

Peace Literacy Curriculum: The Constellation of Peace

Unit Introduction | The Power of Ideals | **The Stars of Struggle, Training, Truth, and Strategy** | The Allegory of Video Games | Realistic Hope in History



We live in an age when we can no longer settle for peace as an abstract concept, sentimental wish, or shallow cliché. **The Constellation of Peace** unit leads students into a deeper and more practical understanding that equips them to create a realistic, resilient, and sustainable peace for the 21st century.

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Prepared by

Paul K. Chappell, Peace Literacy and Leadership Director, Nuclear Age Peace Foundation
Stephanie Clapes, M. Ed., Learning Specialist and Educational Consultant

This is the second of a four-part unit (each part has 5-7 lessons of 1-2 hours each)

1. The Power of Ideals
- 2. The Stars of Struggle, Training, Truth, and Strategy**
3. The Allegory of Video Games
4. Realistic Hope in History

Designed for middle school students

The themes of struggle, training, truth, and strategy on which this unit focuses are appropriate, and critically so, for students in fourth grade through higher education. However, the presentation we have used to frame these themes is designed for middle-school students.

Content

The unit addresses content relevant to **life skills** and **health** classes but the focus on ideals as stars for navigating life allows us to cover material relevant to middle-school **science**, **history**, and **geography** classes as well, through discussions of metallurgy, the geography of oceans and land masses, and celestial navigation techniques in ancient and diverse cultures.

Accessibility

Each of the four parts of the unit has its own script and PowerPoint slides. The combination of visual elements in the slides, and aural elements from the script and the slides (there are sometimes sound effects) increases the accessibility of the presentation for students with visual or hearing impairments.

Learning outcomes and exercises

Each of the four parts of the unit comes with its own specific learning outcomes, activities, supplemental readings, and web resources.

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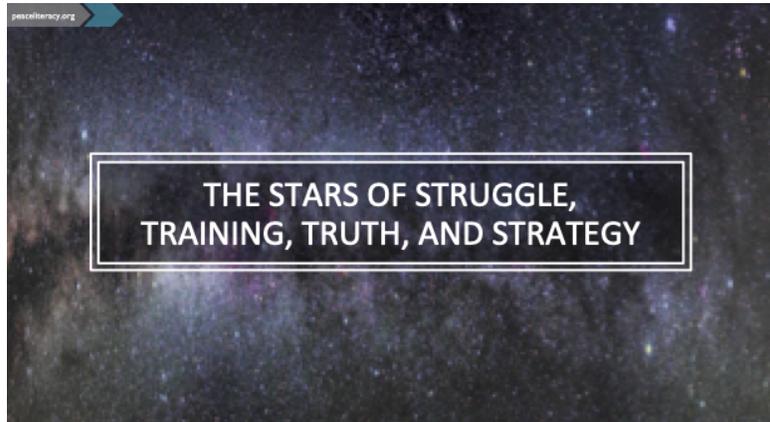
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Paul K. Chappell and Stephanie Clapes. 2020. Peace Literacy Curriculum: The Constellation of Peace. <http://peaceliteracy.org/curriculum/>

And please send us copies of any materials you produce that are based on this curriculum so we can put them up on the Peace Literacy website as models for others. Peace Literacy is meant to be shared! Thank you for embarking on this journey with us!

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy



The Stars of Struggle Training, Truth and Strategy

is meant to be used in conjunction with a deck of 21 PowerPoint slides available for free download at <http://peaceliteracy.org/curriculum>

Enduring understandings

- Journeying toward the four stars in the constellation of peace (struggle, training, truth, and strategy) empowers us to create peace that is realistic, resilient, and sustainable.
- We can increase realistic peace not only in our personal lives and community, but also on a national and global level, by using the four stars in the constellation of peace to guide us.

Macro concepts

- We must *embrace struggle* to achieve our full potential in any endeavor. Understanding the importance of embracing struggle encourages a growth mindset. Struggle can be meaningful, instructive, and even fun.
- We must *acquire training* to achieve our full potential in any endeavor. Understanding the importance of acquiring training also encourages a growth mindset.
- We must *pursue truth* to achieve our full potential in any endeavor. Understanding the importance of pursuing truth strengthens our curiosity and determination, which further encourages a growth mindset. Integrity involves being honest with others and honest with ourselves.
- We must *choose strategy* when solving problems, instead of reacting recklessly without forethought, to achieve our full potential in any endeavor. Strategy empowers us to confront root causes of problems instead of merely addressing the symptoms of these problems. Strategic thinking is an important area of growth, which can help us in any area of life.

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Micro concepts

- Nonviolence, which we can also call *waging peace*, is the highest evolution of strategy.
- The four stars in the constellation of peace can help us develop deep and genuine compassion for others, along with deep and genuine compassion for ourselves.

Learning outcomes

Students who engage with *The Stars of Struggle, Training, Truth, and Strategy* will show growth in their ability to:

- Respond to struggle in ways that help them learn from it.
- Explain the importance of choosing harder rights over easier wrongs.
- Distinguish between harder rights and easier wrongs.
- Explain why struggle is essential for progress.
- Explain why training (learning & practice) is essential for excelling in any endeavor.
- Act with integrity on a personal and community-wide level.
- Use strategic approaches to problem-solving rather than using brute force or reacting impulsively without forethought.
- Develop compassion for self and others.
- Explain why nonviolence is the highest evolution of strategy
- Identify peace heroes who used struggle, training, truth, and strategy to create positive change.

The lessons include exercises to reinforce each of these learning outcomes and we are developing rubrics for assessing them. If you develop any rubrics of your own, please share them with us! (email: sharyn.clough@oregonstate.edu)

Background readings

Teachers will benefit from reading *Soldiers of Peace* (Chappell 2017) that has chapters dedicated to each of the stars in the constellation of peace.

Lessons

The Stars of Struggle, Training, Truth, and Strategy is divided into 7 lessons; each lesson takes about 1-2 hrs, including ppt. slides and activities, and depending on class size & student engagement.

Lesson 1, p. 7: The Struggle of Struggle

Lesson 2, p. 13: The Struggle of Struggle, continued

Lesson 3, p. 17: The Star of Training

Lesson 4, p. 21: The Star of Truth

Lesson 5, p. 26: The Star of Strategy

Lesson 6, p. 30: Engineering and Peace Heroes

Lesson 7, p. 34: Constellation of Peace in Your Own Words / Constellation of You

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Introduction

The central metaphors in Part 2 are the four stars (ideals) in the Constellation of Peace. These four stars are the Star of Struggle, the Star of Training, the Star of Truth, and the Star of Strategy. These metaphorical stars help students see challenge as an opportunity to exercise ideals, empowering students to use daily experiences to strengthen and develop their humanity. The ideals of struggle, training, truth, and strategy can also be written as “embrace struggle,” “acquire training,” “pursue truth,” and “choose strategy.” These four ideals offer students many benefits, such as increasing their realistic hope and giving them meaningful guidelines toward character development and a positive, growth-oriented attitude.

These four stars form a metaphorical constellation that we can journey toward, a direction that can guide us through adversity and uncertainty as we navigate toward positive goals in life. Seeing ideals as directions that give us practical guidance for living, rather than as abstract goals, breaks down difficult and worthwhile goals into a variety of practical means that are needed to achieve them. Students are better able to relate to these practical means and connect them to their daily lives, whereas lofty goals that seem abstract and inaccessible are much more difficult to relate to.

To mention just a few examples of how ideals relate to daily life, students can contemplate and discuss the benefits of embracing struggle, in terms of choosing the more difficult path that leads to long-term rewards instead of the path of least resistance that can hurt us not only in the long-term but even in the short-term, the challenges that can make it difficult to follow this ideal, and how we can overcome these challenges. Students can also discuss how struggle can be fun, and what specific elements allow struggle to feel like fun.

Students can contemplate and discuss the benefits of *acquiring training*, in terms of the learning and practice needed to develop skills in a particular area (such as a sport, academic subject, or playing an instrument), the learning and practice needed to cultivate our humanity, the challenges that can make it difficult to follow this ideal, and how we can overcome these challenges. When students realize that doing anything well requires training in the form of learning and practice, this encourages a growth mindset.

Students can contemplate and discuss the benefits of *pursuing truth*, in terms of building shared trust and strong communities by being honest with others, becoming more self-aware and strengthening our character by being honest with ourselves, the challenges that can make it difficult to follow this ideal, and how we can overcome these challenges.

Students can contemplate and discuss the benefits of *choosing strategy*, in terms of choosing a strategic approach to problem-solving instead of aggressive and impulsive reactions that lack forethought, how we can use nonviolence (the highest evolution of strategy) to resolve and grow from conflict, the challenges that can make it difficult to follow this ideal, and how we can overcome these challenges.

Moving in the direction of these four stars can help us succeed in our efforts toward any goal, including the goal of fully flourishing as a human being. By starting with the star of struggle, which is an inevitable part of life, the following lessons address one of the most common criticisms of peace that students can raise: “There will never be peace because there will always be struggle!” We must help students understand that realistic peace is not the absence of struggle, because struggle is shared by all human beings and other forms of life. Realistic peace is the process of transforming struggle into purpose, meaning, empathy, understanding, and justice.

Here are just a few of the many ways that students can apply the four stars (ideals) in the Constellation of Peace to their academic lives:

1. *Embrace struggle* by learning ways to work hard, do our best, and not let procrastination control our lives. A growth mindset requires that we embrace struggle and learn from struggle.
2. *Acquire training* by understanding how the need for training encourages us to have a growth mindset in everything we do, how *learning and practice* (another way to describe training) is necessary for unlocking our full potential, and how we can become lifelong learners who seek opportunities to learn and practice not only while we are in school, but also after we graduate from school.
3. *Pursue truth* by strengthening the integrity that makes deep shared trust in the school community possible, using the light of truth to see and solve the root causes of problems, and understanding the importance of aligning education with the pursuit of truth in all of its complexity.
4. *Choose strategy* by using various strategies to improve how we study, how we take notes, how we use time, how we deal with conflict, and how we respond to adversity.

An activity at the end of Part 2 allows students to develop their own personal ideals, in addition to the four ideals in the Constellation of Peace. This activity challenges them to consider struggles in life and imagine what additional ideals could help them meet those struggles with strength and clarity of purpose. Students turn these ideals into guiding stars for their life’s journey and create a personal constellation comprised of these stars. Students learn that as they grow older, the number of their ideals can grow, and the meaning of their ideals can deepen. All of the activities throughout these lessons take ideals out of the abstract and personalize them, making them concrete and meaningful to students’ daily reality.

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Transition from Part 1

When exploring the previous part, *The Power of Ideals*, we learned that for thousands of years, stars served as important guideposts for sailors on the open sea, empowering them to navigate well so that they did not become lost in uncharted waters. Being able to navigate well often meant the difference between life and death. We then looked at ideals as metaphorical stars that can guide us on the ocean of life, empowering us to navigate well so that we do not become lost in life, especially when we are dealing with adversity and uncertainty. Ideals can help us journey in a positive direction by providing inner strength, guidance, and realistic hope during the storms of life. Ideals can also help us avoid becoming lost and sinking into attitudes and behaviors that are destructive to ourselves, those around us, and our planet.

But which ideals should we use as our guiding stars in life's journey?

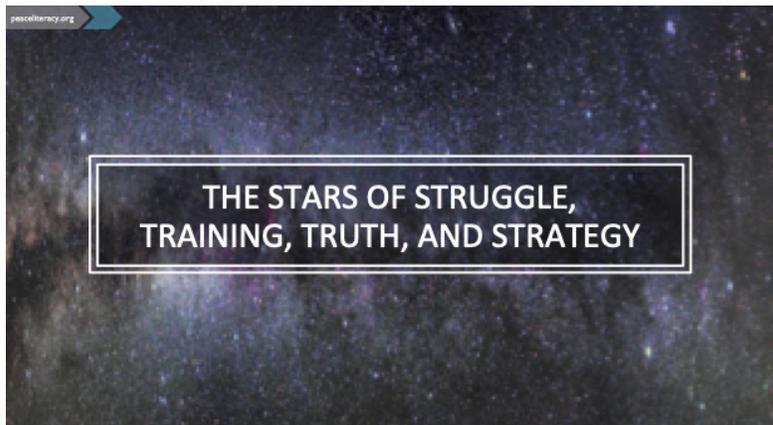
Lesson 1

The Star of Struggle

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

Show Slide 1 and read the title out loud



In the following lessons we are going to explore the Constellation of Peace. It contains four stars (ideals) that can help guide us toward peace that is realistic, resilient, and sustainable.

If we aren't journeying toward these four stars as individuals or as a society, then we aren't moving toward peace that is realistic, resilient, and sustainable.

Because humanity has the technological capacity to destroy itself, and because our technology has also increased the confusion and complexity in our society, using these four stars to navigate through danger, confusion, and complexity toward a more peaceful and just world has never been more important.

Some people view peace as the absence of struggle. They imagine that peace means a utopian world where no one ever has conflict, no one ever has problems, and everyone lives completely carefree, smiling from morning until night.

Do you agree with this idea of peace? Why or why not?

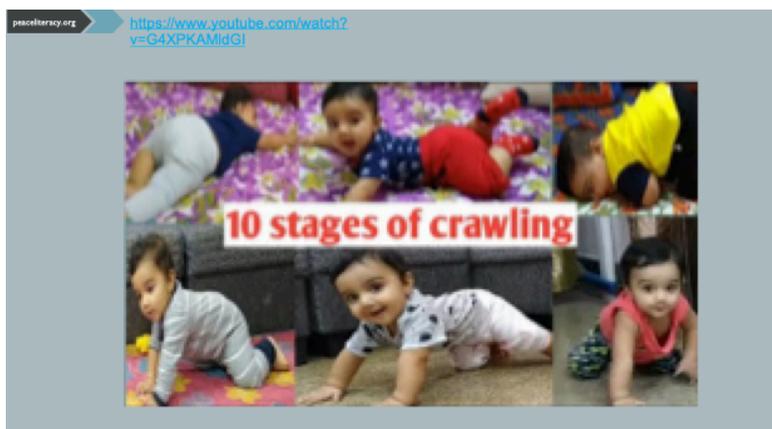
What would life be like if there were no struggle?

Allow for responses. Guide conversation toward the positive outcomes of struggles.

So struggle is a part of life.

Note for Teachers: It is important to tell students that one major reason why we don't have peace is because peace that is realistic, resilient, and sustainable is very difficult to create. A second major reason why we don't have peace is that we aren't taught how to create peace. If people weren't taught how to do math, how to read and write, how to play basketball, or how to play an instrument, and they didn't do well, would we be surprised? So why should we be surprised when people don't do well at peace, if they aren't taught how to do well at peace? A third major reason why we don't have peace is, in addition to not being taught how to create peace that is realistic, resilient, and sustainable, we are often taught the opposite. Sharing these three reasons with students can reduce their cynicism, increase their realistic hope that peace is possible, and help them feel empowered that they can become skilled in waging peace and make a positive difference in the world.

Show Slide 2 (Crawling Video)



What does this video teach us about struggle?

Allow for responses.

This crawling video shows that:

1. Struggle is a natural part of growth and learning.
2. Struggle begins so early for us that it even precedes our learning to walk.
3. Struggle can occur in stages.
4. Struggle is something we need for our development.

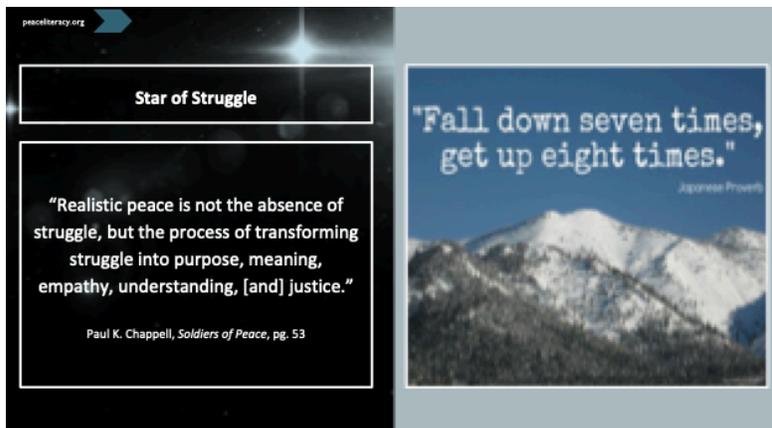
This video also shows an example of struggle that transcends time and culture, that is part of our shared humanity. You can see the baby struggling to use his muscles, how shaky he is, how hard it is just to raise his head off the bed while pushing up on his knees. He wobbles; he is still weak. He must try again and again, be clumsy, awkward, and unskilled while he learns. Is that easy for the baby? It's difficult.

Struggle involves challenge, and *embracing struggle* means rising to meet a challenge.

Note for Teachers: The crawling video also illustrates the Frederick Douglass quote that is introduced in Slide 5: "Without struggle there is no progress." When that quote is introduced, you can connect it back to the crawling video.

The first star in the **Constellation of Peace** is the **Star of Struggle**.

Show Slide 3



Return to script

Read or have a student read the quote on the left out loud:

“Realistic peace is not the absence of struggle, but the process of transforming struggle into purpose, meaning, empathy, understanding, and justice.” (Paul K. Chappell, *Soldiers of Peace*, pg. 53)

What does this quote mean to you?

What are some reasons why people might run away from or try to avoid struggle?

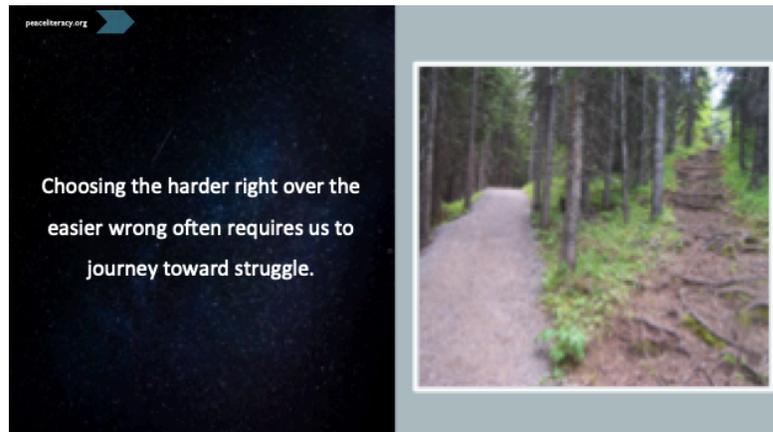
How can struggle help us to grow?

Allow for responses.

Realistic peace *is* resilient peace and sustainable peace. What does resilient peace look like? What does sustainable peace look like?

Allow for responses.

Show Slide 4



Read or have a student read the slide out loud. Ask students to describe the image of the two paths. Ask them what they think this image means.

So much of the harm in the world is caused by people choosing the easier wrong over the harder right. What does it mean to choose the easier wrong over the harder right?

Allow for responses.

Take a moment to think of situations where you’ve seen people choose the easier wrong over the harder right. In other words, think of examples where people take the easy path in ways that cause harm. You can think of examples from real life or from movies, television shows, or books.

Allow for responses.

Note for Teachers: *This could also be a journal activity or students could create a skit that they act out.*

Return to script

In the picture on the slide, notice how the harder path has obstacles, but it leads uphill, allowing us to ascend. The easier path in the picture might seem easier because it lacks obstacles, but it leads to a descent. In a similar way, the easy path in life can seem easy in the short term, but it can cause us to descend into a pit or fall off a cliff, whereas the harder path can seem more difficult in the short term, but it puts us on higher ground in the long term.

What are examples of paths that seem easy in the short term, but make our lives more difficult in the long term? What are examples of metaphorical pits we can descend into or metaphorical cliffs we can fall off of when we slide down the easy path?

Allow for responses.

Take a moment to imagine situations where you might need to choose the harder right over the easier wrong. What are some of those situations?

Allow for responses.

What kinds of struggles might the harder path put you into? How might you practice gaining strength through this experience?

Give students time to brainstorm. Record answers. Students can also write this as a journal entry in their Ship's Log.

Activity: Struggle and Ethics (Group Discussion)

When making decisions we can think:

1. Is it ethical?
2. Is it strategic for achieving my goals?
3. Is it easy?

Taking the easy path means prioritizing #3 over #1 and #2. However, something can be ethical, strategic, and easy all at the same time, and there can be ethical and strategic reasons for using the “path of least resistance.” For example, we want recycling, which is ethical and strategic for the well-being of our communities and the world, to be as accessible and low-friction as possible (in terms of making it easy for people to recycle).

What are other examples of something that can be ethical, strategic, and easy? Think of examples of problems that can occur when people change this order.

Note for Teachers: The goal of this activity is to get students to see that *we should not put what is easy above what is ethical*. To help guide this

discussion, you can ask students, “If you are thinking about taking a course of action and can answer “yes” to #1 and “yes” to #2, but “no” to #3, should you do it? If you are thinking about taking a course of action and can answer “yes” to #3, but “no” to #2 and “no” to #1, should you do it? Things get more complicated if a person can answer “yes” to #1, but “no” to both #2 and #3. This can raise some important discussions about how an ethical course of action can be strategic in ways we often don’t realize, especially if our goal is to improve the health of our community, nation, and world. The civil rights movement (and many other nonviolent movements) have shown how an ethical course of action can be very strategic by empowering us to heal root causes of problems, build shared trust, and lead by example. Later in these lessons when we explore the Star of Strategy, we discuss how nonviolence (waging peace), which is the highest evolution of strategy, shows the strategic power of the ethical. The four-part unit on metis, available at peaceliteracy.org, explores nonviolence (waging peace) in more detail and strengthens the capacity of students to think in ethical and strategic ways.

What are examples of goals where there is no easy path? What did Roman philosopher Seneca (4 BCE – 65 CE) mean when he said, “There is no easy way to the stars from earth.”

Debate this idea, “There is no easy path to friendship.” Do you agree or disagree with this statement? Why or why not?

End of lesson 1

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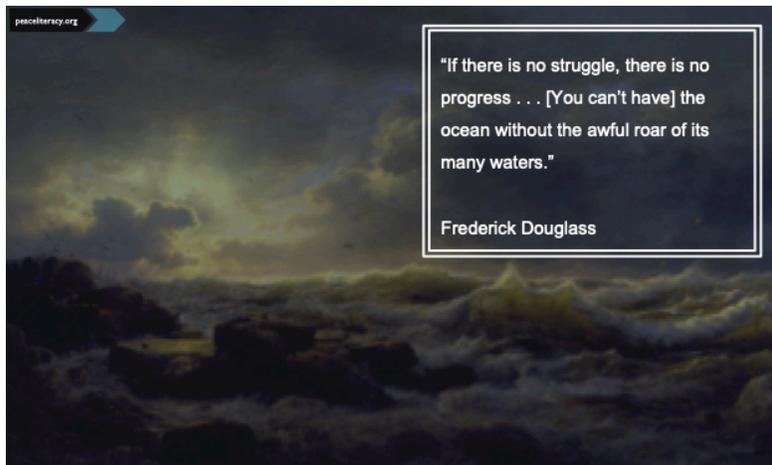
Lesson 2

The Star of Struggle, continued

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

Show Slide 5



Read or have a student read the quote out loud:

“If there is no struggle, there is no progress. [You can’t have] the ocean without the awful roar of its many waters.” Frederick Douglass

Frederick Douglass was a man who escaped from slavery and became a writer, orator, activist for women’s rights and the abolition of slavery, and philosopher.

If we go back to the beginning of Lesson 1, we talked about the misconception that peace means the absence of struggle. What is Frederick Douglass saying in this quote? How would you say this in your own words? What are examples that demonstrate what Frederick Douglass is saying?

Allow for responses. You can have students write this in their own words as a journal entry in their Ship’s Log.

What would happen to a society if everyone sailed in the opposite direction of the Star of Struggle by not rising to meet challenges and always choosing what is easy over what is ethical? What would such a society look like?

Allow for responses. Students can also journal about what such a society would look like.

Name a national or global problem that concerns you. What would happen to this problem if everyone sailed in the opposite direction of the Star of Struggle, if everyone did everything they could to avoid struggle? Explain your thinking.

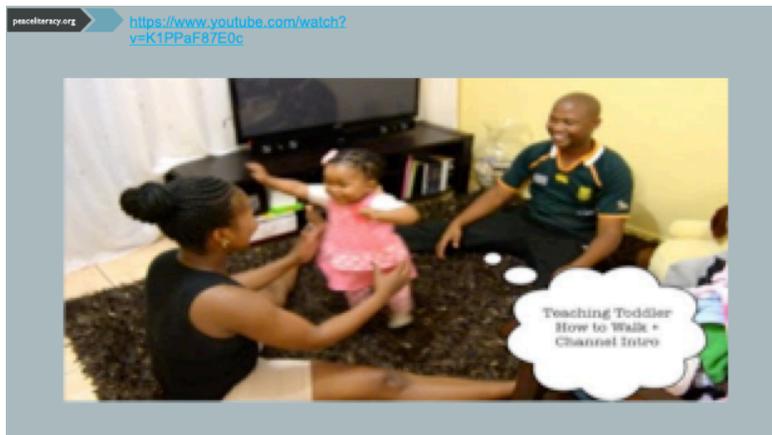
Allow for responses.

What struggles might we face in our efforts to create a more peaceful and just world?

Allow for responses.

By journeying toward the Star of Struggle, we learn to gain strength by meeting challenge constructively.

Show Slide 6 (Video of Toddler Learning to Walk)



Start this video at the 1 minute and 4 second mark.

After you learn to crawl, it's time to learn to walk.

Here the toddler has help. She has her parents literally supporting her. They are so happy when she walks. She gets a lot of positive feedback. See how excited she is to keep trying. How many times does she go back and forth? Once? Twice? Many times. She does this over and over and over again. If you watch young children learning a new skill, that is what they do. They do the same thing over and over and over again. They are training their muscles and their brain to coordinate to make new movements, to work together to accomplish a task.

It feels good to have support while you are practicing.

How can we support each other when we see each other learning a new skill? How can we encourage and help each other through struggle? How can you encourage and help yourself through struggle?

Allow for responses.

This toddler is having fun while she struggles. Can struggle feel fun? Have you ever had fun while you struggled? What are examples where people can have fun while struggling? What makes struggle feel fun?

Allow for responses.

Note for Teachers: When discussing struggle and fun, it is helpful to make a distinction between *voluntary struggle* and *involuntary struggle*, since people can more readily feel a sense of fun when the struggle they are dealing with is voluntary—something they choose. Both voluntary struggle and involuntary struggle can exist across a broad spectrum, and they can also overlap. For example, was the toddler in the video dealing with voluntary or involuntary struggle? Although she did not choose this situation of walking practice that her parents put her in and she did not choose that nature would require her to learn to walk, she was choosing to walk forward, so this was a mixture of voluntary struggle and involuntary struggle. The toddler in the video also wasn't dealing with a far harsher form of involuntary struggle such as a family tragedy. Students might bring up the idea of voluntary struggle and involuntary struggle, along with how they can differ and overlap, at any point. You can explore this with them and discuss different scenarios. We will discuss struggle and fun further in the next part, *The Allegory of Video Games*. Of course, games are an example where people can have fun while struggling.

Activity: Self-Compassion and Compassion for Others (Group Discussion)

(Students can also respond to these questions by writing journal entries.)

We are now going to discuss self-compassion and compassion for others

When we are not able to live up to an ideal, or when we have difficulty embracing struggle, we can grow stronger by having compassion for ourselves. Having compassion for ourselves can certainly be a struggle. We must embrace this struggle.

Because ideals challenge us every day to do our best, it is important to have self-compassion, which involves having compassion for ourselves. What does it mean to have compassion for ourselves? What might it look like? What might it sound like?

Allow for responses.

Why can it feel like such a struggle to have compassion for ourselves?

Allow for responses.

What are the benefits of having compassion for ourselves? In what ways can having compassion for ourselves help us grow stronger? Is there any advice you can give that can help others have more compassion for themselves? Is there any advice you would like to receive?

Allow for responses.

When we see other people not living up to an ideal, or when we see them having difficulty embracing struggle, we can grow stronger by having compassion for them. Having compassion for others can certainly be a struggle. We must embrace this struggle.

Why can it feel like such a struggle to have compassion for others?

Allow for responses.

What are the benefits of having compassion for others? What benefits do you feel when someone has compassion for you? In what ways can having compassion for others help us and our communities grow stronger? Is there any advice you can give that can help someone have more compassion for others? Is there any advice you would like to receive?

Allow for responses.

How can your attitude toward struggle and your attitude toward yourself make a difference in the outcome of your practice and training?

Allow for responses.

End of lesson 2

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Part 2 The Stars of Struggle, Training, Truth, and Strategy

Lesson 3

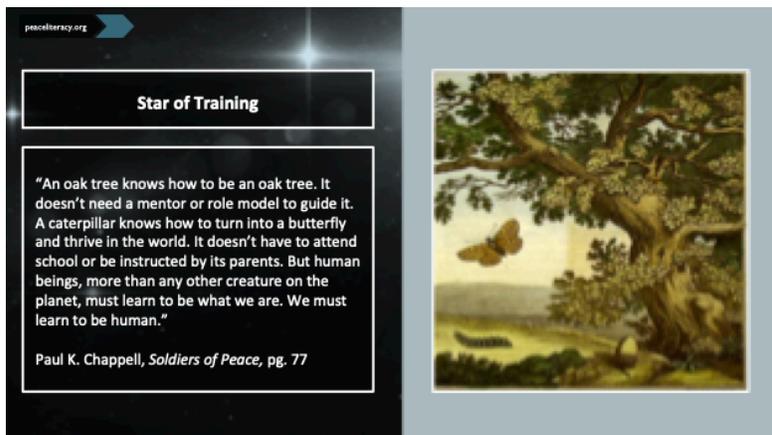
Lesson 3: The Star of Training

(1-2 hrs depending on class size and student engagement; includes 2 activities)

Script

The next star is the Star of Training.

Show Slide 7



Read or have a student read the quote out loud:

“An oak tree knows how to be an oak tree. It doesn’t need a mentor or role model to guide it. A caterpillar knows how to turn into a butterfly and thrive in the world. It doesn’t have to attend school or be instructed by its parents. But human beings, more than any other creature on the planet, must learn to be what we are. We must learn to be human.”

Paul K. Chappell, *Soldiers of Peace*, pg. 77

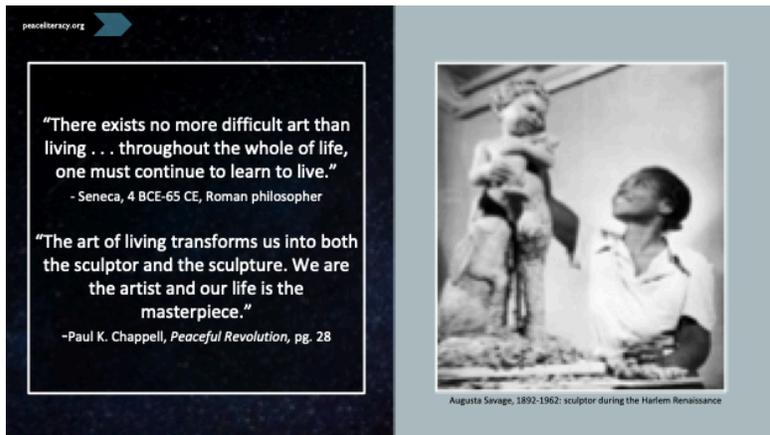
What do you think is meant by the words in this quote: “We must learn to be human.”

How do we learn to be human? What does it mean to be human?

Allow for responses.

Note for Teachers: The question of what it means to be human is explored in our other curricular units, *The Landscape of Our Human Needs: An Allegory and Pictorial*, along with *The Muscles of Metis/The Muscles of Our Humanity*, which are available for free download at peaceliteracy.org.

Show Slide 8



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"There exists no more difficult art than living . . . throughout the whole of life, one must continue to learn to live."
- Seneca, 4 BCE-65 CE, Roman philosopher

"The art of living transforms us into both the sculptor and the sculpture. We are the artist and our life is the masterpiece."
-Paul K. Chappell, *Peaceful Revolution*, pg. 28



Augusta Savage, 1892-1962: sculptor during the Harlem Renaissance

Read or have a student read the quotes out loud:

"There exists no more difficult art than living...throughout the whole of life, one must continue to learn to live." Seneca¹

"The art of living transforms us into both the sculptor and the sculpture. We are the artist and our life is the masterpiece." Paul K. Chappell, *Peaceful Revolution* (2012, pg. 28)

How is learning to live and be human similar to learning an art form such as playing an instrument or sport? How is the art of living more difficult than playing an instrument or sport?

Allow for responses.

We can think of training as learning and practice.

Can you think of anything in life that doesn't require learning and practice to do well? Name some hobbies, games, or activities you are involved in that require learning and practice to do well.

Allow for responses.

Even something as simple as breathing can be improved through learning and practice. There are many people (such as athletes, martial artists, soldiers, and meditation practitioners) who *learn* how to breathe better, and they *practice* breathing.

Activity 1: Remaining Calm in the Midst of Struggle (Breathing Technique)

Instructions

Soldiers need to learn to calm themselves in the midst of very difficult and even life-threatening struggles. Many soldiers use breathing techniques to help them stay calm under fire. One breathing technique, which we will learn here, is called "Combat Breathing," "Tactical Breathing," or "Four Count Breathing."

It is actually an exercise from the yogic tradition that is thousands of years old. Part of our human history has involved learning to regulate the state of our inner world through focused breathing. Breathing is one among many techniques that can help us become calmer in the midst of conflict.

The following summary written by Gregg Swanson shares a breathing technique that is taught by Lt. Col. Dave Grossman and others:

One of the most common breathing techniques for calming yourself down is Four Count Breathing, also referred to as Combat Breathing. Four Count breathing requires you to consciously regulate the amount of airflow your body is receiving over four second intervals. While it can be a difficult technique to master under extreme stress, the principle of the breathing is simple. Breathing is as follows:

1. Slowly inhale a deep breath over 4 seconds.
2. Hold the breath in for 4 seconds.
3. Slowly exhale the breath out over 4 seconds.
4. Hold the empty breath for 4 seconds.
5. Repeat until your breathing is under control.

In other words, take a deep breath through your nose for a count of four. 1, 2, 3, 4. Hold that breath for a count of four. 1, 2, 3, 4. Breath out through your mouth for a count of four. 1, 2, 3, 4. Hold again for a count of four without breathing at all. Then repeat the entire process four times.

If your heart is racing this is a very quick way to slow it down and get a hold of yourself. It is a technique that I've used in my military and civilian life and has allowed me to control not only my body but my thoughts when doing things.

You can use Tactical Breathing when you need to quickly get control of your breathing. It will take focus and control to maintain this rhythm . . . Every person is different and sometimes repeating it 4 times does not calm people down; they might need to do it 5 or 6 times. It depends on the individual, but as a general rule, especially when there isn't a lot of time such as in a combat situation, 4 is the way to go.²

Note for Teachers: In *Peace Literacy Lesson Plan 1*, we discuss other techniques for calming yourself and others that also build shared trust (available for free download at peaceliteracy.org).

Return to script

By journeying toward the Star of Training we commit to developing ourselves in a variety of ways, including developing our humanity.

Developing our humanity is necessary for peace that is realistic, resilient, and sustainable.

Developing our humanity is also a life-long process that allows us to feel fully alive. If we are not striving to develop our humanity throughout our life, then we are not moving toward realistic peace.

Activity 2: Learning and Practicing Self-Compassion (Ship's Log Entries)

The stars we have explored so far, the Star of Struggle and the Star of Training, can combine with other important ideals, giving us deeper direction in life.

For example, let's consider the ideal of self-compassion. As we discussed in Part 1: *The Power of Ideals*, we should think of ideals not as a goal, but as a direction. To offer a comparison, North is not a goal. It is a direction that can take us to our goal.

What goals can the ideal of self-compassion help take us toward?

Write down one or more goals in your Ship's Log that are important to you, and how self-compassion can help take you toward those goals.

If the ideal of self-compassion were one of your guiding stars in life—to have compassion for yourself even in difficult situations—what *struggles* might you encounter as you journey toward self-compassion? What would happen if you didn't embrace struggle by rising to meet those challenges? What *training* (learning and practice) might you need to practice self-compassion consistently? Take time to reflect, and working in small groups, imagine three different scenarios where it might be challenging to have compassion for yourself. What specific struggles might you encounter as you strive to have compassion for yourself? What kind of training would help you stick to self-compassion in that situation? What might you need to learn and practice? Write your responses and be ready to share your ideas with the class.

Additional small group exercise:

Have students write a short skit that shows an example of the struggles we might encounter when we intend to journey toward the ideal of self-compassion as a direction in life, and the training (learning and practice) that could help us journey in this direction.

End of lesson 3

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Lesson 4

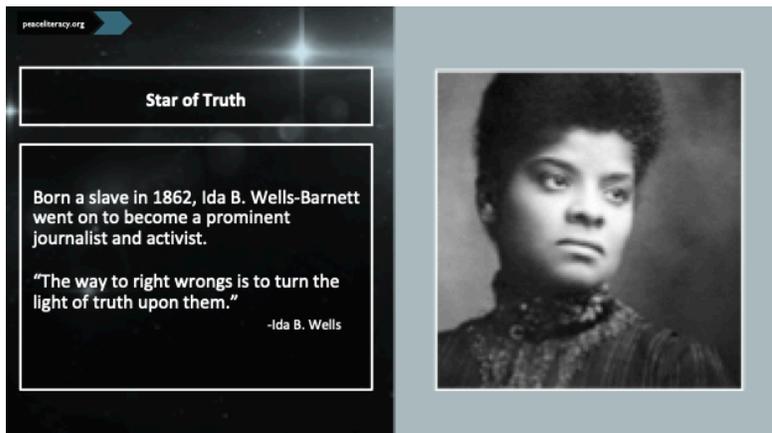
The Star of Truth

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

The next star is the Star of Truth.

Show Slide 9



Read or have a student read the short bio and quote out loud:

“The way to right wrongs is to turn the light of truth upon them.” Ida B. Wells³

If we want to find out what is wrong with an engine, smartphone, computer program, or why people are dying from an illness, we must accurately understand what is causing the problem. Shining the light of truth, in terms of increasing the accuracy of our understanding, can reveal the root causes of problems.

Note for Teachers: You can create a separate lesson here, where you have students explore examples where people shined the light of truth (increased the accuracy of their understanding) in order to solve engineering or medical problems.

You can give students time to research Ida B. Wells in small groups, or have them read a bio about her, and then ask them the following questions:

What do you think Ida B. Wells meant by this quote, in terms of how it applied to her own work and life?

How did she use truth to expose injustice?

How did this contribute to a more accurate understanding that led to greater peace and justice?

What ideals guided her?

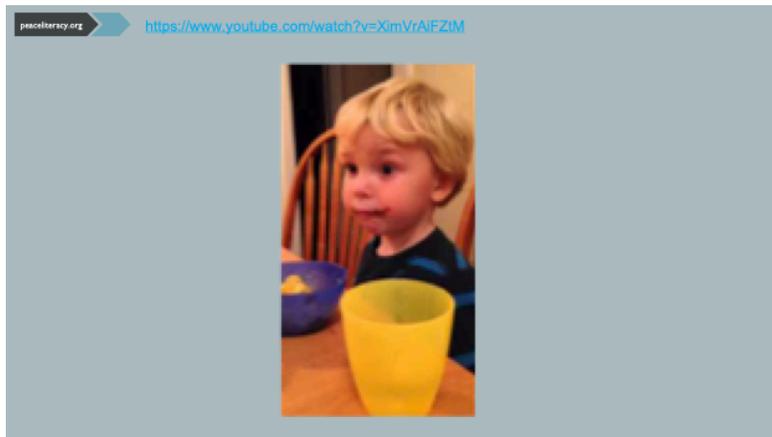
Allow for responses.

Return to script

You can think of it this way: just as we need to shine the light of truth to understand what is causing physical illness in our body, we need to shine the light of truth to understand what is causing social illness in our society. Just as we need to shine the light of truth to understand why a computer is malfunctioning, we need to shine the light of truth to understand why a political system is malfunctioning.

Shining the light of truth means seeing deeply beneath the shallow surface, with greater clarity and understanding, in ways that allow us to perceive root causes of problems rather than merely symptoms.

Show Slide 10 (Toddler and Chocolate Video)



Before you play the video, remind students that young children can try out lying as a kind of experiment and a way to test their developing ability to speak, think, and imagine. They don't yet fully understand the negative effects of lying.

Start this video at 30 seconds and play until 4 minutes and 30 seconds

So what happened in that video?

Allow for responses.

Do any of you remember telling a lie like that when you were little?

Allow for responses.

Why do you think that little boy lied?

Allow for responses.

What are examples of lying that you see? What are reasons why people lie?

Allow for responses.

What are some of the negative effects of lying?

Allow for responses.

Can you imagine an adult lying like that? Would it still be cute or funny? Explain your thinking.

Allow for responses.

How might those negative effects of lying be different when you are an adolescent or adult, as opposed to being a toddler? How can lying harm your friendships and relationships as an adolescent or adult? What can happen if someone lies at their job?

Allow for responses.

Why is it less acceptable for an adolescent or adult to lie than it is for a toddler to lie?

When might adults want to lie?

Allow for responses.

Shared trust is an essential ingredient in strong communities, and honesty is essential for building shared trust. In what ways can dishonesty harm shared trust and weaken communities?

Allow for responses.

What untruths have been used historically to cover up or prop up injustice?

Allow for responses.

Note for Teachers: This question can connect to the earlier discussion of Ida B. Wells or to examples of injustice that students have studied in history or social studies classes.

What were some of the consequences of these untruths?

Allow for responses.

Activity: Truth, Self-Compassion, and Compassion for Others (Group Discussion and Journal Exercise)

Discussion background:

Have you ever heard of the idea of timeless truths?

What do you think timeless truths are?

Timeless truths are true across time and across cultures.

What are some timeless truths about our humanity?

Some timeless truths about our humanity that can help us develop more compassion for others and ourselves include:

1. *Human beings are fallible. We are vulnerable to making mistakes.*
2. *Mistakes are such a normal part of struggle and training (learning and practice) that we can think of most mistakes as opportunities for growth.*
3. *We have to learn from our mistakes in order to grow and develop.*

Understanding these timeless truths strengthens our capacity to have compassion for others and ourselves.

Discussion prompts:

How can understanding these timeless truths strengthen our capacity to have compassion for others and ourselves?

How can understanding these timeless truths make us more willing to embrace struggle?

Can people be afraid to embrace struggle because they are afraid of making mistakes, failing, or being humiliated? Explain your thinking and offer examples.

In addition to our vulnerability to making mistakes, what are other ways that human beings are vulnerable? Understanding these vulnerabilities can also strengthen our capacity to have compassion for others and ourselves.

How can fear of your own vulnerability make it difficult to accept someone else's vulnerability, or cause you to make fun of their vulnerability?

What is the most common attitude in our society toward making mistakes? How can people react when they make mistakes?

Can shame that makes a person afraid to admit a mistake cause more harm than the mistake itself? Explain your thinking. What are some potential harms that can result from the shame that makes a person afraid to admit a mistake?

Are people in our society taught how to learn and grow from making mistakes? Explain your thinking. How can we learn and grow from mistakes?

Extension Questions: How can we seek reconciliation after making mistakes that harm others? Are people in our society taught how to seek reconciliation after making mistakes that harm others?

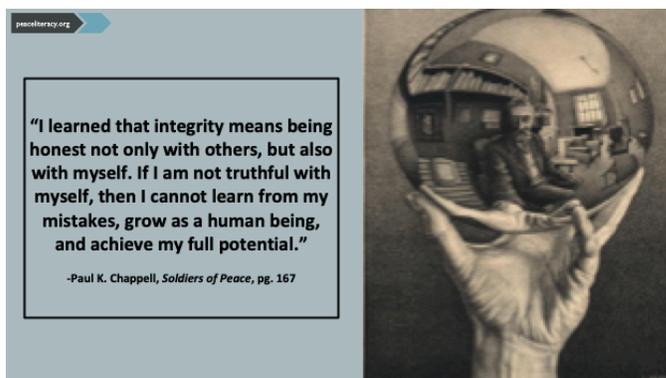
Additional Journal Questions: Answer these questions in your Ship's Log. This can also be done in pairs.

What are situations where people might feel most vulnerable? What are situations where people might feel most afraid of showing their vulnerability?

How can compassion help us support others in those situations? How can self-compassion help support you in such a situation?

[Return to script](#)

Show Slide 11



peaceliteracy.org

"I learned that integrity means being honest not only with others, but also with myself. If I am not truthful with myself, then I cannot learn from my mistakes, grow as a human being, and achieve my full potential."

-Paul K. Chappell, *Soldiers of Peace*, pg. 167

The slide contains a quote in a text box on the left and a black and white photograph of a hand holding a globe on the right. The globe shows a reflection of a building.

Read or have a student read the quote out loud:

"I learned that integrity means being honest not only with others, but also with myself. If I am not truthful with myself, then I cannot learn from my mistakes, grow as a human being, and achieve my full potential."

Paul K. Chappell, *Soldiers of Peace*, pg. 167

Can people be dishonest with themselves?

How so?

Allow for responses.

What are some of the negative consequences of being dishonest with yourself?

Allow for responses.

By following the Star of Truth we learn to strengthen our integrity and value our humanity.

End of lesson 4

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Lesson 5:

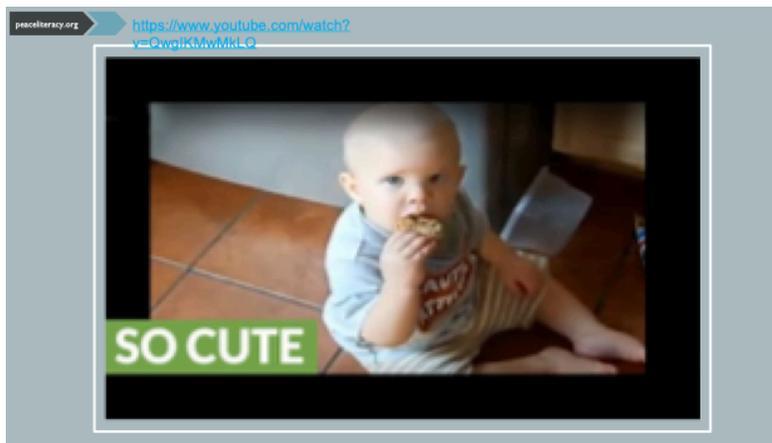
The Star of Strategy

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

The next star is the Star of Strategy, and we will introduce this with a video. When you watch this video, notice how the baby tries using brute force to open the cabinet door, and also tries using brute force to pull the whole cookie package through the small opening, but brute force does not work. What does the baby use instead of brute force?

Show Slide 12 (*Baby Choosing Strategy After Brute Force Fails to Work*)



This baby was undergoing quite a struggle. What was his goal?

Allow for responses.

What approaches did he use? And how did he go about achieving his goal?

Allow for responses.

He had to come up with a way to get a cookie out of the cabinet. At first he just uses brute force. He tries to use brute force to open the cabinet, but brute force alone does not work. He then tries to use brute force to pull the whole package of cookies out of the small opening, but brute force causes him to rip off part of the package wrapper. This is a puzzle that brute force alone cannot solve.

In the end, he uses strategy instead of brute force by removing individual cookies from the package. But the first cookie falls on the floor, and the dog gets it. So the baby has to adjust his strategy to make sure that the second cookie does not fall on the floor (the first cookie was dropped with his left hand; he touches the second cookie with his left hand, then switches to his right hand to get a better angle). He has to use strategy instead of

brute force to not only get the cookie out of the cabinet, but to also ensure that the cookie does not fall on the floor.

He is learning to use strategy. Strategy allows him to get the cookie.

What are examples where people use brute force instead of strategy to address their problems? What are some useful strategies people can use instead?

Allow for responses.

“Study strategies” are strategies that help you study. Study strategies involve forethought and preparation that help you be more effective at studying. What are examples of study strategies? Do any of you use study strategies that you can share with the class?

Allow for responses.

Note for Teachers: You can include an activity on study strategies here. You might have students who have never heard the concept of study strategies before. You can also discuss note-taking strategies, time-management strategies, or conflict resolution strategies.

Activity: Strategy and Self-Compassion (Journal/Comic Strip/Flow Chart)

Strategy can help us deal with struggle. Instead of “beating ourselves up” (using emotional brute force against ourselves) when we have difficulty overcoming a struggle, we can use strategies to help us overcome this struggle.

Instead of beating ourselves up (using emotional brute force against ourselves) when we find it very difficult to study or accomplish a task, what strategies can we use to help us study or accomplish this task?

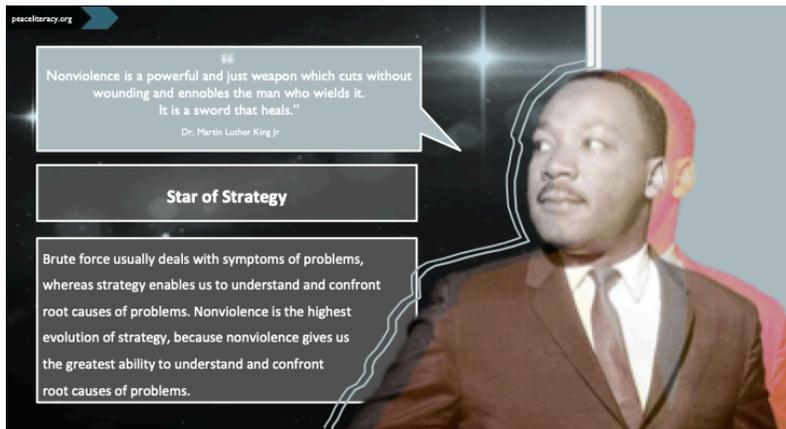
Instead of beating ourselves up (using emotional brute force against ourselves) when we find it very difficult to have self-compassion, what strategies can we use to help us have self-compassion?

Exercise: Imagine a situation where someone else makes a mistake. They have failed an important test, or accidentally broken or lost something. Students can write this in their **Ship’s Log as a journal entry, comic strip, or flow chart**. This can also be done in pairs.

1. This person thinks about the situation and beats themselves up for their mistake. Brainstorm what the results of this absence of strategy might be. How could this affect their future in relation to this event or other events?
2. This person uses self-compassion to reflect on the causes of their mistake and contemplate what they can do differently next time. Brainstorm what the results of this strategy might be. How could this affect their future in relation to this event or other events?

[Return to script](#)

Show Slide 13



Read or have a student read the slide out loud:

“Nonviolence is a powerful and just weapon which cuts without wounding and ennoble the man who wields it. It is a sword that heals.”

“Brute force usually deals with symptoms of problems, whereas strategy enables us to understand and confront root causes of problems. Nonviolence is the highest evolution of strategy, because nonviolence gives us the greatest ability to understand and confront root causes of problems.”

Note for Teachers: The power of strategic thinking (also called “metis”) over brute force is explored in *The Allegory of Metis*, which is available for free download at peaceliteracy.org.

Regarding what you read on this slide, is there anything that stands out to you? Are there any questions that you have after reading this slide?

Allow for responses.

Note for Teachers: The ideas expressed on this slide would tie in well with a history lesson on the civil rights movement. You might have to explain what nonviolence is to students. *The Allegory of Metis*, Chapter 4 of *Soldiers of Peace* (Chappell, 2017), and the Nashville segment of the PBS documentary *A Force More Powerful* discuss the meaning and strategic power of nonviolence.

In Part 1: *The Power of Ideals* we discussed how the steel of adult idealism can be depicted metaphorically as a sword, shield, or armor. What is the relationship between the steel of adult idealism and the sword of nonviolence, which we can also call the sword that heals?

Allow for responses.

For the sword of nonviolence to be at its strongest, it must be made of the steel of adult idealism.

The highest evolution of strategy is nonviolence, which we can also call “waging peace.” Waging peace is the brightest light that can emerge from the Star of Strategy.

What does waging peace mean?

Allow for responses.

How is waging peace a powerful weapon for creating peace that is realistic, resilient, and sustainable?

Allow for responses.

What are the elements of the strategy of waging peace?

Is embracing struggle an element? Explain your thinking.

Is acquiring training an element? Explain your thinking.

Is pursuing truth an element? Explain your thinking.

Allow for responses.

How does understanding that peace has to be built in stages, like a baby learning to crawl then walk, allow you to prepare an effective strategy for creating realistic peace?

Allow for responses.

End of lesson 5

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Lesson 6:

Engineering and Peace Heroes

(1-2 hrs depending on class size and student engagement; includes 1 activity)

Script

Show Slide 14



Read or have a student read the slide out loud. Expand on the ideas expressed in the text by discussing the following:

Peace is like a huge engineering project. We have to teach the kind of engineering needed for peace. We have to learn and practice the kind of engineering needed for peace. The engineering needed for peace is far more complex than the engineering needed for buildings, because human beings are far more complex than buildings. Just as buildings and bridges can fall apart from lack of upkeep, peace requires more complex upkeep than buildings and bridges. Just as buildings and bridges require a strong foundation and enough resilience to withstand an earthquake, peace requires a strong foundation and enough resilience to withstand the shifting tectonic plates of technology and change.

Peace is a complex engineering project that requires us to embrace struggle, acquire training, pursue truth, and choose strategy.

How might *avoiding struggle* by choosing easier wrongs over harder rights affect the complex engineering project of peace? Can you think of examples of this today?

Allow for responses.

How might *not training* your humanity affect the complex engineering project of peace?
Can you think of examples of this today?

Allow for responses.

How might *not knowing truth*, in terms of having an inaccurate understanding, affect the complex engineering project of peace? Can you think of examples of this today?

Allow for responses.

How might *acting in unstrategic ways* that are impulsive and lack forethought affect the complex engineering project of peace? Can you think of examples of this today?

Allow for responses.

Show Slide 15



Look at the Peace Heroes pictured on the slide. Can any of you identify these people?

Allow for responses.

Top Left: Mahatma Gandhi

Top Right: Martin Luther King Jr.

Bottom Left: Nelson Mandela

Bottom Right: Malala Yousafzai

How did each of these people follow the Star of Struggle? The Star of Training? The Star of Truth? The Star of Strategy?

Open this to discussion if students have already studied these people, or use these questions to transition into the next activity.

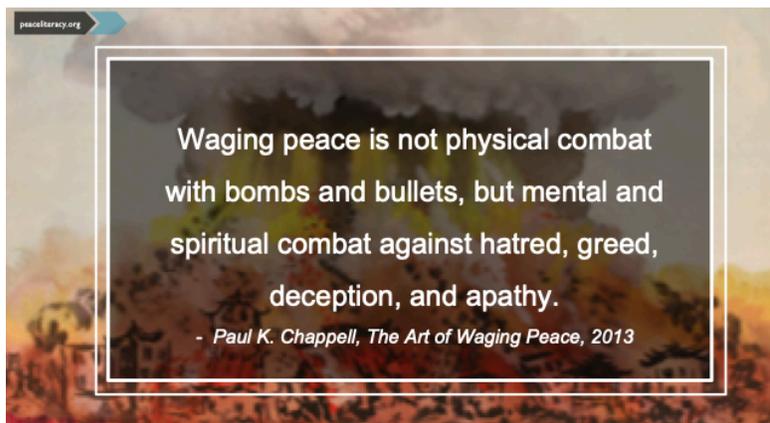
Activity: Peace Heroes and Struggle, Training, Truth, and Strategy (Research Project)

Pair students together, and ask them to research one of the peace heroes shown on this slide or another peace hero mentioned in this unit such as Ida B. Wells, Frederick Douglass, or Albert Schweitzer. Students may also research a peace hero not mentioned in this unit.

The following questions can be used to guide a group discussion, or students can use these questions to create a presentation on their peace hero that they share with the class. (The teacher can circulate through the class to check in with students, share in discussions, or help guide discussions as needed.)

1. Discuss one or more of the struggles that your peace hero was involved in. Describe what this struggle was and why it was so challenging. How was this struggle like a storm or uncharted waters?
2. How did your peace hero respond to this struggle?
3. How did your peace hero train (learn and practice) to create positive change?
4. How did your peace hero shine the light of truth to create positive change?
5. How did your peace hero use strategy to create positive change?

Show Slide 16



Read or have a student read the quote out loud:

“Waging peace is not physical combat with bombs and bullets, but mental and spiritual combat against hatred, greed, deception, and apathy.”

Note for Teachers: In the pamphlet *A New Peace Paradigm: Our Human Needs and the Tangles of Trauma*, which is listed in the background reading for Part 1 and available for free download at peaceliteracy.org, the word “spiritual” is

described in relation to its Latin origin (the Latin word “spiritus”) to mean *our human essence*. Thus, spiritual combat, or what Gandhi called “satyagraha” (truth-force), means to harness and channel the full power of our humanity (including our human capacities of empathy, conscience, reason, realistic hope, etc.) in order to confront the root causes of injustice, rather than merely harnessing and channeling physical power in order to confront the symptoms of injustice.

In your own words, how would you describe to somebody what it means to wage peace? What are the elements? What are the challenges? What does peace mean?

Allow for responses. This can also be a journal entry in their Ship’s Log.

End of lesson 6

Peace Literacy Curriculum: The Constellation of Peace

Part 2 The Stars of Struggle, Training, Truth, and Strategy

Lesson 7:

Constellation of Peace in Your Own Words / Constellation of You

(This lesson is taken up entirely with 2 activities that will need 1-2 hrs depending on class size and student engagement)

Script

Today you will make a representation of the stars in the Constellation of Peace. We will later arrange these stars around the room (or on the ceiling) to make a sky filled with your personal constellations.

Note for Teachers: It will help to have several print-outs of the slides available for students so they can use the quotations for their art projects. You will also need colored construction paper, glue sticks, colored pens, and scissors.

Activity 1: Constellation of Peace in Your Own Words (Art/Writing Project)

You will make four stars representing struggle, training, truth, and strategy. In your own words, write a statement that expresses each of the four stars in the Constellation of Peace. These will be statements to help people journey in the direction of that star, to help them find that star again when they feel disoriented or lost, or to give them greater appreciation for that star.

There are a number of quotes from the slides that can help you. You can use these quotes to help you formulate your ideas. For example, to express the Star of Truth you can look at the Ida B. Wells quote, “The way to right wrongs is to turn the light of truth upon them.” You might summarize it as, “To right wrongs we have to increase our understanding,” or “Truth lets us see the lies behind the injustice.”

You can work in pairs or threes to support each other in making these stars and writing your statements, but you each need to make your own for each of the four stars in the Constellation of Peace.

Return to script

People can mistake lower-orbiting objects (such as satellites) for stars. These satellites are a metaphor for mistaking false ideals for positive ideals. False ideals harm peace, justice, and well-being in a variety of ways, they lack truth (or they rely on a half-truth, which can be more dangerous than an outright lie), and they can lead to destruction on a large scale. The motto “greed is good” is an example of a false ideal. Can you name some other false ideals?

Allow for responses.

Positive ideals increase peace, justice, and well-being, unlock the highest forms of purpose and meaning, and nurture the development of our full human potential. Just as people can mistake lower-orbiting objects for stars, people can mistake false ideals for positive ideals. Throughout history, false ideals based on untruths (or half-truths) have led to many kinds of injustices and atrocities.

Note for Teachers: In Part 4: *Realistic Hope in History*, you can explore historical examples that contrast false ideals that have supported and promoted injustice with positive ideals that have supported and promoted peace and justice.

Activity 2: Constellation of You (Art/Writing Project)

Today you are going to make the Constellation of You

In ancient times, constellations had stories that went along with them. There are constellations for mythological characters such as the Gemini twins (Castor and Pollux); Andromeda, whom Perseus rescued from the sea monster; and Pegasus, the flying horse. Each of these constellations represents some kind of story.

You are part of the human story, and your constellation will represent you, but it will also represent the broader human story.

Remember that ideals are not goals. Like North, ideals are a direction that we journey toward. Ideals help us journey toward our goals.

Think of a direction you would like to journey toward, and the kind of person you would like to grow into. In addition to the four stars in the Constellation of Peace, write some additional ideals for yourself—guiding stars for yourself on your life’s journey. Imagine what stars will help point you toward a brighter future for yourself and others. Consider struggles in life and imagine what additional ideals could help you meet those struggles with strength and clarity of purpose.

Write these thoughts on paper, and when you have finished, check them with your teacher. Once they are edited, transfer the ideals that you want to guide you onto stars. We will later arrange these stars around the room to make a sky filled with your personal constellations. As you are inspired by your own ideals, your ideals may also inspire others, and you may also be inspired by the ideals of others. As you grow older, the ideals in your Constellation of You can grow in number, and the meaning of these ideals can deepen for you.

Extension Activity: Have students write a story to go along with their constellation. Illustrate and hang the story near their constellation.

Note for Teachers: All of the metaphorical muscles (such as hope, empathy, appreciation, conscience, reason, discipline, etc.) in the *Muscles of Metis/ Muscles of Our Humanity* lessons can also be represented metaphorically as stars (ideals), like a constellation in the night sky that forms a human shape. These metaphorical muscles are not only capacities that we can develop, but they are also a direction that can guide us.

End of lesson 7

Now you're ready for Part 3! *The Allegory of Video Games!*

Please Help!

If you used *The Stars of Struggle, Training, Truth, and Strategy* in your class, **please send a quick email** to our curriculum coordinator, Sharyn.clough@oregonstate.edu, and let us know

- * the name of your school or school district
- * how many students were in your class
- * what parts worked best
- * any suggestions you have for improvement

Thank you! 😊

¹ Erich Fromm, *The Sane Society* (New York: Rinehart & Co., 1959), xiv.

² <http://www.warriormindcoach.com/blog/2011/02/04/tactical-breathing-for-inner-strength/>.

³ Ida B. Wells, *Writings of an Anti-Lynching Crusader*, ed. Mia Bay and Henry Louis Gates Jr. (Penguin: New York, 2014).