

Teacher Edition

Building Inclusive Futures

Holistic Gender Equality Curriculum for Refugees



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Verkefnið hafi hlotið styrk frá
mannréttindaráði Reykjavíkurborgar.



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Preface

“The world of humanity has two wings, one is women and the other men. Not until both wings are equally developed can the bird fly.”

The Holistic Gender Equality Curriculum for Refugees has been developed as a foundational and introductory program to gender equality, designed specifically for refugees aged 15 and above. It offers a safe, inclusive, and transformative learning journey that enables participants to gradually explore and understand the meaning of gender equality through their own reflection, experience, and engagement. At its core, this curriculum is grounded in the belief that every human being, irrespective of gender, has the right to access fundamental human rights, including education, health, autonomy, and economic self-sustainability. By focusing on these essential rights, the curriculum establishes a strong and universal foundation upon which a deeper understanding of gender equality can be built.

The program is intentionally designed to be gender-neutral in its approach, creating a learning environment that does not assign blame or center one group over another. Instead, it invites all participants to discover the truth of gender equality for themselves, through a guided process of reflection, dialogue, and action. Each lesson represents a step in this journey, allowing learners to uncover a part of this truth until they gradually reach a deeper realization of what gender equality means, and what their individual responsibility is in achieving it. Recognizing the diverse educational backgrounds of refugee communities, this curriculum incorporates a strong visual component, including carefully selected images and symbolic representations. This approach ensures that the material remains accessible and meaningful for semi-literate and illiterate participants, enabling understanding beyond written language and supporting inclusive participation for all.

This curriculum is not theoretical, it has been rigorously tested in the field with a wide range of refugee groups, representing diverse ages, cultures, and ethnic backgrounds. Through this practical application, the content has been refined to ensure that it is both relevant and responsive to the real-life challenges and opportunities faced by individuals transitioning into new social, cultural, and economic environments. More than a set of lessons, this syllabus is a holistic framework that integrates: personal development, community integration, and global citizenship. It supports participants not only in understanding gender equality, but also in developing the capacities and values needed to live it in their daily lives. The curriculum is also flexible and adaptable. Educators are encouraged to enrich the learning experience with additional activities such as films, music, storytelling, field visits, and guest speakers. However, it is essential to remain grounded in the core philosophy of the program: to provide a safe space for discovery, not imposition; to encourage reflection, not confrontation; and to inspire action, not passivity.

Importantly, this introductory course does not aim to deeply analyze or expose the full extent of gender inequality or historical injustices. Rather, its purpose is to activate awareness and responsibility. It encourages participants to reflect on their own roles, challenge inherited assumptions, and begin to take meaningful steps toward equality within their families and communities. Ultimately, this curriculum seeks to empower individuals to understand that gender equality is not an abstract concept, it is a lived reality shaped by everyday actions, and each person has a role in building it. Through this journey, participants come to realize that

change begins within, grows through relationships, and contributes to building more just, inclusive, and peaceful communities. This is not only a curriculum. It is an invitation, to reflect, to grow, and to participate in shaping a more balanced and equitable world.

This curriculum is grounded in three ethical principles: Love, Unity, and Peace, and in the understanding that humanity has two wings, women and men. Peace can only be achieved when both wings are equally developed and equally protected. Hence, this curriculum is built upon this fundamental truth: that the progress of humanity depends on the balanced growth, participation, and contribution of every human being.

Each individual is created noble and is endowed with unique capacities, described as “pearls of mysteries and gems of knowledge.” These capacities exist equally within all human beings. However, their development depends on access to essential foundations such as education, health, economic self-sustainability, and the freedom to think and act independently. When these foundations are weakened or denied, human potential is limited, and the collective progress of society is affected.

This curriculum introduces the concept of the “Wing”, representing noble character and human capacities, and the “Peace House,” a model for building a just and unified society. The Peace House begins with the Foundation of Love: education, health, economic self-sustainability, and autonomy, upon which individuals gain the strength to grow. It rises through the Walls of Unity: consultation, cooperation, and service, which enable people to work together and contribute meaningfully. It is completed with the Roof of Peace: security, constitutional rights, and justice, which ensures protection, fairness, and stability for all.

At the heart of this curriculum lies a simple yet powerful principle: no true well-being can be achieved without consultation, no prosperity without shared economic participation, and no justice without fairness for all. When individuals are denied opportunities, excluded from participation, or treated unequally, not only are their capacities limited, but the entire structure of society is weakened.

Hence, this curriculum is designed to help learners recognize that every human being has both the right and the responsibility to grow, to contribute, and to support the growth of others. It fosters awareness that balanced participation across: learning, health, economic life, decision-making, and service, is essential for building strong families, resilient communities, and sustainable peace.

Through reflection, dialogue, and action, participants are guided to understand that equality is not about comparison or competition, but about ensuring that every individual has the opportunity to develop their capacities and contribute to the well-being of others. When opportunities are shared, responsibilities are balanced, and voices are equally heard, individuals become empowered, relationships become stronger, and communities become more united.

This curriculum ultimately leads to one goal: the establishment of a peaceful, just, and flourishing society. Such a society can only be achieved when both wings of humanity are equally strengthened, when all individuals are supported to rise, to act, and to contribute.

To achieve this goal, the Holistic Gender Equality Curriculum for Refugees, leads participants to discover that the two wings of humanity can only rise when all rights:

Education, Health, Economic self-Sustainability, Autonomy, Consultation, Cooperation, Service, Security, Constitutional Rights and Justice , are equally accessible to both women and men. The curriculum is designed to answer a set of fundamental questions. These questions guide participants to discover that when balance is achieved through Love, humanity moves toward Unity, and lasting Peace.

Right to Education (Foundation of Growth)

Can both wings develop equally if one does not have access to education?

What happens to society when either women or men are denied learning opportunities?

How does equal education for both women and men strengthen the “flight” of humanity?

Right to Health (Foundation of Strength)

Can a wing grow strong without good health?

What happens when one group has less access to healthcare than the other?

How does supporting the health of both women and men strengthen families and communities?

Right to Economic Self-Sustainability (Foundation of Dignity)

Can a society progress if only one wing has access to income and resources?

What happens when women or men are limited in their ability to support themselves?

How does equal economic participation strengthen the stability of society?

Right to Autonomy (Independent Thinking)

Can both wings grow if one is not free to think and decide?

What happens when one group must always follow decisions made by others?

How does independent thinking for both women and men strengthen the whole society?

Right to Consultation (Shared Decision-Making)

Can a bird fly straight if one wing is not involved in guiding direction?

What happens when women or men are excluded from consultation?

How does including both voices improve decisions and outcomes?

Right to Cooperation (Working Together)

Can progress happen if one wing works alone?

What happens when cooperation between women and men is weak?

How does working together equally strengthen unity and development?

Right to Service (Contribution to Others)

Should both wings have equal opportunity to serve others? Why?

What happens when only one group is expected to serve while the other is not?

How does shared service strengthen compassion and connection in society?

Right to Security (Safety and Protection)

Can a wing grow strong if it does not feel safe?

What happens when one group feels less secure than the other?

How does equal security for both women and men strengthen trust in society?

Right to Constitutional Rights (Fair Laws and Protections)

Can both wings develop equally if laws protect one more than the other?

What happens when rights are not equally guaranteed for women and men?

How does equal protection under the law strengthen justice and stability?

Right to Justice (Fairness and Equality)

Can a bird fly if one wing is treated unfairly?

What happens when justice is applied unequally between women and men?

How does fairness for all create balance and harmony in society?

Collective Progress

What happens to the “flight of humanity” when all these rights are equally provided to both wings?

How are all these rights connected in helping both women and men grow equally?

What kind of world is created when both wings are equally supported in all areas of life?

How does imbalance in one area affect the strength of the whole system?

What is your role in helping both wings grow equally in your community?

1. Curriculum Introduction

This curriculum aims to design a system-based human development model linking inner capacity with social transformation. Every human being is born with dignity and worth. This dignity is not granted by society, gender, culture, or achievement, it is inherent in being human. Within each person exist noble qualities and human capacities such as the ability to think, learn, love, create, cooperate, and serve. These qualities are universal and shared by all. The wings symbolize these inherited noble characters and human capacities. Women and men are understood as the two wings of humanity. Both wings are essential. Both are equal in value. And both must grow for humanity to rise. When one wing is weakened or restrained, the whole of humanity is unable to move forward. This curriculum approaches gender equality not as a struggle between women and men, but as a shared journey toward collective strength. When one wing is weakened, humanity cannot move forward; when both are supported and developed, communities can rise.

The curriculum aims to guide women and men to co-build a “Peace House”, a metaphor for a just, unified, and peaceful society. The Peace House can only stand when both women and men grow their wings equally, access the same foundations, and contribute together to every stage of construction. By beginning with the wings, the curriculum establishes a shared understanding of equality before exploring rights, relationships, and justice. Recognizing our shared humanity is the first step toward building the Peace House. Only when both wings are allowed to grow equally can individuals, communities, and humanity, as a whole, begin to rise. Every lesson ensures that participants understand that growth is not complete unless it contributes to the growth of others.

I grow → I help others grow

Others grow → community grows

Community grows → peace becomes possible

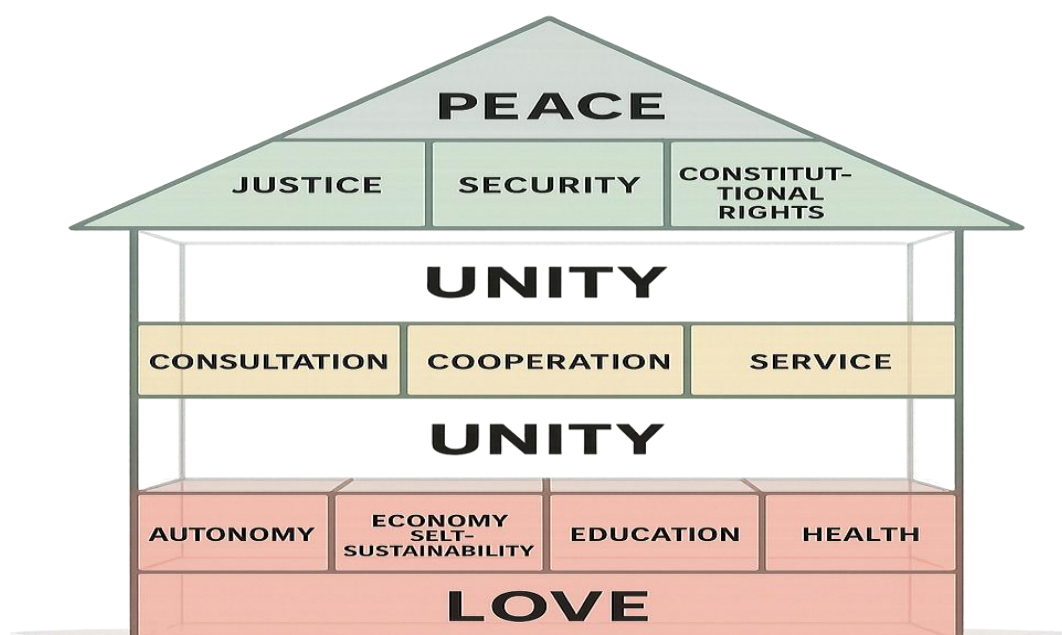
Love is the principle through which human beings receive their rights. It affirms that every person, simply by being human, deserves access to the conditions necessary for growth. In this curriculum, love is expressed through education, health, autonomy, and economic self-sustainability, the essential foundations that allow human capacities and noble characters to develop. The foundation lessons of this curriculum invite participants to reflect on how access to education, health, autonomy, and economic self-sustainability shapes human development. Learners explore how these foundations strengthen their capacities and how deprivation from them limits growth, not because of gender, but because of unequal conditions.

Unity in this curriculum is produced through deeds. Unity is understood as something that is created through action. It emerges when individuals, having access to their basic human rights (education, health, autonomy, and economic self-sustainability), choose to engage with others in ways that reflect dignity, respect, and responsibility. It is built when individuals translate their capacities into action: through consultation, by listening with humility and deciding together; through cooperation, by sharing responsibility and working toward common goals; through service, by acting for the benefit of others rather than personal advantage. These actions are the visible expressions of equality and shared humanity. They

are not dependent on gender, status, or background, but on conscious choice. When women and men engage equally in consultation, cooperation, and service, they raise the Unity walls in the Peace House together, creating a structure that is strong, inclusive, and resilient.

Peace in this curriculum is not defined as the absence of conflict alone. It is understood as the presence of security, constitutional rights, and justice. These elements ensure that the growth of human capacities is not reversed, that unity is not undermined, and that equality is not dependent on goodwill alone. The roof protects what love has enabled and what unity has built. Peace is not complete when foundations are laid and walls are raised. A house without a roof remains exposed and unsafe. In the Peace House, the roof represents peace as protection, the systems, principles, and commitments that safeguard human dignity and prevent harm, oppression, and inequality. Security, constitutional rights, and justice are not rewards given to some; they are collective guarantees that protect all. They ensure that the growth of the wings is not reversed and that unity achieved through consultation, cooperation, and service is sustained across generations. Peace, at this level, requires restraint from harm, commitment to fairness, and responsibility toward others. Together, security, constitutional rights, and justice create a protective structure that allows the Peace House to stand strong over time. They safeguard the wings of humanity, preserve the foundations of love, and uphold the walls of unity. The roof reminds participants that peace is not accidental, it is constructed, protected, and renewed through ethical commitment and collective responsibility.

This final stage of the curriculum invites participants to reflect not only on personal growth, but on the kind of societies they wish to build and sustain. When peace is understood as protection rooted in justice and rights, the Peace House becomes a home where all can live with dignity, safety, and hope.



The Peace House stands when individuals grow their wings. The Wings grow when the Peace House provides access, unity, and justice. And both grow strongest when every individual, in growing themselves, helps others rise.

 THE WINGS

(Noble Qualities & Human Capacities)

(*Kindness • Thinking • Responsibility • Courage • Empathy*)



AWARENESS & DEVELOPMENT OF CAPACITY

(*Recognizing value • Learning • Growing • Strengthening*)



 FOUNDATION OF LOVE

(*Education • Health • Economic Sustainability • Autonomy*)



ACCESS → CAPACITY → PARTICIPATION

(*Learning • Well-being • Working • Decision-making*)



SUPPORTING OTHERS TO ACCESS

(*Sharing • Including • Encouraging • Removing barriers*)



 WALLS OF UNITY

(Consultation • Cooperation • Service)



UNDERSTANDING → ACTION → CONTRIBUTION

(*Listening • Working together • Helping others*)



COLLECTIVE UNITY

(*Trust • Inclusion • Shared responsibility*)



 ROOF OF PEACE

(*Security • Constitutional Rights • Justice*)



PROTECTION → FAIRNESS → SUSTAINABILITY

(Safety • Equality • Accountability • Stability)



PEACEFUL & STABLE COMMUNITY

(Dignity • Participation • Long-term harmony)



STRENGTHENING ALL INDIVIDUALS

(Confidence • Purpose • Responsibility • Capacity)



 **STRONGER WINGS**



CONTINUES

(Cycle deepens, expands, and sustains peace)



Concept-1: The Two Wings

“The world of humanity has two wings, one is women and the other men. Not until both wings are equally developed can the bird fly.”

This curriculum is grounded in the understanding that humanity has two wings, women and men, and that both are equally essential for progress. The wings symbolize the inherent noble characters and human capacities with which every person is born. These capacities exist in all individuals regardless of gender, yet they do not develop automatically. Their growth depends on access to opportunity, support, and enabling conditions. When one wing is constrained or weakened, humanity cannot move forward. Only when both women and men are equally supported in developing their capacities can individuals, communities, and societies truly rise.

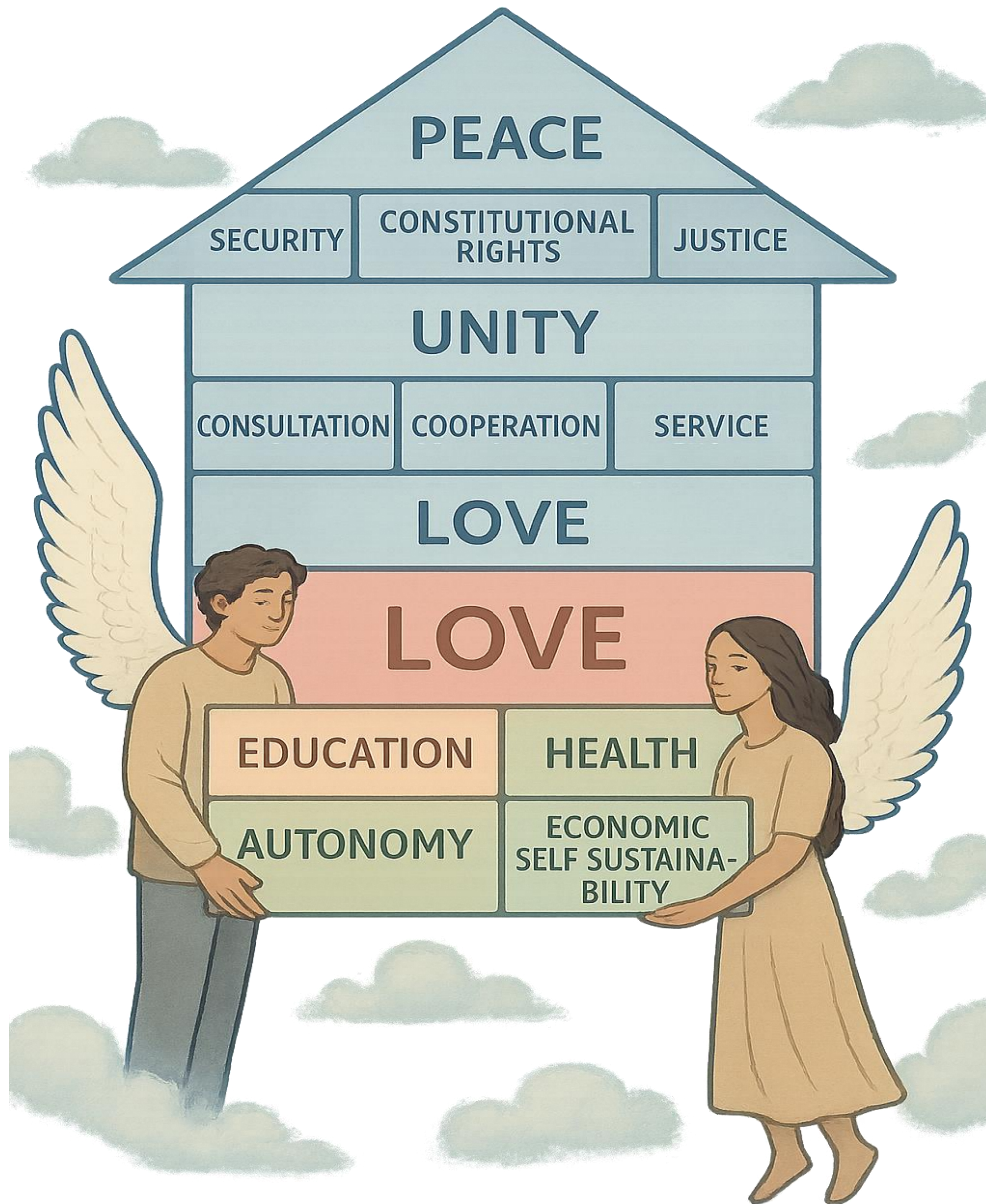


Concept-2: The Peace House

“My Home is the Home of Peace.”

The Peace House serves as the central conceptual framework of the curriculum, integrating human development, gender equality, and peace-building into a single, coherent learning journey. Peace is understood not as an abstract ideal, but as a structure that must be intentionally built and protected. The Peace House rests on strong foundations, is held together by supportive relationships, and is safeguarded by just systems. The curriculum is sequenced to guide participants from inner awareness of dignity and capacity, to access and development, to collective action, and finally to systemic protection. Building peace requires

more than goodwill; it requires love expressed through human-rights, unity created through deeds, and protection practiced through justice. When both wings grow and act together, the Peace House stands strong. When access is denied or capacities are suppressed, peace cannot be sustained and humanity cannot “fly.”



1. A. Curriculum Philosophy and Approach

Wings → Foundation → Participation → Helping Others → Unity → Peace → Stronger Wings

🦋 WINGS: Inner potential → must be developed.

● FOUNDATION: Provides access → enables growth.

● WALLS: Turn growth into relationships and action.

● ROOF: Protects everything → ensures sustainability.

1. A.1- Philosophy

This curriculum is grounded in the conviction that gender equality is a condition for peace, not a contest for power. It approaches equality as a shared human journey in which women and men grow together, support one another, and assume collective responsibility for building just and peaceful communities. Guided by the principle that humanity has two wings, women and men, the curriculum affirms that both are equally essential for social progress. When one wing is weakened through exclusion, deprivation, or injustice, the whole of humanity is grounded. When both wings are equally developed and supported, communities can rise. The curriculum adopts the Peace House as its central metaphor. Peace is not understood as a static state or the mere absence of violence, but as a living structure that must be consciously built, maintained, and protected. This structure rests on strong foundations, is held together by healthy relationships, and is sheltered by justice, constitutional rights, and security. Women and men are understood as co-builders of this house, contributing equally at every stage of its construction. At its core, the curriculum affirms that all human beings are born with inherited noble characters and capacities. These capacities are universal and not determined by gender. However, their development depends on access to education, health, autonomy, economic self-sustainability, and just social systems. Gender inequality is therefore understood not as a difference in human worth, but as a barrier to human development and peace.

1.A.2- Pedagogical Approach

Learner-centered and experiential: Learning is grounded in participants' lived experiences. Activities encourage reflection, dialogue, storytelling, and creative expression rather than passive instruction.

Visual and symbolic learning: Metaphors such as wings, feathers, skeletons, and the Peace House are used to make abstract concepts accessible across languages, literacy levels, and cultural contexts.

Gender-inclusive and non-confrontational: Women and men learn together as partners. Gender equality is explored without blame, accusation, or competition, emphasizing shared impact and shared solutions.

Dialogical and reflective: Dialogue is central. Participants learn to listen, consult, cooperate, and reflect collectively, modeling the very principles the curriculum seeks to cultivate.

1.B. Core Principles

Grounded in the principle that humanity advances only when women and men develop equally and collaboratively, the curriculum is guided by the following core principles:

1. Shared Humanity and Equal Dignity

Women and men are equally human, equally noble, and equally essential to the progress of society. Gender equality is rooted in shared origin, shared dignity, and shared responsibility.

2. Equality as Collective Strength

Gender equality is not a zero-sum redistribution of power. It is a condition that strengthens families, communities, and societies by allowing all human capacities to flourish.

3. Capacity-Centered Development

All individuals possess noble characters and human capacities. The role of education and community is to remove barriers and create conditions that allow these capacities to grow.

4. Access as a Precondition for Growth

The development of human capacities depends on equal access to: Education, Health, Autonomy, and Economic self-Sustainability. Deprivation from these foundations weakens individual growth and undermines peace.

5. Peace as a Constructed Reality

Peace is built through intentional action: strong foundations, cooperative relationships, and just systems. It requires participation, responsibility, and ethical commitment from both women and men.

6. Love, Unity, and Peace as Ethical Pillars

The curriculum is ethically anchored in:

- Love, which affirms human worth and strengthens the wings.
- Unity, which aligns individuals through consultation, cooperation and service.
- Peace, which protects dignity and ensures fairness, security, and constitutional rights.

1.C. Learning Objectives

Guided by the understanding that *“The world of humanity has two wings, one is women and the other men. Not until both wings are equally developed can the bird fly,”* this curriculum aims to ensure that participants:

1- Recognize women and men as equal partners in building peace: Understand that the progress and wellbeing of families and communities depend on the balanced development of both wings of humanity.

2- Identify inherited noble characters and human capacities: Recognize that all individuals possess inherent capacities irrespective of gender, and that these capacities are the foundation of human dignity.

3-Understand the role of access in human development: Explain how education, health, autonomy, and economic self-sustainability enable the growth of human capacities, and how deprivation hinders that growth.

4- Apply principles of consultation, cooperation, and service: Practice relational skills that strengthen families and communities and support collective decision-making.

5- Recognize peace as a structured and sustained process: Understand peace as a house built on strong foundations, supportive relationships, and protected by justice, constitutional rights, and security.

6- Commit to shared responsibility for equality and peace: Engage as active contributors to gender equality and peacebuilding in daily life, family settings, and community contexts.

1.D. Summary of the Curriculum's Ten Lessons

The curriculum is structured as a ten-lesson learning journey that guides participants step by step in building the Peace House. Each lesson contributes to the growth of the two wings, women and men, by strengthening inherent human capacities, ensuring access to essential foundations, cultivating cooperative and service-oriented relationships, and establishing just and secure systems.

The learning progression moves from inner awareness of dignity and potential to shared responsibility in relationships and community life, and ultimately to sustainable peace. The curriculum is vertically aligned across four interconnected levels: values, expressed through recognition of inherent nobility and dignity (the Wings); conditions, ensured through access to fundamental rights (the Foundation); relationships, strengthened through unity in action (the Walls); and systems, sustained through justice, security, and constitutional rights (the Roof). Each level is built upon the previous one, creating coherence and cumulative learning. Horizontally, gender equality is consistently framed as a shared responsibility, emphasizing mutual development and collective benefit. Women and men are engaged throughout the curriculum as co-builders of the Peace House, fostering partnership, respect, and accountability rather than blame or division. Every element of the Peace House is not just a structure, it is a feeder of the Wing. Every feather of the Wing is not just a quality, it is a builder of the Peace House. Each lesson follows the same structure:

Why does this element strengthen the Wing?

Capacities and noble qualities developed

Impact of deprivation (Individual + Community)

Barriers to access

Solutions and pathways

Action → Helping others grow

Collective Impact

The core dynamic of the cycle of mutual reinforcement is a feedback loop, not a linear process. The Peace House develops the conditions. The Wing develops the capacities. Each strengthens the other continuously. The feedback loop is when the Peace House strengthens, individuals gain access and wings grow stronger; and when Wings grow, individuals act with capacity and Peace House becomes stronger.

- **Wings grow (individual capacity)**
 - individuals act
 - strengthen others
 - strengthen Peace House

- **Peace House strengthens (systems & relationships)**
 - creates better conditions
 - individuals grow more



The living system: **WINGS ↔ PEACE HOUSE**

Each Feather = A Capacity

Each Capacity = An Action

Each Action = A Structural Contribution

WING (Individual Capacity)	ACTION	PEACE HOUSE IMPACT
Knowledge	Teaching	Education system grows
Compassion	Healing	Health improves
Responsibility	Participation	Governance strengthens
Cooperation	Teamwork	Unity systems strengthen
Integrity	Fairness	Justice strengthens
Awareness	Advocacy	Rights protected

1.D.1. Lessons 1: Wings

The wings represent the inherent nobility and human capacities that every individual is born with. Women and men are understood as the two wings of humanity, equal in value and essential for progress. This lesson establishes the ethical foundation of the curriculum by affirming shared humanity and potential before addressing gender, roles, or rights.

Learning Focus: Inherent human dignity and equality; noble character and shared capacities; growth is dependent on access, not gender.

Human Nobility and Equality: The first lesson focuses on human dignity, nobility, and equality. Participants explore the idea that all human beings are born with inherent noble characters and capacities, and that these capacities are not related to gender. Through reflective and visual activities, learners recognize their own strengths and the shared humanity of others. This lesson establishes the wings to build the Peace House, helping participants understand that peace cannot be built unless both women and men recognize their equal worth and potential. Across the ten lessons, participants move from self-recognition to shared humanity; from individual capacity to collective responsibility; and from equality in principle to peace in practice.

Lesson-1 Purpose: To ensure all participants begin with a shared understanding of equality and worth, creating a common ground for dialogue and learning.



1.D.2. Lessons 2–5: Building the Foundation

The foundation of the Peace House is love, expressed through access to basic human rights: education, health, autonomy, and economic self-sustainability. These elements provide the conditions necessary for human capacities to grow.

Learning Focus: Love as recognition of dignity and rights; access as a precondition for growth; impact of deprivation on individuals and communities.

Lessons two through five examine the four foundations of the Peace House: Education, Health, Autonomy, and Economic Self-Sustainability. Participants learn how these foundations enable the growth of human capacities and how deprivation from them weakens individuals, families, and communities. The lessons emphasize that access to these rights is essential for both women and men, and that inequality in access prevents the wings from growing strong. These sessions deepen understanding of how structural conditions shape human development and peace.

Lessons' 2–5 Purpose:

To help participants understand that gender inequality results from unequal access to foundational rights, not from differences in ability or worth.



1.D.3. Lessons 6–8: Raising the Walls

In this curriculum, access to human rights is understood as an expression of love. Love affirms human worth and creates conditions for growth. However, love alone does not build unity. Unity is created, produced, and sustained through actions. It emerges when individuals translate their developed capacities into ethical behavior and shared responsibility. The walls of the Peace House are built through unity in action, expressed as consultation, cooperation, and service. These lessons move learners from personal development to collective responsibility.

Learning Focus: Ethical relationships and shared decision-making; collective responsibility and contribution; unity as lived practice, not abstract value.

Lessons six to eight focus on the walls of the Peace House: Consultation, Cooperation, and Service. These lessons develop relational capacities that hold communities together. Participants practice respectful dialogue, shared responsibility, and service to others, learning that peace is built through daily interactions and collective effort. The lessons highlight how balanced participation between women and men strengthens relationships and ensures that the Peace House stands firm.

Lessons' 6–8 Purpose:

To cultivate behaviors and relationships that sustain unity and ensure equal participation of women and men in community life.



1.D.4. Lessons 9–10: Completing the Peace House

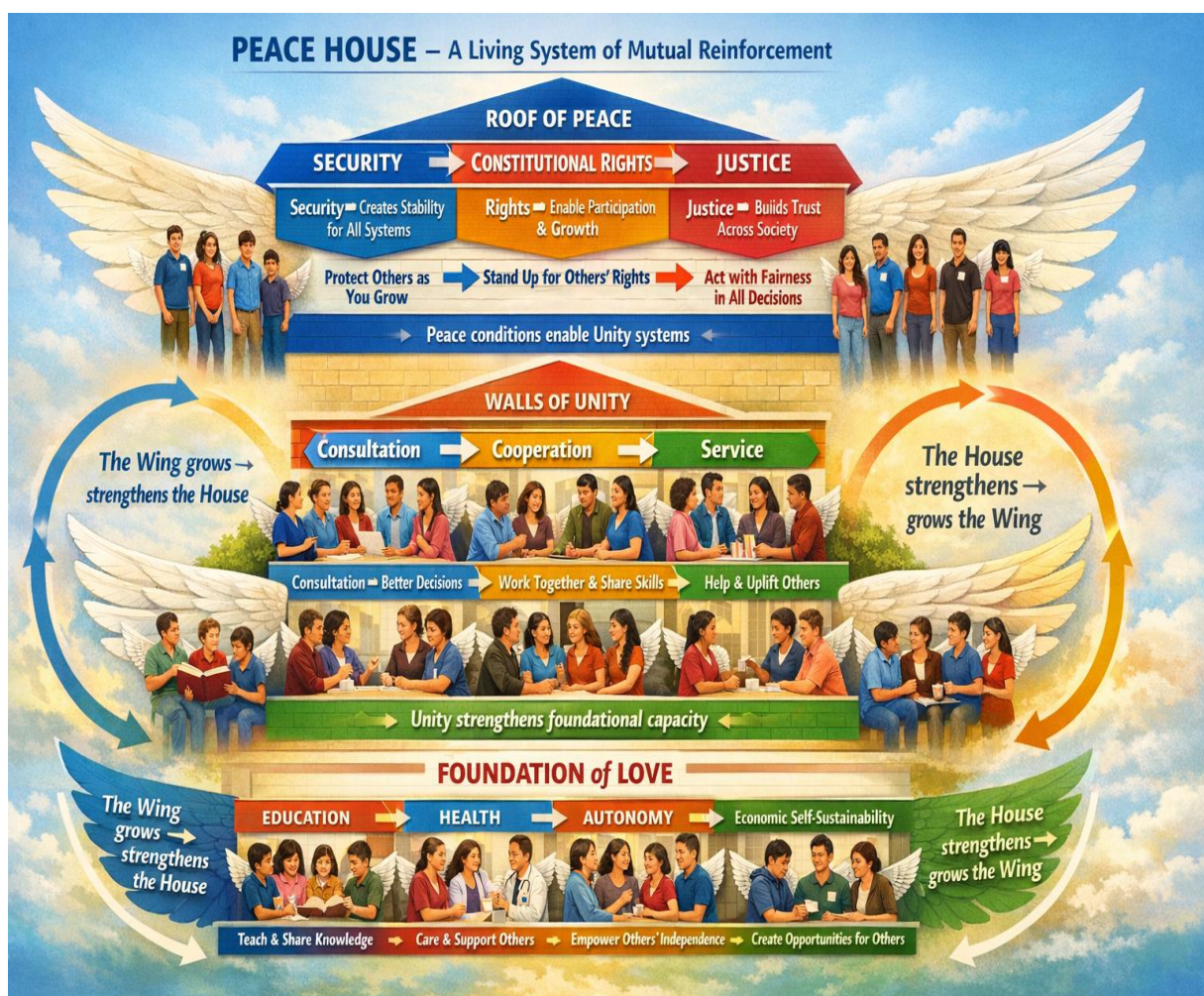
The roof represents peace as protection, upheld by security, constitutional rights, and justice. These elements ensure that what has been built is safeguarded over time.

Learning Focus: Freedom from fear and abuse of power; equality under shared legal and ethical frameworks; Justice as fairness, accountability, and dignity.

The final lessons bring all elements together by focusing on peace as the roof of the Peace House. Participants explore peace as a condition protected by security, constitutional rights, and justice. They reflect on shared human origin, dignity, and responsibility, recognizing that peace cannot exist where inequality, fear, or injustice prevail. These lessons affirm that when both wings are fully developed and equally protected, the Peace House can shelter present and future generations.

Lessons' 9–10 Purpose:

To help participants understand that peace requires just systems and ethical restraint and that growth is not individual only; access must be shared; action must include others; and Peace must be protected. By the end of the curriculum, learners understand that peace is built, not given, and that women and men must grow, contribute, and lead together for humanity to rise.



PEACE HOUSE

A Living System of Mutual Reinforcement



Chapter One

The Wings

Noble Qualities → Awareness → Capacity Development → Action → Helping Others Grow → Collective Growth → Stronger Wings



1. Chapter One Introduction: The Wings

In this curriculum, the wings symbolize the noble characters and human capacities that each person carries, such as kindness, intelligence, creativity, courage, and the ability to learn and serve. While human beings are born with these capacities, they are not fully developed at birth. Like wings, they carry the potential to grow but require care, nourishment, protection, and opportunity. Growth depends on the conditions in which individuals live, not on their gender. Access to education, health, autonomy, and economic self-sustainability allows capacities to unfold. Deprivation from these foundations limits growth, not because of a lack of worth, but because of unequal conditions. Like the skeleton, wings are present in every human being, but they are not fully developed at birth. They grow as individuals are supported, respected, and given access to the foundations of life.

Noble characters and capacities represent the inner qualities and potential that exist within every human being. They are not learned from outside, but are inherent, part of what it means to be human. Qualities such as kindness, honesty, courage, respect, responsibility, and compassion are examples of noble character, while capacities include the ability to think, learn, make decisions, cooperate, and contribute to others. These noble characters and capacities are symbolized as the Wings of humanity. Just as wings enable a bird to rise, these inner qualities enable individuals to grow, act, and contribute to the well-being of others and society. However, like wings, they must be developed and strengthened. They grow through use, when individuals act with kindness, practice fairness, think independently, and support others, their capacities expand and become stronger.

The curriculum emphasizes that these wings exist in every person without exception. No one is born without them, and no one is inherently superior or inferior in their potential to develop them. What differs is not the presence of these qualities, but the access, opportunity, and support individuals receive to nurture them. Noble characters and capacities are not only for personal growth, they are meant to be expressed through action. When individuals use their capacities to help others grow, they strengthen not only their own wings but also contribute to the collective development of society.

In this way, the Wings are both a personal responsibility and a shared trust. As they grow, individuals become active participants in building the Peace House, bringing strength, balance, and unity to the entire structure.

Theme: Discovering inherited noble characters and human capacities. Noble characters and capacities are inherent to humanity, not gender.

Core Idea: Every human being is born noble and endowed with capacities.

Pedagogical Purpose: to establish a shared understanding that women and men possess equal inherent nobility and human capacities, creating a common foundation for learning, partnership, and collective growth throughout the curriculum.

Key Learning Shift from: “What am I lacking?” to: “What capacities already exist within me”.

2. The Wings (Lesson 1)

This first lesson lays the groundwork for the entire curriculum. Before building the Peace House, participants are invited to recognize their shared humanity and their shared potential to grow. Only when both wings are allowed to develop can individuals, and communities, begin to rise. Every human being enters the world with inherent nobility and with the potential to grow.

Moreover, beginning the curriculum with the skeleton serves a critical pedagogical function. It provides a visible, universal, and non-gendered reference point for human equality. By working with the image of a skeleton, participants are invited to recognize that beneath external differences, such as gender, culture, status, or role, human beings share the same fundamental structure. This approach removes symbolic markers of power and difference and redirects attention to what is common and shared. Pedagogically, the skeleton exercise disrupts stereotypes and assumptions at an early stage, creating a safe and neutral space for reflection. It reinforces the understanding that inherited nobility and human capacities are not biologically or socially assigned by gender but are intrinsic to being human. Starting with the skeleton thus anchors the curriculum in embodied equality, setting a tone of humility, openness, and shared learning that supports all subsequent exploration of access, unity, and peace.

This lesson invites participants to explore what it means to be human before discussing gender, roles, or differences. It begins with a powerful theme: all people are born with the same human structure and the same inner capacity for growth. Capacities are visualized as feathers, something living, growing, and fragile. The Phoenix wing is especially powerful because it affirms that human capacity can regenerate and rise again, even after injury, loss, or adversity.

Key message: Your strength grows when you use it, and it grows even more when you use it to help others grow. Everyone starts with value; growth requires action; action must include others; collective growth strengthens everyone. Every woman and man is born with inherent nobility and human capacities, and when both wings are equally recognized, supported, and allowed to grow, humanity can rise together. The Wing grows through action, and becomes strongest when it helps others grow:

Noble Qualities: Exist in everyone from the beginning.

Capacities: Develop through learning and experience.

Action: Turns inner potential into real impact.

Helping Others Grow: Transforms personal growth into collective growth.

INHERENT NOBLE QUALITIES

(Kindness • Respect • Honesty • Courage • Responsibility)



AWARENESS OF THE WING

(Recognizing one's inner value and potential)



DEVELOPMENT OF CAPACITIES

(Thinking • Learning • Expressing • Deciding • Relating)



ACTION IN DAILY LIFE

(Helping • Learning • Listening • Acting with integrity)



IMPACT ON OTHERS' GROWTH

(Encouraging • Including • Supporting • Uplifting)



COLLECTIVE HUMAN GROWTH

(Stronger individuals • Shared dignity • Mutual respect)



STRONGER & EXPANDED WINGS

(Confidence • Purpose • Responsibility • Contribution)



GREATER CAPACITY TO ACT

(More meaningful actions • Wider positive impact)



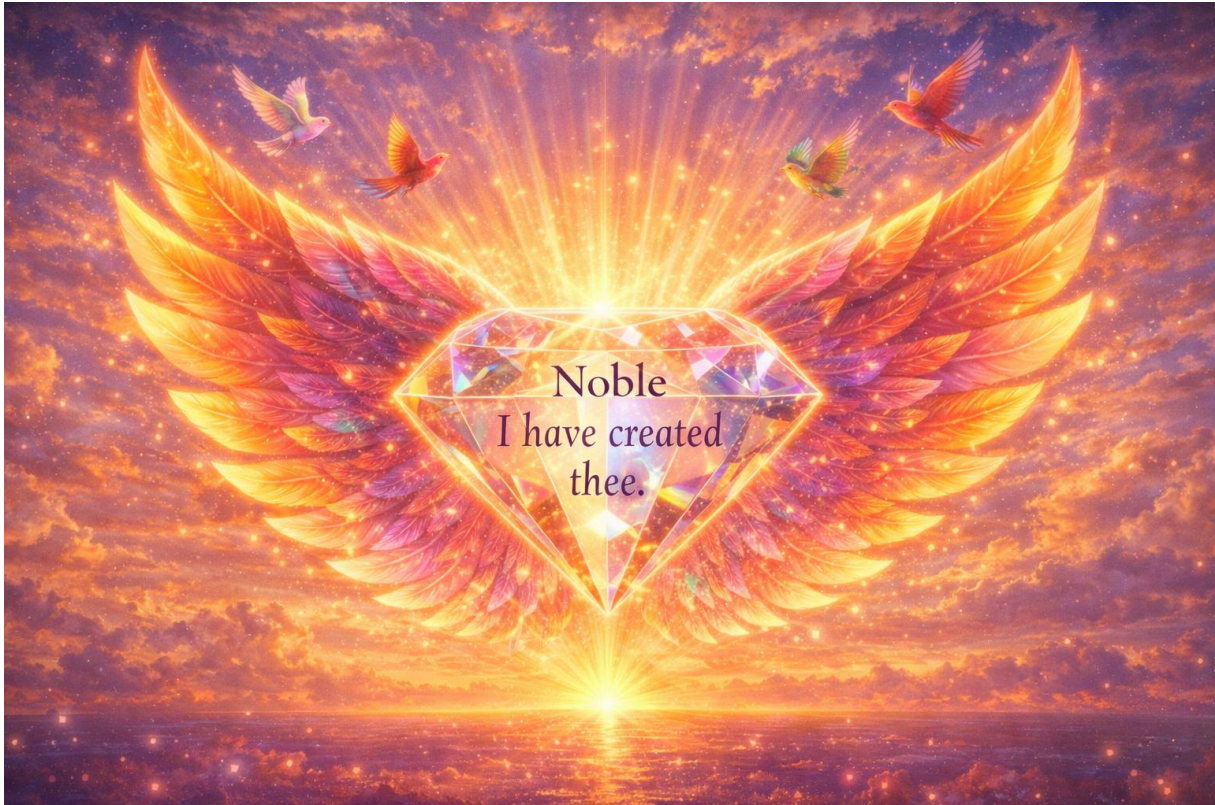
CONTINUES

(The Wing grows through continuous action)



3. Lesson Plan

Noble characters and capacities are the inner qualities and potential that exist within every human being, such as kindness, honesty, courage, respect, and the ability to think, learn, and contribute. In this curriculum, they are represented as the “Wings,” symbolizing the power within each person to grow and rise. These qualities are not dependent on background or circumstance, they are inherent in all people, but they must be developed through action, practice, and support. As individuals use their capacities to act with integrity and help others, their wings grow stronger, enabling both personal development and the collective advancement of society.



Lesson plan 1– Noble Characters and Capacities

“Noble I have created thee”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective To help participants recognize that every human being possesses inherent noble qualities and capacities (the Wing), and to understand that these capacities grow through action. Participants will begin to practice using their qualities, such as kindness, respect, and responsibility, not only for personal development, but to encourage and uplift others, creating an environment where everyone can recognize and develop their own potential.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
In this first lesson, participants are introduced to the understanding that every human being is born with inherent noble qualities and unique capacities. This foundational idea establishes the concept of the “Wing,” representing each person’s inner potential. As the starting point of the journey, this lesson prepares participants to recognize their value and the importance of developing their abilities, which will be further explored in the coming lessons.	

 Facilitator Explanation Each person begins with something powerful already within them, noble qualities such as kindness, honesty, courage, and respect. These are not given to some and not to others; they exist in every human being. When we recognize this, we begin to see ourselves and others differently. But these qualities grow only when we use them. When we act with kindness, others feel safe to do the same. When we show respect, others begin to see their own value. In this way, our growth is never only our own, it helps others grow as well. This is the first step toward building a peaceful world. Peace begins when we recognize the value in ourselves and in one another. When people see each other as noble, they begin to treat each other with dignity. This is how the Wings begin to grow, and without strong Wings, nothing else can be built.

When both women and men are treated with equal dignity and respect, their capacities grow, and communities become stronger and more united.

What does it mean to be “noble”?

Is nobility something only some people have, or all human beings?
 What does this quotation tell us about the value of every person?
 Do both women and men possess noble qualities?
 What kinds of qualities show a person's nobility?
 Can someone's nobility be limited by how others treat them? How?
 If all people are created noble, should anyone be treated as less important?
 What happens when one group is treated as less valuable than another?
 How does recognizing equal nobility change how we behave toward others?
 Should both women and men have equal opportunities to develop their capacities? Why?
 What happens when someone is prevented from growing and developing their abilities?
 How does denying opportunity affect a person's sense of worth and dignity?
 How should people treat each other if they believe everyone is noble?
 What does respect look like in daily life between women and men?
 How can recognizing nobility reduce conflict and misunderstanding?
 What kind of community is built when everyone's dignity is respected?
 What happens to society when some people's nobility is ignored or denied?
 How does equal respect for women and men strengthen families and communities?
 How can you show respect for the nobility of others in your daily actions?
 What can you do to help others recognize their own nobility and capacity?

Introducing lesson quotation "*Noble I have created thee*"

Participants are asked to introduce themselves and mention one unique character or capacity they possess.

Appendix-1

Participants receive a flashcard with the lesson quotation "*Noble I have created thee*"

Participants introduce themselves and mention one unique character or capacity they possess.

Activity 1: "Discovering my noble qualities and unique capacities"

Participants are told that when individuals recognize their own noble qualities and capacities, and appreciate the strengths of others, they become better prepared to contribute, cooperate, and grow together.

Participants are asked:

How can these noble qualities and capacities help others?

What did they discover about themselves?

Objective: to help participants recognize that noble qualities and capacities are personal strengths that every individual

Materials

A worksheet with examples of noble qualities (e.g., kindness, patience, honesty, courage) and capacities (e.g., listening, organizing, helping others, problem-solving).

A Phoenix feather worksheet (symbolizing growth and potential).

Participants reflect on themselves:

What are my strengths?

What qualities do I show in my daily life?

What can I do well that helps others?

possesses. To identify their own noble qualities and abilities. To understand that each person has something valuable to contribute. To develop awareness of others' strengths in preparation for collective activities. Appendix-2a/2b	Then participants use the Phoenix feather worksheet to write or draw their noble qualities and capacities. Participants share their capacities with the class. While listening, participants are asked to note at least <u>one capacity</u> for each person who shares. The purpose is to develop active listening, to recognize that everyone has strengths, and to prepare for the next activity where these capacities will be used. (Game1)  Key Message Growth begins with self-awareness. Everyone has something to offer. Recognizing others' strengths builds unity.
Game1: “Discovering the strengths of others” Participants are told that when we recognize the strengths in others, we strengthen unity and create an environment where everyone can grow and contribute. Every individual has something important to offer. Unity grows when people feel valued Participants are asked: How did it feel to recognize someone's strength? <i>“I learned that others can _____.”</i> How did it feel to receive recognition? <i>“I felt _____ when my capacity was recognized.”</i> Objective: to help participants develop the ability to recognize and appreciate the noble qualities and capacities of others. To practice observation, reflection, and respectful expression. To understand that every individual has unique strengths. To	 Materials Slips of paper with participants' names. A drawing sheet with a large feather image (symbolizing capacity and growth). Each participant receives the name of another person in the room. The name remains confidential until sharing. Participants take time to think: <i>What strength have I observed in this person?</i> <i>What quality or ability makes them valuable to others?</i> Then participants write one meaningful capacity on the feather image. For Example: <i>“You are a good listener”</i> <i>“You show kindness to others”</i> Then one by one, participants stand up, show their feather to the group, and address the person they were assigned: <i>“You possess this valuable capacity _____.”</i>

strengthen a sense of value, inclusion, and mutual respect. Appendix-3	Then the participant walks toward the person and gives them the feather as a symbol of recognition and appreciation.  Key Message Recognizing and affirming the noble qualities and capacities of others strengthens both the individual and the group. When people feel seen and valued, they are more confident to grow, participate, and contribute to building unity.
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Activity-2: “Recognizing capacities in people from the opposite gender” Participants are told that noble qualities and capacities are not limited to certain people, they are present in everyone. Learning to recognize them helps us build respect, understanding, and unity. People have strengths that may not always be visible. Participants are asked to select four individuals from their lives (family members or friends). Identify three noble qualities and capacities for each person (two people from the opposite gender to the participant's gender and 2 people from the same gender as the participant's). Write or draw one noble quality or capacity in each feather. Total: 12 noble qualities or capacities (12 feathers). <i>Was it easy or difficult to recognize noble qualities and capacities?</i> <i>Did you discover something new about people you know?</i> Objective: to help participants develop the ability to recognize noble qualities and capacities in different individuals. To understand that noble qualities and capacities exist in all people. To expand awareness beyond familiar perspectives. To	 Materials Two worksheets, each with 6 feather images (total of 12 feathers). Participants write or draw 12 noble qualities or capacities, one noble quality or capacity in each feather, 3 noble qualities or capacities for each person. For example, <i>patience, leadership, kindness, responsibility, problem-solving, creativity.</i> Each participant stands up and shows their feather worksheets. They share the names (or roles) of the people they chose and the noble qualities and capacities they identified. <i>“I identified these noble qualities and capacities in _____: _____, _____, _____.”</i>  Key Message When we learn to recognize the noble qualities and capacities in different people, we begin to see the value in everyone. This understanding strengthens relationships and builds unity in families and communities.
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develop their skill to find noble qualities and capacities that people of the opposite gender to theirs possess.

Appendix-4

Activity 3- Role play: “Expressing noble qualities through action”

Participants are told noble qualities become meaningful when they are expressed through action. What we carry within us is revealed through how we treat others. Noble qualities are not only ideas, but they are also lived through actions. When individuals express their inner qualities through meaningful actions toward others, they help build a more connected and unified environment.

Participants stand together in a circle. Each participant receives one prompt card with a noble quality. Participants reflect briefly on their assigned quality. Then each participant chooses one person in the circle and demonstrates that noble action toward them. Participants are asked:

How did it feel to express a quality through action?

How did it feel to receive an action?

Objective: to help participants develop awareness of their inner noble qualities. To practice expressing these qualities through actions, not words. To understand that true character is shown through behavior toward others. To experience how actions can strengthen connection, inclusion, and unity.

Appendix-5

 Materials

Simple prompt cards with noble qualities, such as: *Kindness, Courage, Respect, Patience, Generosity, Responsibility.*

Participants reflect briefly on their assigned quality and express the quality through a silent physical action (no words are used). Then each participant chooses one person in the circle and demonstrates that noble action toward them.

How different qualities were expressed?

How did the actions affect others?

 Key Message

Actions communicate values more than words.

Small acts can have a strong impact.

Expressing noble qualities strengthens relationships.

Unity grows through everyday actions.

Activity 4: “Noble qualities and capacities in every human being” Participants are told that noble qualities and capacities are inherent in every human being. They are not defined or limited by external differences; they are part of our shared human reality. Human values are universal. Capacities are not limited by identity or roles. Everyone has the ability to grow and contribute. Participants look at the skeleton image. They are asked: <i>What do they notice about this image?</i> <i>What does it represent?</i> Participants are asked to identify the noble characters and capacities that any human being can possess irrespective of their gender. <i>What do all humans have in common?</i> <i>What helps these qualities grow in people?</i> Objective: to help participants recognize that noble qualities and capacities belong to every human being irrespective of their gender. To practice identifying qualities that are not limited by roles or expectations. To develop the ability to see beyond differences and focus on shared human potential. To strengthen understanding of equality through human identity. Appendix-6	 Materials an image of a skeleton holding the lesson quotation. <i>(The skeleton represents the human being in its most universal form. It removes external markers such as appearance or social identity, allowing participants to focus on what is common and equal in all people).</i> Participants work in pairs. They discuss and identify: <i>What noble qualities can any human being possess irrespective of their gender?</i> <i>What capacities can any human being develop irrespective of their gender?</i> <i>Are these qualities limited to certain people?</i> <i>What allows these qualities to grow in a person?</i> Examples: honesty, courage, kindness, responsibility, creativity, problem-solving, leadership, empathy. Each pair shares their ideas with the class.  Key Message Every human being possesses the potential for noble qualities and capacities. When we recognize this shared potential, we begin to treat others with greater respect and contribute to building a more just and unified environment.
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Activity 5: “Growing the wing” Participants are told that every person is born with a wing. This wing is made of their noble qualities and capacities. It grows stronger when these qualities are used, and especially when they are used to support others. A single strong wing is not enough because growth must happen collectively.	 Materials an image of a skeleton with one wing. <i>Every person is born with a wing. This wing is made of their qualities and abilities. Each person has these qualities in different ways, and each wing has the potential to grow stronger.</i>
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When others are not supported, the overall progress is limited. True progress depends on everyone developing their “wing”. Participants are asked to reflect on the meaning of the wing. <i>What happens if some of these qualities are not used?</i> <i>What happens if some people are not able to develop their qualities?</i> <i>How does supporting others strengthen everyone?</i> <i>What happens when we use our qualities to help others?</i> Objective: to recognize that every human being is born with noble qualities and capacities. To understand that these qualities can grow, weaken, or remain unused. To reflect on how using these qualities can benefit both the individual and others. To realize that true growth happens when capacities are developed and used for collective well-being. Appendix-7	Participants reflect individually: <i>Which qualities do I already use?</i> <i>Which qualities do I need to develop more?</i> <i>How can I use my capacities to support others?</i> Participants write or draw on the wing (each feather represents a quality or capacity): Noble qualities (e.g., <i>kindness, honesty, courage, patience, justice</i>) Capacities (e.g., <i>thinking, learning, communicating, helping, creating, deciding, cooperating</i>) <i>The more these qualities and capacities are recognized and used, the stronger the wing becomes. Supporting others strengthens collective growth.</i> Participants share their reflections with the class, “<i>is the wing complete if only one person develops and uses their qualities?</i>”  Key Message A wing becomes strong when its qualities are developed and used but true strength is achieved when everyone is supported to grow because no wing can fully succeed alone. Growth is both personal and shared and unused capacities weaken potential.
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Activity-6: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-8	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: “The Phoenix wing of growth”

Participants are told that, like the Phoenix, every person has the ability to rise and grow through their noble qualities and capacities. Every wing is different, but all wings can grow strong. When we recognize these strengths in ourselves and in others, growth becomes stronger and shared.

Participants are asked:

What strengths do you see in yourself?

What strengths do you see in others?

Participants demonstrate a strong understanding when they:

Identify multiple and meaningful capacities.

Recognize strengths in all individuals.

Show fairness in their responses.

Express that growth is shared and interconnected.

Value both their own wing as well as others’ wings:

I have strengths → Others also have strengths → We grow stronger together.

Objective: to help participants recognize that noble qualities and capacities exist in every human being. To identify strengths in themselves and in others. To understand that growth is both personal and shared. To strengthen relationships by valuing and acknowledging others’ capacities. To realize that every person carries a wing of potential that can grow and rise

Appendix-9a/9b/9c/9d

Materials

5 Phoenix wing images (each with multiple feathers).

1 poster paper (to be folded like a book).

Scissors and glue.

Each participant receives 5 Phoenix wings:

1 wing represents themselves and 4 wings represent the four people identified in Activity-2.

Participants:

Fold their poster paper into two halves (like a book).

Cut out the 5 wings.

Glue the wings inside the poster (Either one wing per page or two wings per page)

For each wing, participants write or draw noble qualities and capacities in each feather.

Wing Structure:

Wing 1: Myself (*What strengths do I see in myself?*)

Wings 2–5: Others (*What strengths do I see in each person?*)

Examples:

Noble qualities: *kindness, respect, honesty, patience, courage, responsibility.*

Capacities: *thinking, learning, helping, communicating, solving problems, cooperating.*

Key Message

Every person carries a wing of potential. When we recognize and value the strengths in ourselves and others, we help each other grow, rise, and build stronger relationships and communities.

Chapter Two

Peace House Foundation of Love

Equal Access → Capacity Growth → Participation → Supporting Others → Collective Development → Expanded Access → Stronger Capacities

EDUCATION

HEALTH

AUTONOMY

**ECONOMY
SELF-
SUSTAINABILITY**

1. Chapter Two Introduction: Foundation of Love

The foundation of the Peace House is love, expressed through access to basic human rights: education, health, autonomy, and economic self-sustainability. These elements provide the conditions necessary for human capacities to grow. Women and men are born with equal human potential. However, potential cannot flourish without access. When individuals are denied education, their ability to learn and contribute is constrained. When health is compromised, physical, emotional, and mental capacities are weakened. When autonomy is restricted, decision-making and self-direction are limited. When economic self-sustainability is absent, dignity and participation in community life are undermined. These deprivations do not affect individuals alone; they weaken families, fracture communities, and prevent the Peace House from being built. Love, therefore, is not passive kindness, it is the active provision of access. It is the ethical commitment to ensure that women and men alike can stand on equal ground and grow their wings without obstruction. By grounding the Peace House in love, these lessons emphasize that peace begins long before laws and systems. It begins when individuals and societies choose to honor human dignity through equitable access. Only on such a foundation can unity be built through deeds, and justice rises as a protective roof over all.

Theme: Peace cannot be built on unequal foundations. Both women and men need access to Education, Health, Autonomy, and Economic Self-Sustainability because without access, inherited capacities cannot develop.

Core Idea: These lessons answer the unspoken question from Lesson 1: “If we all have capacities... Why are some people denied the chance to develop them?”. Participants learn that:

Growth is strongest when it is shared.

Access becomes meaningful when it is extended to others.

A strong community is built when everyone is able to grow, contribute, and participate.

Pedagogical Purpose: to help learners understand that human capacities can only grow when women and men have equitable access to education, health, autonomy, and economic self-sustainability as expressions of dignity and care. Participants understand that:

Access should not be limited to some.

Opportunities are strengthened when shared.

Growth becomes meaningful when it includes others.

Participation is a responsibility, not a privilege.

Key Learning Shift from: “Men and women are different, so they develop differently,” to: “We are equally human; inequality interrupts growth.”

Access is not the end → it is the beginning of responsibility.

Growth is not individual → it is shared.

Strength is not isolated → it is collective.

No one develops fully in isolation.

Progress expands when participation expands.

Strength is created when individuals lift others as they rise.

1.1 Foundation of Love

***Education** becomes the driver of all other elements.*

When education is strengthened: Health improves (better awareness and choices); Autonomy increases (informed decisions); Economic capacity grows (skills and opportunities); Consultation improves (clear thinking and expression); Justice is better understood and upheld. Learning becomes a shared process and a collective action, not an individual gain as individuals learn, to: share knowledge; include others in learning; support those with less access. The more knowledge is shared, the stronger all Wings become because Education strengthens: thinking; awareness; expression.

***Health** sustains all human activity in the Peace House.*

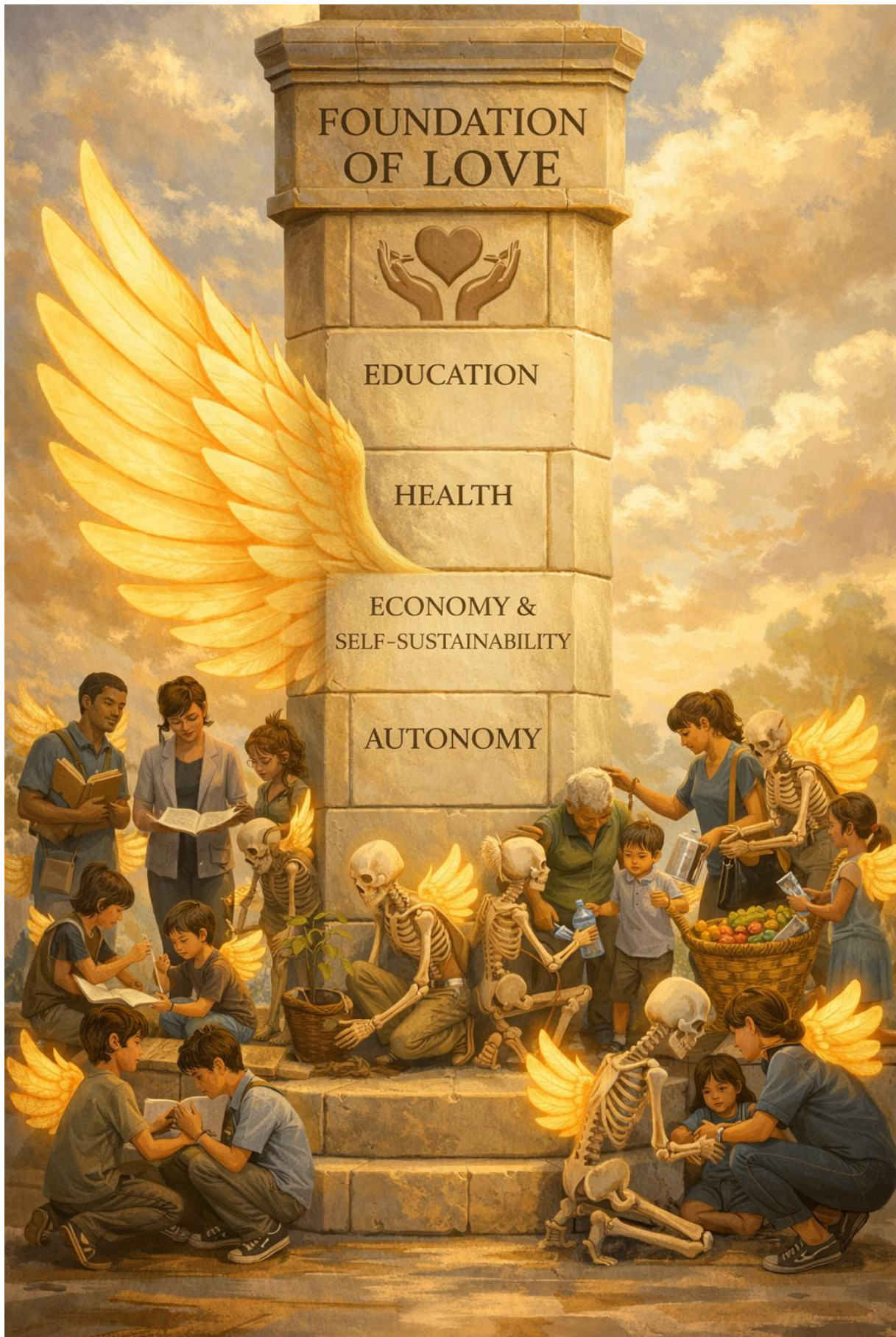
When Health is strengthened: people can learn (education improves); people can work (economic growth); people can participate (cooperation, service); stability increases (security). Health becomes a shared responsibility as individuals become healthy, they: support others' well-being; create safe environments; prevent harm. Without Health, the Wing cannot function. Good Health leads to having active, capable wings through strengthening: energy; resilience; presence.

***Economic Self-Sustainability** supports all foundational stability.*

When economic capacity is strengthened: Education becomes accessible; Health is maintained; Security and access to Justice improve; Consultation participation increases. Economic Self-Sustainability turns prosperity to become collective, not individual. As individuals gain economic strength, they: support others' opportunities; share resources when possible; create opportunities for others. Economic Self-Sustainability makes the Wing active and productive and not passive because it strengthens: productivity; responsibility; contribution.

***Autonomy** strengthens the quality of participation in all elements.*

When autonomy is strengthened: better decisions improve Health and Economy; independent thinking improves Consultation; responsible individuals uphold Justice. Autonomy becomes mutual empowerment as individuals gain autonomy, they: respect others' choices; encourage independent thinking; avoid controlling others. Autonomy strengthens the decision-making feathers of the Wing: judgment; responsibility; confidence.



2. Peace House Foundation of Love: (Lessons 2–5)

Human rights are received through love, the recognition of inherent human worth and dignity. When women and men have access to education, health, autonomy, and economic self-sustainability, their human capacities are strengthened. They gain the ability to think clearly, to make informed choices, to participate meaningfully, and to contribute to the wellbeing of others. These foundations enable individuals not only to grow their own wings, but also to use those wings in service of the collective. Learners understand that Education, Health, Autonomy, and Economic Self-Sustainability are conditions for growth, not privileges. Without a strong foundation, no house can stand. These lessons ensure that both women and men have equal access to the basic conditions needed to develop their capacities.

The Foundation of Love is not only about what we receive, but also about how what we receive becomes a source of growth for others. In the Peace House Foundation of Love:

Education: Builds thinking → helps others learn

Health: Builds strength → helps others participate

Economic Self-Sustainability: Builds independence → helps others contribute

Autonomy: Builds judgment → helps others make decisions

EQUAL ACCESS TO FOUNDATIONS

(Education • Health • Economic Opportunity • Autonomy)



DEVELOPMENT OF HUMAN CAPACITIES (WING)

(Thinking • Confidence • Awareness • Responsibility • Energy)



MEANINGFUL PARTICIPATION

(Learning • Working • Decision-making • Self-care)



SUPPORTING OTHERS TO PARTICIPATE

(Including • Encouraging • Sharing • Removing barriers)



COLLECTIVE DEVELOPMENT

(Increased participation • Shared opportunities • Inclusion)



STRONGER CAPACITIES FOR ALL

(Confidence • Ability • Responsibility • Contribution)



EXPANDED ACCESS FOR EVERYONE

(More opportunities • Fewer barriers • Greater inclusion)



CONTINUOUS GROWTH

(Cycle strengthens individuals and community)

2.1. Lesson 2: Education – Awakening Human Potential

Education allows human capacities to unfold. It gives individuals the ability to think, learn, communicate, and participate meaningfully in society. When women and men have equal access to education, their wings grow stronger. When education is denied, potential remains limited, not because it does not exist, but because it is not supported.

Focus:

Education is a right and a responsibility.

Lifelong learning for women and men.

Education as the seed of dignity, awareness, and choice.

Key message: Education strengthens both wings and enables conscious participation in family and community life.

2.2. Lesson 3: Health – Physical, Mental, and Emotional Wellbeing

Health supports the growth of every human capacity. Physical, emotional, and mental wellbeing allow individuals to learn, work, care, and contribute to their communities. Without health, growth is weakened and dignity is at risk. Access to health is an essential expression of love and a necessary foundation for peace.

Focus:

Health as a shared concern, not a gendered burden.

Emotional wellbeing for men and women.

Key message: Unhealthy wings cannot carry a house toward peace.

2.3. Lesson 4: Economic Self-Sustainability – Dignity Through Contribution

Economic self-sustainability allows individuals to meet their needs, contribute their skills, and live with dignity. It strengthens responsibility, participation, and self-worth. When women and men have equal access to economic opportunities, unity becomes possible. When economic exclusion exists, the Peace House remains unstable.

Focus:

Economic participation for women and men.

Shared responsibility for provision and care.

Key message: Economic dignity strengthens the foundation on which peace is built.

2.4. Lesson 5: Autonomy – Voice, Choice, and Personal Agency

Autonomy is the ability to make choices and guide one's own life with dignity. It enables individuals to use their capacities responsibly and confidently. When women and men are trusted with autonomy, their wings grow through self-direction and accountability. When autonomy is restricted, growth is constrained.

Focus:

Autonomy as the ability to make informed decisions.

Respecting boundaries and consent.

Balancing individual autonomy with family and community life.

Key message: Autonomy allows both wings to move freely without domination or dependence.

3. Chapter 2 Lesson Plans

3.1. Lesson 2 – Education

Education is the doorway to personal growth, empowerment, and dignity. It equips people with knowledge and skills to make informed choices, participate in society, and pursue meaningful goals. Without access to education, a person may struggle to express their full potential or contribute constructively to their community. Education is not only about literacy, it is about cultivating the mind, nurturing curiosity, and learning how to think critically and ethically. When a person has the right to education, they can act with clarity, consult with wisdom, cooperate with understanding, and serve with competence.

1. How does Education strengthen the Wing?

Education develops the Wing by activating: thinking, understanding, awareness, expression.

Education allows individuals to recognize truth, make decisions, and contribute meaningfully. Strengthens thinking, awareness, and expression → stronger cognitive Wing.

 2. **Capacities & Noble Characters Developed:** Critical thinking, Curiosity, Confidence, Communication, Responsibility.

3. Impact of Deprivation on:

Individual: limited thinking, dependence on others, low confidence, inability to make informed decisions.

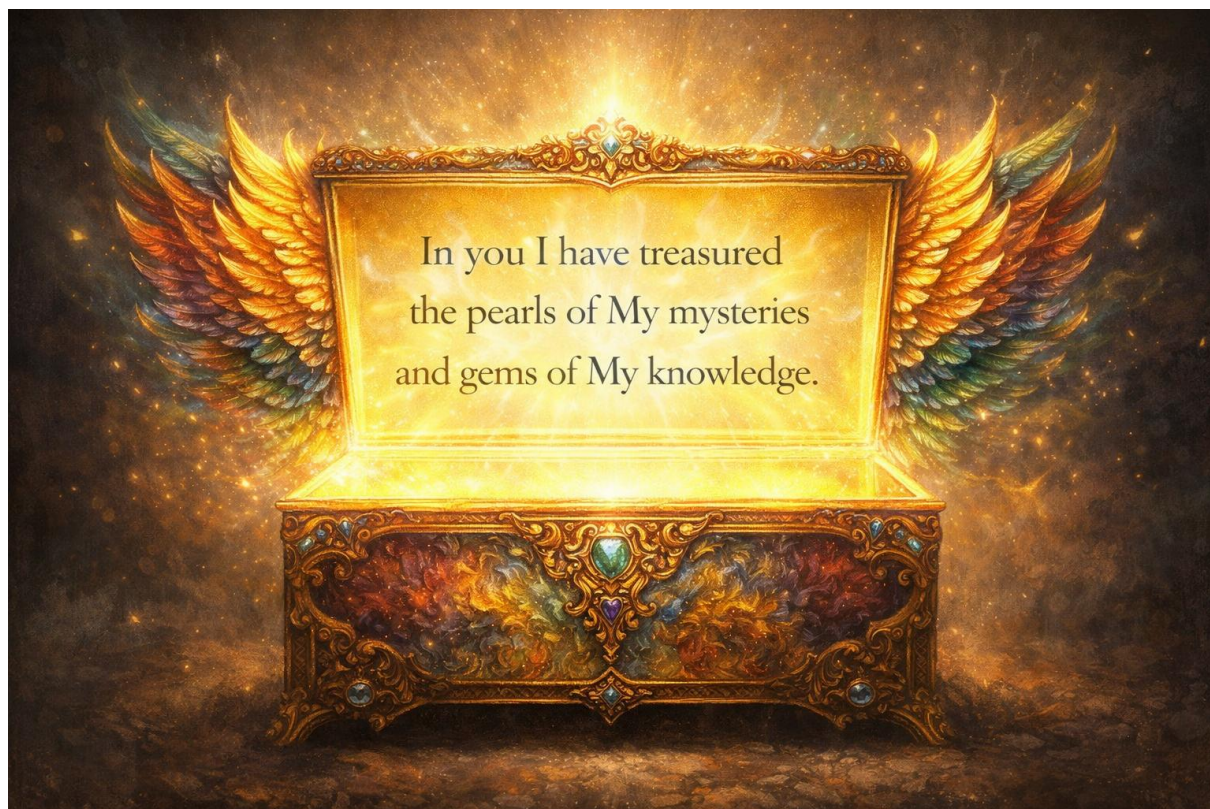
Community: weak participation, misinformation, limited progress.

 4. **Barriers to Education:** lack of access (schools/resources), poverty, cultural limitations, exclusion or discrimination, lack of encouragement, limited access to learning opportunities, lack of encouragement or belief in one's ability, fear of failure or judgment, time constraints due to responsibilities, unequal distribution of learning resources.

 5. **Solutions and Pathways:** informal learning (peer learning), community, teaching circles, sharing knowledge, encouraging participation, normalizing learning at all ages and levels, sharing available resources within the community, and promoting a culture where every voice and question is valued.

 6. **Action: Helping Others Grow:** individuals must teach what they know, include others in learning opportunities, share knowledge openly, encourage participation especially from quieter members.

 7. **Collective Impact:** stronger thinking communities, informed decision-making, increased participation. All wings become stronger through shared knowledge. Learning becomes accessible, shared, and continuous, strengthening all. Learning becomes shared growth.



Lesson plan 2 – Education

“In you I have treasured the pearls of My mysteries and gems of My knowledge”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS Access to Education develops the Wing. A strong Wing acts to help others access Education. And through this cycle, both the individual and the community rise together. To develop understanding that access to learning strengthens thinking, awareness, and confidence. Participants will learn to use knowledge not only for their own growth, but to share learning, include others, and support the development of understanding within their communities, ensuring that knowledge becomes a shared resource for collective progress.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
Building on Lesson one, where participants discovered their inherent capacities, this lesson introduces Education as the first essential condition for developing those capacities. Participants begin to understand that while everyone is born with potential, growth depends on access to learning opportunities. This lesson deepens their awareness that development requires support, not just ability.	

 Facilitator Explanation Knowledge is already placed within every person, like hidden treasure. Education helps us discover it. When we learn, we begin to understand the world, think clearly, and express ourselves. But learning is not only for ourselves. When we share what we know, we open doors for others. When we include others in learning, we strengthen everyone. Knowledge grows when it is shared. This lesson is a step toward peace because understanding reduces confusion, and awareness helps people make better decisions. A peaceful society is built by people who think, learn, and help others learn.

When both women and men are given equal opportunity to learn, their capacities grow, and society as a whole becomes stronger.

Do both women and men have the same ability to learn and gain knowledge?

What happens when one group is seen as less capable of learning?

How does recognizing equal capacity for knowledge change how we treat others?

Should both women and men have equal access to education? Why?

What happens when girls are denied education?

What happens when boys are forced into roles that prevent learning?

How does lack of education affect a person's ability to grow and contribute?

How does education help individuals discover their "pearls and gems"?

What happens to a community when the knowledge of some people is not developed?

How does equal access to learning benefit families and communities?

Who is responsible for ensuring that all individuals can access education?

How can families support learning for both women and men equally?

How can communities remove barriers to education for everyone?

What happens when both women and men are educated and able to contribute?

How does equal learning opportunity strengthen society?

What kind of future is built when everyone's knowledge is developed?

What can you do to help others discover and develop their "pearls and gems of knowledge"?

Introducing Lesson quotation ***"In you I have treasured the pearls of My mysteries and gems of My knowledge"***

Appendix-1

Participants receive a flashcard with the lesson quotation ***"In you I have treasured the pearls of My mysteries and gems of My knowledge"***

Activity 1: "Seeing and understanding"

Participants are told that when individuals are prevented from learning and growing, their capacities cannot fully develop, and this affects not only them, but the whole community. Growth depends on access to opportunities while denying rights limits human potential,

Participants are asked:

How do these situations affect a person's abilities?

What capacities might not develop?

What happens to a person's wing when they cannot learn?

Materials

3–4 images showing real-life situations where children are prevented from learning, forced into difficult or harmful roles, denied opportunities to grow.

(Examples may include physically restrictive practices, children in armed roles, or children working instead of learning.)

1 image showing children accessing education and learning.

Participants observe the images and listen to the history of unjust practices shown in the pictures.

What do you see happening in this situation?

<i>Can their abilities grow without opportunities?</i> <i>What happens to the community when many people cannot grow?</i> Objective: to develop participants' ability to think critically and recognize how certain practices can limit human growth by preventing individuals from learning, developing, and contributing. Participants understand that when access to education and development is restricted, human capacities are weakened. Appendix 2a/2b/2c/2d	<i>How is the person living or being treated?</i> <i>What might they be feeling?</i> <i>Can this person learn and grow in this situation?</i> <i>What opportunities are missing?</i> <i>What is being taken away from them?</i> <i>What happens to a person's wing when they cannot learn?</i> <i>Can their abilities grow?</i> Then participants receive an image of children learning and developing. <i>What opportunities do these children have?</i> <i>How might their future be different?</i> <i>What helps a person grow?</i> <i>What prevents growth?</i>  Key Message Education and learning opportunities allow the wing to grow. When individuals are prevented from learning, their potential is limited, and the whole community loses what they could have contributed.
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Activity 2: “Stories of learning and growth” Participants are told that in different communities, people may face different challenges in continuing their learning. These challenges may not be the same for everyone, but the result is often similar, growth is limited. When learning is limited, growth is limited, no matter who is affected. When any person is prevented from learning, the whole community loses their potential contribution. Participants are asked to share their stories of some of the unjust practices in their communities.	Participants think about real-life situations where: Someone was prevented from going to school. Someone had to stop learning early. Someone was not supported to continue their education. Participants share their stories using the following three perspectives: 1. Situations affecting different people in the community, for example: <i>economic hardship</i>
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<i>How does limiting learning affect a person's future?</i> <i>How does it affect others around them?</i> Objective: to help participants recognize that barriers to learning can affect different individuals in different ways. To understand that when access to education is limited, human capacities are restricted. To reflect on how limiting learning opportunities weakens both individual growth and community development.	<i>family responsibilities</i> <i>lack of access to schools or resources</i> 2. Situations affecting some individuals more than others, for example: <i>expectations and roles</i> <i>responsibilities within the family</i> <i>safety or mobility concerns</i> 3. Situations affecting others in different ways, for example: <i>pressure to work early</i> <i>taking on financial or family responsibilities</i> <i>leaving school to support others</i> After each story, participants reflect together: <i>What was this person unable to do because of this situation?</i> <i>Which part of their growth was affected?</i> <i>What opportunities were lost?</i> <i>What could have helped them continue learning?</i>  Key Message Growth depends on access to Education, when learning is restricted, growth is restricted, for anyone. When one person's "wing" is limited, the whole community is affected. When learning is supported, everyone benefits.
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Activity 3- Role Play: "Learning by sharing" Participants are told that when knowledge is shared, learning becomes inclusive, and no one is left behind. Participants are asked to take a turn to teach something simple to their group.	Participants sit in small groups (circles) to create a comfortable and inclusive learning space. Each participant takes a turn to teach something simple to their group. For example: <i>A word (from any language).</i>
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<i>How did it feel to teach something?</i> <i>How did it feel to learn from others?</i> Objective: to understand that when learning becomes shared no one is left out. To recognize that everyone has something valuable to offer. To build confidence in contributing to the learning of others.	<i>A small skill (e.g., a hand movement, drawing, counting method).</i> <i>A fact or piece of knowledge.</i> Each participant gets a chance to teach. Everyone experiences both sharing knowledge and receiving knowledge.  Key Message When learning is shared, everyone grows. Each person becomes both a teacher and a learner, and no one is left out.
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Activity 4: “Barriers and Pathways to learning” Participants are told that learning is not limited to age. It is a lifelong process that allows people to grow and contribute. Barriers can affect different people in different ways, but the result is the same, growth is limited. When barriers are removed, individuals grow, and communities grow with them. Participants are asked: <i>What happens to the person’s abilities if they cannot learn?</i> <i>How does this affect their ability to support themselves and others?</i> Objective: to help participants identify barriers that can limit access to education at different stages of life. To understand how these barriers affect human growth, and explore practical ways to remove them so that all individuals can continue learning and contributing to their communities. To help participants realize that removing barriers to learning creates opportunity, reduces inequality, and builds stronger, more stable communities. <i>Appendix 3a/3b/3c</i>	 Materials Image of: a child skeleton represents a child at the beginning of growth. an adult skeleton represents an adult whose growth continues through life. Participants are divided into small groups. Each group is asked to identify: For the child: What might prevent this child from going to school or continuing learning? Examples participants may express: <i>lack of resources, family responsibilities, distance or safety concerns, social expectations, need to work early.</i> For the adult: What might prevent this adult from continuing learning or improving skills? Examples participants may express: <i>lack of time, work pressure, limited opportunities, lack of support, feeling it is “too late” to learn.</i> Groups share their response with the class.
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	Then participants are told: “<i>Imagine you are decision-makers responsible for your community.</i>” Each group must propose: What can be done to remove each barrier? How can learning be made possible for both the child and the adult? <i>Examples may include:</i> <i>creating access to schools, sharing responsibilities, flexible learning opportunities, community support, encouraging lifelong learning</i> Each group presents one barrier and one solution.  Key Message Learning must be accessible at every stage of life. When barriers are removed, both individuals and communities can grow.
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Activity 5: “Strengthening the Wing through education” Participants are told that the wing represents what a person can become. Education does not only give knowledge, it strengthens who we are. At any stage of life, learning can grow the wing, or its absence can limit it. When people continue to learn, they continue to grow and contribute. Participants are asked: <i>What happens if a person cannot go to school?</i> <i>What abilities will not grow?</i> <i>Is learning only for children? For boys? For girls? For men? For women?</i> Objective: to help participants understand how education strengthens human capacities and noble character at all stages of life, and how lack of access to education limits	 Materials Image of: a child skeleton with one wing and an adult skeleton with one wing. Participants are divided into small groups. Each group is asked to identify: - the impact of deprivation from education for the child skeleton. For example: <i>limited thinking skills (How? Why?)</i> <i>lack of confidence (How? Why?)</i> <i>fewer opportunities (How? Why?)</i> <i>inability to develop talents.</i> - the impact of deprivation from education for the adult skeleton. For example: <i>limited skills (How? Why?)</i>
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personal growth and the ability to contribute to others and the community. To realize that when individuals grow through learning, they can support others, share knowledge, and strengthen the whole community. Appendix 4a/4b/4c	<i>reduced opportunities (How? Why?)</i> <i>dependence on others (How? Why?)</i> <i>difficulty adapting or improving (How? Why?)</i> Then participants are asked: <i>What does a person gain when they learn?</i> <i>What happens when learning continues?</i>  Key Message Education strengthens the wing at every stage of life. When learning stops, growth slows, but when learning continues, the wing keeps rising.
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Activity-6: “From learning to action” Participants are told that learning is not only for ourselves, it becomes meaningful when it helps others grow. What we learn becomes what we do, and what we do affects others. Every person, at any age, can turn learning into action. When one person grows and helps others grow, the whole community becomes stronger. Participants are asked: <i>If this person learns and develops their abilities, what will they be able to DO better?</i> Participants are asked to think further: <i>If one person helps others grow, what happens in a family?</i> <i>What happens in a community?</i> Objective: to help participants understand that education is not only for personal growth but also enables individuals to take meaningful actions that support others and contribute to the well-being of families and communities. To help participants realize that growth leads to contribution at all stages of life; Individual learning becomes powerful when it is shared, this is how families and communities grow together.	Participants continue working on the 2 images of a child skeleton with one wing and an adult skeleton with one wing. Participants are divided into small groups. Each group is asked to identify: <i>What does the wing represent?</i> <i>How does education help this wing grow?</i> Participants identify actions such as: <i>explaining ideas clearly, helping others learn, solving problems, making better decisions, organizing tasks, supporting others in daily life, teaching skills to others.</i> How can these actions help another person grow? Examples may include: <i>teaching someone to read or learn, helping someone complete a task, guiding someone to make a decision, sharing knowledge or skills.</i> Can both the child and the adult help others grow? Does learning at any age lead to action? In the Family: <i>better communication, shared responsibilities, improved well-being, support for learning.</i> In the Community:
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Appendix 4a/4b/4c	<i>more skilled individuals, cooperation and support, stronger participation, shared progress.</i>  Key Message Education leads to action. Action helps others grow. Shared growth strengthens families and communities.
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Activity-7: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-5	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: “Education builds the Wing” Participants are told that when people grow through learning, they can support others, and this strengthens families and communities. Participants demonstrate understanding when they: Build wings for both child and adult. Identify capacities or qualities. Recognize education as the foundation of growth. <i>Can the wing grow without a foundation?</i> <i>What helps both the child and the adult grow?</i> <i>What happens when learning continues?</i> Objective: to assess participants’ understanding that education is the foundation that enables human capacities and noble characters to grow at all stages of life, and that this growth supports both	 Materials 1 poster paper (to be folded like a book) Scissors and glue. 2 images: Child skeleton Adult skeleton Worksheet with feather images First foundation: “Education” Participants fold the poster into two halves (like a book). They cut and glue the child skeleton on one side and the adult skeleton on the other side. Participants cut out as many feather images as they wish. They arrange and glue the feathers around each skeleton to form one complete wing. In each feather, participants write or draw, a capacity or noble character (<i>e.g., thinking, learning, confidence, responsibility, communication, problem-solving</i>)
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personal development and the ability to contribute to others. <i>Appendix-6a/6b/6c</i>	If writing is difficult, they may use symbols. Participants cut and glue the word “Education” at the bottom of the poster The skeletons are placed so they appear to be standing on “Education”.  Key Message Education is the foundation that helps every person’s wing grow, at every stage of life.
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3.2. Lesson 3 – Health

Health is the foundation of life's vitality. Access to healthcare, nutrition, mental well-being, and physical safety ensures that individuals can live with dignity and strength. Health rights protect the body and mind, making it possible for people to pursue education, work, and service without being held back by preventable illness or suffering. True health goes beyond treatment, it includes prevention, well-being, and a balanced lifestyle. When people enjoy health rights, they gain the energy, focus, and stability needed for constructive action, meaningful consultation, effective cooperation, and long-term service.

1. How does Health strengthen the Wing?

Health provides: energy, stability, and ability to act. Without health, the Wing cannot function. Strengthens resilience, energy, and presence → active and functioning Wing.

 2. **Capacities & Noble Characters Developed:** Resilience, Self-care, Awareness, Responsibility.

3. **Impact of Deprivation on:**

Individual: weakness, inability to participate, emotional stress.

Community: reduced productivity, increased vulnerability, dependency.

 4. **Barriers:** lack of healthcare, unsafe environments, poor nutrition, limited awareness of healthy practices, stress and emotional strain, unhealthy environments, limited access to care or support, neglect of self-care due to daily pressures.

 5. **Solutions and Pathways:** hygiene practices, community care, awareness sharing, safe spaces, encourage mutual care and support systems, create respectful environments, share knowledge about well-being in simple ways, normalize asking for and offering help.

 6. **Action: Helping Others Grow:** individuals must care for others, share health knowledge, prevent harm, check on others' well-being, share simple health practices, help create safe and supportive spaces.

 7. **Collective Impact:** stronger participation, a healthier community where people can participate and contribute fully, sustainable growth.



Lesson plan 3 – Health

“The bounty of good health is the greatest of all gifts”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS Access to Health develops the Wing. A strong Wing acts to help others access Health. And through this cycle, both the individual and the community rise together. To help participants understand that physical and emotional well-being are essential for participation, growth, and contribution, and that maintaining health is both a personal and shared responsibility. Participants will be encouraged to care for their own well-being while also supporting the health and safety of others, contributing to environments where everyone can function, participate, and grow.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
Following the understanding that education develops capacities, this lesson adds Health as a necessary condition to sustain and use those capacities. Participants now see that growth is supported by both Education and Health. Together, lessons two and three help participants understand that without Education and Health, their potential capacities cannot fully develop.	

 Facilitator Explanation When we are well, physically and emotionally, we are able to act, participate, and support others. Health gives us the strength to use our capacities. Caring for ourselves is important, but caring for others is equally important. When we create safe and supportive environments, everyone becomes stronger. When one person is supported, the whole group benefits. This leads toward peace because people who are well are more able to act with patience, clarity, and care. A peaceful community depends on the well-being of all its members.
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Introducing Lesson quotation <i>“The bounty of good health is the greatest of all gifts.”</i> Appendix-1	Participants receive a flashcard with the lesson quotation <i>“The bounty of good health is the greatest of all gifts.”</i>
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<i>When both women and men are supported equally in their health, they can grow, contribute, and help build strong and balanced communities.</i> Why is good health described as the greatest gift? Can a person grow, learn, or contribute without good health? Why or why not? What happens to a person’s life when their health is not supported? Do both women and men need equal access to health care? Why? What happens when one group has less access to health services? Should everyone have the same opportunity to stay healthy? Why? How does good health help a person develop their abilities? What happens to a person’s potential when their health is neglected? How does health affect a person’s ability to work, learn, and care for others? How can unequal responsibilities affect a person’s health? What happens when someone has no time to rest or care for themselves? How can sharing responsibilities help improve health for both women and men? Who is responsible for supporting health in a family or community? How can people support each other in staying healthy? What happens when care and support are given only to some and not others? How does equal access to health improve family well-being? What happens to a community when many people are unhealthy? How does supporting health for all strengthen the whole community? What can you do to support your own health and the health of others? How can you help ensure that both women and men have equal opportunity to stay healthy?	
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Activity 1: “Health and growth” Participants are told that access to health services, both physical and mental, has a direct and equal impact on the lives of men, women, boys, and girls. When access is available, it supports survival, dignity, education, safety, and long-term well-being. When it is missing, it deepens inequality, increases vulnerability, and can permanently affect life chances across genders. Participants are told that Health gives us the strength to learn, act, and support others. Different people may face different challenges, but the effect is the same, when health is limited, growth is limited. Health is not only a medical issue; it is a human rights	 Materials an image of a girl with a wing and a boy with a wing. (Personal Reflection) Participants share with the class about their own lives: A time when they felt healthy, strong, and able to learn or act. Participants respond: <i>“When I was healthy, I could _____.”</i> A time when they felt tired, unwell, or unable to do what they wanted. Participants respond: <i>“When I was not healthy, I could not ____.”</i>
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issue. Unequal access reinforces existing power imbalances: <i>-Women and girls suffer more from reproductive health neglect and violence-related consequences.</i> <i>-Men and boys suffer more from untreated injuries, mental health stigma, and pressure to be “strong”.</i> Equal access to healthcare helps break these cycles and supports dignity, safety, and opportunity for all genders. Participants are asked to share their reflections: <i>How does Health help a person learn and act?</i> <i>What happens to a person’s abilities when their health is affected?</i> <i>What helps the person stay healthy and active?</i> <i>What makes it difficult for the person to function or participate?</i> Objective: to help participants recognize how health and well-being affect their ability to grow, learn, and contribute, and to reflect on real-life situations where health is supported or limited. To help participants realize that when health is supported, individuals can participate fully, contribute positively, and build stronger, more stable communities. Appendix-2a/2b	(Community Reflection) Participants then share real-life situations in their communities where: People from both genders were able to care for their health. People of both genders faced difficult conditions that affected their health and daily life. For example: When women and girls have access to healthcare, including reproductive and maternal health services, they are more likely to: <i>Survive pregnancy and childbirth safely.</i> <i>Receive protection from untreated reproductive infections.</i> <i>Access menstrual hygiene support and dignity in daily life.</i> <i>Continue education instead of dropping out due to early pregnancy or illness.</i> <i>Be protected from long-term complications of untreated gender-based violence.</i> <i>Access also improves their autonomy and decision-making power, which strengthens gender equality in families and communities.</i> For men and boys, access to health care: <i>Reduces untreated injuries, infections, and chronic illness.</i> <i>Supports mental health (often neglected).</i> <i>Encourages healthier coping mechanisms instead of violence or substance abuse.</i> <i>Enables continued ability to work, learn, and support families.</i> Without health access, inequality deepens. Illness becomes a barrier to education and
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	employment, and preventable conditions become lifelong disabilities. When women and girls cannot access health services, it has severe consequences: <i>Higher risk of maternal death during pregnancy or childbirth.</i> <i>Untreated reproductive diseases and chronic pain.</i> <i>Increased exposure to sexual and gender-based violence without medical or psychological support.</i> <i>Menstrual health insecurity, leading to shame, school absenteeism, and social exclusion.</i> <i>Higher risk of early marriage as families try to “protect” girls in unsafe environments</i> <i>These effects reduce educational and economic opportunities and often trap women and girls in cycles of dependency.</i> When men and boys cannot access health services: <i>Injuries and illnesses remain untreated, leading to disability or death.</i> <i>Mental health problems may be ignored, increasing risk of aggression, trauma, or self-harm.</i> <i>Pressure to continue physical labor despite illness increases long-term damage.</i> <i>Boys may drop out of education to work or survive.</i> <i>This can reinforce harmful gender norms that expect men and boys to “endure” without help.</i>  Key Message Health gives strength to the wing. When people are healthy, they can grow and help others grow.
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Activity 2: “Rights to Health”

Participants are told that for every person to grow, learn, and contribute, certain conditions must be present. These are not privileges for some, they are essential needs that support human well-being and the full development of capacities. Access to health enables individuals to build strength, maintain balance, and participate actively in life. When health is supported, people are able to think clearly, act responsibly, and contribute to their families and communities. When access to health is limited, growth is affected, not only for individuals, but for the well-being of the whole community.

Participants are asked to make a list of the essential conditions for well-being. Each group chooses one of the themes:

 Food, water, cleanliness

 Care when sick

 Knowing how to stay healthy

 Being treated fairly and with respect

For example, every person needs access to:

Basic Needs for Life

Clean drinking water; Nutritious and sufficient food; Proper sanitation and hygiene.

Care and Support for the Body

Affordable and accessible healthcare services; Preventive care and regular check-ups; Access to medicine and treatment.

Care Across Life Stages

Support for safe childbirth; Care during important stages of life; Family planning support; Reproductive health services.

Materials

an image of children skeletons in a house, only one of the skeletons is with a wing.

Participants are divided into small groups.

Each group is asked to identify the essential conditions for health and well-being to develop the wing for the other child skeletons. Each group chooses one of the themes:

 Food, water, cleanliness

 Care when sick

 Knowing how to stay healthy

 Being treated fairly and with respect

For example:

Daily Well-Being Practices

Access to hygiene supplies; Opportunities for physical activity and exercise.

Dignity and Respect in Care

Equal access to all health services; The right to make informed decisions about one’s own care; The right to be treated with respect and without discrimination.

Then, all groups share their response with the class.

Key Message

For every human being to grow, learn, and contribute meaningfully, the conditions that support health and well-being must be present. These are not optional or limited to a few, they are essential for the full development of human capacities.

Health is not a privilege. It is a foundation for life, growth, and human dignity.

 Knowledge and Awareness <i>Access to clear and accurate health information; Health education in schools and communities; Nutrition education; Understanding how to care for one's body.</i>  Mental and Emotional Well-Being <i>Access to counseling and emotional support; Safe spaces to express concerns and seek help.</i> Objective: to realize that Health is an essential human right for growth. <i>Appendix-3a/3b</i>	
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Activity3- Role Play: “The balance of Well-being” Participants are told that health and well-being is not only about the individual but also shaped by how life is shared and supported. When health and well-being are supported by all, everyone can grow and contribute. Participants are asked: <i>When some carry more than others, what happens to their ability to grow?</i> Participants are given scenarios: - tired person - stressed person - unsafe situation - excluded person Objective: to understand that health and well-being enable growth and supporting others. To help participants deeply	 Materials Each Participant receives one acting scenario image of a: - tired person - stressed person - unsafe situation - excluded person Participants are asked: <i>When is your body able to act, think, and help others?</i> <i>When does it become difficult?</i> <i>What did this person need?</i> In pairs, participants discuss: “<i>How can I help this person?</i>”. They must: - Identify need, - Suggest the support needed, - Design an action plan to ensure each person can function and participate. Then they demonstrate their response.
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understand that well-being is not only personal, but shaped by conditions, responsibilities, and access, and that when well-being is unevenly supported, growth and contribution are affected across individuals and communities.

Appendix-4

 Key Message

Health grows when care and responsibility are shared. When people are supported in their well-being, they can act with strength, support others, and participate fully in building stable and cooperative communities.

Activity 4: “Barriers and Pathways to Health”

Participants are told that health is not only an individual effort, but it also depends on how life is organized and supported. It is important to look beyond the person and understand the conditions around them. Health grows when every person has access, every person is supported, and responsibilities are shared in balanced ways. When pathways are open for all, individuals grow stronger, and communities become more stable and united.

Participants are asked:
When some people have less access to health care or more responsibilities, what happens to their ability to grow?

Participants are divided into small groups and are asked to identify the barriers to some life situations, such as:

A person who does not have access to food, rest, and care.

A person who must work continuously with little rest.

A person responsible for caring for others without support.

A person who cannot access healthcare or information.

A person whose daily conditions make it difficult to stay clean or healthy.

Participants are asked:
Were these difficulties caused by the person, or by the conditions around them?
Did everyone have the same opportunity to care for their well-being?
What happens when some people carry more than others?

In pairs, participants discuss:
What made it difficult for these people to stay well?

What conditions limit their ability to function?

Participants identify barriers such as:
lack of time for rest.
unequal distribution of responsibilities.
limited access to care or information.
physical or environmental conditions.
lack of support from others.

When pathways are uneven, some individuals:
carry more responsibilities.
have less time to care for themselves.
struggle to grow and participate.

Then, in their groups, participants discuss how to transform the situations by creating pathways to health and well-being. For example:

redistribute responsibilities.
introduce support from others.
create access to care, rest, and resources.
ensure each person can function and participate.
ensure no group should carry more burden than another.
create balanced systems that lead to stronger communities.

Groups share their response with the class.

 Key Message

Health grows when barriers are removed and support is shared. Health grows when access is fair and responsibility is shared. Barriers weaken the wing and pathways strengthen the wing.

Objective: to help participants recognize that well-being is shaped by access, conditions, and shared responsibilities. To identify barriers that prevent individuals from maintaining their health. To explore pathways that enable all people to grow, function, and contribute fully.

Appendix-5a/5b

Activity 5: “Strengthening the Wing through Health”

Participants are told that Health does not only affect the body, but it also strengthens who we are and what we can become. Health gives strength to the wing, it allows us to grow, act, and support others. Different conditions affect what a person can do.

Participants are asked:

What helps a person take care of their body?

What helps a person stay healthy during difficulty?

What helps people care for each other?

What helps a community stay healthy?

Objective: to help participants understand that Health is essential for developing human capacities and noble character, and that when well-being is supported fairly and consistently, individuals are able to grow, act, and help others grow. To help participants recognize that well-being is not only physical, but is built through inner qualities, habits, relationships, and community values, and that these virtues strengthen the wing and enable individuals to grow and support others.

Appendix-6a/6b

Materials

In pairs, participants take 6 feather cut-outs. On each feather, they write or draw a quality. Each feather represents a quality that helps a person stay healthy, grow, and support others.

Capacities, for example:

Learning – gaining knowledge about health, growth, and life skills

Decision-making – choosing actions that support well-being

Problem-solving – addressing challenges that affect health or growth

Communication – expressing needs and supporting others

Self-care practices – maintaining physical and mental health

Cooperation – working with others to build supportive environments

Helping others – using one’s strengths to support the well-being of other

Noble Characters strengthened, for example:

Responsibility – taking care of one’s health and well-being

Self-discipline – maintaining healthy habits and routines

Awareness – recognizing physical, emotional, and mental needs

Perseverance – continuing growth despite challenges

Balance – managing time, energy, and priorities

Respect – valuing oneself and others

Patience – allowing growth to happen over time

Gratitude – appreciating what supports

	<i>well-being</i> Groups share their response with the class. All groups combine their feathers into one large, shared wing.  Key Message Health is built through many qualities. When these qualities are supported by all people, the wing becomes strong, and everyone can rise.
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Activity 6: “From Health to action” When a person is supported in their health, they gain the strength, clarity, and energy to act, not only for themselves, but for others. These actions strengthen families and support communities. Participants are asked: <i>When a person is healthy, what can they do for themselves and others?</i> When a person is well, they can care, teach, support, and inspire others. Through these actions, individual strength becomes collective strength. For example, a healthy person can: <i>help someone who is struggling.</i> <i>share knowledge.</i> <i>complete responsibilities.</i> <i>participate in community tasks.</i> <i>care for others.</i> Objective: to help participants understand that Health is not an end in itself, but a foundation that enables individuals to take meaningful action, support others, and contribute to the growth and balance of their communities. Appendix-7a/7b	 Materials an image of a group of people doing meaningful actions while standing on the foundation of Health. In pairs, participants write or draw their response on “<i>What a Healthy person can Do?</i>” Health strengthens the wing → The wing enables action → Action benefits others. Groups share their response with the class.  Key Message Health gives the power to act. Action strengthens others. Shared action builds strong communities.
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Activity-7: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message
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lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-8	Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: “Health strengthens the Wing” Participants are told that for the wing to grow, a person needs both education and health. Health gives us the strength to use what we learn. When both education and health are present, growth becomes stronger and more complete. When individuals are both educated and healthy, they are better able to contribute, cooperate, and support the well-being of others. Participants are asked: <i>Can a person learn well without health? What happens to the wing if the body or mind is not well?</i> Participants demonstrate understanding when they: Add Health as part of the foundation. Build wings for both child and adult. Identify capacities and qualities supported by health. Recognize that growth requires more than one foundation. Objective: to assess participants’ understanding that health, together with education, forms a foundation that supports the growth of human capacities and noble character, enabling individuals to function, learn, and contribute effectively at all stages of life. To help participants realize when people are healthy, they can learn, support others, and contribute more effectively to their families and communities. Appendix-9a/9b/9c	 Materials The same poster from the Education activity (folded like a book); scissors and glue. Worksheet with feather images. Second foundation: “Health”. Previously used images: Child skeleton and adult skeleton. Participants open their previous poster and observe: the skeletons and the word “Education” at the base. They are helped to recall that Education helped the wing grow. Then they are asked to add another foundation that supports this growth. Participants cut and glue the word “Health” next to “Education” at the bottom of the poster. The skeletons now stand on Education + Health. Participants cut out feather images. They glue the feathers around each skeleton to form one complete wing for the child and one for the adult. For each feather, participants write or draw a capacity or noble character that is supported by health. Examples of Capacities supported by Health: <i>energy to learn; ability to focus; strength to act; resilience; participation in daily activities</i> Examples of Noble Characters strengthened through Health: <i>responsibility (self-care); perseverance; discipline; awareness; care for others</i>  Key Message Education builds the mind. Health supports the body and spirit. Together, they strengthen the wing.
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3.3. Lesson 4 – Economic Self-Sustainability

Economic self-sustainability means having access to the resources, opportunities, and tools needed to support oneself with dignity. It is about independence from poverty, access to fair employment, and the ability to provide for oneself and one's family. When people are economically stable, they can rise above survival needs and focus on education, service, and community growth. Economic rights are not about wealth for luxury; they are about security for meaningful living. With economic self-sustainability, individuals can act with independence, consult without barriers of inequality, cooperate as equals, and serve in ways that uplift communities.

1. **How does Economic Self-Sustainability strengthen the Wing?**

Economic Self-Sustainability provides: stability, ability to contribute, builds independence, and dignity. Strengthens productivity, responsibility, contribution → productive Wing.

 2. **Capacities and Noble Characters Developed:** Productivity, Discipline, Responsibility, Problem-solving.

3. **Impact of Deprivation on:**

Individual: dependency, limited choices, reduced dignity.

Community: poverty cycles, inequality, instability.

 4. **Barriers:** lack of skills, lack of opportunities, exclusion, limited resources, limited access to training, resource constraints, dependency patterns, lack of collaboration.

 5. **Solutions and Pathways:** skill-sharing, small group initiatives, resource pooling, community support, share resources where possible, support participation in productive activities, value all forms of contribution.

 6. **Action: Helping Others Grow:** individuals must create opportunities for others, share skills, support participation, share knowledge, include others in opportunities, support others' efforts to contribute.

 7. **Collective Impact:** shared prosperity, reduced inequality, stronger communities, reduced dependency.



Lesson plan 4 – Economic Self-Sustainability

“Economy is the foundation of human prosperity.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS Access to Economic Self-Sustainability develops the Wing. A strong Wing acts to help others access Economic Self-Sustainability. And through this cycle, both the individual and the community rise together. To develop awareness that productive capacity and access to resources support independence, dignity and contribution. Participants will learn to use their skills and opportunities not only for personal stability, but to create opportunities, share resources, and support others in becoming active contributors within their communities.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
Building on Education and Health, this lesson introduces Economic self-Sustainability as the condition that enables individuals to become independent and contribute to others. Participants understand that growth is not only personal but also connected to participation in society. At this stage, they recognize three key foundations: Education, Health, and Economic participation.	

 Facilitator Explanation When individuals are able to contribute and support themselves, they gain dignity and confidence. They are not only receivers, but they also become contributors. But true prosperity is not individual alone. When people share opportunities, support one another, and include others in productive activities, prosperity expands. This lesson moves us closer to peace because when people are able to contribute, dependency decreases and participation increases. A peaceful society is one where people support one another's ability to stand and contribute.

Prosperity grows when both women and men are given equal opportunity to contribute, share responsibilities, and support one another.

What can individuals and communities do to ensure that both women and men have equal opportunity to contribute to prosperity?

What does “human prosperity” mean in a family or community?

Why is the economy considered a foundation for prosperity?

Can a community prosper if only some people can contribute economically? Why or why not?

Do both women and men need access to economic opportunities? Why?

What happens when women are not given equal access to work or income?

What happens when men are not supported in roles beyond income generation?

How does limiting either women or men affect overall prosperity?

Do both women and men have valuable skills that can contribute to the economy?

What happens when the skills of one group are not used or valued?

How does recognizing the capacities of both women and men strengthen the economy?

How can unequal responsibilities affect economic participation?

What happens when one group carries more unpaid responsibilities than the other?

How can sharing responsibilities create more economic opportunities for both women and men?

What does fairness in economic participation look like?

How can equal opportunity improve productivity in a community?

What happens when both women and men are able to contribute equally?

How does equal economic participation affect family well-being?

How does it affect community development and stability?

What kind of society is created when both women and men are economically empowered?

Introducing Lesson quotation “*Economy is the foundation of human prosperity.*”

Appendix-1

Participants receive a flashcard with the lesson quotation “*Economy is the foundation of human prosperity.*”

Activity 1: “Access, opportunity, and dignity”

Participants are told that the ability to support oneself depends on more than effort; it depends on access and opportunity. When opportunities are opened and support is shared, everyone can contribute. When individuals can support themselves with dignity and contribute equally, communities become more stable, balanced, and cooperative.

Participants are asked to share their stories of some of the unjust Economic practices in their communities:

Participants form small groups. Each group reflects on real-life situations in their communities where people:

-have access to work, skills, or income.

-are limited from participating in economic life.

Participants consider situations such as:

a person with skills but no opportunity.

a person with opportunity but no support.

a person excluded from participation.

Groups share their response with the class.

<i>Do all people have the same opportunity to develop economically and use their skills?</i> <i>Why do some people have limited access to economic growth while others are supported?</i> <i>When some people are limited in their Economic resources, what happens to their growth, and to the community?</i> Objective: to help participants understand that the ability to support oneself with dignity depends on access to opportunities, resources, and fair conditions, and that when these are uneven, individuals' capacity to grow and contribute is limited.	When access is uneven → growth becomes uneven. 🌟 Key Message Unequal access limits participation. Ability alone is not enough because conditions matter. Everyone needs an opportunity to contribute because balanced participation strengthens communities.
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Activity 2: “The Path from growth to contribution” Participants are told that growth is not only about reaching a destination, but also about moving forward together. True progress is achieved when individuals grow and help others grow as well. Participants are asked: <i>Can someone reach the final step alone?</i> <i>What happens if one stage is missing?</i> <i>How does helping others strengthen your own growth?</i> Objective: to help participants understand that economic strength is not about having more, rather it is about ensuring that everyone can contribute. To help participants learn that growth includes helping others move forward too.	🛠️ Setup The floor is divided into four spaces: 📘 <i>Learning</i>, ❤️ <i>Health</i>, 💼 <i>Work</i>, 🙌 <i>Contribution</i> Participants move physically through each stage, one step at a time. Each participant guides another person through the four stages. Supporting them in thinking, responding, and moving forward. Stage 1: Learning Participants step into the Learning space and respond: <i>What do I need to learn?</i> Each participant shares one thing they want or need to learn. Stage 2: Health Participants move to the Health space and respond: <i>What helps me stay strong?</i> Each participant shares one action that supports their health.
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	Stage 3: Work Participants move to the Workspace and respond: <i>What can I do?</i> Each participant shares one way they can support themselves or build independence. Stage 4: Contribution Participants move to the Contribution space and respond: <i>How can I help others?</i> Each participant shares one way they can support someone else.  Key Message True strength is not measured by what a person gains, but by how they use their growth to support others. When individuals move forward together, both the “wing” and the “Peace House” become stronger.
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Activity 3- Role Play: (<i>Building a community market space</i>) Before starting, participants are told that they are building a space where people can work, share skills, and support themselves. Their goal is to make this space work for everyone. The success of the market depends on everyone being included. A strong community is built when everyone has the opportunity to participate, contribute, and grow. Then participants are divided into small groups. Each group receives roles to act: - People with skills but no opportunity. - People with opportunities but no support. - People excluded from participation. - People with access and resources. Participants are asked to build a small community market space where people can: sell handmade goods, exchange skills, provide services.	Participants are given different roles within a community market space. Each role reflects a different experience within a community. Role Conditions - Some participants are included and supported. - Some are excluded or left out. - Some must work alone without support. - Some lack access to resources or opportunities. - Some are given control over resources or decision-making. Participants act according to their assigned roles as they attempt to contribute to building or running the market; interact with others; access or share resources. For example, they act out a community trying to complete a shared task (e.g., <i>building, preparing, organizing</i>); items to sell (e.g., <i>food, crafts, simple products</i>); a space where people can show their skills
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(Example: a simple structure with tables, stalls, or areas for selling and working)

For the first act, participants are told:

“Everyone has something to offer, but not everyone has the same access.”

Participants will experience that:

Some people have skills but are not included

Some have resources but do not share.

Some are overlooked or not invited.

Some dominate decisions.

They are asked:

Was everyone able to contribute?

What is missing?

What made it difficult?

For the second act, participants work on:

Who does what (roles and responsibilities)?

How are materials and space shared?

How can everyone participate?

How are decisions made?

After the second act, participants are asked:

What did you experience in your role?

What made participation easier or harder?

Who was able to contribute, and who was not?

What prevented some people from participating?

What would a fair and supportive market look like?

What needs to be changed so everyone can participate?

How can people support each other better?

What changed when you support each other?

What happens when opportunities are shared?

Is the community stronger?

Objective: to help participants understand how inclusion, cooperation, and access to resources affect participation. To recognize how different conditions can limit or enable contribution. To reflect on how imbalance in opportunities impacts both individual growth and community development. To explore how shared responsibility can create a more supportive and unified environment.

Appendix-2

(teaching, fixing, cooking)

Round 1:

Each group acts without helping the other groups.

Outcome:

The “market” is incomplete or weak.

Many participants cannot contribute.

Round 2:

Participants act again, but: they share roles, include everyone, support those excluded, share resources, support participation, organize roles fairly.

Participants discuss:

What happens when opportunities are shared?

What allows people to contribute?

What prevents contribution?

Outcome:

The “market” functions,

Everyone contributes,

The structure improves.

Participants discuss:

Who is able to participate easily?

Who faces challenges?

Who is left out?

How are decisions made and by whom?

What happens to a person’s growth when they are excluded?

What happens when someone has no support?

What happens when resources are not shared?

How does this affect the whole community?

Key Message

A community becomes stronger when everyone has the opportunity to participate and contribute. When access, support, and cooperation are shared, both individuals and the community grow.

Activity 4: “Removing barriers, creating pathways”

Participants are told that Economic self-sustainability is not only about effort, it depends on access, support, and opportunity. Each person has abilities, but not everyone has the same conditions to use them. When some are limited, the whole system is affected. Barriers are often not about ability, but about access, expectations, distribution of responsibilities, and availability of support. Pathways are created when opportunities are shared, responsibilities are balanced, support systems are strengthened.

Participants are asked to identify the barriers that affect men as well as women in their communities to achieve Economic Self-Sustainability.

Does everyone have a fair chance to contribute?

What happens to a community when some people cannot contribute?

Participants understand that *some individuals carry more limitations than others, fairness requires balanced access and shared responsibility, every person has the capacity to contribute when supported, collective prosperity depends on inclusive participation.*

Objective: to help participants understand that economic self-sustainability depends on access to opportunities, resources, skills, and supportive conditions, and that when these are unevenly distributed, individuals’ ability to contribute and grow is limited; while when pathways are opened, both individuals and communities flourish. To help participants recognize patterns of inequality without targeting any group.

Appendix-3a/3b/3c

Materials

an image of a woman with a wing and a man with a wing.

Participants are divided into small groups. Each group identifies barriers in their communities that limit economic self-sustainability, such as:

lack of opportunity, limited access to resources, lack of support or encouragement, unequal distribution of responsibilities, restricted access to learning, tools, or training.

Creating Pathways

Groups now transform barriers into pathways. Groups repeat the same task but now must remove barriers and create Pathways that help men as well as women in their communities to achieve Economic Self-Sustainability. For each barrier, they identify solutions that enable people to: access opportunities, develop their capacities, participate and contribute.

Examples of Pathways:

sharing opportunities, improving access to resources, strengthening support systems, balancing responsibilities, creating learning and training opportunities.

Groups present their ideas to the class.

Barriers identified

Pathways created

Expected impact on individuals and community

Participants complete:

“A person can contribute more when ____.”

Key Message

Unequal access creates imbalance. Opportunity must be shared for fairness. Support systems shape success. When everyone contributes, the whole community benefits.

Activity 5: “Strengthening the Wing through Economic Self-Sustainability”

Materials

Participants receive an image of a group of

Participants are told that Economic self-sustainability gives a person the ability to act, not only for themselves, but for others. The ability to act depends on economic conditions and opportunity. Both women and men are equally needed in development. Economic self-sustainability strengthens the wing, it allows a person to stand, act, and contribute. Participants are asked: <i>What abilities does a person need to support themselves and contribute to others?</i> <i>When a person can support themselves, what can they do for others?</i> <i>What changes in a community when both women and men are given equal opportunity to grow, act, and contribute?</i> Objective: to help participants understand that when individuals have access to economic opportunities, resources, and fair conditions, they develop capacities such as independence, confidence, responsibility, and contribution, and that strengthening these capacities enables them to support others and contribute to the growth of the whole community. To help participants understand that when individuals have access to economic opportunities and can support themselves with dignity, they are able to take meaningful actions that benefit others, strengthen families, and contribute to the growth and stability of their communities. Appendix-4a/4b	people (women as well men) supporting their community. From the image participants must first identify the abilities that a person needs to support themselves, for example: <i>Independence, confidence, responsibility, problem-solving, initiative, perseverance, cooperation, creativity.</i> Then the participants must identify how a person can contribute to others, for example: <i>earn income, support themselves, help others, share knowledge and skills, contribute to group success.</i> Then, participants complete: <i>“When I am able to support myself, I can _____ for others.”</i>  Key Message Opportunity builds capacity. Capacity enables action. Action strengthens the community.
Activity-6: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-5	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.

Assessment: “Economic Self-**Sustainability strengthens the Wing”**

Participants are told that to grow fully, a person needs not only Education and Health, but also the ability to act and sustain themselves. Economic self-sustainability allows people to use their abilities in real life. When these foundations come together, the wing becomes stronger and more active. When individuals are able to support themselves, they can also support others; this strengthens families and communities.

Participants are asked:

What can a person do when they are able to support themselves?

How does this help them support others?

What happens if this foundation is missing?

Participants demonstrate understanding when they:

Add Economic Self-Sustainability to the foundation.

Maintain all three foundation elements.

Build wings for both child and adult.

Identify capacities and qualities linked to independence and contribution.

Objective: to assess participants’ understanding that economic self-sustainability, together with education and health, forms a strong foundation that enables individuals to develop their capacities, act with independence, and contribute meaningfully to others and their communities.

Appendix-6a/6b/6c

 Materials

The same poster from previous activities (folded like a book); scissors and glue.

Worksheet with feather images.

Third foundation: “Economic Self-Sustainability”.

Previously used images:

Child skeleton and adult skeleton

Participants cut and glue the word “Economic Self-Sustainability” next to Education and Health at the bottom of the poster. The skeletons now stand on 3 foundations:

Education + Health + Economic Self-Sustainability.

Participants cut out feather images. They glue the feathers around each skeleton to form one wing for the child and one wing for the adult.

For each feather, participants write or draw a capacity or noble character supported by economic self-sustainability. For example:

Capacities strengthened: *ability to work and produce; problem-solving in daily life; managing resources; planning and organizing; independence in action.*

Noble characters strengthened: *responsibility; dignity; perseverance; reliability; initiative.*

 Key Message

Education builds knowledge. Health provides strength. Economic self-sustainability enables action. Together, they strengthen the wing.

3.4. Lesson 5 – Autonomy

Autonomy is the right to self-determination, the ability to make one's own choices, govern one's life, and act according to conscience. Autonomy respects human dignity by allowing individuals to live authentically and responsibly. It does not mean isolation or selfish independence; rather, it means having the freedom to contribute uniquely to community life. Without autonomy, people may feel powerless or dependent, unable to express their true values. Access to autonomy allows people to act with integrity, consult with sincerity, cooperate without losing individuality, and serve in ways that empower both self and others.

1. How does Autonomy strengthen the Wing?

Autonomy develops: independent thinking, confidence, and responsible decision-making. Strengthens judgment, confidence, responsibility → decision-making Wing.

 2. **Capacities and Noble Characters Developed:** Judgment, Confidence, Responsibility, Awareness.

3. **Impact of Deprivation on:**

Individual: dependence, lack of voice, limited growth.

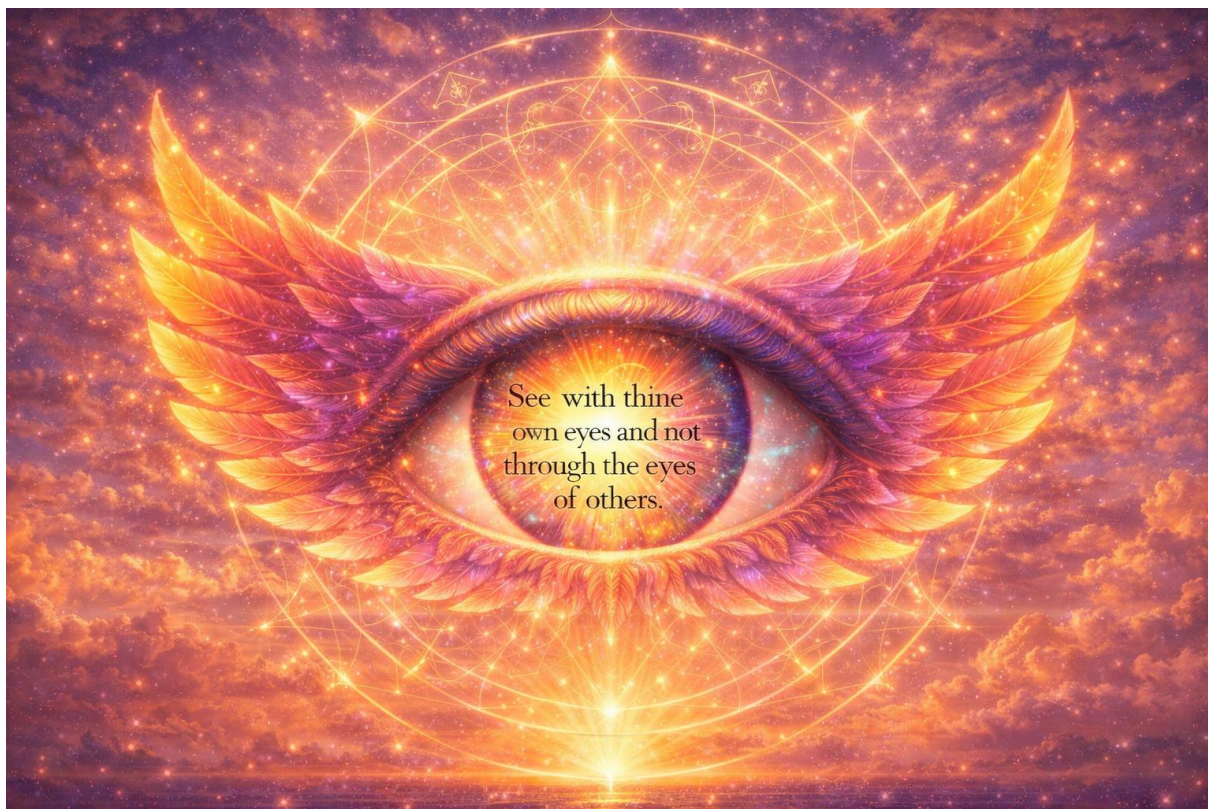
Community: weak participation, poor decisions, imbalance.

 4. **Barriers:** control by others, fear, lack of knowledge, cultural restrictions, fear of making mistakes, lack of confidence, pressure to conform, limited access to information, over-reliance on others' decisions.

 5. **Solutions and Pathways:** encouraging voice, safe dialogue spaces, awareness building, encouraging thinking, creating safe spaces for decision-making, normalizing learning through mistakes, promoting access to information, and supporting individuals in making their own informed choices.

 6. **Action: Helping Others Grow:** individuals must respect others' choices, encourage participation, encourage others to express their views, and support confidence in decision-making.

 7. **Collective Impact:** empowered individuals, balanced communities, stronger decision-making. A community of responsible, confident individuals.



Lesson plan 5 – Autonomy

“See with thine own eyes and not through the eyes of others.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS Access to Autonomy develops the Wing. A strong Wing acts to help others access Autonomy. And through this cycle, both the individual and the community rise together. To help participants develop independent thinking and responsible decision-making. Participants will also learn to respect and support others in expressing their views and making their own choices, contributing to an environment where individuals feel confident, valued, and able to participate meaningfully.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
After understanding the external conditions for growth, this lesson focuses on Autonomy, the ability to think, choose, and act responsibly. Participants learn that their capacities must be guided by judgment and responsibility. With this, the full Foundation of Love is established: Education, Health, Economic self-Sustainability, and Autonomy.	

 Facilitator Explanation Each person has the ability to think, understand, and make decisions. When we use our own judgment, we grow in confidence and responsibility. At the same time, we must respect that others also have this ability. When we support others in expressing their views and making decisions, we create balance and trust. This is a step toward peace because responsible decisions lead to fairness and reduce conflict. A peaceful society is built when individuals think clearly, act responsibly, and respect the voice of others.

Every human being has the capacity to think, choose, and decide. When both women and men are equally free to express their thoughts and make decisions, individuals grow stronger, and communities become more balanced and just.

What does it mean to “see with your own eyes”?

What does it mean to see through the eyes of others?
 Why is it important for a person to think and decide for themselves?
 Do both women and men have the ability to think and decide independently?
 What happens when people are not allowed to express their own thoughts?
 How does independent thinking help a person grow?
 Should both women and men have equal freedom to make decisions about their lives?
 Why?
 What happens when one group is expected to follow decisions made by others?
 How does limiting decision-making affect a person's dignity and confidence?
 What kinds of pressures can prevent a person from thinking independently?
 How can traditions or expectations influence personal decisions?
 What happens when someone is afraid to express their own view?
 How can people respect each other's right to think and decide differently?
 What does it look like when both women and men are listened to equally?
 How does listening to all voices improve decisions?
 What happens when everyone in a family or community can express their ideas?
 How does equal participation in decision-making strengthen relationships?
 What kind of society is built when all individuals can think and decide freely?
 How can you practice thinking with your own mind while respecting others?
 How can you support others to express their views and make their own decisions?

Introducing Lesson quotation ***“See with thine own eyes and not through the eyes of others.”***

Appendix-1

Participants receive a flashcard with the lesson quotation ***“See with thine own eyes and not through the eyes of others.”***

Activity 1: “Autonomy strengthen the Wing”

Participants are told that a strong wing is built when individuals are able to think for themselves, make responsible choices, and take ownership of their actions. Autonomy strengthens the wing by enabling individuals to think independently, act responsibly, and make choices that shape their growth and contribution. Autonomy is: *Thinking independently; Making responsible decisions; Taking ownership of one's actions; Not blindly following others.*

Participants are asked:

How does autonomy make the wing stronger?

What happens to the wing if autonomy is weak or missing?

Materials

an image of a skeleton with a Phoenix wing. In each feather, participants write one capacity that grows through autonomy, such as: *critical thinking, confidence, responsibility, decision-making, independence, self-awareness*

Key Message:

Autonomy gives direction and strength to the wing.

Thinking independently is essential for growth.

A strong wing requires inner strength, not dependence.

For example, autonomy strengthens the wing by building: *confidence, responsibility, independence*. Without autonomy: *decisions may be weak or influenced; growth is limited*.

Objective: to help participants understand that autonomy (independent thinking and responsible decision-making) strengthens the “wing” by developing inner capacities that enable individuals to act with confidence, responsibility, and purpose.

Appendix-2

Activity 2: “My choices, my growth”

Participants are told that growth happens when we think for ourselves and take responsibility for our choices, and lack of autonomy can limit growth or lead to harmful consequences. Personal growth depends on the ability to think independently and make responsible choices. When autonomy is limited, growth is limited, but it can always be strengthened.

Participants are asked to think of a time when they:

*did not make their own decision, or,
followed others without thinking, or,
were not given the opportunity to choose.*

Then they are asked if they had acted with autonomy:

What would they have done differently?

What might have been the result?

How can autonomy change future outcomes?

Objective: to help participants realize that autonomy is essential for personal growth. To reflect on how lack of autonomy can lead to negative outcomes. To recognize the importance of independent thinking and responsible decision-making. To learn from

Materials

an image with three blocks around the Autonomy block. Participants write or draw their reflections in the blocks.

What was the situation?

What decision was made?

What was the outcome or consequence?

What would I do differently now (the Autonomy block)?

Participants share with the class about their own experiences.

How could autonomy have changed the outcome?

How does making your own decisions help you grow?

What skills develop when you think independently?

What happens when autonomy is limited?

Key Message:

Autonomy is a skill that can be developed.

Autonomy is essential for decision-making; responsibility; and growth.

personal and shared experiences in a safe and supportive space. <i>Appendix-3</i>	
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Activity 3: “(One Gain → One Offer)” Participants explore a two-step process: <i>1- Recognizing personal growth gained through access to their rights.</i> <i>2- Transforming that growth into meaningful actions that serve others.</i> Participants are told that when individuals access their rights, they grow, and when they share that growth through their actions, they help others grow too. Personal growth comes from access to rights; growth is not only for oneself; each gain carries a responsibility to contribute. Participants are asked to explore: <i>How does access to rights help individuals grow?</i> <i>Why is it important to turn growth into action?</i> <i>How do individual actions benefit the community?</i> Objective: to help participants understand that personal growth is a direct result of accessing basic human rights: <i>Education, Health, Economic Self-Sustainability, and Autonomy</i>. To build participants’ capacity to transform their personal growth into distinguished deeds that benefit others. To introduce the principle: “What I gain, I offer” (<i>One Gain → One Offer</i>) <i>Appendix-4a/4b</i>	 Materials an image of examples of distinguished (action) that can promote equality four labeled blocks: Education, Health, Economic Self-Sustainability, Autonomy, connected to four empty blocks. Participants write in each empty block: <i>One example of personal growth they gain from each right.</i> For example: Education → <i>knowledge, confidence, critical thinking.</i> Health → <i>energy, focus, emotional balance.</i> Economic Self-Sustainability → <i>responsibility, independence.</i> Autonomy → <i>decision-making, self-confidence.</i> Then they write in the same block: <i>One distinguished (action) they can offer to others as a result of that growth.</i> For example: Education → <i>helping others learn or sharing knowledge.</i> Health → <i>supporting others’ well-being or promoting healthy habits.</i> Economic Self-Sustainability → <i>contributing to family or community needs.</i> Autonomy → <i>making responsible decisions that positively affect others.</i> They complete: <i>“Because I gained _____, I can offer ____.”</i> For example:
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	<i>“Because I gained knowledge, I can help others learn.”</i> <i>“Because I gained confidence, I can participate and support others.”</i> Participants share their “one gain → one offer” statements with the class. ✦ Key Message: Growth becomes meaningful when it is shared through action.
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Activity-4: “Autonomy → Action (Barriers and Pathways)” Participants are told that when individuals think independently and act responsibly, they create positive change, but this requires overcoming barriers that limit their ability to choose and act. When autonomy is limited, individuals cannot fully grow, and when individuals cannot grow, communities cannot thrive. Autonomy leads to action. Action leads to impact. Barriers can limit autonomy but can be transformed. Participants are asked: <i>What stops people from making their own decisions?</i> <i>Which barrier do you think affects people the most?</i> For example: Fear of failure, Lack of confidence, External pressure, Lack of knowledge, No opportunity to decide. <i>Which impact do you see in real life?</i> <i>What can be done to strengthen autonomy?</i> <i>How can we support each other in becoming more independent?</i> Objective: to help participants understand how autonomy (independent thinking and responsible choice) leads to meaningful actions and positive impact, while also recognizing the barriers that can limit autonomy and how they can be addressed. <i>Appendix-5a/5b/5c</i>	 Materials an image with three columns. In each column they have to write or draw: Autonomy Capacities, Actions, Impacts. Image of Autonomy Pathway with Phoenix wing. Participants start by writing or drawing Autonomy capacities. Then they match each Autonomy capacity with a suitable Action, and then with its Impact. For example: Column A: Autonomy (Capacity) <i>Independent thinking, Confidence in decision-making, Responsibility, Self-awareness, Courage to choose, Critical thinking, Self-discipline, Accountability.</i> Column B: Action <i>Expressing personal ideas in a group, Making a thoughtful decision after considering options, Taking responsibility for a mistake, Reflecting before acting, Standing by a fair decision, Questioning information before accepting it, Following through on commitments, Accepting the consequences of actions.</i> Column C: Impact <i>Stronger participation and voice, Better decisions and outcomes, Trust from others, Wise and thoughtful behavior, Respect and integrity, Informed and aware choices, Reliability and consistency, Personal growth and learning.</i> Then participants are asked to identify
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	common barriers and match each barrier to its effect. Examples of Barriers: <i>Fear of making mistakes; Lack of confidence; Pressure to follow others; Limited access to knowledge; Lack of support; Dependence on others; Cultural expectations that discourage independent thinking; Lack of opportunities to make decisions.</i> Examples of Effects: <i>Avoiding decision-making; Relying on others' opinions; Following without thinking; Making uninformed choices; Limited personal growth.</i> Then, in the image of Autonomy with Phoenix wing, participants transform <u>Barriers</u> into <u>Pathways</u>. For each barrier, they write one action to overcome it. For example: Fear of failure → <i>Trying small decisions first.</i> Lack of confidence → <i>Practicing speaking and sharing ideas.</i> External pressure → <i>Learning to say "I think..."</i>. Lack of knowledge → <i>Asking questions and learning more.</i> No opportunity → <i>Volunteering to take responsibility.</i> ✦ Key Message: Autonomy is a foundation for growth. Actions reflect inner strength. Barriers are challenges, not limits.
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Activity-5: "The growth of the human being (The Skeleton)" Participants are told that growth enables individuals to live, contribute, and support others. When every human being is supported to grow physically, intellectually, materially, and spiritually, stronger individuals, families, and communities are built. Growth has multiple dimensions and every human being needs support to grow.	 Materials Image of : - a skeleton's life span - the foundation of love with four pillars. - wing Participants use the image of a child skeleton as a symbol of a developing human
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Limiting growth affects not only individuals but entire communities. <i>See the skeleton as a symbol of every human being. Reflect on growth as a right, not a privilege. Understand the interconnectedness of individual and community growth.</i> Participants are asked: <i>Is every human being deserving of growth?</i> <i>Should opportunities for growth be equal for all?</i> <i>What happens to society when growth is limited for some?</i> <i>Can a community grow if some individuals are left behind?</i> <i>Who is responsible for supporting growth?</i> <i>How does one person's growth, or lack of it, impact on the whole community?</i> Objective: to help participants understand that every human being needs balanced growth, physical, intellectual, material, and spiritual, and to reflect on how enabling or limiting this growth affects individuals, families, and society. Appendix-6a/6b/6c/6d	being. They use the image of the wing as a symbol of developing human capacities. They explore: <i>What is needed for growth? Why growth matters? and What happens when growth is supported, or prevented?</i> In pairs, participants discuss the questions. What does a human being need to grow? For each area, they write what is needed: <u>Intellectual Growth (Education)</u> <i>What does the mind need to grow and learn?</i> <u>Physical and Mental Growth (Health)</u> <i>What does the body and mind need to grow strong?</i> <u>Material Growth (Economic Self-Sustainability)</u> <i>What is needed to become capable of providing and contributing?</i> <u>Spiritual Growth (Autonomy)</u> <i>What is needed to develop respect, space, freedom of choice, and voice?</i> Why does a human being need to grow? For each area, they write the purpose of growth in each area: <i>Why is physical and mental growth important?</i> <i>Why is intellectual growth important?</i> <i>Why is material growth important?</i> <i>Why is spiritual growth important?</i> Designing an action plan: Participants move from understanding to responsibility. <u>Individual Responsibility:</u> <i>How can you help a human being grow?</i>
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	<u>Role of Society:</u> <i>How can families and communities support growth?</i> <u>Facing Barriers:</u> <i>What if society limits growth?</i> <i>What kinds of barriers might prevent a human being from growing fully?</i> (e.g., lack of education, lack of health support, lack of opportunity, lack of voice). <i>What can you do in response?</i> <i>If someone close to you is unable to grow, how does that affect:</i> Family life? Opportunities? Support systems? Participants share their thoughts with the class. <i>“A human being grows when _____. ”</i> <i>“I can support growth by _____. ”</i> 💡 Key Message: Growth is a shared responsibility. Every individual’s development matters. Limiting growth creates wider consequences.
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Game1: “Magic Wand (The power to restore rights)” Participants are told that the true power to change lives comes from recognizing what others need and using our abilities to help them access their rights. They are told that they have been given the power to change the lives of people in the images from activity-1 in the Education session, not by magic, but by understanding what they need most and helping them access it. Participants are asked: <i>What is this person missing?</i>	 Materials 4 images of a symbolic “wand”, each wand represents one of the foundations (Education, Health, Economic Self-Sustainability, Autonomy) Images from activity-1 in the Education session: <i>“(3-4 images showing real-life situations where children are: prevented from learning; forced into difficult roles; denied opportunities to grow, (e.g., physically restrictive practices, children in armed roles, children working instead of learning).</i>
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<i>How will this right change their life?</i> <i>What can they become if they have access to it?</i> <i>Was it easy or difficult to choose only one right? Why?</i> <i>Are all rights equally important?</i> <i>What happens when people lack access to these rights?</i> <i>If you don't have a wand, how can you still help?</i> <i>What can you do in real life to support others?</i> Objective: to help participants develop a sense of responsibility and purpose, recognizing that their knowledge, voice, and actions can support others in accessing their basic human rights: Education, Health, Economic Self-Sustainability, and Autonomy. Appendix-7a/7b/7c/7d	Participants imagine that they have the power to change lives by restoring access to essential rights. With this “power,” they must think carefully, choose wisely, and act with purpose. Each participant: Holds the wand Looks at the four human rights on the sheet Select the image of people from activity-1 of the Education session. Points the wand to one human right and says: <i>“You must have access to _____. This is your human right.”</i> Then says: <i>“I choose to help you access _____, because it will help you to grow, learn, and live with dignity.”</i> Then they move the wand like a magician and say: <i>I am using my powers to give you access to... which is your human right.</i> Participants must explain: <i>Why did they choose this specific right?</i> <i>What difference would it make in that person's life?</i> <i>How could it help them grow and contribute?</i> Participants complete: <i>“One way I can help others is _____.”</i> <i>“If I had the power, I would ensure everyone has _____.”</i> ✦ Key Message: Each person has a role in helping others access these rights. The power to restore rights represents: <i>their knowledge, their voice, their actions.</i>
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Activity 6: “My growth, my rights”

Participants are told that human capacities grow when individuals have access to education, health, autonomy, and economic self-sustainability, and when these are limited, growth is limited.

Participants are asked to reflect on their own experiences.

What opportunities were limited?

How did it affect their confidence, choices, or participation?

What could have been different if this right was available?

Objective: to help participants understand that developing their capacities depends on access to essential human rights: Education, Health, Autonomy, and Economic Self-Sustainability, and to reflect on how both access and deprivation have shaped their personal growth.

Appendix-8a/8b

Materials

an image of a colorful skeleton and the foundation of Love

Participants reflect on their own life experiences to explore growth through access, and lack of growth limited because of deprivation.

How access to certain rights supported your growth, and how lack of access may have limited it?

They identify the human rights they have benefited from (*Education, Health, Autonomy, or Economic Self-Sustainability*)

Then write: *What capacity did I develop because of this right? How did this right support my growth?* **For example:**

Education → *developed knowledge and confidence.*

Health → *gained energy and focus.*

Autonomy → *developed decision-making and self-confidence.*

Economic Self-Sustainability → *gained responsibility and independence.*

Then they identify the human rights they needed more access to. They write:

What capacity could I not fully develop?

How did the lack of this right affect my growth?

Participants share their personal experiences with the class.

Key Message:

These rights are essential for human growth

Education → *learning, knowledge, awareness.*

Health → *physical and mental well-being.*

Economic Self-Sustainability → *ability to provide and contribute.*

	Autonomy → voice, choice, and independence.
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Game -2 “Which human right?” Participants are told that when individuals lack access to their rights, their growth is limited, but understanding these needs allows us to support one another and create better outcomes. Participants are asked: Describe a challenge you faced in your life. <i>“growth is influenced by access to rights”</i> What made it difficult? <i>“challenges often reflect unmet needs”</i> How did it affect your growth, choices, or opportunities? Objective: to help participants understand that access to human rights, Education, Health, Autonomy, and Economic Self-Sustainability, directly shapes personal growth, and to develop empathy by recognizing how the absence of these rights can affect individuals’ capacities. Appendix-9	 Materials Cards labeled: Education, Health, Economic Self-Sustainability, Autonomy. Participants share their personal real-life challenges, and others reflect: <i>Which human rights could have supported this person’s growth?</i> Other participants listen carefully and reflect on identifying the missing Right. Each participant chooses one card and answers: <i>Which human rights could have helped in this situation?</i> <i>What capacity could have been developed if this right was present?</i> Participants write on their card: <i>“Access to _____ could have helped develop _____.”</i> <i>“This could have supported growth in ____.”</i> For example: <i>“Access to education could have helped develop <u>confidence and knowledge</u>.”</i> <i>“This could have supported growth in <u>making informed decisions</u>.”</i> Participants share their reflections with the participant (or the group): <i>“I think access to _____ could have helped you develop _____ and supported your growth in _____.”</i>  Key Message:
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	Challenges are not only personal, but they are also connected to access and opportunity. Growth depends on support and rights.
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Activity-7: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. <i>Appendix-10</i>	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: “Completing the Foundation – Autonomy strengthens the Wing” Participants are told that Education, Health, and Economic Self-Sustainability are foundations that support growth. Autonomy is the fourth human right that allows a person to make decisions and act with responsibility. These four human rights: Education, Health, Economic Self-Sustainability, and Autonomy, form the Foundation of Love in the Peace House. A strong foundation helps the wing grow fully. When all four human rights are present, a person can grow, act, and support others. Participants are asked: <i>What can a person do when they can think, act, and decide for themselves?</i> <i>How do these four human rights work together?</i> Participants demonstrate understanding when they: Add Autonomy to the foundation. Recognize all four human rights together. Build wings for both children and adults. Identify capacities and qualities related to responsible independence.	 Materials The same poster from previous activities (folded like a book); scissors and glue. Worksheet with feather images. Fourth foundation: “Autonomy” Previously used images of a child skeleton and an adult skeleton. Participants cut and glue the word “Autonomy” next to the other foundation elements at the bottom of the poster. The skeletons now stand on Education + Health + Economic Self-Sustainability + Autonomy. Participants cut out feather images. They glue the feathers around each skeleton to form one wing for the child and one wing for the adult. For each feather, participants write or draw a capacity or noble character supported by autonomy. Capacities strengthened for example: <i>decision-making; independent thinking; problem-solving; taking initiative; expressing ideas.</i> Noble characters strengthened for example: <i>responsibility; integrity; confidence;</i>
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Objective: to assess participants' understanding that autonomy, together with Education, Health, and Economic Self-Sustainability, completes the foundation that enables individuals to develop their capacities, make responsible decisions, and contribute meaningfully to others and their communities. <i>Appendix-11a/11b/11c</i>	<i>courage; self-discipline.</i>  Key Message When the foundation of Love is complete, the wing can rise fully. Strong individuals build strong communities.
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Chapter Three

Peace House Wall of Unity

**Consultation → Understanding → Cooperation → Action → Service → Unity →
Stronger Capacities → Deeper Unity**



1. Chapter Three Introduction: Wall of Unity

Fostering Unity through Consultation, Cooperation, and Service

Peace cannot stand on foundations alone. Even when individuals grow their wings and gain access to education, health, autonomy, and economic self-sustainability, peace will remain fragile unless human relationships are strengthened. The walls of the Peace House represent this next essential stage: the creation of unity through action. Unity is not an abstract ideal or an emotional feeling; it is a daily practice expressed through human conduct. When individuals have access to their basic human rights, their capacities begin to grow. As these capacities mature, they must find expression, not only in personal advancement, but in distinguished deeds that benefit others and strengthen the whole community.

Theme: Rights are received through love, the recognition of inherent human dignity. Unity, however, is produced through deeds. It emerges when individuals choose to engage with others in ways that reflect respect, responsibility, and commitment to the common good: Understanding leads to action → Action leads to contribution → Contribution leads to unity → Unity strengthens everyone.

Core Idea: This stage of the curriculum invites participants to move from personal development to collective life. It emphasizes that unity does not mean sameness, and it does not erase differences. Rather, unity arises when diverse individuals act with a shared commitment to justice, respect, and the common good. By fostering the walls of the Peace House, participants learn that peace is sustained not only by rights, but by daily actions and ethical relationships. When love grants rights, and deeds create unity, the Peace House begins to stand firm, ready to be protected by justice and to shelter all who live within it.

Pedagogical Purpose: to guide learners in translating access and capacity into ethical action through consultation, cooperation, and service as lived expressions of equality and shared responsibility.

Key Learning Shift: Participants move from seeing themselves primarily as individual rights-holders to seeing themselves as active contributors to collective wellbeing; and from understanding unity as an idea or value to recognizing unity as a daily practice created through actions and relationships.

1.1 Walls of Unity

Unity is not a feeling, it is built step by step: through how we listen, how we act together, and how we serve others.

Stronger unity → stronger Wings

Consultation → strengthens thinking and respect

Cooperation → strengthens responsibility and trust

Service → strengthens compassion and purpose

Stronger Wings → stronger unity → stronger Peace House

Consultation connects all elements through dialogue.

When Consultation is strengthened: better decisions improve Education, Health, Economic self-sustainability and Autonomy; conflict decreases and security improves; Justice becomes more accessible. Consultation becomes shared thinking as individuals learn to consult, they: listen to others, include all voices, and value different perspectives. Consultation strengthens the Wing capacity to: listening; expression; humility.

Cooperation multiplies the effectiveness of all elements.

When cooperation is strengthened: resources are shared (economic growth); Health and Education improve collectively. Cooperation becomes collective achievement as individuals act consciously to include others, support group success, and avoid competition that excludes. Cooperation strengthens the Wing through teamwork, trust and unity.

Service fills the gaps between all elements.

When service is strengthened: needs are met across Education, Health, Economic self-sustainability and Autonomy; inequality decreases, Unity deepens. Service becomes a collective way of life as individuals: act without seeking advantage; uplift others; respond to real needs. Service strengthens the moral feathers of the Wing to reflect empathy, generosity, and purpose.

2. Peace House Walls of Unity: (Lessons 6–8)

The Walls transform access (Foundation) into relationships and action. They are where individuals use their capacities to build unity. The walls of the Peace House are built through unity in action, expressed as Consultation, Cooperation, and Service. These lessons move learners from personal development to collective responsibility. Walls hold the house together and give it structure. These lessons develop relational and social capacities that enable collective life. Consultation, Cooperation, and Service form the walls that hold the Peace House together. They protect the foundations, connect the wings, and create a living structure where equality is practiced, not merely proclaimed. When individuals are enabled to grow, and when their growth is directed toward collective good, unity becomes strong enough to support peace. The Peace House stands not because of what people believe, but because of how they choose to act, together. Unity grows when people understand each other, act together, and serve one another. Unity is built step by step by how we listen, how we act together, and how we help others:

 Consultation: Builds understanding through listening and sharing.

 Cooperation: Builds action through working together.

 Service: Builds purpose through helping others.

INDIVIDUAL CAPACITY (WING)

(Listening – Trust – Empathy – Responsibility)



CONSULTATION

(Listening • Sharing • Respect)



“We understand each other”



COOPERATION

(Working Together • Shared Effort • Trust)



“We act together”



SERVICE

(Helping • Giving • Responding to Needs)



“We uplift each other”



COLLECTIVE IMPACT (UNITY)

(Stronger Relationships • Inclusion • Trust)



STRENGTHENING THE WING AGAIN

(Confidence • Empathy • Responsibility • Purpose)



CONTINUES

(Cycle repeats and grows stronger)

The Peace House Wall is therefore built through three interconnected pillars of unity:

2.1. Lesson 6: Consultation – Dialogue as a Way of Life

Consultation transforms individual voices into collective wisdom. It requires listening with humility, speaking with honesty, and placing the common good above personal preference. When individuals are educated, healthy, and autonomous, they are better able to consult freely, respectfully, and responsibly. Consultation ensures that decisions are inclusive and that both women's and men's contributions are valued equally.

Focus:

Listening with respect.

Shared decision-making.

Replacing domination with dialogue.

Key message: Consultation aligns the wings, so they move in the same direction.

2.2. Lesson 7: Cooperation – Shared Responsibility and Mutual Support

Cooperation is the practical expression of unity. It moves people from *working side by side* to *working together*. When individuals have economic stability and personal agency, cooperation becomes possible and sustainable. Through cooperation, shared goals replace competition, and collective strength replaces isolation.

Focus:

Cooperation in families, communities, and workplaces.

Breaking rigid gender roles.

Collective problem-solving.

Key message: Cooperation allows the house to rise brick by brick, together.

2.3. Lesson 8: Service – Contributing to the Common Good

Service is the visible outcome of unity. It is through service that values become actions and intentions become reality. Service is not charity or sacrifice imposed on one group; it is a shared expression of responsibility by women and men alike. Through service, individuals use their capacities to uplift others and contribute to the wellbeing of the community.

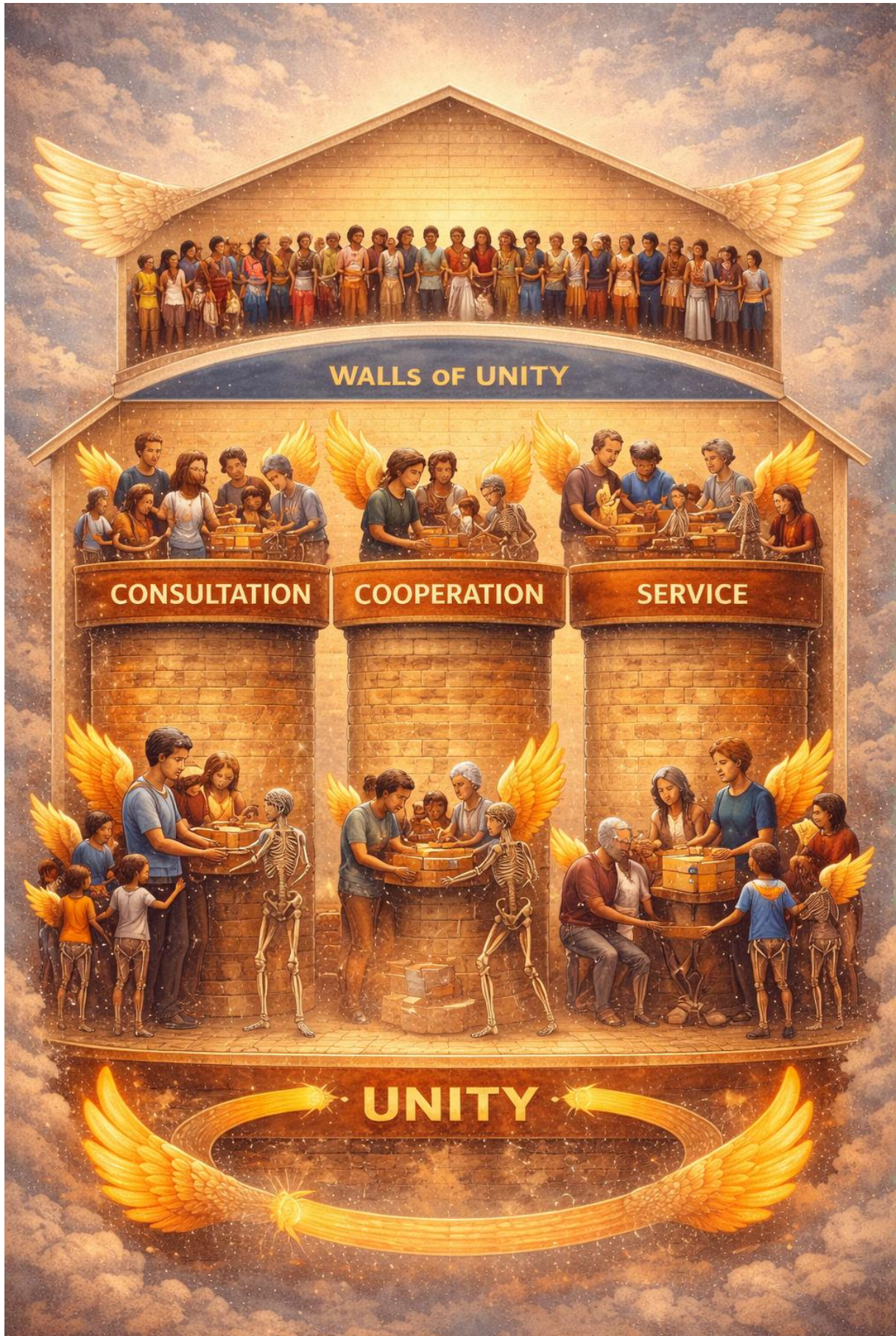
Focus:

Service as a noble human capacity.

Men and women serving side by side.

Community wellbeing as a shared goal.

Key message: Service transforms equality into action.



3. Chapter 3 Lesson Plans

3.1. Lesson 6 – Consultation

Consultation is the art of collective decision-making. It is not debate or competition, but a process of listening deeply, speaking honestly, and seeking truth together. True consultation values every voice and prioritizes solutions over ego. It requires patience, humility, and openness. Through consultation, individuals learn to balance autonomy with unity, ensuring that decisions serve the whole community. Consultation teaches that wisdom emerges not from one voice but from many voices working together.

1. How Consultation Strengthens the Wing?

Consultation develops: thinking through dialogue, listening and understanding, balanced decision-making, it activates the Wing through interaction with others. Consultation becomes shared thinking and develops collective thinking. Strengthens communication, respect, openness → relational Wing.

 2. **Capacities and Noble Characters Developed:** Listening, Respect, Humility, Expression, Openness.

3. **Impact of Deprivation on:**

Individual: inability to express ideas, rigid thinking, isolation.

Community: poor decisions, conflict, exclusion.

 4. **Barriers:** fear of speaking, domination by others, lack of trust, cultural silencing, lack of listening, dismissal of ideas.

 5. **Solutions and Pathways:** safe spaces for dialogue, equal participation, encouraging all voices, establishing equal opportunity to speak, practice active listening, value all contributions, create respectful spaces, encourage shared decision-making.

 6. **Action: Helping Others Grow:** individuals must listen actively, invite others to speak, value different views, listen without interruption, build on others' ideas.

 7. **Collective Impact:** better decisions, reduced conflict, inclusive participation.

Lesson plan 6 – Consultation

“No welfare and no well-being can be attained except through consultation.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS To develop participants’ ability to listen, express ideas respectfully, and engage in shared decision-making, recognizing that collective understanding leads to better outcomes for all. Participants will practice creating spaces where others feel heard and included, contributing to collective understanding and decisions that benefit the whole community. To be able to realize that individual’s access to their basic human rights (Education, Health, Autonomy, Economic self-Sustainability) will lead to creating unity through their distinguished actions (Consultation, Cooperation, Service). They receive their rights through Love, and they create Unity through their actions and deeds. The Walls transform access (Foundation) into relationships and action. The Walls are where individuals use their capacities to build unity.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
Building on personal growth and strong foundations, participants now move from individual development to engaging with others. In lesson one in Chapter One, participants learned that every human being is born with inherent noble characters and unique capacities. In the four lessons in Chapter Two, they learned that Education, Health, Economic self-Sustainability and Autonomy support their growth. In this lesson, they will learn that true growth depends on both access to opportunities and responsible choices. This lesson introduces Consultation as the first pillar of Unity, teaching participants how to listen, share ideas, and understand different perspectives. They begin to see that their capacities gain meaning when used with others.	



Facilitator Explanation

When people come together and listen to each other, they begin to understand different perspectives. Consultation is not about winning, it is about understanding. When everyone is included, better decisions are made. When voices are heard, people feel valued. This leads to peace because many conflicts come from not being heard or understood. Consultation creates clarity and trust, which are essential for building unity.

Unity grows through consultation. When both women and men are equally included, decisions become wiser, relationships become stronger, and communities become more united.

What does “consultation” mean?

Why is consultation important for unity?

Can good decisions be made without listening to others? Why or why not?

Do different people bring different ideas and experiences?

Why is it important to hear many perspectives before making a decision?

What happens when only a few people are allowed to speak?

Should both women and men be included in consultation? Why?

What happens when women are not included in decision-making?

What happens when men are excluded from important discussions?

How does excluding any group affect the quality of decisions?

What does respectful listening look like during consultation?

How can people ensure that every voice is heard?

What happens when people feel their opinions are ignored?

What can prevent people from speaking openly in a group?

How can social expectations influence who speaks and who stays silent?

What happens when some people feel they are not allowed to contribute?

How does consultation improve relationships within families?

How does shared decision-making strengthen communities?

What kind of environment is created when everyone can participate?

What can you do to ensure that both women and men are included in consultation and decision-making?

Introducing Lesson quotation ***“No welfare and no well-being can be attained except through consultation”***

Appendix-1

Participants receive a flashcard with the lesson quotation ***“No welfare and no well-being can be attained except through consultation”***

Activity 1: “Voices heard, voices silenced”

Participants are told that growth and progress cannot be achieved without consultation, but consultation must include



Materials

an image of 2 skeletons holding together the word “Consultation” in their hands. Both skeletons are standing on the Foundation of Love.

every voice. When consultation is inclusive, it becomes a source of unity and growth. Exclusion weakens individuals and decisions while inclusion strengthens dignity, trust, and outcomes. <i>Exclusion is often caused by conditions, not lack of ability.</i> <i>Participation requires support and opportunity.</i> <i>Every voice adds value.</i> <i>Balanced participation leads to stronger communities.</i> Participants are asked to think of one situation in their life where they were not included in the discussion, and of one situation in their community where decisions were made, but not everyone was included in the discussion. <i>Who was involved in the decision?</i> <i>Who was left out?</i> <i>Why were some voices included and others excluded?</i> <i>What happens when all voices are included?</i> <i>What conditions are needed for people to truly participate?</i> From the Foundation of Love (Education, Health, Economic Self-Sustainability, Autonomy), <i>what conditions were missing that prevented full participation?</i> Education → <i>Was there enough knowledge to contribute?</i> Health → <i>Did physical or mental well-being affect participation?</i> Economic Self-Sustainability → <i>Did responsibilities or lack of resources limit involvement?</i>	an image of exclusion from consultation Participants form small groups and share real-life situations from their communities, such as: <i>decisions in families.</i> <i>school or learning environments.</i> <i>access to work or opportunities.</i> <i>community or social decisions.</i> Each group reflects on their stories through deeper questions: <i>What prevented full participation in consultation?</i> <i>Was it lack of knowledge, time, confidence, or support?</i> <i>How did the exclusion affect the person's sense of value and dignity?</i> <i>How did it affect the final decision?</i> <i>How did it affect relationships within the group or community?</i> <i>What happens to a community when voices are consistently excluded?</i> Then each group reflects on: <i>What would this situation look like if everyone could participate fully?</i> They redesign the situation by: <i>ensuring access to information.</i> <i>creating space for all voices.</i> <i>sharing responsibilities to allow participation.</i> <i>encouraging respectful listening.</i> <i>"I can help others be heard by ____."</i> Groups share their response with the class.
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Autonomy → <i>Did individuals feel free and confident to express their thoughts?</i> Objective: to help participants explore how meaningful consultation depends on access to education, health, economic stability, and autonomy. To help participants understand that when individuals are included or excluded from decision-making, it directly affects their growth, dignity, and ability to contribute. <i>Appendix-2a/2b</i>	 Key Message When the foundation of Love (Education, Health, Economic self-Sustainability, Autonomy) is weak, voices are limited, and consultation becomes incomplete. When individuals are included in consultation, they feel valued, contribute more, and help create stronger and more balanced communities.
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Activity 2: “Barriers and Pathways to consultation” Participants are told that Consultation is the path to growth, but only when everyone can participate. Consultation is not just about speaking; it depends on the strength of the foundation of Love beneath it: Education → gives knowledge to contribute. Health → gives energy and clarity to participate. Economic Stability → gives time and freedom to engage. Autonomy → gives voice and confidence to express. Objective: to help participants understand that meaningful consultation depends on access to knowledge, health, economic stability, and the ability to think and express independently, and that when barriers limit participation, both individuals and communities are weakened, while removing those barriers enables shared wisdom, balanced decisions, and collective growth. <i>Appendix-3a/3b</i>	 Materials an image of children prevented from learning; forced into difficult roles; denied opportunities to grow. Participants are divided into small groups. Each group reflects on how: <i>Participation depends on conditions, not just willingness.</i> <i>Some voices are limited by barriers beyond their control.</i> <i>Fairness requires creating space for all voices.</i> <i>Balanced participation leads to stronger and more just outcomes.</i> Each group is required to plan a community consultation space in which parents consult about the importance of <u>Education</u> for their children. Participants identify barriers: Without Education → limited knowledge to contribute. Without Health → reduced energy and focus. Without Economic Stability → limited time and freedom.
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	Without Autonomy → inability to express ideas. For example: <i>lack of education or information.</i> <i>poor health or fatigue affecting participation.</i> <i>economic pressures limiting time and focus.</i> <i>lack of confidence or fear of judgment.</i> <i>dependence on others for decision-making.</i> Each group consults on identifying Pathways to remove the identified barriers. “A strong consultation happens when ____.”  Key Message When barriers are removed and pathways are created, every voice can contribute, and consultation becomes a source of unity and progress.
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Activity 3: “Strengthening the Wing through consultation” Participants are told that Consultation strengthens the wing, it allows individuals to think, speak, and contribute together. Consultation strengthens the wing by developing these capacities: <i>expression, listening, respect, cooperation, responsibility</i>. Lack of consultation weakens the wing. The wing must be strong to consult but also, Consultation makes the wing stronger. A stronger wing builds unity and progress, for example: Before Consultation: Hesitation, Limited perspective, Fear of expression. After Consultation:	 Materials an image of a skeleton. Participants are divided into small groups. Each group is required to identify the capacities and noble characters that the skeleton <u>needs</u> for participating in consultation. For each ability or a noble character, they draw one feather on the skeleton’s right-side shoulder and write the ability inside the feather. For consultation to be meaningful, the Wing must already have foundational strength. The Wing needs, for example: <i>Confidence → to speak without fear.</i> <i>Clarity of thought → to contribute meaningfully.</i> <i>Emotional balance → to remain calm and respectful.</i>
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Confidence, Expanded thinking, Ability to contribute, Sense of belonging, Commitment to others. Participants are asked to identify the abilities that are needed for participating in consultation. For example: <i>confidence to speak, ability to listen, respect for others, openness to ideas, responsibility in decision-making, cooperation, critical thinking</i> Objective: to help participants understand that consultation strengthens the human “wing” by developing capacities such as expression, listening, respect, responsibility, and collective thinking, and that these capacities grow only when individuals have access to education, health, economic stability, and autonomy. Appendix-4a/4b	<i>Respect for others → to listen without judgment.</i> <i>Independence of thought → to avoid blind agreement.</i> Then each group is required to identify the capacities and noble characters that the skeleton develops through consultation. For each ability or a noble character, they draw one feather on the skeleton’s left-side shoulder and write the ability inside the feather. Through Consultation, the Wing gains, for example: <i>Greater confidence through expression.</i> <i>Deeper understanding through listening.</i> <i>Stronger thinking through dialogue.</i> <i>Emotional maturity through respectful exchange.</i> <i>Responsibility through shared decisions.</i> Then Participants are asked to identify the growth cycle: Foundation (Education, Health, Economic self-Sustainability, Autonomy) → Enables Participation → Consultation → Builds Capacities → Strengthens the Wing → Leads to Better Participation → Strengthens Unity.  Key Message Consultation is not only a process of discussion, but also a transformative space where individuals develop capacities and refine noble character. Through consultation, the “wing” grows stronger, enabling individuals to contribute to both personal growth and collective well-being.
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Activity 4 - Role play: “From Consultation to Action”	 Materials
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Participants are told that Consultation finds solutions, but action brings them to life. When people can both contribute ideas and act on them, real and lasting change becomes possible. Consultation without action does not lead to real change. When everyone can participate in both consultation and action, true progress becomes possible. First, participants role play consulting on a real-life situation. The consultation is missing the element of including an action plan. Then participants role play the same real-life situation but this time they include a plan to turn their ideas into action. <i>Participants are asked:</i> <i>Did your ideas create real change?</i> <i>What changed when action was included?</i> <i>What is needed to turn ideas into action?</i> Participants connect: <u>Education</u> → understanding the issue. <u>Health</u> → energy and clarity to engage. <u>Economic Stability</u> → time and freedom to participate. <u>Autonomy</u> → confidence to express ideas. Objective: to help participants understand that consultation alone is not enough, it must lead to action. To recognize that real change happens when ideas are implemented. To explore the conditions that enable people to move from discussion to action. To realize that participation in both decision-making and action strengthens individual capacities (the Wing) and collective structures (the Peace House).	Participants are divided into small groups. Each group is given a real-life situation, such as: <i>improving access to learning in a community.</i> <i>supporting health awareness and care.</i> <i>creating opportunities for economic participation.</i> <i>helping individuals express their ideas and decisions.</i> Groups must: discuss the issue, share ideas, reach a decision. Rule: They are <u>not allowed</u> to design an action plan. <i>Did your ideas create real change?</i> <i>What is missing when consultation stops at discussion?</i> <i>How did it feel to stop before taking action?</i> Then each group observes how ideas turn into action, and what enables or limits this process. Action depends on access, support, and opportunity. Task: This time, groups must consult again and design a simple action plan. They identify: <i>What will be done? Who will do it? How will it happen?</i> Examples of Actions: Organizing a small awareness activity. Creating a support system. Sharing knowledge with others. ☀ Key Message Consultation creates understanding, but action creates change. When individuals are able to both participate in decisions and act on them, they contribute to real and lasting progress in their communities.
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Activity 5: “My path to consultation”

Participants are told that Consultation begins within each of us and grows through our actions with others. When individuals commit to practicing consultation in their daily lives, they create environments where all voices are valued, and communities grow in unity and strength.

Participants are asked to think about moments in their life where decisions were made:

When did they speak?

When did they remain silent?

When were they heard?

When were they not heard?

They are encouraged to observe:

their feelings in those moments.

their ability or inability to express themselves.

the conditions that shaped their participation.

Objective: to guide participants to reflect deeply on their own ability to consult, recognize the conditions that shape their participation, and design a personal action plan to strengthen their voice, include others, and integrate consultation into daily life, contributing to both personal growth and the collective well-being of their communities.

Appendix-5

Materials

an activity sheet in **appendix-5**.

In the activity sheet, participants write or draw their personal plan. Include:

actions they will take, habits they will build, ways they will support others.

“From today, I will practice consultation by ____.”

Participants respond to the following guided questions, helping them build their personal action plan:

In which areas of my life can I practice consultation more? (home, work, school community).

How can I make consultation part of my daily interactions?

What habits can I build to become a better listener?

How can I ensure decisions are made together, not alone?

What is one action I will take to strengthen my ability to consult?

What is one action I will take to include others in consultation?

How can I create space for quieter voices to be heard?

What will I do when I see someone being excluded from a decision?

How can I contribute to fair and respectful discussions?

What kind of person do I want to become in consultation?

What values will guide me when I speak and listen?

What is my commitment to building a culture of consultation in my life?

Key Message

	Consultation begins within. It grows through action. It transforms communities.
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Activity-6: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. <i>Appendix-6</i>	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: Building the first pillar of the Wall of Unity (Consultation) Participants are told that Consultation is the first pillar in the Wall of Unity. It connects individuals, allows ideas to be shared, and enables collective strength. Consultation connects individuals into a unified whole, and it depends on strong foundations and developed capacities. It is essential for building healthy families and communities. Participants demonstrate understanding when they: Understand consultation as a pillar of unity. Connect consultation to real-life family and community situations. Identify capacities and noble character required for consultation. For example: <i>listening, respect, patience and openness.</i> Capacities like: <i>communication, critical thinking and cooperation.</i> Recognize how foundational elements enable participation. For example: Education → supports understanding and expression.	 Materials 1 poster paper (folded like a book). Scissors and glue. 2 images of adult skeletons. Worksheet with feather images. Images of the Foundation of Love: Education, Health, Economic, Self-Sustainability, Autonomy. Image of a colorful pillar labeled “Consultation” Constructing the Peace House foundation Participants draw a house without a roof on their poster. They cut and glue the four foundation blocks at the bottom of the house. These form the Foundation of Love, which supports all growth and participation. Education, Health, Economic, Self-Sustainability, Autonomy. Participants cut and glue the two adult skeletons standing on the foundation. These represent individuals whose growth depends on strong foundations.
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Health → enables participation. Economic Self-Sustainability → provides stability and time. Autonomy → builds confidence and voice. Participants demonstrate their understanding of the progression: Foundation → Individuals → Consultation → Unity Objective: To assess participants' understanding of: Consultation as a foundational pillar in building unity. How consultation is rooted in the Foundation of Love. The role of consultation in strengthening individual capacities (the Wing) and collective well-being (the Peace House). The noble qualities and capacities required for effective consultation. Appendix-7a/7b/7c/7d	Building the first pillar in the Wall of Unity: Consultation Participants glue the “Consultation” pillar between the two skeletons. Inside or around the pillar, participants write or draw: <i>How consultation helps build unity in families.</i> <i>How consultation helps build unity in communities.</i> <i>How shared decision-making improves relationships and outcomes.</i> Building the Wings (Capacities and Noble Character) Participants cut feather images. On each feather, they write: one capacity (e.g., <i>listening, expressing ideas, critical thinking</i>), or one noble character (e.g., <i>respect, patience, fairness, humility</i>). They glue the feathers around each skeleton to form one wing per skeleton. These feathers represent the qualities needed for strong consultation. Connecting Foundation to Consultation Under each foundation block, participants write how the foundation directly enables participation in consultation:  Education → Consultation How does knowledge help individuals contribute to discussions? <i>Example: understanding issues, expressing informed ideas.</i>  Health → Consultation How well-being supports participation?
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	<i>Example: focus, emotional balance, active listening.</i>  Economic Self-Sustainability → Consultation How does stability allow participation? <i>Example: having time, access, and independence to engage.</i>  Autonomy → Consultation How does independence strengthen voice? <i>Example: confidence to express ideas freely.</i>  Key Message Consultation is the first pillar in building unity, without it, the structure of the wall of unity cannot stand.
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3.2. Lesson 7 – Cooperation

Cooperation is the practice of working side by side to achieve common goals. It is the spirit of partnership, where individuals recognize that unity multiplies strength. Cooperation values diversity transforms competition into collaboration and creates outcomes greater than what any person could achieve alone. Cooperating requires trust, communication, and a willingness to share both effort and credit. Through cooperation, communities become stronger, more resilient, and more compassionate.

1. How Cooperation Strengthens the Wing?

Cooperation builds: teamwork, collective effort, trust, and shared responsibility. It strengthens the Wing through working with others. Strengthens trust, teamwork, unity → collective growth of Wings.

 2. **Capacities and Noble Characters Developed:** Teamwork, Trust, Discipline, Reliability.

3. **Impact of Deprivation on:**

Individual: isolation, limited achievement.

Community: fragmentation, inefficiency, competition.

 4. **Barriers:** competition mindset, lack of trust, exclusion, individualism
unequal participation.

 5. **Solutions and Pathways:** group tasks, promote shared goals, encourage mutual support, recognize collective success, ensure everyone has a role, build trust through shared experiences.

 6. **Action: Helping Others Grow:** individuals must include others, support group success, share effort and responsibility.

 7. **Collective Impact:** unity in action, success becomes collective, stronger outcomes, shared success, stronger unity and effective collaboration.

Lesson plan 7 – Cooperation

“Distinguish yourselves by your deeds.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS To help participants understand the value of working together, sharing responsibility, and contributing to common goals, recognizing that collective effort leads to stronger outcomes. Participants will actively practice including others in tasks and efforts, ensuring that success is shared and that everyone has the opportunity to contribute and grow through collective action.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
In lesson one in Chapter One, participants learned about their inherent capacities. In Chapter Two, they learned about the foundations that support their growth. In the first lesson in Chapter Three, they learned how to consult and understand others. Following Consultation, this lesson introduces Cooperation, where shared understanding turns into shared responsibility. Participants learn that Unity is built through everyone’s contribution and participation. They begin to experience how working together strengthens both individuals and the group.	

 Facilitator Explanation Understanding alone is not enough; we must act. Cooperation means working together toward a shared goal. When people support one another, share effort, and take responsibility together, stronger outcomes are achieved. No one succeeds alone. This builds peace because cooperation replaces division with shared effort. When people act together, they build trust and reduce conflict.

True distinction comes through action. When both women and men are given equal opportunity to contribute, their deeds strengthen families, communities, and the path toward peace. What does it mean to be “distinguished by your deeds”? Are actions more important than words? Why or why not?
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What kinds of deeds improve the lives of others?
 Do both women and men have the ability to contribute through their actions?
 What happens when someone is not given the opportunity to act?
 How does taking action help a person grow and develop?
 Should both women and men have equal opportunities to contribute to society? Why?
 What happens when one group is limited in what they are allowed to do?
 How does limiting participation affect the whole community?
 Are all types of contributions important (work, care, teaching, service)? Why?
 What happens when some contributions are not recognized or valued?
 How can recognizing all contributions strengthen respect between people?
 How can sharing responsibilities create more opportunities for everyone to act?
 What happens when one group carries more responsibility but has fewer opportunities?
 How can balance in responsibilities lead to greater contribution?
 What happens when both women and men actively contribute to family life?
 How does equal participation strengthen communities?
 What kind of society is built when everyone is encouraged to act and contribute?
 What kind of deeds can you do to support others in your community?
 How can you help create opportunities for others to contribute through their actions?

Introducing Lesson quotation “***Distinguish yourselves by your deeds***”

Appendix-1

Participants receive a flashcard with the lesson quotation “***Distinguish yourselves by your deeds***”

Participants share their thoughts with the class on how they can distinguish themselves through stating one of their deeds

Activity 1: “From exclusion to cooperation”

Participants are told that when individuals are not included in consultation, their ability to cooperate is limited, and their potential contributions remain unrealized.

Participants are asked to share about a real-life situation in their lives. A time when:

They were not included in a discussion or decision, or

Their opinion was not asked or valued, or

They were present but not able to participate fully

Materials

Image of two skeletons, each with one wing, standing on the foundation of Love and holding together the two pillars of Unity “Consultation and Cooperation”.

Participants write their reflections:

What was the situation?

How were you excluded?

What was the result?

What ideas, skills, or support could you have offered?

How could your participation have helped others or improved the outcome?

<i>What would have been different if they were included?</i> <i>How would they have contributed?</i> <i>How would the outcome have changed?</i> Objective: to help participants reflect on personal experiences of exclusion from consultation. To understand how lack of inclusion affects the ability to cooperate and contribute. To recognize the link between voice, participation, and personal growth. To reimagine their role and potential when included in consultation and cooperation Appendix-2	<i>How did this experience affect your growth: confidence? motivation? sense of belonging? ability to participate in the future?</i> <i>How does exclusion affect people's willingness to cooperate?</i> Then, participants reflect on their role in creating inclusion: <i>How can I make sure others are included in the consultation?</i> <i>How can I support cooperation in my environment?</i> <i>What happens when voices are missing?</i> For example, exclusion from consultation limits participation, cooperation, and contribution. <i>How does inclusion strengthen cooperation?</i> For example, inclusion leads to stronger collaboration, better outcomes, personal and collective growth. <i>What can we do differently moving forward?</i> Participants share their response with the class.  Key Message When individuals are included in consultation, they are able to contribute, cooperate, and grow. When they are excluded, both the individual and the community lose valuable potential.
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Activity 2: “From Consultation to Cooperation: building together” Participants are told that consultation is the foundation of unity. Consultation helps us understand. Cooperation helps us act. Without consultation, cooperation becomes	Participants form small groups. Each group identifies one real issue in their community, such as: <i>access to education; health awareness; lack of participation; environmental concerns; lack of support for certain groups.</i>
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weak or unfair. Strong cooperation is built on meaningful consultation. When people think together, decide together, and act together, they can create real change in their communities. Participants are asked to identify one real issue in their community: <i>What is the real problem?</i> <i>Who is affected?</i> <i>Why does this issue exist?</i> <i>What are the different perspectives?</i> <i>How did consultation shape their plan?</i> <i>What makes cooperation successful?</i> Objective: to develop participants' capacity to understand that true cooperation is built on consultation. To practice group consultation to identify and understand a real community issue. To design a collective action plan based on shared understanding, responsibility, and unity. Appendix-3	Participants engage in structured consultation: <i>Everyone participates, Listen without interrupting, Respect all ideas, Seek truth not agreement only.</i> Groups write or draw: A clear description of the issue. A shared understanding of its causes and impact. From Consultation to Cooperation Groups define a shared goal and design a Cooperation plan: <i>What positive change do we want to achieve?</i> <i>What steps must be taken?</i> <i>Who will do what? What is needed?</i> <i>How will we ensure everyone can participate?</i> <i>How will we ensure everyone shares responsibilities fairly?</i> <i>How will we ensure everyone supports each other?</i> Each group presents: their issue, their consultation process, their cooperation plan.  Key Message Cooperation requires shared understanding. Consultation leads to better decisions. Working together requires respect, participation, and responsibility.
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Activity 3: “Barriers to Cooperation” Participants are told that when access to basic human rights is limited, participation in cooperation becomes difficult or impossible. When people cannot participate, both they and their communities lose opportunities for growth. When individuals are prevented from accessing their basic human rights, they are also prevented from	 Materials an image of 2 skeletons standing on the foundation of Love. One skeleton is with a wing and the other is without. Participants work in small groups. <i>Which barriers are most common in our communities?</i>
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participating in cooperation. This limits not only their own growth, but the growth of families and the entire community. Participants are asked: <i>Can cooperation exist without inclusion?</i> <i>What happens when voices are missing?</i> <i>Who loses when people cannot participate?</i>  Education Barrier: A person cannot read or write → <i>Cannot understand discussions.</i> → <i>Cannot contribute ideas.</i> → <i>Feels excluded.</i>  Health Barrier: A person is physically or mentally unwell → <i>Cannot participate actively.</i> → <i>Withdraws from cooperation.</i>  Economic Barrier: A person must work constantly to survive → <i>Has no time or energy to engage.</i> → <i>Is absent from community efforts.</i>  Autonomy Barrier: A person is not allowed to speak or decide → <i>Voice is silenced.</i> → <i>Participation is blocked.</i> Objective: to help participants understand how barriers to Education, Health, Economic Self-Sustainability, and Autonomy can prevent individuals and groups from participating in cooperation. To recognize that exclusion from cooperation limits growth at all levels. To develop awareness of their role in creating inclusive cooperation spaces. Appendix-4	<i>Which groups are most affected?</i> <i>What happens when many people are excluded from cooperation?</i> Each group presents: <u>One key barrier related to:</u> Education, Health, Economic Self-Sustainability, Autonomy. Its impact on cooperation. Its impact on growth. <u>For the impact on growth,</u> groups reflect on three levels: <u>Individual:</u> <i>What capacities are not developed?</i> <u>Family:</u> <i>How does this affect family growth and development?</i> <u>Community:</u> <i>How does this limit community progress and unity?</i> Participants complete: “<i>Barriers to cooperation I noticed are ____.</i>” “<i>This affects growth by ____.</i>” “<i>Cooperation becomes stronger when ____.</i>”  Key Message Cooperation requires the ability to participate. Participation requires access to basic human rights.
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Activity 4: “From Consultation to community growth” Participants are told that cooperation depends on inclusive consultation and consultation depends on access to rights and capacities. Limiting participation weakens families, communities, and collective progress. When all individuals are able to participate in consultation, cooperation becomes stronger, and this leads to healthier, more balanced families and more united communities. Participants are asked: <i>What is consultation? Why is it important?</i> <i>Can cooperation exist without consultation?</i> <i>What makes consultation meaningful or weak?</i> <i>What cooperation challenges exist in your community?</i> <i>Who participates? Who does not?</i> <i>Who benefits when cooperation is inclusive?</i> <i>Who is affected when it is not?</i> <i>What can change? What could be done differently to improve cooperation?</i> <i>How does strong cooperation affect family relationships? community trust? shared responsibilities?</i> <i>What happens when cooperation is weak or unequal?</i> Objective: to help participants understand that true cooperation is built on meaningful consultation. To recognize how Education, Health, Economic Self-Sustainability, and Autonomy influence the ability to consult and cooperate. To reflect critically on community practices and beliefs that affect	 Materials an image of two skeletons, each with one wing holding together the two pillars of Unity (Consultation and Cooperation), standing on the foundation of Love. Participants work in small groups. Each group discusses: <i>What cooperation challenges exist in my community?</i> <i>Who participates? Who does not?</i> <i>What could be done differently to improve cooperation?</i> <i>How does education affect a person’s ability to express ideas and understand discussions?</i> <i>How does health affect participation in consultation?</i> <i>How does economic self-sustainability affect confidence and ability to participate?</i> <i>How does autonomy affect freedom to speak and ability to make decisions?</i> <i>Are there people in the community who are: not heard and not included?</i> <i>What beliefs or practices may limit participation?</i> <i>Are all voices equally valued in consultation?</i> <i>Are there expectations about who should speak or decide?</i> <i>Where do these beliefs come from?</i> <i>Are they helping or limiting cooperation?</i> Groups share key insights: <i>One belief we questioned is _____</i> <i>One barrier we identified is _____</i>
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participation. To explore how cooperation impacts families and communities as a whole. To develop the ability to question inherited assumptions and form new insights. Appendix-5	<i>One way to improve cooperation is _____</i> <i>One change that can strengthen cooperation is ____.</i>  Key Message When individuals have access to their rights, they are able to participate in consultation. When consultation is inclusive and meaningful, it leads to strong cooperation. Strong cooperation creates a positive impact on families and communities.
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Activity-5: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-6	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: Building the second pillar of the Unity Wall (Cooperation) Participants are told that Cooperation transforms ideas from consultation into collective action. Cooperation requires stronger wings than consultation alone, it requires action, responsibility, and shared effort. Participants are asked: <i>What happens after people agree on an idea?</i> <i>Can cooperation happen without consultation?</i> <i>What makes teamwork successful?</i>	 Materials The same poster from the Consultation assessment (folded like a book, use the other side). Scissors and glue. Worksheet with feather images. Image of a colorful pillar labeled “Cooperation”. Previously used images: Foundation of Love: Education, Health, Economic Self-Sustainability, Autonomy Consultation pillar
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Participants demonstrate understanding when they: Understand cooperation as the second pillar of unity. Distinguish between consultation (discussion) and cooperation (action). Identify capacities and character needed for cooperation. Connect cooperation to real-life shared responsibilities. Understand how the foundation enables participation in teamwork. Foundation → Consultation → Cooperation → Unity Objective: to assess participants' understanding of how cooperation transforms consultation into shared action, strengthens relationships, and builds unity, while showing how cooperation depends on strong foundations and developed human capacities. <i>Appendix-7a/7b/7c</i>	Reconstructing the Peace House Participants open the other side of the poster They draw the same house (without a roof) Then they glue the Foundation of Love again at the bottom. Glue the two skeletons standing on the foundation. Glue the Consultation pillar (first pillar) between them. <i>Consultation remains the first pillar, now leading to the next pillar, Cooperation.</i> Adding the Second Pillar, Cooperation Participants glue the “Cooperation” pillar next to the Consultation pillar. Inside or around the Cooperation pillar, participants write or draw: How does cooperation help people work together after consultation? How shared action strengthens: Families and communities Examples of: <i>sharing responsibilities.</i> <i>supporting one another.</i> <i>working toward common goals.</i> Strengthening the Wings further Participants return to the two skeletons. Cut new feather images. On each feather, they write or draw: Capacities for cooperation, such as: <i>teamwork, responsibility, communication</i> <i>problem-solving.</i> Noble characters, such as: <i>generosity, patience, trust, reliability.</i>
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	Then they glue the feathers to expand or strengthen the existing wings. Connecting Cooperation to the Foundation of Love Under each foundation block, participants now write or draw:  Education → Cooperation How does knowledge help people work together? <i>Example: understanding roles, solving problems together.</i>  Health → Cooperation How does health support teamwork? <i>Example: energy, patience, emotional balance.</i>  Economic Self-Sustainability → Cooperation How does Economic Self-Sustainability allow shared contribution? <i>Example: time, resources, ability to participate equally.</i>  Autonomy → Cooperation How does independence strengthen cooperation? <i>Example: contributing ideas while respecting others.</i> Linking Consultation to Cooperation Participants add a visual connection (arrow or bridge) between: Consultation → Cooperation They write or draw: <i>“Consultation helps us _____. ”</i> <i>“Cooperation helps us _____. ”</i> Consultation → sharing ideas
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	Cooperation → acting together ☀️ Key Message Consultation creates understanding. Cooperation creates action. Shared action builds unity.
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3.3. Lesson 8 – Service

Service is the highest expression of human purpose. It is the act of using one's talents, knowledge, and resources to uplift others. Service transforms personal growth into community growth, linking self-fulfillment with the betterment of humanity. True service is not charity alone; it is empowerment, offering others the tools to thrive. Service requires humility, love, and perseverance. When individuals commit to service, they elevate their own lives while building a more just, compassionate, and sustainable world.

1. How Service Strengthens the Wing?

Service activates: purpose, empathy, contribution and generosity. The Wing grows through giving and helping. Unity becomes a lived reality. Strengthens compassion, generosity, purpose → moral Wing.

 2. **Capacities and Noble Characters Developed:** Generosity, Compassion, Responsibility, Initiative.

3. **Impact of Deprivation on:**

Individual: self-centeredness, lack of purpose.

Community: unmet needs, inequality, weak bonds.

 4. **Barriers:** self-interest, self-focus, lack of awareness of others' needs, limited initiative belief that one cannot contribute.

 5. **Solutions and Pathways:** community support, identify community needs together, encourage small acts of service, promote shared responsibility, recognize all contributions as valuable, create opportunities to serve.

 6. **Action: Helping Others Grow:** individuals must help others regularly, respond to needs, give without seeking reward, offer time, effort, or support.

 7. **Collective Impact:** service becomes a way of life, strong social bonds, reduced inequality, shared care.

Lesson plan 8 – Service

“To give and to be generous are attributes of mine.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective ACCESS → CAPACITY → ACTION → SHARED GROWTH → STRONGER WINGS Consultation builds understanding. Cooperation builds action. Service builds purpose. Unity builds strength. Strength feeds back into the Wing. To cultivate a sense of purpose through helping others, encouraging participants to use their capacities to respond to needs and contribute to the well-being of their community. Participants will learn to identify needs around them and take initiative to support others’ growth and well-being, strengthening relationships and contributing to a more caring and connected community.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
In lesson one in Chapter One, participants learned about their inherent capacities. In Chapter Two, they learned about the foundations that support their growth. In the first lesson in Chapter Three, they learned how to consult and understand others. In the second lesson in Chapter Three, they learned about cooperation as the second pillar of Unity. Building on Consultation and Cooperation, this lesson focuses on Service, transforming shared action into meaningful contribution. Participants understand that their capacities are not only for personal benefit but for uplifting others. In this lesson, they will learn that unity is built through shared responsibility and collective contribution. They now move from understanding and working together to actively serving their communities. After learning about Consultation, Cooperation, and Service, participants explore the continuous cycle of Unity: Consultation leads to Cooperation, Cooperation leads to Service, and Service strengthens capacities, which in turn improves Consultation. This lesson helps participants understand that Unity is an ongoing process that strengthens both the individual “wing” and the collective.	

 Facilitator Explanation
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Service is when we use what we have to help others. It gives purpose to our actions. When we serve, we strengthen others. And when others are strengthened, the whole community becomes stronger. This leads to peace because service reduces inequality and builds connection. A peaceful society is one where people care for one another and respond to each other's needs.

Generosity and service belong to every human being. When both women and men are equally able to give, serve, and contribute, communities become more balanced, caring, and united.

What does it mean “to give”?

What does generosity look like in daily life?

Why are giving and generosity considered important human qualities?

Do both women and men have the ability to give and be generous?

What kinds of things can people give (time, care, knowledge, resources)?

How does giving help a person grow internally?

Should both women and men have equal opportunities to serve others? Why?

What happens when one group is expected only to give, while the other is not?

What happens when one group is prevented from serving and contributing?

Is it important that both giving and receiving are shared? Why?

What happens when some people only give and others only receive?

How can balance in service create fairness and respect?

Are all forms of service equally valuable (caregiving, teaching, working, helping)?

What happens when some types of service are not recognized?

How does valuing all contributions strengthen relationships?

How does shared service improve family life?

What happens when everyone contributes to helping others?

How does generosity build trust and unity in a community?

What is one way you can be generous in your daily life?

How can you encourage both women and men to participate equally in acts of service?

Introducing Lesson quotation “*To give and to be generous are attributes of Mine*”

Appendix-1

Participants receive a flashcard with the lesson quotation “*To give and to be generous are attributes of Mine*”

Activity 1: “Distinguished deeds for building Unity”

Participants are told that Unity is not created by intention alone, it is built through actions that include respect, and engage everyone. Unity grows when people work together, share responsibility, and contribute their abilities for the benefit of all.

Materials

an image of the Unity wall with its three pillars: *Consultation, Cooperation, Service*
images of two skeletons (each with one wing), standing on the four foundations: *Education, Health, Autonomy, Economic Self-Sustainability*

Participants are asked to write or draw three distinguished deeds that: <i>Strengthen unity in families or communities.</i> <i>Encourage participation and shared responsibility.</i> <i>Create opportunities for people to contribute and grow.</i> For each deed, participants ensure it: Emerges from Consultation: <i>Does the action involve listening to different perspectives?</i> <i>Are ideas shared and considered thoughtfully?</i> Reflects Cooperation: <i>Does the action involve people working together?</i> <i>Are responsibilities shared in a balanced way?</i> Leads to Service: <i>Does the action benefit others?</i> <i>Does it contribute to the well-being of the group?</i> For each deed, participants explain how it is supported by: Education: <i>What knowledge or awareness makes this action possible?</i> Health: <i>How does health support participation and effort?</i> Autonomy: <i>How does independent thinking and responsibility shape this action?</i> Economic Self-Sustainability: <i>How does economic stability enable contribution and participation?</i> Objective: to help participants understand that strong and united communities are built through meaningful actions, where individuals transform their personal growth into distinguished deeds through Consultation, Cooperation, and Service,	holding together the three pillars of unity: <i>Consultation, Cooperation, Service</i> Participants work in pairs. They write or draw three distinguished deeds that: <i>Promote unity in families and communities.</i> <i>Reflect equal participation and contribution of both genders.</i> <i>Create opportunities for everyone to grow, contribute, and be included.</i> They must ensure that each deed: <i>invites participation, distributes responsibility, benefits the whole group, includes both genders, promotes fairness and shared responsibility.</i>  Key Message Unity is built when individuals listen, work together, and serve, ensuring that everyone has the opportunity to participate, grow, and contribute.
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supported by Education, Health, Autonomy, and Economic Self-Sustainability.

Appendix-2a/2b

Activity 2 - Role Play: “Supporting growth through the three Pillars”

Participants are told that growth happens when individuals are supported through unity, thinking together, working together, and serving others. When individuals consult together, cooperate in planning, and act through service, they can support others in accessing their rights and developing their full potential. Consultation builds understanding. Cooperation organizes effort. Service turns intention into action. Together, these channels help individuals access their rights and grow.

Participants are guided to see themselves as active contributors, not observers, *each one of you is a leader. Leadership means using your abilities to help others grow.*”

They are asked:

What actions (distinguished deeds) can they offer to support the boy child?

What actions (distinguished deeds) can they offer to support the girl child?

How did consultation help shape their plan?

What makes cooperation effective?

How does service turn ideas into reality?

Objective: to develop participants’ confidence and capacity to use the three pillars of Unity: Consultation, Cooperation, and Service to transform their abilities into meaningful action. To understand how these pillars can help others access their human rights (the foundation of Love) Education, Health, Autonomy, Economic Self-Sustainability. To recognize their role as

Materials

an image of a boy with one wing, and a girl with one wing.

Worksheet showing foundation of Love (*Education, Health, Economic Self-Sustainability, Autonomy*) and the pillars of Unity (*Consultation, Cooperation, Service*)

Participants work together as one group to:

Consult → Plan (cooperate) → Commit to action (service). They explore how to support the growth of two children (symbolic of all children) by ensuring access to their human rights.

Role Play:

 Participants engage in whole-group **Consultation.**

What do these children need in order to grow?

What might prevent them from accessing:

Education? Health? Autonomy? Economic self-sustainability?

What are the most important needs to address first?

 From Consultation to **Cooperation**, participants move to joint planning. As a group, they design a cooperation plan:

What do we want to help these children achieve?

What steps can be taken to support their access to Education, Health, Economic self-Sustainability, and Autonomy?

How can different people contribute?

contributors and leaders in supporting the growth of others. Appendix-3a/3b	<i>How can efforts be coordinated?</i>  From Cooperation to Service. Each participant reflects and writes or draws individually. <i>What can I do to help them learn?</i> <i>How can I support their health?</i> <i>How can I encourage their voice and choices?</i> <i>How can I help them become capable and independent?</i> Participants share their actions with the group, for example “<i>I will support access to _____ by _____.</i>” <i>“As a leader, I can contribute by _____.”</i> <i>“Through unity, we can _____.”</i>  Key Message Leadership is expressed through action and service. Supporting others’ growth strengthens the whole community. Unity is built through shared responsibility and purposeful action.
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Activity 3: “Growing families and communities through Unity” Participants are told that when individuals are supported by strong foundations and work together through consultation, cooperation, and service, their actions can strengthen unity and lead to the growth of families and communities. A united community is not built by a few; it is built by everyone. When communities consult together, recognize shared needs, and take responsibility through small acts of service, they create strong, supportive, and united environments where everyone can grow. Participants are asked to discuss and list:	 Materials two images, one with glowing unity pillars, and the other with unity pillars without a glow (to represent challenges and barriers) Participants work in small groups. Communities grow when needs are identified together. <i>What makes a family united?</i> <i>What makes a community united?</i> <i>Who needs support?</i> <i>What challenges are visible?</i> <i>What challenges are often ignored?</i>
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<i>What are the real needs of families in their community to achieve Unity?</i> For each need identified, they discuss: <i>What prevents people from addressing this need?</i> <i>Why do some needs remain unmet?</i> <i>What types of contributions are often overlooked?</i> <i>Why is every contribution important?</i> <i>How can they ensure everyone feels valued?</i> For example: helping them learn, sharing useful knowledge with them, including them in discussions. Objective: to help participants understand that true family and community growth requires both strong foundations and active unity. To critically examine why unity sometimes fails in real life. To recognize their role in transforming conditions through Consultation, Cooperation, and Service. To design meaningful, realistic actions (distinguished deeds) that can create real impact. Appendix-4a/4b	<i>Is there a lack of participation?</i> <i>Are some people excluded from decision-making?</i> <i>Are responsibilities unclear or unequal?</i> Cooperation requires shared responsibility. <i>What small, realistic actions can respond to these needs?</i> <i>How can these actions be done through: consultation, cooperation, service?</i> <i>Who should be responsible for these actions?</i> Every contribution plays a role in building unity. <i>How can responsibility be shared fairly?</i> <i>How can more people be encouraged to participate?</i> <i>What happens when people do not feel responsible?</i> Service can begin with small, consistent actions. <i>How can we create a culture of service?</i> <i>What makes people willing to contribute?</i>  Key Message Growth happens through a process: Strong Foundations → Meaningful Consultation → Effective Cooperation → Actions of Service → Growth of Families and Communities. Growth does not happen automatically. It requires strong foundations, inclusive consultation, shared cooperation, and committed service. When any part is missing, unity weakens, and growth is limited.
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Activity 4: “Three pathways from growth to action”

Participants are told that personal growth gains true meaning when it moves beyond the individual and becomes a source of benefit for others. What a person learns, develops, and gains in capacity is not meant to remain within them, it can be expressed through actions that strengthen others and contribute to the well-being of families and communities. Personal growth becomes meaningful when it is expressed through actions that benefit others. Personal growth is transformed into action through:

Consultation → sharing ideas, listening with respect, and thinking together to reach understanding.

Cooperation → working with others, sharing responsibilities, and contributing to common goals.

Service → using one’s abilities, knowledge, and skills to support and uplift others

Participants are asked:

How can personal growth benefit others?

How can what they have learned or developed in themselves become a source of benefit for others?

Objective: to help participants understand that their personal growth, gained through access to Education, Health, Autonomy, and Economic Self-Sustainability, can be transformed into meaningful actions through three essential channels of unity: Consultation, Cooperation, and Service.

Appendix-5

Materials

a worksheet with the image of Service, the third pillar of Unity Wall.

In pairs, participants reflect on their own development through the four foundations: *Education, Health, Economic Self-Sustainability, Autonomy.*

On the worksheet, each participant writes:

Consultation: *How will I use my knowledge, confidence, or independence to:*

express ideas?

listen to others?

participate in discussions?

Cooperation: *How will I use my abilities to:*

work with others?

share responsibilities?

contribute to group efforts?

Service: *How will I use my growth to:*

help others?

support my family or community?

contribute to positive change?

Participants share their ideas with their partner. *What I develop within myself becomes meaningful when I use it to build unity and serve others. What I have gained enables what I can give.*

How did Education help me think and express ideas?

How does Health help me participate and engage?

How does Economic Self-Sustainability help me contribute?

How does Autonomy help me act with responsibility?

	 Key Message Growth is not only for oneself. Knowledge, health, independence, and stability enable contribution. Action happens through: <i>thinking together (Consultation)</i>; <i>working together (Cooperation)</i>; <i>helping others (Service)</i>.
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Game 1: “Building a united family in the Peace House” Participants are told that a united family grows when all its members are supported, heard, and actively involved. When participation is balanced, the family becomes strong. Participants are asked to reflect on examples from their communities: <i>Does every family member have a voice? How?</i> <i>Are responsibilities shared? How?</i> <i>Do any members remain unsupported? Why?</i> <i>How can balanced participation affect outcomes?</i> <i>What happens when one member is excluded?</i> <i>How does shared responsibility strengthen the family?</i> <i>What makes a family truly united?</i> Objective: to help participants understand that a united family is built on strong foundations and active unity. To recognize that every family member has equal value, voice, and responsibility. To explore how balanced participation strengthens both the family and the community.	 Materials an image and a worksheet of a Peace House structure. Participants work in small groups. Each group represents one family living in the Peace House. Each group forms a diverse set of family members. Building the family foundation Groups begin by placing the four foundations (Education, Health, Economic self-Sustainability, Autonomy) in their Peace House. For each foundation, groups write or draw: <i>How does this support every family member?</i> <i>What happens if this foundation is weak for some members?</i> <i>Can all members learn and grow (Education)?</i> <i>Are all members supported in well-being (Health)?</i> <i>Can all members contribute and be supported (Economic Self-Sustainability)?</i> <i>Do all members have voice and choice (Autonomy)?</i> Each group works on solving these scenarios in their family:
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Appendix-6a/6b/6c	<i>One member is not allowed to participate in decisions. (Who? Why?)</i> <i>One member cannot access education. (Who? Why?)</i> <i>One member carries all responsibilities. (Who? Why?)</i> <i>Some members are not listened to. (Who? Why?)</i> <i>A member's health limits their participation. (Who? Why?)</i> Each group must: Consult: <i>What is the problem? Who is affected?</i> Cooperate: <i>How can responsibilities be shared fairly?</i> <i>How can everyone participate?</i> Serve: <i>What actions can support the affected member(s)?</i> Strengthening the Family Groups update their Peace House. They must show: <i>How foundations are strengthened for all members.</i> <i>How unity (consultation, cooperation, service) is practiced.</i> Each group presents: Their family structure. Their challenges. Their solutions achieved through: <i>Consultation, Cooperation, Service.</i> How did their family achieve unity? Participants complete: <i>"Our family became stronger when ____."</i> <i>"Unity in the family requires ____."</i>
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	<i>“A balanced family is one where ____.”</i>  Key Message A united family is built where every member is supported, heard, and able to contribute. When all participate equally, the family becomes strong, and this strength extends to the whole community.
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Activity-5: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. <i>Appendix-7</i>	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: “Building the third Pillar of the Unity Wall (Service)” Participants are told that Service is the result of consultation and cooperation, it is where unity becomes visible through action. Service requires the strongest wing; it reflects both inner qualities and outward action. Consultation → share ideas Cooperation → act together Service → uplift others Participants demonstrate understanding when they: Understand service as the third pillar of unity. Connect service to real-life contribution.	 Materials The same poster (folded like a book, use the next section/page). Scissors and glue. Worksheet with feather images. Image of a colorful pillar labeled “Service”. Previously used images: Foundation of Love: <i>Education, Health, Economic, Self-Sustainability, Autonomy.</i> Consultation pillar, Cooperation pillar. Two skeletons. Rebuilding the Peace House Structure Draw the same house (without a roof) Glue:
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Recognize that service is built on consultation and cooperation. Identify capacities and noble character required for service. Understand how foundations enable meaningful contribution. Foundation → Consultation → Cooperation → Service → Unity Objective: to assess participants' understanding that service is the expression of consultation and cooperation in action, where individuals use their capacities and noble character to uplift others and contribute to the well-being of families and communities. Appendix-8a/8b/8c/8d	The Foundation of Love at the base. The two skeletons standing on the foundation. The Consultation pillar The Cooperation pillar <i>The first two pillars are now in place, preparing for the third pillar: Service.</i> Adding the Third Pillar – Service Participants glue the “Service” pillar next to Cooperation. Inside or around the Service pillar, participants write or draw: <i>How service helps individuals contribute to others' growth?</i> <i>How does service strengthen families and communities?</i> Examples of service such as: <i>helping others learn, supporting well-being, sharing knowledge or skills, contributing time and effort.</i> Completing and strengthening the Wings Participants return to the skeletons. Cut additional feather images. On each feather, they write or draw: <u>Capacities for service</u>, such as <i>initiative, leadership, problem-solving, teaching others.</i> <u>Noble character</u>, such as <i>generosity, compassion, humility, kindness</i> Then they glue feathers to complete and strengthen each wing. Connecting Service to the Foundation of Love Service is sustained when individuals are supported by strong foundations. Under each foundation block, participants write:
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	🎓 Education → Service How does learning enable helping others? <i>Example: teaching, sharing knowledge.</i> 🩺 Health → Service How does health enable caring for others? <i>Example: energy to help, mental strength.</i> 💼 Economic Self-Sustainability → Service How does economic stability allow contribution? <i>Example: sharing time, skills, or resources.</i> 👁️ Autonomy → Service How does independence enable meaningful contribution? <i>Example: choosing to serve with purpose.</i> Connecting the Three Pillars Participants draw arrows connecting: Consultation → Cooperation → Service They write: <i>“Through consultation, we _____. ”</i> <i>“Through cooperation, we _____. ”</i> <i>“Through service, we _____. ”</i> 🌟 Key Message Consultation builds understanding. Cooperation builds shared action. Service builds collective growth.
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Chapter Four

Peace House Roof of Peace

Fair Conditions → Safety → Participation → Ethical Action → Protecting Others → Trust → Sustainable Peace



1. Chapter Four Introduction: Roof of Peace

A house is not complete without a roof. Even when the wings have grown, the foundations are strong, and the walls of unity are firmly raised, everything that has been built remains vulnerable without protection. In the Peace House, the roof represents peace as an active and sustained condition, one that safeguards human dignity, preserves equality, and prevents harm.

Security is the assurance that individuals can live without fear of violence, coercion, or abuse of power. When security is absent, education is disrupted, health deteriorates, autonomy is restricted, and economic participation becomes impossible. Peace requires that women and men alike are protected from harm and that power is exercised with restraint. Withdrawing hands from tyranny is a necessary condition for peace to endure.

Security is the first and most immediate function of the roof of the Peace House. Just as a roof protects a home from external threats, security protects individuals and communities from fear, violence, and abuse of power. Without security, the growth of human capacities cannot be sustained, unity cannot be maintained, and peace cannot endure.

Constitutional rights form a critical layer of the Peace House roof by ensuring that dignity and equality are protected through shared rules rather than personal power. Rights exist to prevent discrimination, exclusion, and injustice, and to guarantee that all individuals, women and men alike, are treated fairly under the same standards. Rights are not privileges granted to some and denied to others. They are collective agreements that protect everyone equally. Peace becomes possible when individuals and societies commit to extending to others the same protections they claim for themselves.

Justice completes the roof of the Peace House by ensuring that fairness, accountability, and respect guide human relationships and social systems. Without justice, security becomes unstable and rights lose their meaning. Justice ensures that no one is humiliated, excluded, or diminished, and that power is exercised with responsibility.

Theme: Peace is not a personal condition, but a collective achievement that safeguards both wings of humanity over time.

Core Idea: Peace is sustained when individuals translate service into responsibility, and responsibility into systems that protect everyone equally. Security, constitutional rights, and justice ensure freedom from fear and abuse of power, guarantee equality under shared legal and ethical frameworks, and uphold dignity through fairness and accountability.

Pedagogical Purpose: to enable learners to recognize peace as a condition that must be actively protected through security, constitutional rights, and justice, ensuring dignity, equality, and freedom from fear for all.

Key Learning Shift from: seeing peace as something provided by others or by authority to understanding peace as built, protected, and sustained through shared responsibility, restraint from harm, and equality before the law. Peace is not only created, but it must also be protected. Protection happens when individuals act with fairness, responsibility, and respect for others.

In the Peace House Roof of Peace:

-  Security creates safety → allows people to live and act without fear.
-  Constitutional Rights ensure fairness → everyone is treated equally and has access.
-  Justice guides behavior → people act with integrity and responsibility.

SAFE & FAIR CONDITIONS

(Security • Constitutional Rights • Justice)



FREEDOM FROM FEAR & EXCLUSION

(Safety • Protection • Equal treatment)



CONFIDENT PARTICIPATION

(Expression • Contribution • Decision-making)



RESPONSIBLE & ETHICAL ACTION

(Fairness • Respect • Non-harm • Accountability)



PROTECTING OTHERS' DIGNITY

(Standing against harm • Ensuring fairness • Inclusion)



TRUST & SOCIAL STABILITY

(Respect • Reliability • Strong relationships)



SUSTAINED PEACEFUL ENVIRONMENT

(Consistency • Protection • Long-term stability)



REINFORCING THE ROOF

(Stronger systems • Stronger trust • Lasting peace)



CONTINUES *(Peace is maintained through ongoing action)*

1.1 Roof of Peace

Security protects the foundations and the walls of the Peace House.

When security is strengthened: education continues without disruption; health is protected; economic life stabilizes; participation increases. Security turns into a collective action for mutual protection: as individuals experience security, they avoid harming others; create safe environments; reject misuse of power. Security strengthens the Wing to function in: confidence; trust; and stability.

Constitutional Rights ensure fair access to the foundations and the walls of the Peace House.

When Constitutional Rights are upheld: Equal access to education, health, economy is protected; fair participation in consultation is adhered; protection from exclusion is guaranteed. Constitutional Rights become shared protection as individuals: respect others' rights; apply fairness equally; not claim privilege over others. Constitutional Rights strengthen the Wing to develop ethical clarity on: dignity; equality; fairness and awareness.

Justice holds the entire Peace House together.

When Justice is practiced: trust stabilizes society; Constitutional Rights are protected; Security becomes meaningful; Unity is sustained. Justice becomes a daily practice for the collective society when individuals: treat others fairly; avoid harming or diminishing others; correct injustice when seen. Justice strengthens ethically the Wing through: integrity; accountability; and moral responsibility.

2. Peace House Roof (Lessons 9–10)

These lessons focus on systems, rights, and justice, ensuring peace is sustainable. The roof protects the house and ensures long-term stability:

Safety must include everyone.

Fairness must apply to all.

Responsibility is shared.

Peace is sustained when no one is excluded or harmed.

2.1. Lesson 9: Security, Constitutional Rights and Justice

In this lesson, security is not understood as control, surveillance, or domination. True security exists when people are free from coercion, intimidation, and harm, when no one must live in fear because of their gender, status, or circumstances. Security creates the conditions in which women and men can access education, protect their health, exercise autonomy, and participate

economically without threat. Security is achieved not only by protection, but by refusing to misuse power. When hands are withdrawn from tyranny, space is created for dignity, equality, and trust to grow. Security, therefore, is an ethical commitment to protect life, limit harm, and ensure that the Peace House remains a safe home for all.

Additionally, in this lesson, participants explore how constitutional rights safeguard access to education, health, autonomy, and economic participation. When rights are respected, the foundations of the Peace House are secured. When rights are ignored or applied selectively, peace becomes fragile. Constitutional rights transform love into lasting protection by making dignity non-negotiable and equality enforceable. Constitutional rights form the shared rules that guarantee fairness and equality for all. Rights transform dignity from a moral claim into a protected reality. They ensure that no one is excluded from access, protection, or opportunity, and that equality is not selective or conditional. Peace cannot be sustained where rights are denied, ignored, or applied unevenly.

In this lesson also, participants reflect on justice as both personal and collective responsibility. Justice requires individuals to examine their own actions and societies to establish fair systems. When justice is practiced, peace becomes sustainable, and the Peace House stands firm, protecting the wings, honoring the foundations, and sheltering unity for future generations. Justice is the ethical heart of the roof. It ensures that dignity is upheld, that fairness guides action, and that no one is humiliated or diminished. Justice is not revenge or punishment; it is accountability, balance, and respect. It requires individuals and systems alike to act with integrity and responsibility. Without justice, security becomes unstable and rights lose meaning.

Focus:

Physical, emotional, and social security.

Freedom from violence and fear.

Shared responsibility for safety.

Legal rights and responsibilities.

Gender equality in law.

Key message: A peaceful house cannot exist where one wing lives in fear.

Equal rights give both wings the protection they need to grow.

Safety → builds confidence.

Fairness → builds dignity.

Justice → builds integrity.

These strengthen the Wing, which in turn: reinforces ethical action, protects others, and sustains peace.

3. Lesson Plans

3.1. Lesson 9 – Security, Constitutional Rights, and Justice

***Security** provides peace of mind that allows people to live free from fear of violence, exploitation, or discrimination. It is the shield that protects a person’s dignity, home, and opportunities. Without security, creativity and growth are stifled because the individual is forced to live in constant defense or survival mode. Access to security means being able to walk, speak, and act without fear of harm. It enables trust, courage, and openness in interactions. Security rights ensure that individuals can contribute to society through action, consultation, cooperation, and service in an environment of safety and fairness.*

1. How Security Strengthens the Wing?

Security enables: participation without fear, ability to act. The Wing functions only when safe. Strengthens confidence and trust → secure Wing.

2. Capacities and Noble Characters Developed: Confidence, Trust, Participation.

3. Impact of Deprivation on:

Individual: fear, silence, withdrawal.

Community: instability, violence, breakdown of trust.

 4. **Barriers:** abuse of power, unsafe environments, fear and insecurity, harmful behaviors, misuse of power.

 5. **Solutions and Pathways:** creating safe spaces, reducing harm, promoting non-harmful behavior, creating respectful spaces, building trust through consistent actions, encouraging accountability, reducing fear through inclusion.

 6. **Action: Helping Others Grow:** individuals must avoid harming others, protect others when possible, and contribute to a safe environment.

 7. **Collective Impact:** stability, participation, trust, security becomes shared responsibility.

***Constitutional Rights** are the legal protections that guarantee freedom, equality, and justice within a society. They uphold the principles of fairness, ensuring that individuals are not silenced, excluded, or oppressed. These rights, such as freedom of speech, equality before the law, and the right to participate in decision-making, form the backbone of democratic life. Having constitutional rights empowers individuals to speak truth, defend justice, and engage as active citizens. With them, people are able to act with courage, consult with confidence, cooperate with equality, and serve with justice.*

1. How Constitutional Rights Strengthen the Wing?

Constitutional rights ensures: fairness and equal access. The Wing grows when everyone has equal opportunity. Strengthens dignity, fairness awareness → ethical Wing.

🌱 **2. Capacities and Noble Characters Developed:** Fairness awareness, Respect for others, Equality mindset.

🌱 **3. Impact of Deprivation on:**

Individual: exclusion, limited access.

Community: inequality, division.

🌱 **4. Barriers:** discrimination, unequal systems, bias, lack of awareness, unequal access, unfair treatment, selective application of rules.

🌱 **5. Solutions and Pathways:** fair rules, equal access, promote awareness of shared rights, apply rules equally, ensure fair access to opportunities, encourage accountability, foster respect for all.

🌱 **6. Action: Helping Others Grow:** individuals must treat others equally, reject unfair advantages, defend fairness, respect shared rules.

🌱 **7. Collective Impact:** inclusion, fairness, equal participation.

Justice is a way of living that ensures every person is treated with dignity, fairness, and respect. It is not limited to laws or systems but begins within the individual and is reflected in daily actions. Justice means that no one is excluded, diminished, or denied access to essential foundations such as education, health, autonomy, and economic opportunity. It requires individuals to act with integrity, avoid harming others, and not seek advantage over anyone. At the collective level, justice ensures that rights are applied equally and that security protects everyone without discrimination. It transforms values into consistent actions, making fairness a lived reality. Justice also strengthens trust, unity, and participation within the community. When practiced, it supports the growth of all individuals and protects the Peace House from imbalance. It connects personal responsibility with social well-being. In this way, justice becomes the ethical force that sustains peace and allows all to grow together.

🌱 **1. How Justice Strengthens the Wing?**

Justice develops: integrity, accountability, fairness, and responsibility. Justice is the ethical strength of the Wing. Strengthens integrity, responsibility → moral-ethical Wing.

🌱 **2. Capacities and Noble Characters Developed:** Fairness, Responsibility, Moral courage.

🌱 **3. Impact of Deprivation on:**

Individual: harmful behavior, lack of accountability.

Community: injustice, instability, loss of trust.

🌱 **4. Barriers:** self-interest, misuse of power, lack of awareness, lack of accountability, bias, ignoring unfairness.

🌱 **5. Solutions and Pathways:** fair systems, encourage self-reflection, promote fairness in actions, establish accountability, address unfairness constructively.

🌱 6. **Action: Helping Others Grow:** individuals must act fairly, avoid harming others, stand against unfairness and correct injustice.

🌱 7. **Collective Impact:** trust, stability, and sustainable peace.



Lesson plan 9 – Security, Constitutional Rights, and Justice

“(You) should not wish for others that which (you) doth not wish for (your)self.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective Access → Capacity → Action → Collective Growth → Stronger Wings → Stronger Peace House To develop understanding that peace requires safety, fairness, and equal access to opportunities, and that individuals share responsibility in creating environments free from harm and discrimination. Participants will learn to act in ways that protect others from harm, promote fairness, and contribute to environments where everyone can live, learn, and participate without fear or exclusion. To be able to realize that Peace is built on the pillars of unity. Access to Justice, Security and Constitutional rights create peace. Individuals' access to their basic human rights (Education, Health, Autonomy, Economic Self-Sustainability) will lead to creating unity through their distinguished deeds/actions (Consultation, Cooperation, Service). They receive their rights through Love, and they create Unity through their actions and deeds.	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
In lesson one in Chapter One, participants learned about their inherent capacities. In Chapter Two, they learned about the foundations that support their growth. In Chapter Three, they learned the three pillars of Unity: Consultation, Cooperation, and Service. Building on all previous lessons, participants now understand that peace is the result of developed individuals working together through Unity. They are introduced to the systems that protect peace: Security, Constitutional Rights, and Justice, forming the Roof of the Peace House. This lesson integrates the entire journey: individuals grow through access and support, use their capacities through Unity, and contribute to building a peaceful society. Participants come to realize that growth is shared, responsibility is collective, and Peace is built and sustained together; when individuals grow, they help others grow; when	

others grow, Unity strengthens; when Unity strengthens, Peace becomes possible; and when Peace is protected, continuous growth for all is sustained.



Facilitator Explanation

Peace requires that people feel safe and are treated fairly. What we want for ourselves, safety, respect, opportunity, we must also want for others. When people act with fairness and avoid harming others, they create environments where everyone can participate without fear. This is essential for peace because without safety and fairness, trust cannot exist. This lesson teaches that protecting others is part of building a stable and peaceful community.

Justice is not complete unless it includes everyone. When both women and men are equally protected, respected, and treated fairly, society becomes more secure, balanced, and peaceful.

Why is it important to think about others as we think about ourselves?
How can putting yourself in someone else's place help you act justly?
What happens when people ignore the needs and rights of others?
How does empathy help create fairness in a community?
Should both women and men be treated with the same fairness and respect? Why?
What happens when one group has more rights than another?
How does unequal treatment affect dignity and well-being?
Do both women and men need to feel safe and secure? Why?
What happens when some people feel unsafe in their homes or communities?
How can equal protection increase trust in a society?
What are some basic rights every person should have?
Who is responsible for protecting these rights?
How can individuals help ensure that others' rights are respected?
What does fairness look like in everyday interactions?
How can people ensure they are not treating others unfairly?
What happens when fairness is practiced by everyone?
What kind of society is built when both women and men are treated equally and justly?
What happens when laws protect one group more than another?
How can unequal rights between women and men affect trust in society?
What does it mean for justice to be applied equally to both women and men?
How can unfair expectations placed on women or men violate justice?
What happens when the safety of one group is taken more seriously than another?
How can families ensure fairness in rules and responsibilities for both women and men?
What role do communities play in protecting the rights of everyone equally?
How can individuals challenge unfair treatment in a respectful and constructive way?
What does it look like when both women and men feel equally safe to speak, act, and live freely?
How does equal justice for women and men contribute to long-term peace and stability?

Introducing Lesson quotation “***(You) should not wish for others that which (you) doth not wish for (your)self***”

Participants receive a flashcard with the lesson quotation “***(You) should not wish for***

Appendix-1	<i>others that which (you) doth not wish for (your)self”</i>
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Activity 1: “Building the Roof of Peace” Participants are told that without action, peace cannot be established. The Foundation of Love develops the individual. The Walls of Unity guide how individuals work together. The Roof of Peace is built through actions that protect, include, and uplift everyone. Security allows people to feel safe to participate. Constitutional Rights ensure that everyone has a voice and opportunity. Justice maintains fairness in how people are treated and included. The Roof is built on three essential elements: Security → creating safety, protection, and freedom from harm. Constitutional Rights → respecting dignity, equality, and participation for all. Justice → acting with fairness, balance, and accountability. Participants are asked to identify three real-life actions that can create security, uphold constitutional rights, and promote justice. <i>What builds peace in daily life?</i> <i>Can peace exist without one of these elements?</i> <i>How do these elements (security, constitutional rights, and justice) strengthen individuals and the community?</i> Objective: to help participants understand that peace is built through action, not ideas alone. To recognize the connection between: Foundation of Love → individual growth, Walls of Unity → working together, Roof of Peace → results of collective action	 Materials an image of the Peace House Roof. image of a house with three skeletons: two without wings and one with a wing. Participants work in small groups. Each group identifies three real-life actions that can <i>create security, uphold constitutional rights, promote justice</i>. They focus on practical actions, real-life relevance, impact on families and communities. Examples: <u>Security:</u> Ensuring that everyone feels safe to speak without fear of being ignored or harmed. Creating spaces at home or school where all voices are respected and protected. Supporting individuals who may feel unsafe by standing with them and not leaving them isolated. Preventing harmful behaviors such as exclusion, intimidation, or silencing others. Encouraging shared responsibility in maintaining safe and respectful environments for all. <u>Constitutional Rights:</u> Ensuring that everyone has the opportunity to express their ideas and opinions. Including all members in family or group decisions. Respecting each person’s right to learn, grow, and participate. Encouraging those who are often quiet or overlooked to share their thoughts.
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To identify how actions can create security, respect for rights, justice in daily life. Appendix-2a/2b	Making sure responsibilities and opportunities are shared, not limited to some <u>Justice</u>: Treating everyone with fairness and respect in responsibilities and opportunities. Resolving disagreements by listening to all sides before making decisions. Ensuring that no one carries unfair burdens while others are excluded. Recognizing and correcting situations where someone is treated unfairly. Taking responsibility when actions affect others and working to restore balance.  Key Message A peaceful environment is created when safety is protected, voices are respected, and fairness is practiced. When these are present for everyone, individuals can grow, contribute, and strengthen their communities together.
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Activity 2: “Distinguished deeds for building the Roof of Peace” Participants are told that the Roof of Peace is built when people act in ways that create security, protect rights, and uphold justice. Participants are asked to write three distinguished deeds that can: <i>Be practiced in families or communities.</i> <i>Reflect shared responsibility and participation.</i> <i>Contribute directly to building peace.</i> For each distinguished deed, participants explain: <i>Connection to the Walls of Unity.</i> <i>Connection to the Foundation of Love.</i> Objective: to help participants understand that Peace is established through Security,	 Materials an image of a house without a roof. The foundation of the house is the four blocks of love, and the body of the house is three pillars of unity. an image of the Peace roof pillars (Security, Constitutional Rights, Justice) Distinguished deeds In small groups, participants write three distinguished deeds, each connected to one element of the Roof of Peace: 1. A deed that builds Security <i>What action creates safety or protection for others?</i> 2. A deed that protects Constitutional Rights
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Constitutional Rights, and Justice, and that these are achieved through intentional actions (distinguished deeds) rooted in Consultation, Cooperation, and Service, and supported by Education, Health, Autonomy, and Economic Self-Sustainability. Through this process, participants learn to use Security, Constitutional Rights, and Justice as guiding principles to create distinguished deeds that strengthen unity, uplift others, and contribute to a more peaceful and just society. Appendix-3a/3b	<i>What action ensures fairness, dignity, or equal participation?</i> 3. A deed that promotes Justice <i>What action corrects unfairness or ensures balance?</i> Connecting each deed to Unity For each deed, participants explain how this deed was made possible through: Consultation → <i>How were ideas shared or voices included?</i> Cooperation → <i>How did people work together?</i> Service → <i>Who benefited and how?</i> Connecting each deed to the Foundation Participants explain which foundation supported this action: Education → <i>What knowledge or awareness was needed?</i> Health → <i>What strength or well-being was required?</i> Autonomy → <i>What independent thinking or responsibility was shown?</i> Economic Self-Sustainability → <i>What ability or resources enabled the action?</i>  Key Message Unity and strong Foundations lead to Just and Secure communities. Peace is the result of daily choices.
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Activity 3: “Growing in a Just and Secure Society” Participants are told that when both women and men are equally protected, respected, and treated fairly, they can fully develop their capacities, and together, they build a peaceful and just society.	 Materials an image of a baby boy with one wing and a baby girl with one wing. a Peace House
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Participants are asked: <i>How does equal access to safety help both girls and boys grow?</i> <i>How does equal access to constitutional rights allow both women and men to succeed?</i> <i>How does justice ensure that no one is left behind?</i> <i>What happens to individuals when one gender is denied these rights?</i> Objective: to help participants understand that when Security, Constitutional Rights, and Justice are equally accessible to both genders, individuals are able to grow, develop their capacities, and contribute meaningfully to their families, communities, and society. Appendix 4a/4b	Participants write Real-life examples of Growth, such as: <i>A girl and a boy both have equal access to education → both develop knowledge and confidence.</i> <i>A woman and a man both participating in decision-making → both develop leadership and responsibility.</i> <i>Boys and Girls treated fairly at home → develop trust, respect, and emotional stability.</i>  Key Message Growth is possible only when people feel safe, valued, and treated fairly. Inequality limits human potential. Both women and men must have equal access to opportunities. Peace is built when everyone is allowed to grow.
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Activity 4: “Exploring personal growth” Participants are told that when all individuals, both women and men, are protected, respected, and treated fairly, they are able to grow into their full potential. Equal access to: <i>Security (safety and protection)</i>, <i>Constitutional Rights (dignity, equality, participation)</i>, <i>Justice (fairness and accountability)</i>, lead to personal growth and development for everyone. Justice is not about treating everyone the same, but about ensuring equal access and opportunity. Balanced participation strengthens individuals (the Wing), families and communities. Unequal access to these conditions can limit growth, and equal access allows both women and men to develop their capacities, participate fully, and contribute to their families and communities.	 Materials an image of the Peace House roof. Participants write or draw examples of their personal life experiences in their family and their community on:  Security <i>Who feels safe? Why?</i> <i>Who might feel unsafe? Why?</i> <i>What creates this difference? Why?</i>  Constitutional Rights <i>Who is able to speak and participate? Why?</i> <i>Who is often left out or unheard? Why?</i>  Justice
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Participants are requested to share specific examples of their personal growth that have emerged when they experienced safety, fairness, and respect, such as increased confidence, independence, active participation, or a stronger sense of dignity. Then they are asked: <i>What happens when one person feels safe and another does not?</i> <i>What happens when some people can speak and others cannot?</i> <i>What happens when fairness is not practiced equally?</i> <i>How does unequal access affect a person's growth?</i> <i>How does it affect the family?</i> <i>How does it affect the community?</i> <i>What helps people participate equally?</i> <i>What prevents justice?</i> They then describe distinguished actions they have taken as a result of having access to Security, Constitutional Rights and Justice. They explain how these conditions have enabled them to: support others in accessing their rights, stand for fairness and inclusion, ensure that others are heard and respected, contribute to creating safe and just environments for all. Objective: to develop participants' understanding that personal growth depends on equal access to Security, Constitutional Rights, and Justice for all individuals, regardless of gender. To strengthen their awareness that gender equality is essential for enabling full human development and participation. To build their capacity to transform personal growth into purposeful actions that promote fairness and inclusion,	<i>Are responsibilities and opportunities shared fairly? Why?</i> <i>Are decisions balanced and inclusive? Why?</i> Then they write or draw examples of their personal growth that resulted from accessing: Security (safety and protection) <i>For example, when individuals feel safe, they can: express their ideas freely, participate confidently, and take initiative without fear.</i> Constitutional Rights (dignity and equality) <i>For example, when rights are respected equally, individuals can: access education and opportunities, develop their talents and skills, and participate in decision-making.</i> Justice (fairness) <i>For example, when fairness exists, individuals can: trust their environment, develop responsibility and accountability, stand up for themselves and others.</i> Linking to Capacities and Noble Character Participants identify: Capacities they developed, for example: <i>confidence, critical thinking, communication, leadership, responsibility.</i> Noble characters developed, for example: <i>fairness, respect, courage, integrity, empathy.</i> From growth to contribution Then, for each area, they write one action that can: <i>create safety for everyone,</i> <i>ensure participation for everyone,</i>
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following the principle of “<i>one gain, one offer</i>”. Appendix-5	<i>promote fairness in decisions and responsibilities.</i> Participants connect personal growth to impact. They share their thoughts with the class on one distinguished deed they will offer as a direct result of their access to (Security, Constitutional Rights and Justice).  Key Message Personal growth depends on fairness and equality. Security allows individuals to feel safe. Constitutional Rights allow individuals to grow. Justice allows individuals to thrive.
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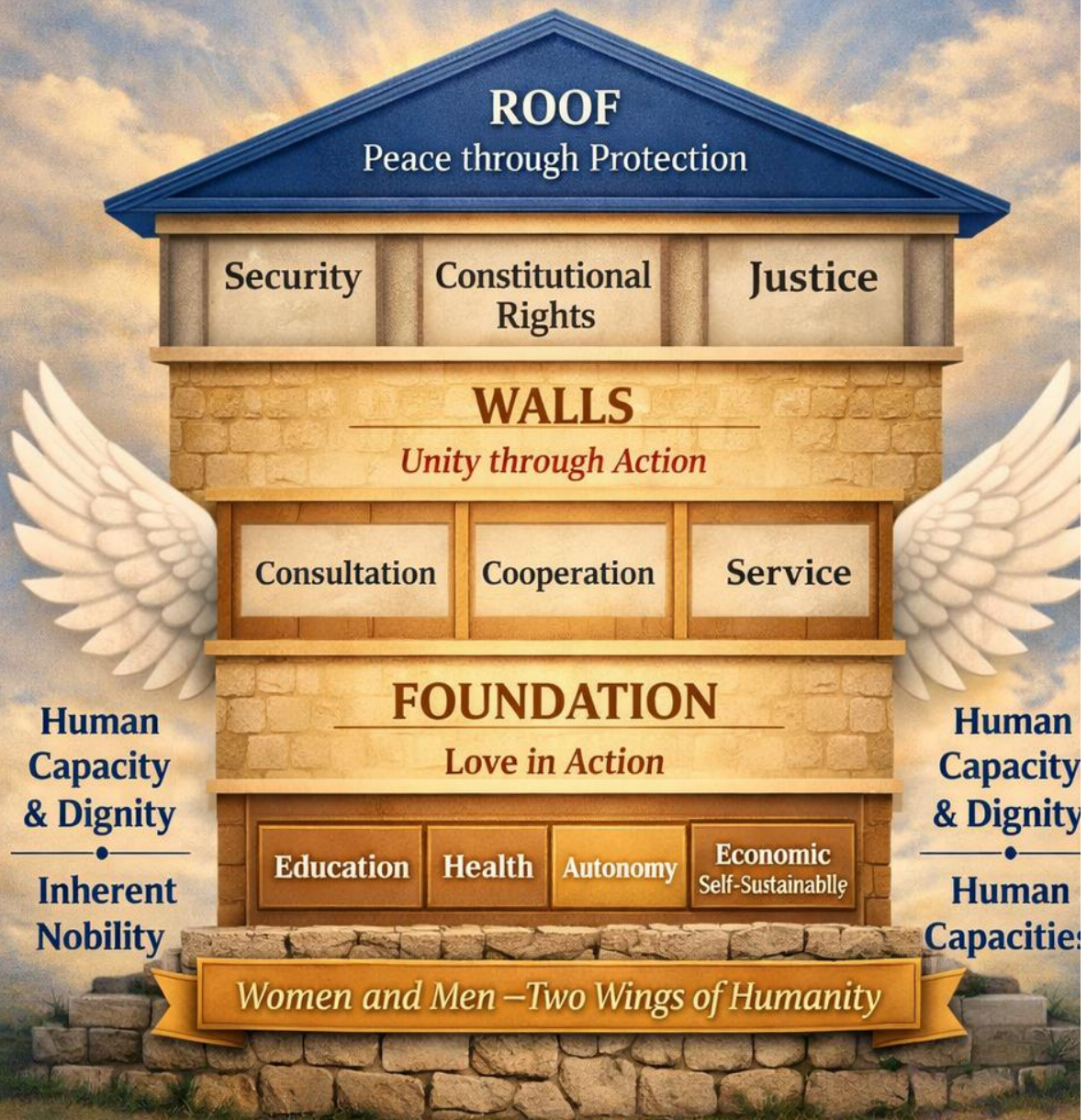
Activity-5: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-6	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Assessment: Building the Roof of Peace, Security, Rights, and Justice Participants are told that an unfinished house, even with strong foundations and walls, cannot protect or sustain life without a roof. Peace is not automatic, it is built through shared responsibility, balanced participation, and the continuous effort of individuals working together. In the same way, unity must lead to peace through protection (Security); fairness (Constitutional Rights); and Justice. When individuals develop their capacities, act with noble character, and work together, they transform love and unity into lasting peace.	 Materials 1 poster paper (folded like a book) Scissors and glue. image of a half-finished Peace House including: Foundation of Love: <i>Education, Health, Economic, Self-Sustainability, Autonomy</i> Walls of Unity: <i>Consultation, Cooperation, Service.</i> Image of the Roof of Peace (<i>Security, Constitutional Rights, Justice</i>).
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<i>Peace requires both men and women to contribute equally.</i> <i>Justice, Constitutional Rights, and Security depend on collective action.</i> <i>Personal growth leads to community stability.</i> <i>Unity must lead to action to achieve peace.</i> Objective: to assess participants' ability to integrate all elements of the Peace House, Foundation of Love and Walls of Unity, and demonstrate how individuals, through their developed capacities and noble character, work together to establish security, uphold rights, and practice justice, leading to sustainable peace. Appendix 7a/7b/7c/7d/7e	an image of a man with one wing and a woman with one wing. Preparing the final Peace House Participants cut and glue the half-finished Peace House at the center of their poster. The house already has a strong Foundation of Love and a completed Walls of Unity <i>but it is still incomplete without the Roof of Peace.</i> Placing the two Wings (human partnership) Participants cut and glue the two images (man and woman with wings). They place them on both sides of the house. <i>These represent two equal partners in building peace, both are necessary for completion.</i> Completing the Peace House: adding the Roof of Peace Participants cut and glue the Roof of Peace on top of the house. The Roof Includes: <i>Security, Constitutional Rights, Justice.</i> The house becomes complete only when peace is established through protection, fairness, and justice. From Unity to Peace (core task) Participants write or draw around the roof: Building the Roof together How can both women and men work together to: create safety and protection (Security)? ensure fairness and dignity (Constitutional Rights)? act with fairness (Justice)? Actions for Peace Participants describe: What actions they must take in daily life to build:
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	<i>safe environments, fair opportunities, just relationships.</i> Capacities for building Peace Participants write around each wing: Capacities needed for building Peace, for example: <i>fairness in decision-making, responsibility, critical thinking, problem-solving, leadership, collaboration, protecting others, standing against injustice.</i> Noble Characters for building Peace Participants add Noble characters needed: <i>justice, respect, courage, honesty, integrity, compassion, responsibility, trustworthiness.</i> Connecting back to the Foundation and Walls Participants write: Which capacities they developed from: <i>Education, Health, Economic, Self-Sustainability, Autonomy?</i> Which capacities they developed from: <i>Consultation, Cooperation, Service?</i> How these capacities help to build Peace Participants explain: <i>How education, health, economic stability, and autonomy helped them grow?</i> <i>How consultation, working together (cooperation), and serving others prepared them to build peace?</i>  Key Message Love builds the foundation. Unity builds the walls. Peace completes the house. A true Roof of Peace can only stand when both women and men are equally safe, equally respected, and equally treated with fairness.
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PEACE HOUSE



"The world of humanity has two wings—one is women and the other men. Not until both wings are equally developed can the bird fly."

Lesson plan 10 – Peace

Human capacity grows through access, is expressed through unity, and is sustained through peace. When individuals grow, they create space for others to grow. When others grow, the entire community rises. And when all rise together, peace becomes sustainable. Peace is not passive, it is maintained through action; protection is not external, it is a shared responsibility; stability is not guaranteed, it is built daily through fairness. Peace is sustained when no one is excluded or harmed; safety must include everyone; fairness must apply to all; and this responsibility is shared.

“My home is the Home of Peace.”

Teacher:	Lesson:
Date:	Number of Students:
	Session Length: 5^60

Objective Access → Capacity → Action → Collective Growth → Stronger Wings → Stronger Peace House To help participants understand that sustainable peace is achieved when individuals and communities act with integrity and uphold the dignity of all. To help participants understand that sustainable peace is a daily practice of fairness, responsibility, and respect. Participants will be guided to apply their capacities in ways that uphold the dignity of others, address unfairness constructively, and contribute to building and sustaining peaceful, inclusive communities for all. Learning Progression: Awareness → (Wings of Nobility) Access and Development → (Foundation of Love) Action and Relationships → (Walls of Unity) Protection and Sustainability → (Roof of Peace)	 Teaching Materials -Flash cards: lesson quotation -Flash cards: discussion questions -Flash card maker https://www.kitzkikz.com/flashcards/
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Through the ten lessons, participants move through a connected journey of growth and action: in Chapter One, lesson one, they discover that every person is born with inherent noble qualities and unique capacities (the Wing). In Chapter Two, lesson one, they learn that education develops these capacities, and in lesson two, that health sustains and enables their use; in lesson three, they understand that economic self-sustainability supports independence and contribution; and in lesson four, they recognize that autonomy guides how capacities are used with responsibility. Together, these lessons form the Foundation of Love. In Chapter Three, lesson one, participants transition from individual growth to working with others through consultation; in lesson two, they explore cooperation as shared responsibility and contribution; and in lesson three, they transform this into service, purposeful action for others. In lesson eight, they understand the continuous cycle of unity, consultation, cooperation, and service, which strengthens both individuals and collective unity. Moving to Chapter Four, lesson one, participants are introduced to the systems that protect peace, security, constitutional rights, and justice; forming the Roof of Peace. This final lesson integrates all previous learning, guiding participants to apply their capacities toward sustaining peace. Participants come to understand that every individual has the capacity to grow, that growth requires access and support, that responsibility is shared, and that progress is collective. When individuals grow, they help others grow; when others grow, unity strengthens; when unity strengthens, peace becomes possible; and when peace is protected, continuous growth for all is sustained.



Facilitator Explanation

Peace is not something that appears on its own, it is built step by step. It is protected by fairness, responsibility, and respect. Justice means treating others with dignity, avoiding harm, and acting with integrity. It is not only about systems, it is about daily actions. When individuals act justly, they protect others. When people protect one another, trust grows. When trust grows, peace becomes stable. This final lesson brings everything together: When individuals grow, help others grow, act together, and protect one another, peace becomes possible and sustainable.

Humanity can only progress when both wings are strong. When women and men are equally developed, supported, and empowered, society can move forward in balance, strength, and unity.

Can a bird fly with only one strong wing? Why or why not?

What happens if one wing is strong and the other is weak?

How does this relate to the roles of women and men in society?

Should both women and men have equal opportunities to grow and develop? Why?

What happens when one group is given fewer opportunities than the other?

How does unequal development affect progress in a community?

What kinds of barriers can prevent women or men from developing their capacities?

How do expectations or roles sometimes limit growth?

What happens when people are prevented from reaching their full potential?

Who is responsible for ensuring both wings develop equally?

How can individuals support each other's growth?

What role do families and communities play in creating balance?

What happens to society when both women and men contribute fully?
 How does balanced participation improve decision-making and progress?
 What kind of future is built when both wings are strong?
 What can you do to support the development of both women and men in your environment?
 How can you help remove barriers so that everyone can grow equally?

Introducing Lesson quotation “*My home is the Home of Peace*”

Appendix-1

Students receive a flashcard with the lesson quotation “*My home is the Home of Peace*”

Activity 1: “This is MY Peace House.” (Ownership)

Participants are told that Peace requires responsibility, not neutrality. Without strong foundations, peace cannot stand. Unity is built through daily choices. Peace is achieved through intentional actions.

Objective: to enable participants to recognize that they are builders of peace. To understand that peace is not given, it is created. To build a personal Peace House model rooted in *Capacities and Noble Characters; Foundation of Love; Walls of Unity; Roof of Peace*. To commit to their ongoing role in sustaining peace for others, especially the next generation.

Appendix-2

Materials

an image of a complete Peace House.

My foundation of Love

Participants write or draw under each foundation in the Peace House.

 Education: *How does knowledge help me build peace?*

 Health: *How do I care for my body and mind?*

How does my well-being affect others?

 Economic Self-Sustainability: *How do I take economic responsibility for my life?*

How does Economic stability allow me to help others?

 Autonomy: *Do I think independently?*
Do I act with responsibility and purpose?

 Deep Reflection: *Which foundation is strongest in me?*

Which one needs strengthening?

My Walls of Unity

Participants reflect on their relationships and actions.

 Consultation: *How do I listen and speak?*

	<i>Do I include others?</i> 🤝 Cooperation: <i>Do I work well with others? How?</i> <i>Do I share responsibility? How?</i> 💛 Service: <i>How do I contribute to others' growth?</i> <i>Do I act beyond my own needs? How?</i> ✨ Deep Reflection: <i>When do I build unity? When do I break it?</i> My Roof of Peace Participants reflect on their responsibility toward society. 🛡 Security: <i>How do I create safety for others?</i> 📜 Constitutional Rights: <i>Do I respect the dignity of others?</i> ⚖ Justice: <i>Do I act fairly and stand against unfairness? How?</i> ✨ Deep Reflection: <i>Do my actions protect others or harm them? How?</i> ☀ Key Message I grow my wing. I strengthen my foundation. I build unity with others. I act to create peace. My home becomes a Home of Peace. I contribute to peace in my community by _____
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Activity 2: “A Global Home of Peace” Participants are told that every Home of Peace is part of a larger, interconnected Global Home of Peace. A home stands strong when all its members are able to grow, contribute, and participate. A peaceful world is built from many peaceful homes. Peace begins with individual growth, grows through unity in the home, expands into	🔧 Materials image of a half man / half woman face, each with one wing on a globe filled with many homes (Peace Houses) The role of the two Wings Participants work in small groups.
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community and global peace, requires continuous effort and participation from all. Participants are asked: <i>What do you notice about the two wings?</i> <i>Why are both needed?</i> <i>What does the globe with many homes represent?</i> <i>How does a peaceful home contribute to peaceful communities and a peaceful world?</i> Objective: to help participants understand that peace begins at the individual and family level and extends outward. To help participants realize that a peaceful home contributes directly to peaceful communities and a peaceful world. To understand that peace is not accidental, it is built, protected, and sustained through conscious and shared effort. To help participants realize that the strength of the Peace House depends on the full development and active participation of all members of society. Appendix-3a/3b	<u>Why are both wings necessary to:</u> <i>build a strong home? protect and nurture children? sustain peace over time?</i> <u>What happens when one wing is:</u> <i>limited? Excluded? not developed?</i> <u>How does this affect:</u> <i>the home? the children? the future?</i> From Home → Community→ World At Home Groups discuss and write <u>How can individuals:</u> <i>create safety? ensure participation? practice fairness?</i> In the Community Groups discuss and write <u>How does a peaceful home contribute to:</u> <i>stronger relationships? cooperation among people? shared responsibility?</i> In the World Groups discuss and write <u>How do many peaceful homes create:</u> <i>stable communities? peaceful societies? a more just world?</i> Groups share key insights with the class <i>The connection between individual actions and global impact, the importance of shared responsibility, how peace grows through daily actions. Peace is interconnected, imbalance affects the whole system, every individual has a role in sustaining peace, strong homes create strong communities, strong communities create a peaceful world.</i>  Key Message My Home is the Home of Peace” means: I take responsibility for building peace where I am. I support others to grow and participate. I contribute to a peaceful world through my actions.
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Activity 3: “From my Home to the global Home of Peace”

Participants are told that a peaceful home does not exist in isolation. It influences others, spreads values, and contributes to building a peaceful world. Every Home of Peace becomes part of a Global Home of Peace, because a peaceful home does not exist in isolation, it influences neighbors, communities, and society. When many homes become peaceful, the world transforms. Peace grows through small consistent actions. Every individual contributes to a larger system. Responsibility extends beyond what we immediately see.

Participants are asked to reflect on how peace expands outward:

What changes as we move from one home to many homes?

How are these homes connected?

What happens when peace is present, or missing, at each level?

What happens when one home becomes peaceful?

What happens when many homes become peaceful?

How does a peaceful home contribute to peaceful communities?

How does a peaceful home influence: relationships with neighbors? communication in society?

How do peaceful communities contribute to a peaceful world?

Objective: to help participants understand that:

Peace begins within the individual and the home, but does not remain there.

Materials

Image of:

a Peace House within an active community. skeleton surrounded by Peace House pillars.

Participants work in small groups to explore the connection between:

Their own Peace House; Other homes around it; A community forming; A world made of connected peaceful homes.

From Home → Community

Groups discuss and write or draw:

How does a peaceful home influence relationships with neighbors?

How do values practiced at home (respect, fairness, responsibility) appear in:

Schools? Workplaces? Public spaces?

How does communication at home affect communication in the community?

How do cooperation and service within the home extend into community life?

From Community → World

How do peaceful communities create stable societies?

How do shared values like justice, respect, and cooperation shape the world?

What happens when homes fail to build peace?

How can small local actions influence global peace?

Connecting to the Peace House structure

Participants connect their reflections to the full Peace House structure:

Foundation of Love (Education • Health • Economic Self-Sustainability • Autonomy)

Every Home of Peace is part of an interconnected Global Home of Peace. Individual actions, relationships, and responsibilities extend beyond the home. Strong foundations, unity, and justice are required at every level of society. Each participant has a direct role in shaping peaceful communities and a peaceful world. Peace is a connected system, not an isolated condition. Strong homes create strong communities. Strong communities shape a peaceful world. Appendix-4a/4b/4c	<i>How do these foundations strengthen individuals in the community?</i> <i>What happens to a community when these are missing?</i> <u>Walls of Unity</u> (Consultation • Cooperation • Service) <i>How do these actions build stronger relationships in society?</i> <i>How do they help people work together across differences?</i> Roof of Peace (Security • Constitutional Rights • Justice) <i>How do these create stability and fairness in the community?</i> <i>What happens when one of these is missing?</i> Personal responsibility in the Global Home Participants reflect individually on their own role. They write or draw: <i>How do my daily actions affect others in my home and beyond my home?</i> My daily actions affect others by _____ <i>How can I contribute to peace in my community?</i> I contribute to peace in my community when I _____ <i>What responsibilities do I have toward people I do not know?</i> My responsibility toward others is _____ I contribute to a peaceful community when I _____. I contribute to a peaceful world when I ____.  Key Message Peace is everyone's responsibility, not someone else's. A peaceful world is not built at once, it is built:
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	 home by home,  heart by heart,  action by action.
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Activity-4: “Exploring lesson questions” Each participant is asked to select one question from a pile of flashcards. Objective: to encourage active participation and inclusive discussion, allowing every participant to reflect on key ideas from the lesson, express their thoughts and perspectives, listen to and learn from others. Appendix-5	Each question invites reflection on the lesson’s themes. Participants share their answers with the class.  Key Message Learning deepens when everyone has the opportunity to think, speak, and be heard.
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Activity-5: “My Home is the Home of Peace” Peace grows in circles:  Home →  Neighborhood →  Community. Peace begins at home, grows in the neighborhood, and shapes the world. When fairness, respect, and participation are shared by all, peace becomes real and lasting. When fairness and respect are practiced at each level, peace becomes sustainable. Introducing activity’s quotation “<i>My home is the Home of Peace. My home is the Home of Joy and Delight. My home is the Home of Laughter and Exultation. Whosoever enters through the portals of this home, must go out with gladsome heart. This is the Home of Light; whosoever enters here must become illumined. This is the Home of Knowledge: the one who enters it must receive knowledge. This is the Home of Love: those who come in must learn the lessons of love; thus may they know how to love each other. My Home is the Home of Peace, This is the Home of Love</i>”	 Materials an image of: a Peace House. a Peace House with the quotation. Participants work in small groups. Groups design solutions. <i>What are things people are afraid to talk about in the home?</i> <i>What behaviors are accepted but may harm peace?</i> <i>What traditions or habits prevent fairness and participation?</i> <i>How does the home shape the neighborhood?</i> <i>How does the neighborhood shape the community?</i> <i>What patterns repeat across all three levels?</i> For each level, write actions:  Home <i>How can fairness be practiced daily?</i> <i>How can all members participate and grow?</i>  Neighborhood <i>How can everyone feel safe and included?</i> <i>How can participation be encouraged for</i>
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Participants are asked: <i>Who feels safe in the home? Who may not? Why?</i> <i>Who speaks and is heard? Who may be silent?</i> <i>Who has time to rest, learn, and grow? Who carries more responsibilities?</i> <i>How are decisions made? Who participates?</i> <i>How do behaviors learned at home affect relationships with neighbors?</i> <i>Do people treat neighbors with the same respect as family members?</i> <i>Who participates in neighborhood activities? Who is left out?</i> <i>Who feels safe in shared spaces? Who may feel restricted?</i> <i>Are public spaces equally accessible and safe for everyone?</i> <i>Who participates in discussions or decisions in the neighborhood?</i> <i>What limits some people from being active in the neighborhood?</i> <i>How does unfair treatment in homes appear in the neighborhood?</i> <i>What happens when some voices are missing?</i> <i>Can a neighborhood be peaceful if not everyone feels included?</i> <i>Who participates in community decisions?</i> <i>Who has access to opportunities (education, work, services)?</i> <i>Who may face barriers? Why?</i> <i>Are opportunities equally available to all?</i> <i>Who is visible in leadership roles?</i>	<i>all?</i>  Community <i>How can opportunities be shared fairly?</i> <i>How can all voices be represented?</i> Participants explain how each level depends on: Foundation (Education, Health, Economic Self-Sustainability, Autonomy) <i>Are these accessible to everyone?</i> <i>Are all members supported in Education?</i> <i>Health? Economic participation?</i> <i>Autonomy?</i> Walls (Consultation, Cooperation, Service) <i>Are people included in decisions and actions?</i> <i>Do family members: Consult each other?</i> <i>Cooperate? Serve one another?</i> Roof (Security, Rights, Justice) <i>Are safety, fairness, and dignity protected equally?</i> <i>Does the home ensure Safety? Equal rights? Justice?</i> Each participants shares their personal responsibility: <i>I contribute to peace in my home when I ____</i> <i>I contribute to peace in my neighborhood when I ____</i> <i>I contribute to peace in my community when I ____</i> <i>I support fairness and inclusion by ____</i>  Key Message Peace is built through daily lived behaviors. Inequality and exclusion weaken all levels of society. Gender equality strengthens: relationships, participation, and stability. Change begins from the individual and expands outward.
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<i>Who carries invisible burdens?</i> Objective: to support participants to: Understand that peace begins in the home and expands to the neighborhood and community. Recognize how fairness, participation, and shared responsibility shape peaceful environments. Reflect on how imbalances affect both women and men differently in daily life. Develop awareness that gender equality strengthens peace at every level. Take responsibility for contributing to peaceful homes, neighborhoods, and communities. Appendix-6a/6b	
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Assessment: “Building the Two Wings for a Home of Peace” Introducing assessment’s quotation “<i>The world of humanity has two wings, one is women and the other men. Not until both wings are equally developed can the bird fly.</i>” Participants are told that a peaceful society is built when individuals grow, work together, and ensure that the next generation lives in dignity, safety, and unity. Peace requires full participation, not partial effort. The Peace House is no longer just a structure, it is alive, filled with light, and centered on the new generation. Participants analyze their understanding of the home: <i>Are opportunities, responsibilities, and voices shared equally?</i> <i>Who participates in decision-making?</i> <i>Who may face limitations? Why?</i> <i>How does imbalance affect:</i> <i>Peace in the home? Relationships?</i>	 Materials The same poster used in the Roof of Peace assessment (use remaining sides) scissors and glue images of: Peace House with the assessment’s quotation. children in a house boys and girls, each with one wing (representing the new generation) a man with one wing and a woman with one wing. a man with one wing and a woman with one wing flying in the sky while holding the peace house with children in it. a man with one wing and a woman with one wing holding together the Peace House. Assessment’s quotation Participants receive the Peace House image with the assessment’s quotation. They explain: <i>What do the two wings represent?</i> <i>What does it mean for the wings to be: equally developed? Imbalanced?</i> <i>What happens if one wing is stronger than</i>
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Individual growth?

What happens when part of the population is excluded?

How does this affect Development? Justice? Peace?

Participants are asked:

You have built the Peace House. Who lives in it? Who benefits from it?

Are Education, Health, Economic Self-Sustainability, Autonomy equally accessible?

Are Consultation, Cooperation, Service practiced by everyone?

Are Security, Rights, Justice ensured for all?

Final Transformation- Participants move from:

learning → understanding → reflection → responsibility → action.

Homes, neighborhoods, and communities are interconnected systems. Everyone has a role in strengthening both wings.

Participants demonstrate understanding when they are able to:

Explain connections between the home, neighborhood, and community, showing how behaviors and relationships within the home influence wider society.

Identify and analyze exclusion at any level (home, neighborhood, or community), and describe how it weakens relationships, participation, and overall stability.

Recognize and justify that equality, through fair access, shared participation, and balanced responsibilities, is essential for building and sustaining peace.

Apply learning to real life by describing their personal role and responsibility in creating positive change within their environment.

Objective: to enable participants to synthesize their full journey, developing the Wing, building the Foundation of Love, constructing the Walls of Unity, and completing the Roof of Peace, and to express how a peaceful home is created and

the other?

How does this affect:

Movement? Balance? Progress?

Creating the Living Home of Peace

Glue the image of the children with wings inside the glowing house at the center.

Glue the images of a man with one wing and a woman with one wing on each side of the house.

Write: “***This is MY Peace House.***”

Noble character I am developing:

What values guide me?

How do I treat others?

What do I stand for?

What still needs strengthening?

The Children in My Peace House

They write:

What do children feel in a Home of Peace? safety, belonging, joy, confidence.

What do they receive?

education, care, opportunities, voice

What kind of world do I want them to live in?

What must I build for them?

What will happen if I do nothing?

What will change if I act?

The Two Wings

Glue the image of a man with one wing and a woman with one wing flying in the sky while holding the peace house with children in it.

They write:

Why must both wings be equally strong?

What happens when one is limited or excluded?

How can I support balance and participation in my life?

My Personal Action Plan

Glue the image of a man with one wing and a woman with one wing holding together the Peace House.

Peace is not a concept. It is a structure built

sustained for the new generation through shared responsibility, developed capacities, and noble character. To enable participants to express how a Home of Peace is built, protected, and sustained for the new generation, through the balanced development of both wings, and through the integration of Love, Unity, and Peace.

Appendix 7a/7b/7c/7d/7e/7f/7g

*by people, and I am one of those builders.
Peace begins in the self,
Grows in the home,
Expands into the community,
Shapes the world.*

They write:

My Foundation of Love: _____

My Walls of Unity: _____

My Roof of Peace: _____

I will strengthen my Wing by: _____

I will build Unity by: _____

I will contribute to Peace by: _____

I will support others by: _____

“I am a builder of Peace because _____.”

“**My home is a Home of Peace** when I _____.”

 Key Message

“**My Home is the Home of Peace**”

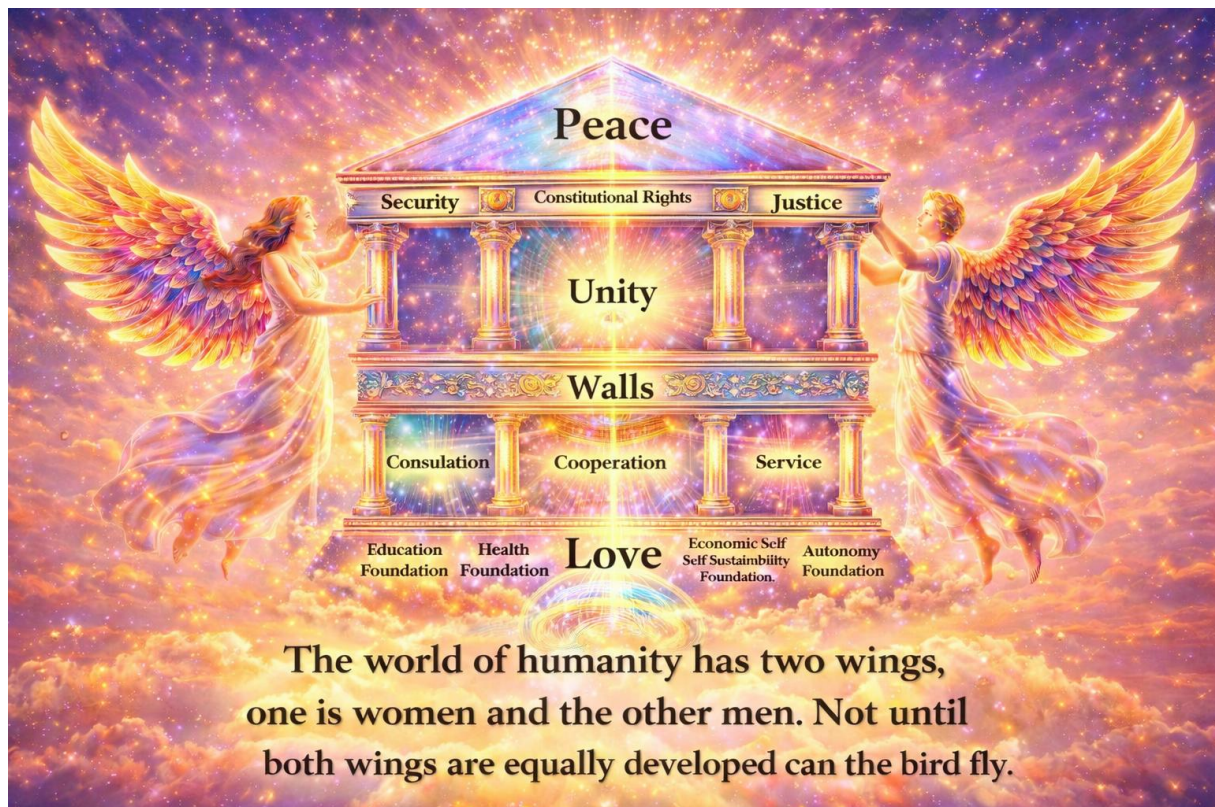
means:

I cannot build peace without developing myself;

I build peace within myself;

I build peace with others;

I build peace for the future;



Curriculum Conclusion

This curriculum presents gender equality and peace-building as a shared human responsibility grounded in dignity, reciprocity, and collective action. By guiding participants through the metaphor of the Peace House, the learning journey moves from inner recognition of inherent nobility to access to essential foundations, to unity expressed through action, and finally to peace safeguarded by just systems. Each stage builds upon the previous one, ensuring that peace is not treated as an abstract ideal, but as a reality that must be intentionally constructed, protected, and sustained. The Peace House and the Wings are one living system; capacity creates structure, and structure creates capacity. The foundation of Love grows the ability; the walls of Unity guide the use of ability; the roof of Peace protects the conditions for ability; and the Wings activate the entire system.

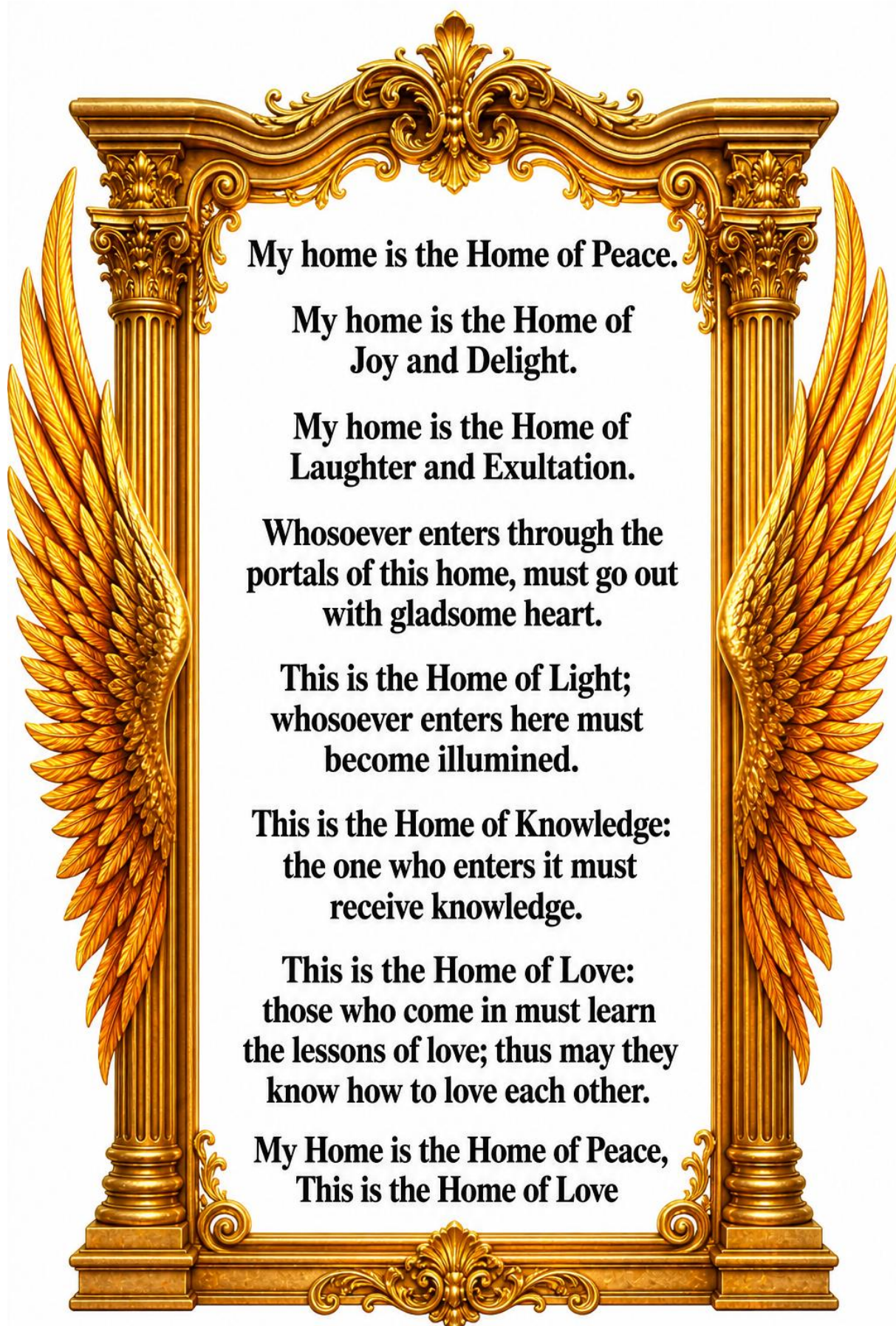
The pedagogical purpose of the Wings is to establish a shared understanding of inherent human dignity, equality, and potential as the starting point of the learning journey. By introducing women and men as the two wings of humanity, the curriculum reframes gender equality as a condition for collective progress rather than a competition or hierarchy. The wings symbolize the noble qualities and capacities that exist in every human being, independent of gender, culture, or circumstance. Pedagogically, this opening challenges internalized beliefs about superiority, limitation, or deficiency by affirming that all participants begin with equal worth and latent potential. This foundation prepares learners to engage with later lessons on rights, unity, and peace without defensiveness or blame, grounding the curriculum in mutual respect and shared humanity.

Beginning with the two wings of humanity, women and men, the curriculum affirms that all people possess noble capacities and equal potential. When these capacities are supported through access to education, health, autonomy, and economic self-sustainability, individuals are empowered to contribute meaningfully to their communities. The pedagogical purpose of the Love Foundation is to establish the conditions necessary for human capacities to grow. These lessons guide participants to understand that inherited nobility and human potential cannot flourish without access to basic human rights: education, health, autonomy, and economic self-sustainability. Love is framed not as sentiment, but as an ethical commitment expressed through enabling access, care, and opportunity. By examining how deprivation restricts growth, learners develop a critical awareness of structural inequality and its impact on both women and men. Pedagogically, this foundation shifts learners from seeing human rights as favors or privileges to recognizing them as essential conditions for dignity, equality, and capacity development. The Love Foundation prepares participants to engage meaningfully in unity and peace by ensuring that all learners begin with a shared understanding of access, fairness, and responsibility.

Unity then emerges not through words or intentions, but through consultation, cooperation, and service, distinguished deeds that translate equality into lived practice. The pedagogical purpose of the Unity Walls is to translate access and capacity into ethical action and collective responsibility. These lessons focus on consultation, cooperation, and service as the lived expressions of unity. Participants learn that unity is not achieved through sameness, rhetoric, or goodwill alone, but through distinguished deeds that respect dignity, value diverse capacities, and prioritize shared benefit. Pedagogically, the Unity Walls move learners from individual awareness to relational practice, emphasizing that equality is expressed in how

people work together, make decisions, and serve their communities. By engaging both women and men as co-builders, these lessons foster partnership, accountability, and mutual respect, reinforcing the understanding that unity grows when capacities are used for collective purposes rather than personal advantage.

The final lessons emphasize that peace requires protection. Security, constitutional rights, and justice safeguard what love has enabled and unity has built. Peace endures when individuals refuse to harm or humiliate others, extend to all the same protections they claim for themselves, and uphold systems that ensure fairness and accountability. In this way, peace becomes both an ethical commitment and a collective achievement. The pedagogical purpose of the Peace Roof is to consolidate learning by focusing on protection, responsibility, and sustainability. These lessons guide participants to understand peace as an active condition upheld by security, constitutional rights, and justice. Learners examine how ethical restraint, reciprocity, and fair systems protect human dignity and prevent abuse of power. Pedagogically, the Peace Roof shifts learners from relying on intention or goodwill to recognizing the necessity of just systems and shared accountability. By integrating security, rights, and justice, the curriculum enables participants to see peace not as an abstract ideal, but as something that must be continuously built, safeguarded, and renewed through ethical action and institutional protection, by women and men together.



Peace House structured framework

Foundation of Love

What helps people grow? Do all people have access to Education, Health, Economic self-Sustainability, Autonomy?

Walls of Unity

How do people work together? Who is included in Consultation, Cooperation, Service?

Roof of Peace

What protects people? Are people protected equally?

Foundation of Love

(Education • Health • Autonomy • Economic Self-Sustainability)

1. 🌱 **System Impact** (A strong foundation feeds upward, it energizes Walls and stabilizes the Roof.)

Education → increases awareness → improves consultation, justice, cooperation.

Health → enables participation → strengthens service, security, productivity.

Autonomy → builds agency → supports rights, justice, cooperation.

Economic Self-Sustainability → reduces dependency → stabilizes security, service systems.

2. 🤝 **Individual** → Collective Action (Growth is not isolated, it becomes capacity shared outward.)

A person gaining education teaches or mentors others.

A healthy individual contributes actively to service and cooperation.

A person with autonomy empowers others to make decisions.

Someone economically stable creates opportunities for others.

3. 🦋 **Link to Wings** (Capacities and Nobility)

Each foundation of Love develops a “feather”:

Education → knowledge and insight.

Health → energy and resilience.

Autonomy → will and responsibility.

Economic stability → stewardship & generosity.

👉 Stronger foundation → stronger wings → greater ability to uplift others

Walls of Unity

(Consultation • Cooperation • Service)

1. 🌱 **System Impact** (Walls connect everything—they translate capacity into collective function.)

Consultation → better decisions → strengthens justice, education, resource use.

Cooperation → collective strength → enhances economic systems, security.

Service → meets needs → supports health, education, trust.

2. 🤝 **Individual** → Collective Action (Unity is built when individuals use their capacities relationally.)

A person skilled in consultation includes others in decision-making.

A cooperative individual builds teams and shared efforts.

A service-oriented person directly uplifts others' conditions.

3. 🦋 **Link to Wings** (Capacities and Nobility)

Consultation → humility and wisdom.

Cooperation → empathy and collaboration.

Service → compassion and sacrifice.

👉 These are social feathers, they allow wings to move together, not alone.

Roof of Peace

(Security • Constitutional Rights • Justice)

1. 🌱 **System Impact** (The Roof protects the whole structure; it ensures conditions where all growth is possible.)

Security → stability → enables education, economy, service.

Constitutional Rights → protection → empowers autonomy and participation.

Justice → fairness → builds trust → strengthens all systems.

2. 🤝 **Individual** → Collective Action (Peace is sustained when individuals live the principles, not just rely on systems.)

Individuals contribute to security by acting responsibly and protecting others.

People uphold constitutional rights by respecting and defending others' freedoms.

Individuals practice justice in daily decisions and relationships.

3. 🦋 **Link to Wings** (Capacities and Nobility)

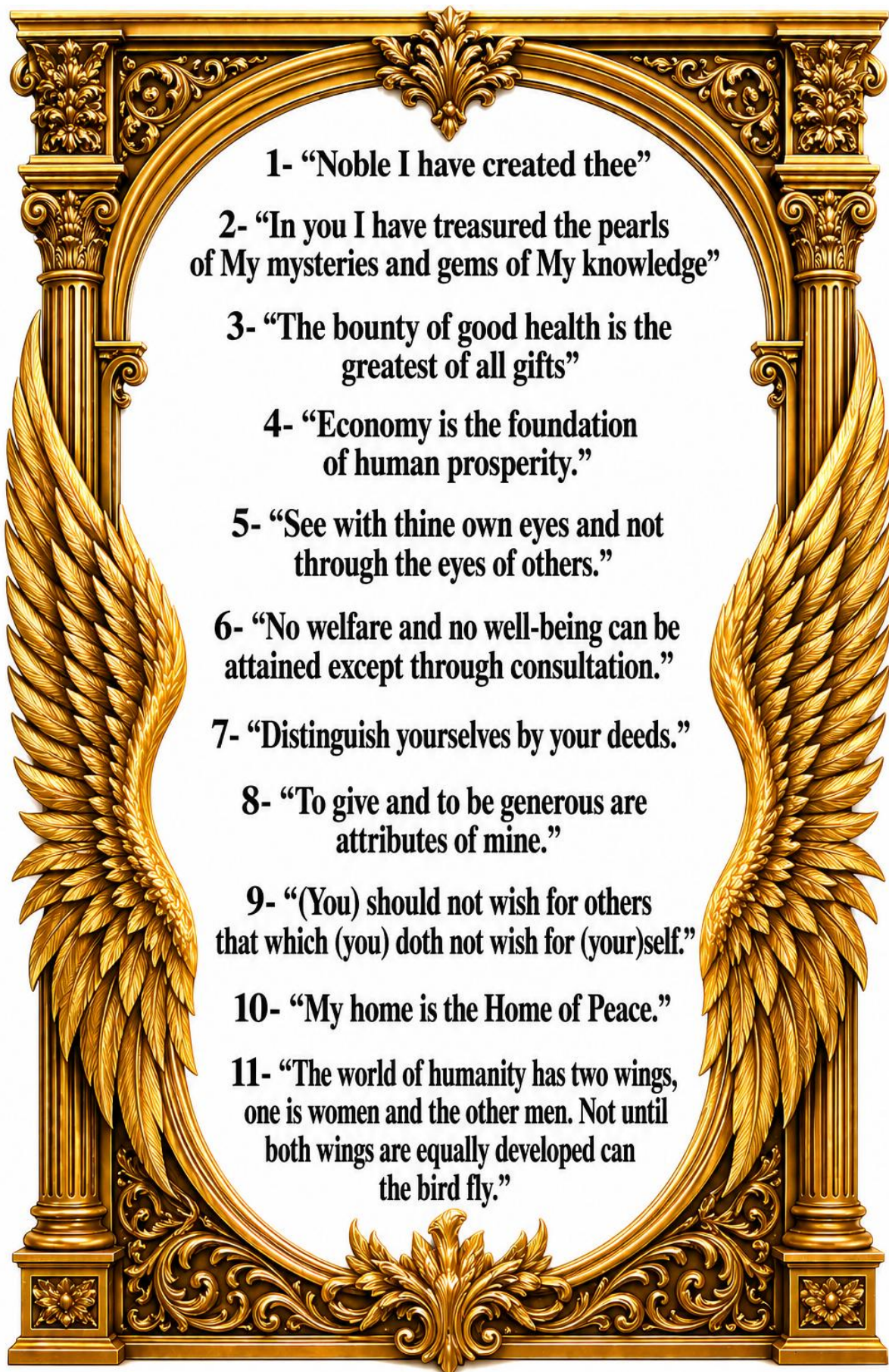
Security → courage and responsibility.

Rights → dignity and awareness.

Justice → integrity and fairness.

👉 These are moral feathers; they guide direction and balance.

Ultimately, this curriculum invites women and men to recognize themselves as co-builders of the Peace House. When both wings are equally developed, supported, and protected, humanity can rise together. The Peace House thus stands not only as a metaphor, but as a call to action, urging participants to build societies where dignity is upheld, unity is practiced, and peace is made sustainable for present and future generations. This curriculum presents a fully integrated developmental system, where each element of the Peace House strengthens all others (systemic growth); each individual's growth must generate growth in others (collective growth); and finally all of this feeds back into strengthening the Wings (human capacities). When individuals gain access → their capacities grow; when capacities grow → they act; when they act → others grow; when others grow → the Peace House strengthens; when the Peace House strengthens → all Wings rise.



1- "Noble I have created thee"

2- "In you I have treasured the pearls
of My mysteries and gems of My knowledge"

3- "The bounty of good health is the
greatest of all gifts"

4- "Economy is the foundation
of human prosperity."

5- "See with thine own eyes and not
through the eyes of others."

6- "No welfare and no well-being can be
attained except through consultation."

7- "Distinguish yourselves by your deeds."

8- "To give and to be generous are
attributes of mine."

9- "(You) should not wish for others
that which (you) doth not wish for (your)self."

10- "My home is the Home of Peace."

11- "The world of humanity has two wings,
one is women and the other men. Not until
both wings are equally developed can
the bird fly."

Teacher Edition

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Holistic Gender Equality Curriculum for Refugees



Dr. HODA THABET

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