TEACH PEACE

Building Peace
through Dialogue

READY-TO-USE ACTIVITIES FOR TEACHERS, TRAINERS AND COMMUNITY PRACTITIONERS



Co-funded by
the European Union

Erasmus+
for Adult Education

Building Peace Through Dialogue

Teach Peace is an Erasmus+ co-operation project which focuses on developing peace education for adults.

Project duration: 01.09.2025–31.12.2026

For more information, please visit our webpage: teachpeace.info

Follow us on social media:

Teach Peace Project

teachpeaceproject.eu

teach-peace-project-eu

Teach Peace partners

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

TEACH PEACE

Resources for Educators

1. TRAINING PROGRAMME
2. GUIDEBOOK FOR DESIGNING LEARNING EXPERIENCES
3. READY-TO-USE ACTIVITIES

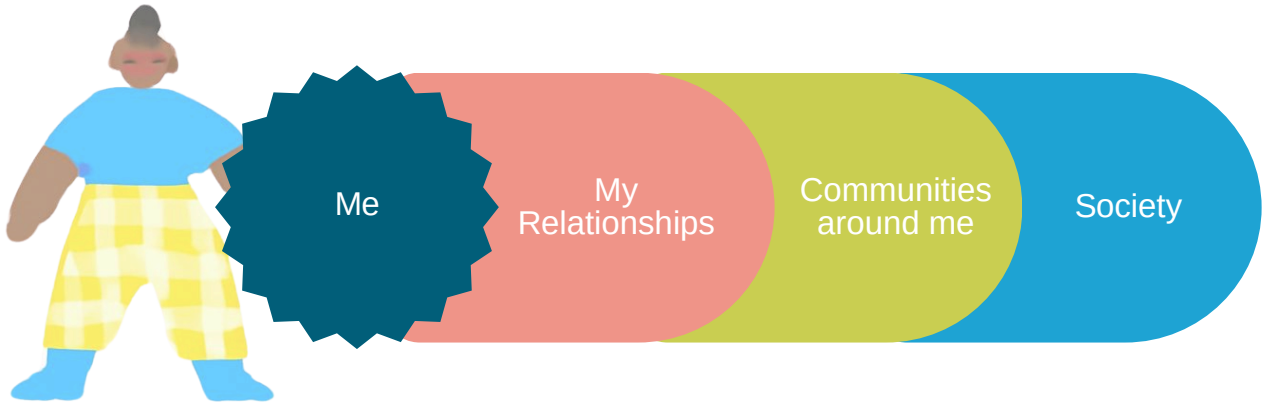
The Ready-to-Use activities are part of a larger set of Teach Peace materials. On our website, you can find more information on peace education, a training programme for adults, and a guidebook for designing learning experiences.

TEACH PEACE: INTRODUCTION

Welcome to the Teach Peace Ready-To-Use Activities. The following activity cards are an easy way to practice peace education methods in your everyday classes, lessons or trainings.

When working with other people, every one of us becomes an peace educator. We meet other people and their different opinions, we let them express their thoughts, listen, argue and get into conflicts. We also learn to solve them, to find a middle ground, to co-exist and still create valuable time in community. All of those practices - even if we don't recognize it at first - help us to create a peaceful environment in society. Peace starts in everyday life!

As individuals we often think that we cannot change much. In fact, as individuals we are embedded in wider systems and do for sure have an impact on our relationships with others. My relationships will then shape communities around me and those communities in turn are part of society. So, our everyday practices are tools that we can use to trigger small changes with a wider impact on an everyday basis.



To help trainers, educators and community practitioners set a more conscious peace building attitude in the room, we have created seven activity cards that can be very easily used during classes, lessons or trainings and do not take more than a few minutes out of the session.

Explore those practices on the following pages!

ACTIVITY CARDS

DIALOGUE CIRCLE

Learn the five dialogue practices

REFLECTING ON EMOTIONS

Recognise your emotions

ACTIVE LISTENING THROUGH MUSIC

Practice how to recognise details in what you hear

CONFLICT VS. DIALOGUE

Explore your behaviour patterns

THE HOPE LENS

Practice how to recognise hopeful possibilities

CIVIC ENGAGEMENT IN EVERYDAY LIFE

Get inspired how to work in community

STRENGTH IN DIFFICULT TIMES

Recognize what makes you resilient as a group

DIALOGUE CIRCLE

Self-Assessment of the Five Dialogue Practices. Increase self-awareness and identify areas for personal growth.

Whenever you start with a new or unfamiliar group, such as a class, a workshop, or a community meeting, people arrive with very different levels of comfort around open conversation and conflict. Use this in the very first session to help everyone locate where they stand before diving into dialogue work. Printable versions of the diagram are on the next page.

15MIN.

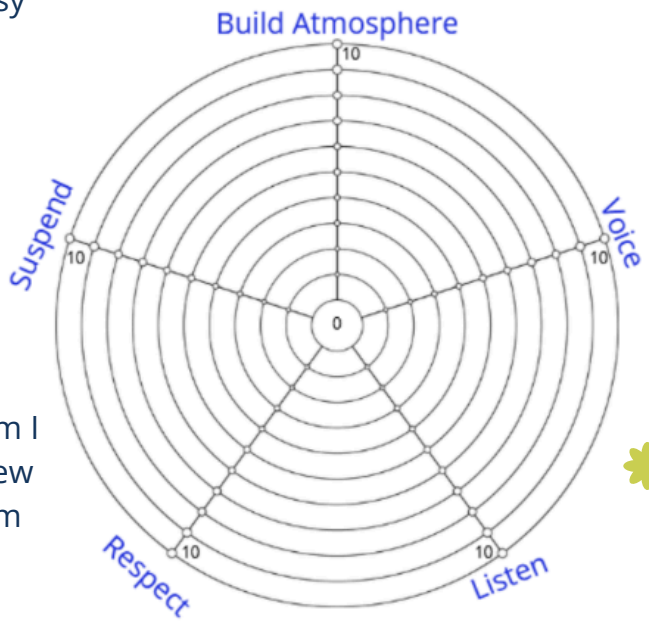
Beginning of class/training

Instructions:
There are five practices commonly used when initiating dialogue: Listen attentively, Voice opinion, Suspend assumptions, Build atmosphere, and Respect other opinions. Ask participants to rate themselves in the scale below from 0 ("I don't feel skilled or comfortable with this practice yet") to 10 ("I feel highly skilled and fully comfortable using this practice").
Discuss afterwards with your group: What did you (not) have in common?

Suspend assumptions:
How often do I pause before jumping to conclusions? Is it easy for me not to judge people?

Build atmosphere:
How much do I contribute to making conversations feel safe and open? Do I feel responsible for building a good climate for a dialogue?

Voice opinion:
How good am I at saying exactly what I want? How aware am I of the impact my words have on others?



Respect other opinions:
How comfortable am I when someone's view is very different from mine?

Listen attentively:
How fully do I give my attention when someone is speaking?

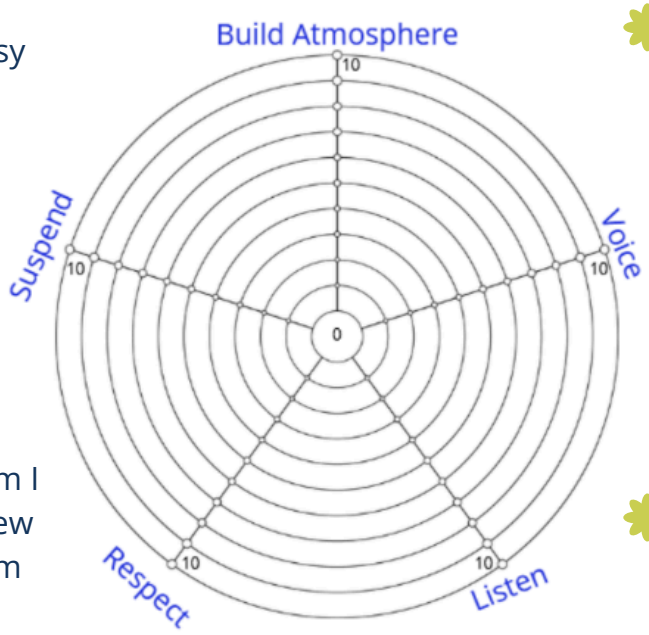
Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

Build atmosphere:
How much do I contribute to making conversations feel safe and open? Do I feel responsible for building a good climate for a dialogue?

Suspend assumptions:
How often do I pause before jumping to conclusions? Is it easy for me not to judge people?



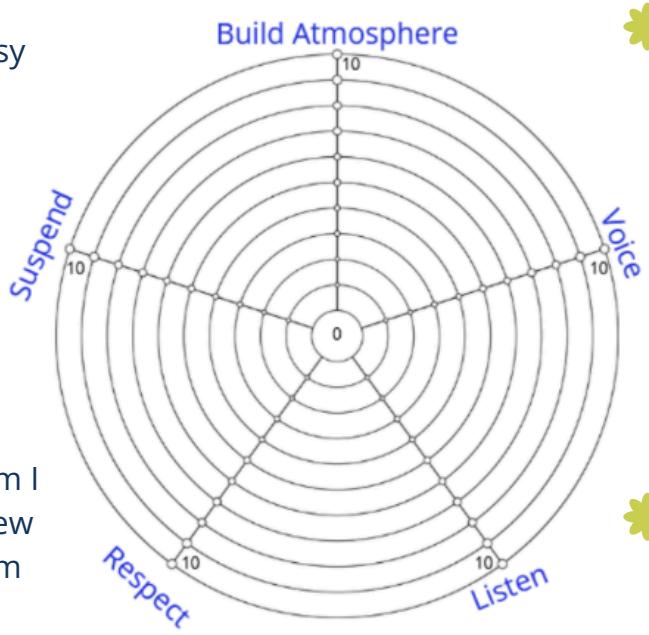
Voice opinion:
How good am I at saying exactly what I want? How aware am I of the impact my words have on others?

Respect other opinions:
How comfortable am I when someone's view is very different from mine?

Listen attentively:
How fully do I give my attention when someone is speaking?

Build atmosphere:
How much do I contribute to making conversations feel safe and open? Do I feel responsible for building a good climate for a dialogue?

Suspend assumptions:
How often do I pause before jumping to conclusions? Is it easy for me not to judge people?



Voice opinion:
How good am I at saying exactly what I want? How aware am I of the impact my words have on others?

Respect other opinions:
How comfortable am I when someone's view is very different from mine?

Listen attentively:
How fully do I give my attention when someone is speaking?

Co-funded by the European Union

Dieses Projekt wurde von der Europäischen Union kofinanziert. Die geäußerten Ansichten und Meinungen sind jedoch ausschließlich die der Autor:innen und spiegeln nicht notwendigerweise die der Europäischen Union wider. Die Europäische Union übernimmt hierfür keine Verantwortung.

Alle Teach-Peace-Materialien stehen unter der Lizenz CC BY-NC-SA 4.0 DEED

REFLECTING ON EMOTIONS

Emotional Intelligence.
Strengthen your emotional vocabulary and mutual understanding about the importance of emotions.

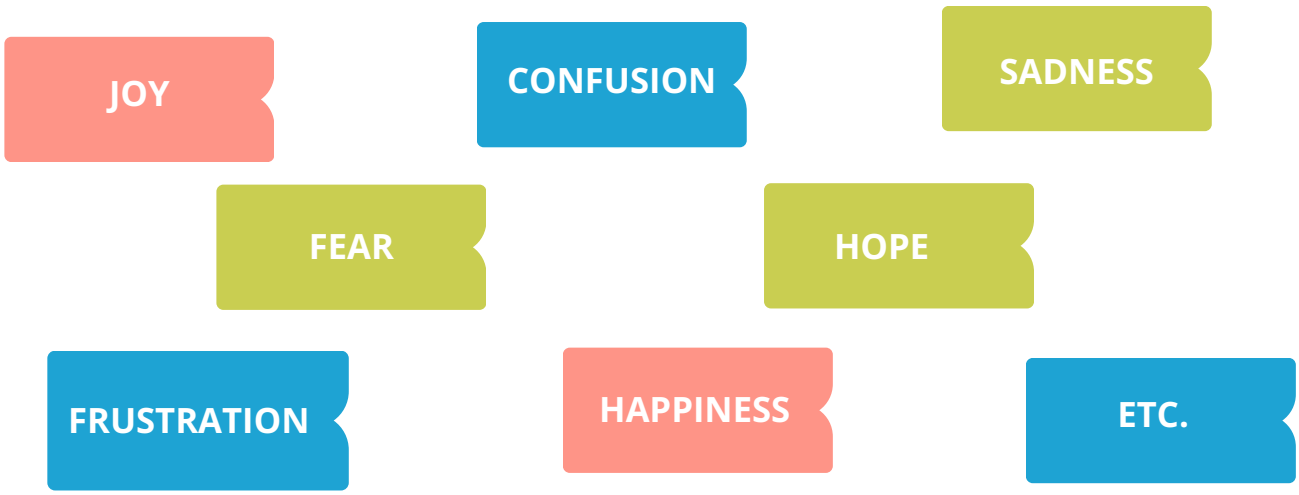
People often leave a session carrying unspoken feelings after a hard exercise, a group project, a presentation, or even just a long day. When participants seem to shut down, deflect with humor, or avoid naming how they feel, use this to close a session and normalize putting emotions into words.

10MIN.

End of class or training

Instructions:

- Prepare cards with different emotions; examples below. Each emotion can be printed twice to have more options for participants. You could also just write them on a flipchart.



- Each participant chooses one card that reflects how they feel about it today. In small groups, each person shares:

  - **Why have they chosen this emotion**
  - **What helps them manage it**

- Then the whole group reflects.

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

ACTIVE LISTENING

Develop attentive and focused listening, learn to notice subtle details, different levels of sound, and emotions — skills that directly contribute to quality dialogue.

Group discussions in class, in trainings, or in community dialogue circles frequently turn into everyone waiting to speak rather than truly listening, and good points get lost in the noise. Use this whenever you want to slow a group down and rebuild the habit of listening fully, before or after a discussion heavy activity.

20-30 MIN.

End of class

Materials needed: device for playing music (for example, a speaker, laptop, or mobile phone).

Instructions:

- Invite the participants to sit comfortably.
- Play an instrumental or simply a song you or your group likes. Alternatively, if you dont have a speaker and are outside, you can also listen to the outside noise scenery.
- Ask everyone to close their eyes and simply listen.
- After the musical piece ends, invite the group to briefly reflect on what they heard using the following questions:
  - What musical instruments did you notice?
  - Was there an instrument or sound that particularly stood out or predominated?
  - What else did you hear in this piece — a particular message, emotion, or story?
  - Did this music remind you of anything from your own life?
  - What else can we “hear” or discover when we listen more attentively and deeply?

Conclude by linking the experience to dialogue: when we slow down and listen with full attention, we notice more - in music and in people.

Music examples that can be used for this excercise:

- Dave Brubeck Quartet, „Take Five“
- Antonio Vivaldi, „Der Frühling“ aus Die vier Jahreszeiten (1st part)
- Eminem, „Lose Yourself“

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

CONFLICT VS. DIALOGUE

Explore and visualise the differences between dialogue-oriented behaviours and conflict-driven behaviours, and reflect on how these patterns show up in real interactions.

Any group that meets repeatedly, such as a class, a training cohort, or a community project team, can drift into recurring tension over a sensitive or divisive topic, sometimes escalating enough that people want to disengage or leave. Use this mid course to help the group step back and name the behavior patterns driving conflict versus dialogue.

30MIN.

During class

Materials needed: Flipchart sheets/paper, markers, pens, crayons.

Instructions:

- Divide the group into two teams. Each team receives one task:
  - **Team A**: Draw a character who represents a **dialogue-oriented** person.
  - **Team B**: Draw a character who represents a **conflict-driven** person.
- Ask each team to create a simple figure (a person, symbol, silhouette, cartoon - anything works). Around the drawing, participants write down characteristics and behaviours of their assigned type.
  You may guide them with prompts:
  - **How do they listen?**
  - **How do they speak?**
  - **What is their body language?**
- Give teams 10–12 minutes to draw and describe their characters.
- Invite each team to present their character to the whole group. They can also role-play a short scene with the two personas.
  Encourage them to explain why they chose certain traits or behaviours.
- Facilitate a short discussion to understand pattern that help us notice or own tendencies and choose constructive behaviours:
  - What differences stand out the most between the two characters?
  - Which behaviours do we recognise in ourselves?
  - Which behaviours support understanding, and which escalate conflict?
  - What small habits could help us move from “conflict person” to “dialogue person”?

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

THE HOPE LENS

Strengthen the ability to notice possibilities and resources for my peacebuilding work.

After tackling heavy, systemic topics like discrimination, inequality, community conflict, or difficult news, groups and individuals can leave feeling stuck or discouraged. Use this at the close of any session dealing with hard issues to help people reconnect with possibility and next steps.

---

15 MIN.

End of class

Instructions:
At the end of the day, reflect or write down:

Materials needed: space for notes (paper, notebook, pen, laptop)

- What gave me hope today or this week?
- Who inspired me or supported me through a challenge that I had?
- What (even) small action did I take that moved something forward for an important topic of mine?
- What is one hopeful step I can take tomorrow towards a goal of mine?
- How can I integrate "hope" into my everyday work? Do I see places to integrate this topic within community activities?

This exercise helps shift attention from obstacles to possibilities without denying reality. Also, to reflect on how to share "hope-based activism" in places where it can help.

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

CIVIC ENGAGEMENT IN EVERYDAY LIFE

Identify key themes of civic engagement and co-create small, realistic actions that participants can take within their communities.

Participants often do not see their own everyday actions as connected to something bigger, whether in a language class, a youth group, or a community training. Use this at the start or end of a session to help people recognize civic engagement already around them and turn that awareness into small, collective actions.

20MIN.

Beginning or end of class

Instructions:
In groups of 3–4, participants discuss:

"What is civic engagement, and how does it show up in everyday life? Where do you see civic engagement in your communities and surroundings?"

Materials needed:
Flipchart/table, something to take notes with by participants

After a few minutes, ask the groups to share their ideas.

Typical themes that may appear (we can add them if needed):

- **Community care & mutual support**
- **Volunteering**
- **Participatory decision-making**
- **Environmental responsibility**
- **Digital citizenship**
- **Youth voice**
- **Participation**
- **Human rights & inclusion**
- **Local problem-solving**
- **Dialogue & bridge-building**
- **Media literacy**
- **Countering misinformation**

Each group selects one theme from the flipchart that they want to work with.
Then work on:

- **What small actions or micro-strategies could I take to strengthen this theme?**
- **Whom could I invite to join me?**

Write down the answers. Reflect with the whole group.

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

STRENGTH IN DIFFICULT TIMES

Recognise inner strengths and good habits, normalise talking about challenges, and build ground for resilience.

When people are under pressure, such as approaching a deadline, facing a difficult project, or just going through a demanding stretch, stress can show up as disengagement, withdrawal, or silence. Use this at the start of a session to surface what has helped the group cope before and build a shared sense of resilience going forward.

20MIN.

Beginning of class/training

Instructions:
Facilitate the group dialogue in small groups, where each person shares:

- A difficult moment/situation they overcame (no details needed to keep privacy - depends on a person to what extent they want to open up)
- One inner power that helped them (e.g. courage, gratitude, emotional regulation) and/or ...
- One form of external support that made a difference
- People, that proved to be reliable when needed and can be counted as a supportive network.

The group listens with respect, and then the whole group reflects. Then together they write on the flipchart strategies for better "daily" resilience, like "To have a new hobby", "To shorten time on mobile", "To meet a friend I miss". Then everybody chooses one strategy they like for further implementation.

Co-funded by the European Union

Co-funded by the European Union. Views and opinions expressed are however those of the author(s) only and do not necessarily reflect those of the European Union. The European Union cannot be held responsible for them.

All Teach Peace resources are licensed under CC BY-NC-SA 4.0 DEED

THANK YOU FOR JOINING OUR TEACH PEACE TRAINING PROGRAMME!

We hope you have found the materials helpful.

Now may be the perfect moment to begin shaping your own peace-focused actions and dialogue initiatives.

Have a look into our other materials within the Teach Project and dive into a more theoretical and educational framework.

Teach Peace Project Team

Authors of the Program:
Teach Peace Project Team