the children about what peace means to them and brainstorm different words that represent peace to them.

Instructions:

Hand out a paper and markers to each child. Each child will create an acrostic poem using the word "PEACE" or what peace means to them. You may want to create an example depending on the age of the children.

Discussion:

Have each child present their poem to the rest of the group. Once everyone has had the opportunity to share their poem, discuss with the children the differences and similarities of each poem.

1. Were there lots of similar words/phrases used in the poems? Why or why not?
2. Does peace mean the same thing to everyone?
3. If we all describe peace differently, how can we all work together to create peace?



Diversity

AIM: To explore diversity.

MATERIALS: Leaves (one color), markers and flipchart paper

AGES: 13-18

TIME: 30 minutes

Introduction:

Brainstorm diversity and record key points.

1. What does diversity mean to you?
2. Why is it important to discuss diversity?
3. How does society address issues of diversity?
4. How is diversity viewed in your community? How does this affect you personally?

Instructions:

Hand out one leaf to every participant. Ask them to look at the leaves while you speak about how most often we just think a leaf is a leaf, we do not see their differences.

Allow the youth a few minutes to get to know their leaf and create a story for their leaf. After the five minutes, allow each participant 1 minute to share with the group why their leaf is unique.

After everyone has shared thank them and collect the leaves in a bag. At the front of the room ask them “do you now believe that all leaves are the same? Why or why not?”

Place the leaves out on a table or the floor and ask participants in small groups to come retrieve their leaves. Once everyone has located their leaf, ask the question. “Was it easy to find your leaf? Why or why not?”

Debrief:

1. How did the activity make you think about how we view diversity?
2. What do you feel you will take away from this activity?

Once activity is complete compost the leaves outside.

Note: To adapt this activity for older youth increase the focus on brainstorming and discussion on diversity and their views on diversity in their communities.



We All Fit In

AIM: To create a feeling of interconnectedness and show the impact of individuals.

MATERIALS: Large poster board cut into puzzle shapes (one per person), markers, crayons, other drawing materials, tape/sticky tack

AGES: 12+

TIME: 20-30 minutes

Introduction:

Talk with the youth about how we all have similarities and differences. Discuss how these things create a rich fabric for our society, and that both differences and similarities contribute to a better world.

Instructions:

Hand out one puzzle piece to each youth (if you have additional puzzle pieces distribute to the youth once they have completed their first piece). Encourage the youth to draw, write or decorate the puzzle piece as a representation of their own unique self, showcasing their interests, abilities, etc. When everyone has completed their puzzle pieces, have them assemble the puzzle together and display it in a visible location.

Discussion:

Discuss and reflect with the youth that although everyone has something different on their puzzle piece, they all fit together to make the whole picture.

1. How does this compare to your lives?
2. How is this reflected in your day-to-day interactions with others?



Peace Promoters

AIM: Learn about how others are making an impact on peace.

MATERIALS: Computer access/library access, poster board, markers

AGES: 12+

TIME: Two 45 minute sessions

Introduction:

The youth will do research about a world leader who promotes peace or interview a local leader who works to make the lives of others more peaceful. They will then create a display to educate others on their chosen leader.

Instructions:

Session 1:

The youth will use the internet and books about a world leader who has promoted/promotes peace in the world OR interview someone in their community (social worker, youth leader, etc.) who works towards promoting peace through their everyday actions.

Session 2:

Have the youth create a poster board from the research to present to the other youth and to put on display during Peace Week. You might suggest that they incorporate photos or graphics on their display to catch the reader's eye.

Discussion:

After the youth have created their displays have them share with the group before putting them on display within the school or organization to share.

1. What were some similar traits between the leaders chosen by the youth?
2. What were some differences?
3. What are some characteristics the youth associate with work promoting peace?
4. Are the characteristics in question three similar to the traits in the leaders researched?



Web of Strength

AIM: To encourage cooperation and to demonstrate the strength in working together as a team

MATERIALS: Rope and 2 poles or trees

AGES: 13-19

TIME: 30-45 minutes

Introduction:

Explain to the youth that there are many negative factors at play that can lead to bad situations. The youth will work together to combat these negative factors and influences.

Instructions:

Set up a spider web structure using the rope tied to the poles or trees. Vary the size of holes, but make sure there are big enough for a youth to fit through.

Explain to the youth that this is a web of negative influences. They will work together as a team to get all the youth through the negative influences safely.

Rules:

1. Only 1 person through at a time.
2. Each hole can only be used once.
3. You may not touch the rope. If someone makes contact with the rope, the team must start over. (baggy clothes don't count)
4. Once a team member crosses they must stay on the other side.

Debrief:

1. Ask youth if this was an easy task?
2. How did the team's strategy change throughout the activity?
3. Why is it important to work as a team?

Source: YMCA of
Hamilton/Burlington/Brantford



Taking the Right Steps

AIM: To recognize the value of teamwork and collaboration in solving environmental problems.

MATERIALS: 7 large stepping stones or 7 sheets of paper with masking tape

AGES: 13-18

TIME: 20 minutes

Note: Activity requires a minimum of 6 youth.

Introduction:

Set up 7 stepping stones or pieces of paper on the ground in a straight line. (Tape the paper to the ground so that it does not slide around.)

Instructions:

3 youth are to stand on the stones on the left side and 3 youth stand on the stones to the right. The middle stone remains empty. The objective is for the youth on the left and right sides to switch places, so everyone on the left must end up on the right and vice-versa. Youth can only move in one direction (cannot move backward), and can only move one space at a time. Youth can also jump a stone if there is a free one on the other side of the person.

Example: I I O I I I

Each "I" is a person, the "O" is the empty stone. The first "I" could jump the second "I" because there is a free stone on the other side (like checkers).

Discussion:

Finding solutions to environmental problems (like more effective recycling systems) can be challenging, but if we work together we can learn from each others' ideas and develop creative and effective alternatives. This activity is much easier to complete when everyone contributes ideas and listens to one another.

1. Did the group succeed the first time they attempted to solve the problem? Why do you think you did/did not succeed?
2. How important was discussing the problem and developing a strategy as a team?
3. What does this tell us about solving complicated problems that do not have directly evident solutions (like environmental problems)?

Silent Peace Walk



"If we are peaceful, if we are happy, we can smile and blossom like a flower, and everyone in our family, our entire society, will benefit from our peace." ~ Thich Nhat Hanh

AIM: Encourage individuals to think about and reflect on peace

AGES: Any age

TIME: 30 minutes

Getting Started

Prior to engaging in leading Silent Peace Walks we suggest that you decide for yourself what is moving you and why you want to bring a Silent Peace Walk to life. This will give you the motivation you will need to touch, move and inspire other individuals. If you feel inspired, then it is time to put a group of Peace Walkers together. Talk to your friends or groups in the community who might support the initiative. Promote the Silent Peace Walk, and educate people about it.

Place and Time

Find a suitable place and a good time for a Silent Peace Walk. Early mornings are excellent. Locations can be gardens, courtyards, parks, the beach or any location suitable for reflection.

I walk for Peace

Bring signs or banners with information about the Peace Walk and place them on visible spots. Wear shirts displaying sayings such as, "Silent Peace Walk. I walk in silence for peace. Join me."

Opening

1. Ring the Peace Bell and invite the Peace Walkers to assemble in a circle or semi circle so they can hear you.
2. Make sure everyone is comfortable and acknowledge all for coming
3. Give a short explanation about the Silent Peace Walk and how Peace Walks contributes to peace in the world.

1. Inner Peace and World Peace

- Ultimately, inner peace is the only thing that can bring about lasting peace.
- Participation makes us more peaceful and develops a desire to actively, and lovingly promote peace.
- Participation develops an internal reservoir of peace. When you find yourself in challenging situations, simply remember the peaceful feelings you experienced during the walk. With practice, these memories will instantaneously calm you down, allowing you to pause and choose those responses that increase peace in your life and, consequently, peace in the world.

2. Awareness, Gratitude and Peace

- Participation enhances quality of life, and increases gratitude, an essential ingredient for a peaceful life. Unremarkable occurrences such as a passing breeze or branches moving with the wind will take you to relive the feelings of peace you experienced during the walks. You will become more aware of the beauty that surrounds you, and you will feel blessed.
3. Create a calm atmosphere by saying a few words, such as *“Let’s prepare ourselves. Soon we will be walking together in silence for peace. Let’s close our eyes, and take a few deep breaths.”*
 4. Provide instructions to walk slowly, pay attention to the environment around us, notice the big and the small, feel the breeze, let go of all the thoughts, the past and the future, put aside the to-do list, and be in the here-now. Let the sound of the Peace Bell remind us to release the thoughts and come back to the present”.

The Walk

Peace Walkers usually line up in a single line and walk behind the leader. Sound the Peace Bell and start walking.

1. Sound the Peace Bell a few times during the walk to remind the participants to release the thoughts and return to the here-now.
2. Walkers can choose to be on a completely silent mode. Walkers can also choose to break the silence to greet those passing by. Remember, you are promoters of peace, so you are the first to smile and say Hello.

The Closing

1. Stop walking after 20 minutes -- possibly at the same spot where the Peace Walk began - - remain in silence, and allow time for the Peace Walkers to gather around and settle down. Sound the Peace Bell, recite the Peace Poem

*Peace in our hearts brings peace to our families
Peace in our families brings peace to our communities
Peace in our communities brings peace to our nations
Peace in our nations brings peace to the world
Let there be peace on Earth, and let it begin with me
One world, One community, One family, One heart, One love
One Planet United*

2. Finish by sounding the Peace Bell again for one last time.
3. Invite participants to hug one another or shake hands.
4. Invite the Peace Walkers to briefly share what may be in their minds and hearts.

Source: One Planet United, Coral Springs. Silent Peace Walks take place at the Coral Springs International Peace Garden every first Saturday of the month, at 7:00 AM.