

Refugee Empowerment Curriculum

What specific actions can refugees take to pursue their dreams despite the challenges they face?

Are there particular skills or qualifications that are especially valuable for refugees to develop in order to pursue their dreams?

What resources are available to refugees to help them overcome barriers to achieving their dreams?

How important is education for refugees in achieving their long-term goals, and what steps can they take to access educational opportunities?

What strategies can refugees use to stay resilient in the face of setbacks and obstacles along their journey towards their dreams?

How can refugees effectively balance their cultural identity and heritage with their aspirations for the future?

What practical steps can refugees take to turn their dreams into actionable goals and plans?

How can refugees leverage their unique experiences and perspectives as strengths in pursuing their dreams?



Refugee Empowerment Curriculum

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Introduction

This curriculum is crafted to support refugees in their transition to new environments, fostering personal empowerment, community integration, and global citizenship. Whether they are a young adult or an older individual, this syllabus aims to provide a comprehensive educational experience that enhances personal growth, resilience, and the ability to contribute meaningfully to their new community.

Purpose and Goals

The purpose of this syllabus is to assist refugees in adapting to their new surroundings while encouraging personal development and enhancing their sense of belonging. The curriculum is structured to achieve the following goals:

Empower Personal Growth: This syllabus is designed to equip refugees with the necessary skills and knowledge for personal empowerment. By addressing internal biases, cultivating positive qualities, and recognizing individual value, the curriculum builds a strong foundation for personal and professional success.

Foster Community Integration: Integration into a new community involves understanding and adapting to new social norms and values. This curriculum provides practical tools and strategies to help refugees engage effectively with their new communities, promoting mutual respect, empathy, and cooperation.

Promote Global Citizenship: As members of a global community, refugees are encouraged to embrace values of love, unity, and service. This syllabus emphasizes the importance of contributing positively to society and developing a global perspective that transcends borders.

Curriculum Overview

The curriculum is organized around a series of interconnected themes, each designed to build upon the previous one. The lessons offer a holistic approach to personal development and community integration:

Cleaning the Heart from Prejudice: The journey begins with addressing and overcoming internal biases and prejudices. Refugees will reflect on how these biases affect their perceptions and interactions, and develop strategies to confront and eliminate these barriers, fostering a more equitable and open-minded approach to relationships.

Cultivating Love in the Heart: With prejudices addressed, the focus shifts to nurturing love and positive emotions. This lesson encourages refugees to plant “roses of love” in their hearts, symbolizing the growth of compassion and empathy, which will positively influence their interactions with others.

Producing Positive Outcomes: Refugees will learn how to translate their cultivated love into tangible, positive actions that benefit themselves and others. This lesson emphasizes the importance of making a constructive impact through their efforts and recognizes the link between positive emotions and beneficial outcomes.

The Importance of Thoughts on Love and Unity: To sustain positive outcomes, refugees must focus their thoughts on love and unity. This lesson highlights the power of positive thinking and provides strategies for countering negative influences with affirmations of peace and love, ensuring a harmonious mindset.

Recognizing and Utilizing Personal Value: Refugees are encouraged to identify their unique talents and qualities, understanding these as valuable assets that contribute to personal growth and community well-being. This lesson helps students recognize their strengths and explore ways to utilize these qualities effectively.

Discovering Gems Through Love: This lesson focuses on uncovering and appreciating valuable qualities in themselves and others through acts of love and compassion. Refugees will practice empathy and active listening to build deeper connections and recognize the positive attributes in those around them.

Lifelong Goal of Finding and Developing Gems: Discovering and developing valuable qualities is an ongoing process. Refugees will set long-term goals for personal and communal growth, learning how to stay motivated and committed to this lifelong journey of continuous development.

Reflecting Love Through Action and Service: Love is best expressed through actionable service. This lesson teaches refugees that true love is demonstrated through their actions and dedication to serving others, reinforcing the impact of service on building a positive community environment.

Eliminating All Forms of Prejudice: The final goal is to work towards the complete elimination of prejudice by applying the principles learned throughout the syllabus. Refugees will develop strategies to promote inclusivity and fairness in their interactions and community activities, contributing to a just and equitable world.

Approach and Methodology

The syllabus employs a learner-centered approach, emphasizing active participation and practical application of concepts. Each lesson includes interactive activities, discussions, and reflection exercises designed to engage refugees and encourage personal connection with the material. The curriculum is adaptable to diverse learning styles and needs, ensuring that all participants can benefit from the content.

Conclusion

This Education Syllabus for Refugees aged 15 and older is designed as a transformative journey that goes beyond traditional learning. It provides a comprehensive framework integrating personal development, community integration, and global citizenship, tailored to meet the diverse needs of refugees transitioning into new environments.

Our program has been rigorously tested in the field with various refugee groups, encompassing a broad spectrum of age groups, cultural backgrounds, and ethnicities. This practical application has allowed us to refine the curriculum to ensure it effectively addresses the unique challenges and opportunities faced by refugees from different walks of life.

Throughout this syllabus, refugee students will embark on a journey of self-discovery and empowerment. The initial focus on cleaning the heart from prejudice is crucial, as it lays the

foundation for all subsequent learning. By addressing and overcoming biases, refugee students will be better equipped to embrace new experiences and engage with others in a more open-minded and inclusive manner. This step is essential for building a strong sense of self-awareness and fairness, which are critical for successful integration into a new community.

As students' progress to cultivating love in the heart, they will learn to foster positive emotions and develop compassion and empathy. This nurturing of the "roses of love" symbolizes the growth of a caring and considerate approach to life, which will enhance their interactions with others and contribute to a more harmonious environment. By producing positive outcomes through their actions, students will see the direct impact of their cultivated love, reinforcing the value of their emotional growth.

The emphasis on thoughts of love and unity ensures that students maintain a positive and constructive mindset. By learning to counteract negative thoughts with affirmations of peace and love, refugees will be better prepared to overcome challenges and sustain their personal and communal growth. This mindset is pivotal for creating lasting change and achieving their goals.

Recognizing and utilizing personal value is another critical component of the curriculum. Refugee students will be encouraged to identify and embrace their unique talents and qualities. Understanding their intrinsic worth helps build confidence and encourages them to contribute their strengths to both personal and communal settings. This recognition is key for developing a sense of purpose and belonging.

The process of discovering gems through love involves uncovering and appreciating the valuable attributes in oneself and others. By engaging in acts of love and compassion, students will practice empathy and build deeper, more meaningful connections. This lesson highlights the importance of recognizing and celebrating the positive qualities in those around them, fostering a supportive and interconnected community.

Finding and developing these gems is a lifelong goal that requires continuous effort and commitment. Refugee students will be guided in setting long-term personal and communal goals, learning how to stay motivated and dedicated to their personal growth. This ongoing journey of development is integral to achieving their fullest potential and making meaningful contributions to society.

The reflection of love through action and service underscores that true love is demonstrated through tangible actions. By engaging in service activities, students will experience firsthand the impact of their efforts on the community. This lesson reinforces the idea that love is not only a feeling but also a call to action, driving positive change through dedicated service.

Finally, the syllabus culminates in the goal of eliminating all forms of prejudice. By applying the principles learned throughout the curriculum, refugee students will work towards promoting inclusivity and fairness in all aspects of their lives. This final objective is about creating a world where all individuals are treated with respect and equality, reflecting the core values of love and unity that have been emphasized throughout the syllabus.

In summary, this syllabus offers more than just educational content; it is a comprehensive guide to personal and communal transformation. By engaging with the curriculum, refugee students will gain essential skills and insights that empower them to navigate their new environment successfully, contribute positively to their communities, and embrace their roles as global citizens. The journey through this syllabus is designed to build resilience, foster a deep sense of belonging, and instill a commitment to lifelong learning and service.

We are proud to share that this education program has been tested extensively with various refugee groups across different age ranges and cultural and ethnic backgrounds. This field testing has provided valuable insights and feedback, allowing us to refine the curriculum to ensure its relevance and effectiveness. The program's success in diverse settings underscores its adaptability and the universal applicability of its core principles.



Session 1 (The Mirror)

“The sunbeam falls alike upon the dust and the mirror yet differ they in reflection as doth the star from the earth.”



Lesson 1: Cleaning the Heart from Prejudice

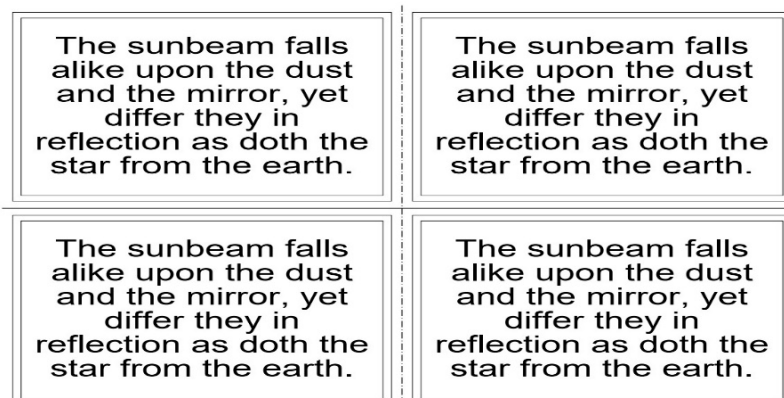
Theme: The initial step involves addressing and eliminating internal biases and prejudices. For students, this means reflecting on their own attitudes and understanding how prejudices can distort perceptions and interactions. Prejudice can create barriers to genuine understanding and connection with others, leading to unfair judgments and actions. By cleansing their hearts of these biases, students open themselves up to a more authentic and equitable view of the world. This foundational step is crucial because it sets the stage for all future interactions and contributions, ensuring that they are rooted in fairness and openness. It is about fostering an environment where everyone is valued equally, regardless of their background or identity.

Objective: Students will identify and reflect on their own biases and prejudices, understand how these affect their perceptions and interactions, and develop strategies to address and overcome these biases. By the end of the lesson, students should be able to articulate the importance of fairness and openness in creating equitable relationships and interactions.

Lesson's questions:

- What do you think might obstruct a mirror's surface, making it less reflective and clear?
- How might environmental factors like dust, dirt, or moisture affect the clarity of a mirror's reflection?
- Can you identify any emotional or psychological “dust” that could cloud the reflection of your own heart?
- Reflecting on your experiences as a refugee, what external factors do you believe might impact the purity of your heart's reflection?
- How might negative emotions such as anger, fear, or resentment create a barrier on the surface of your heart, preventing it from reflecting positivity and light?

- In what ways can acts of forgiveness and letting go of past hurts contribute to polishing the mirror of your heart, allowing it to reflect love and positivity?
- Consider the people you surround yourself with. How do they contribute to the clarity or distortion of your heart's reflection?
- Think about times when you've faced adversity or discrimination. How did these experiences affect the "mirror" of your heart, and how did you overcome them?
- Reflecting on your experiences, can you identify moments when you felt like a mirror, reflecting positivity and hope to others? What led to those moments?
- In what ways can acts of kindness and compassion from others help in restoring the clarity of your heart's reflection? In what ways can acts of kindness and compassion from you towards others help in restoring the clarity of your heart's reflection?
- What steps can you take to ensure that despite the challenges you face, your heart remains a clear and pure mirror, reflecting love, empathy, resilience and capable of reflecting the warmth and brightness of the sun?
- What steps can you take today to start embodying the qualities of a mirror?
- What is the significance of the sunbeam in this quotation, and what might it symbolize?
- What do you think the "sunbeam" represents in your own life? Is it a source of inspiration, knowledge, or something else?
- How do you think the "dust" and the "mirror" might represent different attitudes or mindsets people can have?
- Why do you think some people reflect positivity (like the mirror) while others might not (like the dust)?



- Can you think of a situation where the same experience affected you and someone else differently? What do you think caused that difference?
- How do you interpret the idea that everyone experiences the same challenges or opportunities but responds differently?
- Do you believe that your internal qualities (like confidence, kindness, or resilience) affect how

you respond to life's challenges? Why or why not?

- How does this quotation relate to the idea of staying true to yourself in the face of peer pressure or outside influences?
- What does this quotation suggest about the importance of having a clear mind or a positive attitude? How can you work on developing that?
- How can you apply the message of this quotation to your daily life, especially in how you handle challenges or interactions with others?

Appendix 1A¹

Appendix 1B

¹ <https://coloringonly.com/images/imgcolor/Mirror-Free-Printable-coloring-page.jpg>

Lesson plan: Session 1 (The Mirror)

“The sunbeam falls alike upon the dust and the mirror yet differ they in reflection as doth the star from the earth.”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: Develop students' ability to reflect love, kindness, positivity, and compassion by examining how the reflection of light is a core and essential quality of mirrors.

Kennslugögn: Teaching materials

- Mirror
 - Dust/sand
 - Flash cards: lesson quotation
 - Flash cards: discussion questions
 - Drawing sheet: mirror image
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In this lesson, students are introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings.

Hvað geri ég?

Personal introduction: Explain the meaning of your name and highlight one positive quality you possess.

Lesson warm-up discussion: Which can reflect light more effectively, a mirror or sand?

Activity 1: What my mirror reflects?

Objective: To recognize that reflection is an inherent characteristic of mirrors, allowing them to reflect both beautiful and unattractive objects.

Game1: I am a mirror.

Objective: To learn that the human heart functions as a mirror, reflecting our thoughts, feelings, and actions.

Hvað gerir nemandi/nemendur?

Students introduce their name, explain its meaning, and mention one positive quality they possess.

Students use a torch to examine both a mirror and a pile of sand. They then discuss their observations as a group.

Each student receives a mirror and writes down or draws five beautiful objects and five unattractive objects that their mirror reflects. They then share their observations with the class.

- Students use their mirrors to write or draw one beautiful object and one unattractive object.
- Students then write or draw their thoughts, feelings, and actions related to these objects.
- Finally, students share their observations and reflections with the class.

Activity 2: Lesson Quotation (Role-playing)

Objective: To recognize that our heart serves as a mirror, and each person has the choice to reflect positivity and light.

Game 2- Determine what could block or tarnish the surface of my mirror, diminishing its reflectiveness.

Objective: To learn that although reflection is an inherent property of mirrors, they must have a clean surface to properly reflect light.

Activity-3: Turn your mirror towards each person in the room and identify one positive characteristic or quality to reflect.

Activity-4: working on lesson questions.

Assessment: Students write or draw what they want the mirror of their heart to reflect moving forward.

- (a) Students receive a flashcard with the lesson's quotation and are asked to complete the sentence with their own answers: "***My heart is a mirror. When the sunbeam falls on my heart, I reflect ...***"
- (b) Students write or draw their thoughts, feelings, and actions as a mirror reflecting light.
- (c) Students role-play their responses for the class, holding their mirror in hand as they share their answers.
(My heart is a mirror, when the sunbeam falls on my heart, I reflect ...)

Each student works independently and then writes or draws their answers on the board. The student who lists the most factors that could obstruct their mirror's surface is declared the winner.

- (a) Students direct their mirror towards each person in the room and identify one positive characteristic or quality in them.
- (b) Students then share their thoughts, feelings, and actions about discovering this positive characteristic or quality in that person.

Each student selects a question from the flashcard pile and shares their answers with the class, sparking discussions that encourage participation from everyone.

- (a) On a drawing sheet, students write or draw what they want the mirror of their heart to reflect moving forward.
- (b) Each student records, using their phone's voice recorder, their hopes for what the mirror of their heart will reflect in the future.

Session 2 (The Rose of Love)

“In the garden of thy heart plant naught but the rose of love”



Lesson 2: Cultivating Love in the Heart

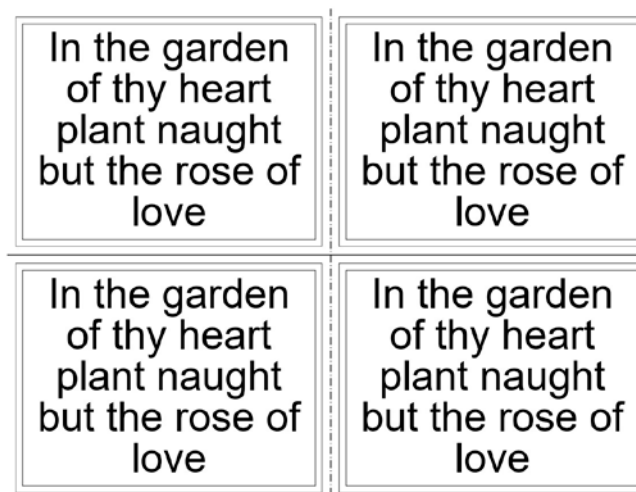
Theme: Once students have worked to remove prejudices, the focus shifts to nurturing love and positive emotions within themselves. This lesson encourages students to plant “roses of love” in the garden of their hearts. The metaphor of planting roses symbolizes the deliberate and mindful cultivation of love, compassion, and kindness. By concentrating on fostering these qualities, students create a fertile ground for positive relationships and interactions. This internal growth is vital because it influences how they engage with others and contributes to their ability to make a positive impact. Cultivating love within oneself involves practices such as empathy, forgiveness, and understanding, which help students to build stronger and more meaningful connections with others.

Objective: Students will learn and practice techniques for nurturing love, compassion, and positive emotions within themselves. They will explore how cultivating these qualities impacts their interactions with others and contributes to their personal development. Students will also set personal goals for fostering these qualities in their daily lives.

Lesson’s questions:

- What qualities do you think the rose of love represents, and how can you cultivate these qualities within yourself?
- In what ways can acts of kindness and compassion be considered as seeds to plant in your heart garden?
- Reflecting on your experiences, can you identify any external factors or influences that may affect the growth and flourishing of the rose of love in your heart?
- Reflect on moments when you’ve felt disconnected from yourself or others. What barriers do you think prevented the rose of love from blooming in those situations?
- Consider the impact of negative emotions like hatred or resentment. How do these emotions poison the soil of your heart garden, preventing the rose of love from blooming?

- What role does forgiveness play in tending to the rose of love in your heart, removing the weeds of resentment and allowing it to flourish?
- How can practicing gratitude and appreciation be likened to watering the soil of your heart garden, nurturing the growth of love and positivity?
- In what ways can you sow seeds of empathy and understanding in your interactions with others, enriching the soil of their heart gardens as well?
- Reflect on the people who have shown you kindness and support. How have their actions helped to nurture the growth of love and empathy within you?
- In what ways can you cultivate an environment of positivity and kindness around you, creating fertile soil for the rose of love to thrive?



- What steps can you take today to ensure that the garden of your heart is a nurturing environment for the rose of love, allowing it to blossom and spread its fragrance to those around you?
- What does it mean to “plant” something in your heart? How can you actively choose to plant love in your life?
- Why do you think the quotation emphasizes planting only the “rose of love” and nothing else in your heart?
- How can you show love to yourself and others, even when it’s challenging?
- What are some ways you can focus on love instead of negativity in your daily interactions with friends and family?
- How do you think the relationships in your life would change if everyone focused on planting love in their hearts?
- What might be some “weeds” in the garden of your heart that could choke out love, and how can you remove them?
- How can you practice forgiveness and understanding to nurture the “rose of love” in your heart?

- How can focusing on love help you deal with feelings of anger, jealousy, or frustration?
- What are some practical steps you can take to make sure love is the foundation of your actions and decisions?
- How can planting love in your heart make a positive impact on your community?

Appendix 2A¹

Appendix 2B²

Appendix 2C³

Appendix 2D⁴

Appendix 2E

1 <https://coloringpage.pro/rose/>

2 https://pngimg.com/uploads/rose/rose_PNG642.png

3 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2013/Love_Any_Language_ND13p27.pdf

4 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2015/Global_Greetings_JFMA15.pdf

Lesson plan: Session 2 (The Rose Garden)

“In the garden of thy heart plant naught but the rose of love”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: Enhance students' ability to embody love, kindness, positivity, and compassion by discussing the idea of transforming their hearts into a garden and planting the roses of love within it.

Kennslugögn: Teaching materials

- Original rose
 - Dry Roses
 - Rose water/oil
 - Flash cards: hand offering roses
 - Flash cards: lesson quotation
 - Flash cards: discussion questions
 - Drawing sheet: Roses image
 - Activity sheet 1: “love” in different languages.
 - Activity sheet 2: Global Greetings
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. This lesson is built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. Students learn that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love.

Hvað geri ég?	Hvað gerir nemandi/nemendur?
Present a fresh rose for the students to see and spray a few drops of rose water on each student's palm. Ask the students to imagine entering a rose garden and compare it with entering a place where garbage is collected. Have them respond to the following questions:	Students receive a few drops of rose water on their palms and smell it. Each student then describes their feelings about two scenarios:
What do you see with your eyes?	What they see: Looking at the vibrant, colorful roses versus unpleasant garbage.
What do you smell with your nose?	What they smell: Inhaling the lovely fragrance of the rose versus the odor of garbage.
How long would you want to stay in each place?	What they feel: Whether they would want to stay or leave the rose garden or the garbage place.
Would you want to share this place with your family?	Sharing: Whether they would wish to share the beautiful or unpleasant place with their loved ones.

Lesson discussion: If you were to cultivate your own rose garden, what other lovely elements might fill this garden? (nightingale, butterfly, honeybees)

Activity 1: Who will receive my roses?

Objective: To learn that in order to offer roses to the people they love, they must first cultivate those roses within themselves.

Game1: Find the word “love” in different languages.

Game2: Global Greetings

Objective: To learn how to show love and friendship to individuals from diverse backgrounds.

Activity 2: How many people from different backgrounds do you know? Who are they, what are their origins, and how did you meet them? What gestures of love have you extended to them?

Objective: To learn the significance of offering a rose of love from the garden of their heart to individuals from diverse origins and cultures.

Activity-3: Determine what might obstruct the planning of a rose garden. What is required to plant a rose garden? What measures are needed to protect it? **(The soil should be free from weeds, rocks, or debris that can hinder root growth and development.)**

Objective: To learn that cultivating and safeguarding a rose garden demands significant effort and dedication.

Activity-4: working on lesson quotation. Identify obstacles that could prevent your heart from becoming a rose garden. What is needed to transform your heart into a rose garden? How can you protect this inner garden? What are the roses of love within your heart garden?

Students describe the appearance of their ideal rose garden.

Students receive a flashcard featuring an image of a hand offering roses. They then write down or draw the names of the people they would like to give these roses to.

Students are divided into a group of 2. The first group that finishes their activity chart is the winner in this game. Students share their answers with the entire class.

a) Students write down/draw their answers

b) Students share their answers with the entire class.

Students share their answers with the group.

(a) Students receive a flashcard featuring the lesson’s quotation.

(b) Students write or draw their thoughts, feelings, and actions in response to the quotation.

Objective: To understand that transforming their heart into a rose garden requires considerable effort and dedication. To learn that through their actions, they can share the roses of love from their heart's garden with others. Activity-5: working on lesson questions. Assessment: Students write or draw the beautiful roses they would like to cultivate in the garden of their heart.	(c) Students role-play their responses for the entire class, holding a dry rose in their hands as they share their answers. <i>(My heart is a rose garden, and some of the beautiful actions I show are: ...)</i> Each student selects a question from the flashcard pile and shares their answers with the class, sparking discussions that encourage participation from everyone. (a) On a drawing sheet, students write or draw the beautiful roses they wish to plant in the garden of their heart. (b) Each student uses their phone's voice recorder to describe what they hope to cultivate in the garden of their heart.
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Session 3 (The Fruitful Tree)

“You must give forth goodly and wondrous fruits, that you yourselves and others may profit therefrom.”



Lesson 3: Producing Positive Outcomes

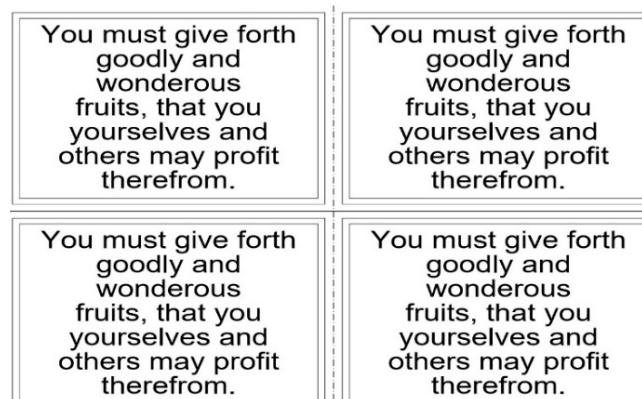
Theme: With a heart filled with love, the next step is to ensure that the efforts and intentions of students lead to positive and beneficial outcomes. The “roses of love” that have been planted should now produce “fruits” that benefit both themselves and others. This means that the positive emotions and attitudes they have cultivated should translate into actions that yield good results. For students, this could involve engaging in acts of kindness, pursuing goals with integrity, and contributing to their communities in meaningful ways. This lesson highlights the importance of translating inner qualities into tangible benefits, ensuring that their positive intentions have a real impact on their environment and the people around them.

Objective: Students will understand how cultivating love and positive intentions leads to beneficial actions and outcomes. They will identify ways in which their positive qualities can translate into actions that benefit themselves and others. By the end of the lesson, students should be able to provide examples of how their efforts have resulted in positive impacts in their lives and communities.

Lesson’s questions:

- Reflecting on your experiences, what are some qualities or virtues that you believe constitute “goodly and wondrous fruits”?
- In what ways can acts of kindness and compassion be likened to the fruits of a tree, benefiting both yourself and others?
- Can you identify any talents or skills that you possess that could be considered as “goodly and wondrous fruits,” benefiting both yourself and your community?
- Consider the impact of your actions and words on those around you. How can you ensure that the fruits you bear are positive and uplifting?
- Reflect on moments when you’ve shown empathy and understanding towards others. How do you think these actions have enriched both your life and the lives of those around you?

- Reflect on moments when you've felt a sense of pride or fulfillment from helping others. How can you cultivate more of these moments in your life?
- How do you think cultivating resilience and perseverance can help you become a more fruitful tree, capable of weathering life's challenges and still bearing fruit?
- What role does self-improvement and personal growth play in becoming a fruitful tree, constantly striving to bear better and more nourishing fruits?
- Reflect on the people who have inspired you with their kindness and generosity. How can you emulate their example and become a source of goodness and inspiration for others?
- How can cultivating a mindset of gratitude and appreciation help you recognize the abundance of blessings in your life, allowing you to bear even more plentiful fruits?
- Reflect on times when you've felt discouraged or disheartened. How can you use these experiences as opportunities for growth and transformation, ultimately bearing sweeter fruits?
- How can qualities like resilience, adaptability, and resourcefulness be viewed as fruits of your ability to thrive and flourish despite challenges and setbacks?
- What steps can you take today to ensure that you are cultivating the qualities and virtues necessary to become a truly fruitful tree, enriching the lives of all those around you?



- What do you think “goodly and wondrous fruits” could symbolize in your life, such as positive actions, achievements, or qualities?
- Why do you think it's important to not only benefit yourself but also others through your actions?
- How can you use your unique talents or skills to create something that positively impacts the people around you?
- What are some examples of positive actions you can take that would benefit both you and your friends or family?
- How can helping others also help you grow as a person? Can you think of a time when this happened in your life?

- What challenges might you face in trying to produce positive outcomes, and how can you stay motivated to overcome them?
- Why is it important to think about the long-term effects of your actions on yourself and others?
- How can you inspire your friends or peers to also focus on making a positive impact in their communities?
- What are some small, everyday actions you can take that would be considered “goodly and wondrous fruits”?
- How can focusing on the well-being of others lead to a more fulfilling and meaningful life?

Appendix 3A¹

Appendix 3B²

Appendix 3C³

Appendix 3D⁴

Appendix 3E⁵

Appendix 3F⁶

Appendix 3G⁷

Appendix 3H⁸

Appendix 3I⁹

Appendix 3J¹⁰

Appendix 3K

1 <https://coloringpage.pro/japan-coloring-pages/>

2 <https://mailchi.mp/78d3f73eb356/8405y5fmjt>

3 <https://mailchi.mp/6493032dc2eb/jmznosguk4>

4 <https://mailchi.mp/6493032dc2eb/jmznosguk4>

5 <https://mailchi.mp/6493032dc2eb/jmznosguk4>

6 <https://www.vectorstock.com/royalty-free-vector/human-individuality-created-with-tree-roots-vector-27068675>

7 <https://images.app.goo.gl/Nc9furDMFpC2x4Nf7>

8 <https://myfreebingocards.com/bingo-card-generator/30-free-cards/xvg4gdm>

9 <https://images.app.goo.gl/RXLQGwHvqLAGvr1y5>

10 <https://growingstrongminds.com/shop/staff-character-strength-tree/>

Lesson plan: Session 3 (The Fruitful Tree)

"You must give forth goodly and wonderous fruits, that you yourselves and others may profit therefrom."

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: Develop students' ability to demonstrate love through action by actively engaging in acts of kindness.

Kennslugögn: Teaching materials

- Bingo: creating caring communities
 - Flash cards: lesson quotation
 - Flash cards: discussion questions
 - Drawing sheet: Fruitful tree
 - Image of Apple tree life cycle
 - Image of human tree
 - Image of trees in seasons
 - Image of shapes of trees
 - Image of trees' fruits
 - Image of tree anatomy
 - Image of human fruits
 - Activity sheet 3: Human tree flash card
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In this lesson, the focus is shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart.

Hvað geri ég?	Hvað gerir nemandi/nemendur?
Place a picture of the apple tree's life cycle where all students can clearly see the progression from seed to mature tree.	Students examine the pictures and analyze how a tree changes from one stage to another throughout its life cycle and across different seasons.
Show a picture of a tree anatomy.	By studying the tree's anatomy, they observe its various parts.
Show a picture of a tree in different seasons.	Students explore the diversity among different trees and fruits, noting how a tree's appearance and characteristics can vary with each season.
Show a picture of different shapes of trees.	
Show a picture of different fruits.	

Lesson discussion: What are the fruits/benefits of trees?

Activity 1: Why do you believe trees are important?

Trees offer homes to a variety of animals, provide shade, and serve as a valuable source of fuel.

Objective: to explain the concept of a fruitful tree and to understand that being a fruitful tree means being beneficial. While not all trees bear fruit, every tree can offer value and benefits.

Activity 2: What are the essential needs for a tree to grow? how should you care for trees once they are planted? (Nutrients, sunlight, water, air, space: root systems, branches, leaves, and stems need room to grow)

Objective: To understand that a tree needs proper care to grow and become fruitful.

Activity 3: Display a picture of a *Human Tree* for all students to see, along with an image of *Human Fruits*. Explain to the students that each of them is like a tree filled with fruits.

- What are some examples of human fruits, and how can we nurture and care for them?

(charity, joy, peace, patience, kindness, goodness, generosity, gentleness, faithfulness, modesty, self-control)

Game1: ***Bingo*** *Creating caring Communities.*

Objective: To learn that acts of kindness, symbolizing human fruits, can come in all forms and sizes, whether small or large.

Activity-4: working on lesson quotation.

Identify factors that could hinder your growth into a fruitful tree. What is needed to become a fruitful tree, and what is required to maintain that fruitfulness?

- Students are divided into pairs.
- Students share their answers with the group.

- Students are divided into pairs.
- Students share their answers with the group.

Students are divided into pairs and each student receives a flashcard depicting a human tree. Working together, they write or draw their responses to the following questions:

- ***If you were a tree, what fruits would you bear?***
- ***What factors could cause your fruits to wither?***
- ***How would you care for your fruits?***

Students receive Bingo cards, and the first person to complete their card wins.

- a) Students receive a flash card with the lesson's quotation.
- b) Students are divided into a group of 2. Students write down/draw their answers.
- c) Students share their answers with the entire class.

Objective: To recognize that becoming a fruitful tree demands considerable effort and dedication. To learn how their actions can enable them to share their fruits with others.

Activity-5: working on lesson questions.

Assessment: Students list or illustrate all the beneficial fruits that their tree of life can provide to others.

Each student picks a question from the flash cards pile and share their answers with the class. This will stimulate discussions in which all students can participate in.

- (a) On a drawing sheet, students write or draw all the valuable fruits their tree of life can offer to others.
- (b) Each student uses their phone's voice recorder to describe the fruits they would like their tree of life to offer to others.

Session 4 (Thoughts of Love)

“Concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace, a thought of hatred must be destroyed by a more powerful thought of love.”



Lesson 4: The Importance of Thoughts on Love and Unity

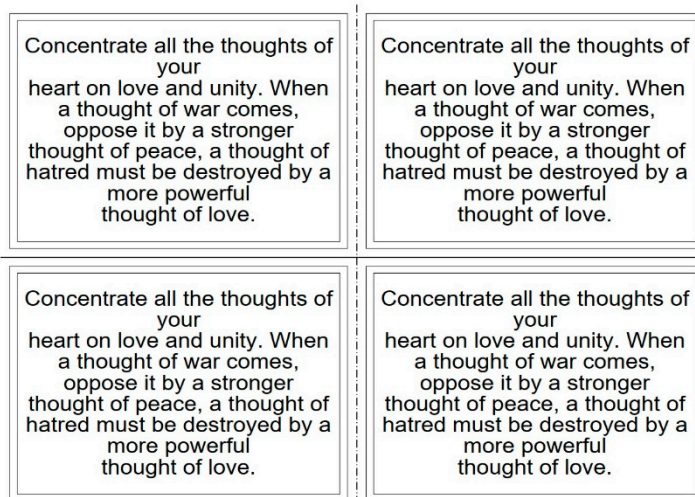
Theme: To continue producing good outcomes, students must focus their thoughts on love and unity. This lesson emphasizes the power of positive thinking and its role in counteracting negative influences. When students encounter thoughts or situations that promote conflict, hatred, or division, they should counter these with stronger, positive thoughts of peace and love. The practice of concentrating on love and unity helps to sustain a positive mindset and encourages harmonious interactions. This approach reinforces the idea that maintaining a focus on positive values is essential for fostering an environment where good outcomes are consistently produced and maintained.

Objective: Students will explore the power of thought and how focusing on love and unity can counteract negative influences. They will practice techniques for maintaining a positive mindset and learn strategies to address and transform negative thoughts into constructive actions. Students will also develop a personal plan for applying these techniques in their daily interactions.

Lesson's questions:

- What do you think are some of the root causes of thoughts of hatred, and how can they be addressed or transformed into thoughts of love?
- What do you think are some of the root causes of thoughts of war or violence, and how can they be addressed or transformed into thoughts of peace?
- Reflect on moments when you've witnessed or experienced the consequences of hatred or discrimination. How do these experiences influence your commitment to promoting thoughts of love?
- Consider the role of forgiveness in breaking the cycle of hatred and promoting thoughts of love. What practical strategies can you implement to let go of past grievances and resentments?
- Reflect on the impact of your words and actions on those around you. What practical steps can you take to ensure that your interactions with others are rooted in love and respect?
- How can acts of kindness and generosity towards others serve as practical expressions of love in your daily life, counteracting feelings of hostility or resentment?

- Reflect on the impact of media and social influences on your thoughts and emotions. What strategies can you implement to surround yourself with positive and uplifting content that promotes love and unity?
- Consider the power of empathy in transforming thoughts of hatred into thoughts of love. How can you actively seek to understand the perspectives and experiences of others, even those with whom you disagree?
- How can engaging in acts of community service and volunteerism help you cultivate thoughts of love and unity, both within yourself and within your broader community?
- What steps can you take today to actively cultivate and promote thoughts of love within yourself and your community, contributing to a world filled with compassion and understanding?
- What specific actions can you commit to today to concentrate all the thoughts of your heart on love and unity, both in your personal life and in your interactions with others? What do you think are some of the root causes of thoughts of hatred, and how can they be addressed or transformed into thoughts of love?



- What do you think are some of the root causes of thoughts of war or violence, and how can they be addressed or transformed into thoughts of peace?
- Reflect on moments when you've witnessed or experienced the consequences of hatred or discrimination. How do these experiences influence your commitment to promoting thoughts of love?
- Consider the role of forgiveness in breaking the cycle of hatred and promoting thoughts of love. What practical strategies can you implement to let go of past grievances and resentments?
- Reflect on the impact of your words and actions on those around you. What practical steps can you take to ensure that your interactions with others are rooted in love and respect?
- How can acts of kindness and generosity towards others serve as practical expressions of love in your daily life, counteracting feelings of hostility or resentment?
- Reflect on the impact of media and social influences on your thoughts and emotions. What strategies can you implement to surround yourself with positive and uplifting content that promotes love and unity?

- Consider the power of empathy in transforming thoughts of hatred into thoughts of love. How can you actively seek to understand the perspectives and experiences of others, even those with whom you disagree?
- How can engaging in acts of community service and volunteerism help you cultivate thoughts of love and unity, both within yourself and within your broader community?
- What steps can you take today to actively cultivate and promote thoughts of love within yourself and your community, contributing to a world filled with compassion and understanding?
- What specific actions can you commit to today to concentrate all the thoughts of your heart on love and unity, both in your personal life and in your interactions with others?
- What does it mean to “concentrate all the thoughts of your heart on love and unity,” and how can you practice this in your daily life?
- How can you catch yourself when a negative thought, like anger or hatred, starts to form, and how can you consciously replace it with a positive one?
- Why is it important to choose thoughts of peace and love, especially when you’re dealing with conflicts or stressful situations?
- Can you recall a time when you chose to respond with love or unity instead of anger? What was the outcome?
- How do you think focusing on love and unity can help improve your relationships with friends, or family?
- What are some strategies you can use to keep your mind focused on positive thoughts, even when you’re feeling upset or frustrated?
- How can practicing this approach of replacing negative thoughts with positive ones make you a better leader or role model?
- Why might it be difficult to replace thoughts of hatred with love, and how can you develop the strength to do so?
- How can embracing love and unity in your thoughts contribute to creating a more positive and inclusive environment in your community?
- How can you inspire others around you to also choose thoughts of peace and love in their interactions and conflicts?

Appendix 4A¹

Appendix 4B²

1 <https://images.app.goo.gl/rdCfyJAa3rsm6Acx9>

2 <https://images.app.goo.gl/SCTUJZcxeV9NXvhp9>

Appendix 4C³

Appendix 4D⁴

Appendix 4E⁵

Appendix 4F⁶

Appendix 4G⁷

Appendix 4H⁸

Appendix 4I⁹

Appendix 4J¹⁰

Appendix 4K¹¹

Appendix 4L¹²

Appendix 4M¹³

Appendix 4N

3 <https://images.app.goo.gl/AB88cZ17P6Gmj1129>

4 <https://images.app.goo.gl/jWfLQsdbUgTbLoHV9>

5 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2014/Stars_One_Heaven_MJ14p2.pdf

6 <https://img1.wsimg.com/blobby/go/407a3e51-e5b3-428c-a034-ff3ccadf6b1c/downloads/Coping%20With%20Anxiety%20Workbook.pdf?ver=1721984581322>

7 <https://www.nhselect.nhs.uk/uploads/files/1/The%20Anatomy%20of%20Peace%20-%20The%20Arbinger%20Institute.pdf>

8 <https://static1.squarespace.com/static/5cb61b1e29f2cc34d16e2bd6/t/6022eaff53d41238d579b72f/1612901132906/window-of-tolerance-infographic.pdf>

9 <https://img1.wsimg.com/blobby/go/407a3e51-e5b3-428c-a034-ff3ccadf6b1c/downloads/Coping%20With%20Anxiety%20Workbook.pdf?ver=1721984581322>

10 <https://www.alamy.com/macadamia-nut-butter-cartoon-character-style-having-angry-face-image345305252.html>

11 <https://www.pinterest.com/pin/inside-out-anger-by-miacat7-on-deviantart--324681454397782448/>

12 <https://www.nedleyhealth.com/post/avoid-thinking-errors-with-the-abcs-of-cognitive-behavioral-therapy>

13 <https://www.pinterest.com/pin/751749362782013923/>

Lesson plan: Session 4 (Thoughts of Love)

“Concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace, a thought of hatred must be destroyed by a more powerful thought of love.”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: develop students' skills in recognizing their thoughts and deliberately changing negative emotions, such as anger and hatred, into positive ones like love and kindness.

Kennslugögn: Teaching materials

- Scissors and Glue
 - Flash cards: Lesson quotation
 - Flash cards: Discussion questions
 - Drawing sheet: Love thoughts
 - Image of Peaceful world
 - Image of Anger thermometer
 - Image of Thought journey
 - Image of Way of being
 - Image of Peace War thoughts
 - Image of Window of Tolerance
 - *Activity sheet 1*: Cognitive Triangle Worksheet
 - *Activity sheet 2*: Angry Jar and small Angry faces
 - *Activity sheet 3*: Cognitive behavioral therapy (CBT) Worksheet
 - *Activity sheet 4*: Love thoughts wordsearch & Positive affirmation wordsearch
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. In this lesson the connection between thoughts and actions is reinforced. Students learn that kind deeds stem from loving and positive thoughts.

Hvað geri ég?

Place the image of *Thought Journey* where all students can see it.

Hvað gerir nemandi/nemendur?

Students examine the picture and analyze how actions originate from thoughts, tracing the journey from thought to feeling, action, and outcome.

Activity 1: Cognitive Triangle activity sheet. Students are asked to list three positive and three negative events on the worksheet, along with the behaviors each event leads to.

Objective: to explain the origins of our actions and how they stem from our thoughts.

Activity 2: Angry Jar activity sheet. Students are asked to reflect on individuals who have made them angry or whom they dislike, and place one angry face for each person on their “Angry Jar” activity sheet.

Objective: to explain how anger and hatred can infiltrate our thoughts.

Lesson Discussion 1: Place the pictures of *Anger Thermometer* and *Window of Tolerance* where all students can see them.

Lesson Discussion 2: Place the pictures of *Way of Being* and the *Peace War* thoughts where all students can see them.

Objective: To discover how thoughts of anger and hatred can shrink their window of tolerance towards others and to understand the effects of these thoughts on their behavior.

Activity 3: Cognitive behavioral therapy (CBT) activity sheet. Students are asked to list three negative events on the worksheet along with the automatic negative thoughts associated with each event. They are then asked to provide alternative balanced or positive thoughts to counteract these negative thoughts.

Objective: To develop the skill of replacing negative thoughts of anger and hatred with alternative, positive, and balanced thoughts.

Activity 4: Love thoughts wordsearch.

Positive affirmation wordsearch

Activity-5: working on lesson quotation. What are some effective strategies for converting thoughts of hatred and conflict into thoughts of love and peace?

- Each student work individually on the activity sheet.
- Students share their answers with the group.

- Each student work individually on the activity sheet.

- Students cut out and glue angry face images onto the “Angry Jar” activity sheet for each person they are angry with or dislike.

- Students share their answers with the group. Students examine the pictures and analyze the connection between their window of tolerance for others and their negative thoughts of anger and hatred.

Students examine the pictures and analyze how behavior is influenced by thoughts of conflict versus thoughts of peace.

- Each student work individually on the worksheet.
- Students share their answers with the group.

- Students are divided into pairs.
- Students share their answers with the group.

- a) Students receive a flash card with the lesson’s quotation.
- b) Students are divided into pairs. Students write down/draw their answers.

Objective: To recognize that transforming thoughts of hatred into thoughts of love demands considerable effort and dedication.

Activity-6: working on lesson questions.

Role Play: Negative thoughts are replaced with thoughts of love.

Objective: To understand that while replacing thoughts of hatred with thoughts of love requires significant effort, introducing one loving thought can pave the way for many more positive thoughts to follow.

Assessment: Students write down or draw all the loving thoughts they need to focus on to help overcome thoughts of hatred and prejudice.

c) Students share their answers with the entire class.

Each student selects a question from the flashcard pile and shares their answer with the class, sparking discussions that encourage participation from everyone.

All students form a circle by linking arms, with each student representing a negative thought. They hold their arms tightly, ensuring the circle is closed and no one can enter. One student stands outside the circle, representing the positive thought of love. Initially, the student outside struggles to enter the circle, as the negative thoughts hold their arms tightly. After several attempts, one negative thought begins to loosen its grip and says, *"I'm willing to see what love has to offer."* This negative thought then opens up, allowing the student representing love to enter the circle.

Once inside, the student representing love touches the hearts of each student holding onto the negative thoughts. As each heart is touched by love, the students gradually loosen their grip. Eventually, all the students stop holding onto each other's arms. With the circle now open, more positive thoughts are able to enter and touch the remaining negative thoughts, gradually replacing them.

(a) An image of a Peaceful World is placed in front of the students. On a drawing sheet, students write or draw all the loving thoughts they can embrace to counteract thoughts of hatred and prejudice.

(b) Each student uses their phone's voice recorder to record the loving thoughts they will use to counter thoughts of hatred and prejudice.

Session 5 (A Mine Rich in Gems: Capacities)

"You are like a mine rich in gems of inestimable value."



Lesson 5: Recognizing and Utilizing Personal Value

Theme: Students are encouraged to recognize their own unique qualities and talents, which are likened to valuable gems. Each individual possesses intrinsic value and potential that can significantly contribute to the broader community. By acknowledging and utilizing these personal strengths, students enhance their ability to make meaningful contributions. This lesson helps students to understand that their unique abilities and perspectives are valuable assets. Recognizing their own worth enables them to leverage their talents effectively, contributing positively to their personal development and the well-being of those around them.

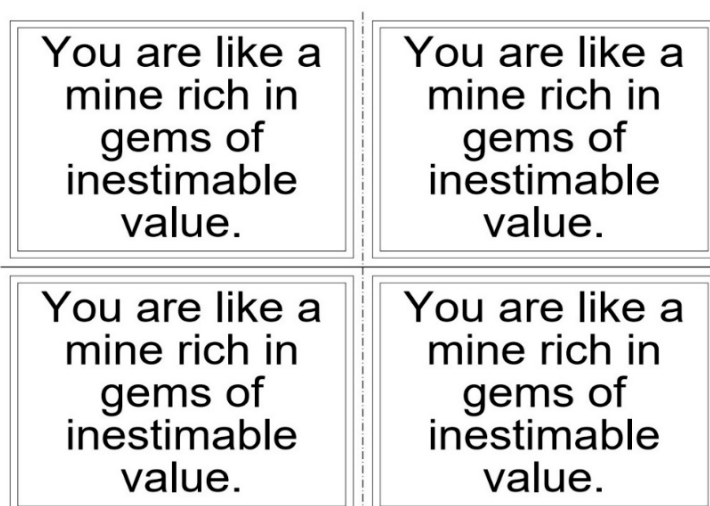
Objective: Students will recognize their own unique talents and qualities, understanding them as valuable assets that contribute to their personal growth and the well-being of others. They will engage in activities to identify their strengths and discuss ways to utilize these qualities effectively in their personal and community life. By the end of the lesson, students should be able to articulate their unique value and its impact on their contributions.

Lesson's questions:

- What unique gifts do you possess that set you apart and contribute to your identity?
- Can you identify the core values that guide your actions and decisions, shaping your character and worldview?
- Do you actively seek out new experiences and knowledge to broaden your perspective and expand your horizons?
- How do you contribute to the greater good, using your talents and resources to make a positive impact on the world around you?
- In what ways do you contribute to the well-being and harmony of your family or community, whether through acts of kindness, mediation, or support?
- Can you identify any limiting beliefs or self-doubts that may be holding you back from fully embracing your potential? How can you challenge and overcome them?
- How do you adapt to new environments and cultures, and what strengths do you possess that

help you navigate unfamiliar territory with grace and openness?

- Finding Gems in Others:
- Can you recognize and appreciate the strengths and contributions of others, fostering a culture of collaboration and support?
- What unique qualities or talents do you admire in this person that make them shine brightly in your eyes?
- How does this person bring joy and beauty into the lives of others?
- What aspects of this person's character or achievements do you treasure most?



- What are some of your strengths or talents that you see as “gems” within you? How do they make you unique?
- How can you work on discovering more of the “gems” inside you that you might not have noticed yet?
- Why is it important to recognize your own value and the special qualities you have?
- How can viewing yourself as a “mine rich in gems” change the way you approach challenges or setbacks?
- What are some ways you can use your talents and strengths to make a positive impact on your friends, family, or community?

- How can you encourage your friends to see their own “gems” and appreciate their unique qualities?
- Have you ever doubted your own value or talents? How can you remind yourself of the “gems” you have during those times?
- How does thinking of yourself as valuable change the way you deal with challenges or setbacks?
- In what ways can you continue to uncover and polish the “gems” within you throughout your life

Appendix 5A¹

Appendix 5B

Appendix 5C²

Appendix 5D³⁻⁴

Appendix 5E⁵⁻⁶

Appendix 5F

Appendix 5G⁷

Appendix 5H⁸

Appendix 5I⁹

Appendix 5J¹⁰

1 <https://coloringpage.pro/japan-coloring-pages/>

2 <https://images.app.goo.gl/v1GnE6kw54By4uU86>

3 <https://kids.britannica.com/students/assembly/view/53672>

4 <https://www.uky.edu/KGS/coal/coal-mining.php>

5 <https://english.alarabiya.net/perspective/features/2013/05/16/Afghan-gold-mine-lures-modern-day-prospectors>

6 <https://kashmirobservers.net/2021/12/10/paddar-sapphire-mines-gsi-completes-preliminary-survey/>

7 <https://www.langerman-diamonds.com/blogs/blog/designing-with-natural-color-diamonds-part2-fashion-and-trends>

8 <https://www.naturalworldheritagesites.org/sites/list-map-and-descriptions-of-mountain-sites/>

9 <https://www.youngminds.org.uk/media/q2mptn4f/how-many-positives.pdf>

10 <https://sites.manchester.ac.uk/synergistics/co-productions/water-governance/>

Lesson plan: Session 5 (A Mine Rich in Gems)

"You are like a mine rich in gems of inestimable value."

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: Enhance students' ability to recognize and appreciate positive qualities in themselves and others.

Kennslugögn: Teaching materials

- Scissors and Glue
 - Jewelry box
 - Shining glass/plastic pearls
 - A pile of rectangular scraps of writing paper
 - Flash cards: Lesson quotation
 - Flash cards: Discussion questions
 - Drawing sheet: Mine mountain
 - Image of Mining process
 - Image of Mountains
 - Image of Mountains tile
 - Image of Diamonds
 - Image of Steps to find gems
 - Image of Gemstones
 - Image of Mining hardships
 - Activity sheet: My Gems worksheet
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. In this lesson students are encouraged to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others.

Hvað geri ég?

Place the image of Mountains where all students can see it.

Hvað gerir nemandi/nemendur?

Students examine the picture and analyze its details, noting the various shapes of the mountains and identifying their composition, such as sand, dirt, and soil.

Activity 1: Gems hidden in the mountains.

- a) **To stimulate discussion**, Students are prompted to explain the process of discovering gems in the mountains.
- b) **Place the image of: *Mining process*, *Mining hardships* and *Gemstone* where all students can see them.**

Students are asked to describe the process of finding gems in the mountains based on the images provided. The process includes:

- Paying close attention to the mountain, recognizing that it is not just an ordinary mountain.
- Slowing down and stopping to become familiar with the mountain.
- Believing that hidden gems exist, even if they aren't immediately visible.
- Working hard, as gems are often not found on the surface.
- Seeking assistance when needed.
- Using the right tools.
- Persisting and not giving up.

Objective: to explain that gems are hidden and not easily found, inner insight, belief, hard work, and perseverance are essential qualities needed to succeed in discovering them.

Activity 2: What is the process to find gems in people. Each student receives an image of steps to find gems.

Activity 3: Find the gems in your partner. Each student receives an image of Gems and identifies four gems or positive qualities in their partner.

Activity 4: Find the gems in yourself. Each student receives an image of a mountain. They are told that the image of the mountain represents them. Students work on My Gems activity sheet.

Objective: to cultivate the ability to identify their own positive qualities.

Activity 5: Find one Gem in every person in the

- Students are divided into pairs.
- Students observe the pictures.
- Students share their answers with the group.

- Students are divided into pairs.
- Students write down/draw their answers.
- Students share their answers with the group.

- Students write down/draw their answers.
- Students share their answers with the group.

- Each student work individually on the activity sheet.
- Students write down/draw their answers.
- Students share their answers with the group.

- Each student works individually.
- Students write down/draw their answers.

Students glue their written papers onto a large poster featuring a central image of a mountain.

class.

Each student is given a stack of rectangular strips of writing paper.

Students are asked to write the name of a person and one positive quality or gem they see in that person on each paper. They should also include their own name and a positive quality or gem they recognize in themselves.

Objective: To develop the ability to recognize and appreciate the positive qualities in others.

Activity-6: working on lesson quotation.

What are some practical methods for discovering gems in both people and ourselves?

Objective: To understand that everyone is filled with gems and to believe in their countless positive qualities.

Activity-7: You are a Mine filled with Gems. Students are invited to choose a pearl from the jewelry box and are told, You are a mine filled with gems.

Activity-8: working on lesson questions.

Assessment: Students list or draw all the positive qualities they observe in their family members.

The papers are arranged in a circular pattern around the mountain, resembling rays of sunlight.

- Students have the opportunity to view the poster and read the positive qualities that their peers have written about them.

- a) Students receive a flash card with the lesson's quotation.
- b) Students are divided into pairs. Students write down/draw their answers.
- c) Students share their answers with the entire class.

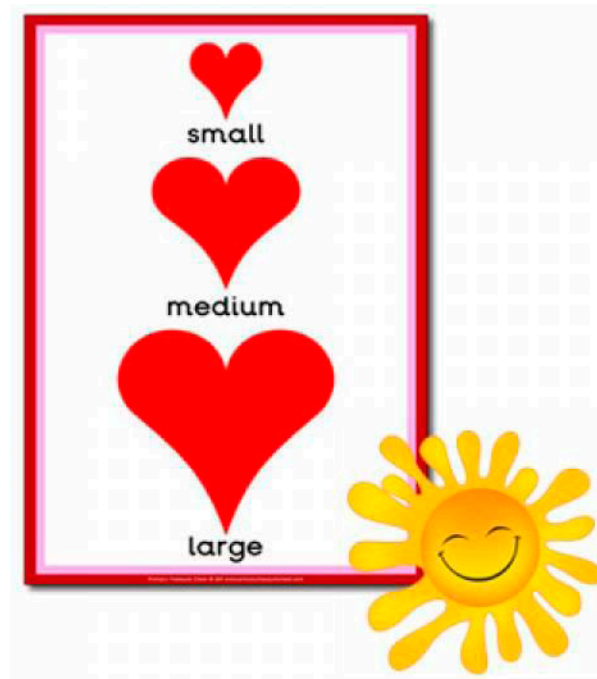
Each student picks a pearl from the jewelry box.

Each student picks a question from the flashcards pile and share their answers with the class. This will stimulate discussions in which all students can participate in.

- (a) On a drawing sheet, students write or draw all the positive qualities they see in their family members.
- (b) Each student uses their phone's voice recorder to explain the skills they need to develop in order to better recognize positive qualities in others.

Session 6 (Big Heart that Loves Everyone in the World)

“Let your heart burn with loving kindness for all who may cross your path.”



Lesson 6: Discovering Gems Through Love

Theme: Discovering and appreciating valuable qualities in oneself and others is a crucial aspect of this lesson. Genuine connections and compassionate interactions reveal these intrinsic qualities, allowing students to recognize and celebrate the unique attributes of those around them. This lesson underscores that love is a powerful tool for revealing the best in people, helping students to foster deeper and more meaningful relationships. It also highlights that understanding and valuing others' strengths is essential for building a supportive and inclusive community.

Objective: Students will learn how to uncover and appreciate valuable qualities in themselves and others through acts of love and compassion. They will practice empathy and active listening to build deeper connections and recognize the positive attributes of those around them. Students will also reflect on how these discoveries enhance their relationships and community interactions.

Lesson's questions:

- How do you celebrate the diversity of backgrounds and experiences within your social circle, and how does this diversity contribute to collective growth and understanding?
- How does a big-hearted individual consistently demonstrate kindness and compassion towards all beings, regardless of differences or circumstances?
- In what ways does a big heart embrace diversity and inclusivity, celebrating the uniqueness and inherent worth of every individual?
- How does a big heart contribute to building strong, resilient communities based on mutual respect and cooperation?

- How does actively seeking opportunities to show kindness and compassion towards others contribute to making our heart bigger?
- Can you describe the transformative power of love and how nurturing loving relationships can expand the size of our heart?
- How does the recognition of our shared humanity, fueled by love, break down the barriers of prejudice and discrimination?
- How does embracing diversity and celebrating the uniqueness of individuals contribute to fostering a more inclusive and tolerant society?
- Can you discuss the significance of extending loving kindness to “all who may cross your path,” regardless of their background or circumstances?
- How does embodying loving kindness towards others contribute to creating a more harmonious and compassionate society?
- Can you explore how the practice of loving kindness towards strangers and acquaintances fosters a deeper sense of connection and belonging within communities?
- How does the commitment to burning with loving kindness challenge us to transcend barriers of fear, prejudice, and indifference towards others?
- Can you discuss examples where acts of loving kindness have had a transformative impact on individuals and communities?
- How does the intention to let our hearts burn with loving kindness serve as a guiding principle in our daily interactions and relationships with others, fostering a greater sense of empathy, understanding, and connection?



- How can showing kindness to others, even those you don't know well, make a difference in their lives?
- Can you think of a recent situation where you could have been more kind? How might a more loving approach have changed the outcome?

- What are some practical ways you can express loving kindness to people you encounter in your community?
- Can you think of a time when someone's kindness made a significant impact on you? How did it make you feel?
- How can you maintain a positive attitude and show kindness, even when you're having a tough day or dealing with difficult people?
- What are some challenges you might face when trying to show kindness to everyone you meet, and how can you overcome them?
- How do you handle situations where it's difficult to feel kind towards someone? What strategies can you use to maintain a kind attitude?
- How can acts of kindness, even small ones, make a big difference in someone's day or overall mood?
- What are some simple ways you can incorporate acts of kindness into your daily routine?
- How can focusing on loving kindness help you handle conflicts or misunderstandings more effectively?

Appendix 6A¹

Appendix 6B²

Appendix 6C³

Appendix 6D⁴

Appendix 6E⁵

Appendix 6F⁶

Appendix 6G⁷

Appendix 6H⁸

1 <https://us.desenhopracolorir.com.br/heart-coloring-pages/>

2 <https://images.app.goo.gl/c9SrMSW7NccmpZbP6>

3 <https://www.brightsprouts.com/wp-content/uploads/2022/07/Kindness-calendar.pdf>

4 <https://images.app.goo.gl/Ksso7Jic8sdRYX2s6>

5 <https://images.app.goo.gl/QdT8vBK8bWXcW7Pp8>

6 https://www.freepik.com/premium-ai-image/handdrawn-world-map-with-cute-colorful-illustrations-famous-landmarks-animals-cultural-icons_185895906.htm

7 https://www.randomactsofkindness.org/printables/RAK_25_ways_to_be_kind.pdf

8 https://www.randomactsofkindness.org/work/workplace_kindness_poster.pdf

Appendix 6I⁹

Appendix 6J¹⁰

Appendix 6K¹¹

Appendix 6L

9 <https://balancedlifeskills.com/wp-content/uploads/2015/08/Gifts-of-character-1-e1454415663148.png>

10 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2013/JF13_Our_Global_Family.pdf

11 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2013/Tree_of_Humanity_color-find_MJ13_p9.pdf

Lesson plan: Session 6 (Big Heart that Loves Everyone in the World)

"Let your heart burn with loving kindness for all who may cross your path."

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: enhance students' ability to expand their capacity for extending love to individuals beyond their usual comfort zone, such as family, relatives, tribe, ethnicity, culture, religion, and regional affiliations.

Kennslugögn: Teaching materials

- Rice grains
 - Flash cards: Lesson quotation
 - Flash cards: Discussion questions
 - Image of Gifts of characters
 - Image of Acts of kindness
 - Image of Make kindness the norm
 - Image of world map famous landmarks
 - Activity sheet: My treasure hunting map
 - Activity sheet: My kindness calendar
 - Activity sheet: Map of my heart
 - Activity sheet: How big/small is my heart
 - Activity sheet: Tree of Humanity
 - Activity sheet: Global family
 - Activity sheet: My love on the world map
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In this lesson, students are challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care.

Hvað geri ég?

Place the image of Heart's map where all students can see it.

- a) To stimulate discussion, Students are asked to name two people whom they deeply love.

Hvað gerir nemandi/nemendur?

Students examine the picture and analyze its content.

Each student names two people they deeply love.

Activity 1: My heart's map- map of people in my heart. Students are asked to write or draw all the people they love on their heart's map. They should also identify which group(s) each person belongs to, such as family, relatives, tribe, ethnicity, culture, religion, nationality, or region.

Place the images of Acts of kindness and Make kindness the norm where all students can see them.

b) To stimulate discussion, Students are asked to describe one act of kindness they perform to express their love in action towards the two people they named in (a).

Activity 2: Acts of kindness. Students are asked to write or draw one act of love for each person listed on their „My Heart's Map“ activity sheet.

Objective: a) To understand that genuine love for someone is expressed through actions, and that acts of kindness originate from this love.

b) To recognize that the people they typically love are those within their comfort zone, including family, relatives, tribe, ethnicity, culture, religion, and regional affiliations.

Activity 3: Tree of humanity. Students work on *Tree of humanity* activity sheet.

Activity 4: Global family. Students work on *Global family* activity sheet.

Objective: To realize that their ability to love encompasses a broader world than the familiar confines of their current comfort zone.

Activity 5: Big heart vs small heart.

c) To stimulate discussion, each student receives a single grain of rice and is asked to observe its small size. They are informed that if their heart were small, it could only hold one tiny grain of rice. Students learn that a small heart can only love one person: themselves. A slightly larger heart can encompass two people: themselves and one

-Each student works individually on *My heart's map* activity sheet.

- Students share their answers with the group.

Students examine the picture and analyze its content.

Each student identifies one act of kindness they perform to demonstrate their love in action towards the two people they mentioned in (a).

- Each student works individually on *My heart's map* activity sheet.

- Students share their answers with the group.

- Each student works individually on *Tree of humanity* and *Global family* activity sheets.

-Students share their answers with the group.

-Each student observes their grain of rice.

other person. A progressively larger heart can love three people: themselves and two others.

Objective: to understand that they have the option to expand their hearts to include more people beyond their comfort zone.

Students complete the „*My Big Heart*“ activity sheet by writing or drawing all the people they can love in each level or circle of their heart. They are asked to indicate whether each person is within their comfort zone (family, relatives, tribe, ethnicity, culture, religion, nationality, or region) or outside of it.

Objective: To learn that expanding their heart requires effort, allowing them to love individuals beyond their comfort zone.

Place the image of *World map famous landmarks* where all students can see it.

Activity 6: World map. Students work on *My World map* activity sheet.

- a) Students draw or write the number of people they currently love and their places of origin on the map.
- b) They are then asked to plan how to expand their heart by adding more people to their map.

Place the image of *Gifts of characters* where all students can see it.

Activity 7: Kindness calendar. Students are informed that they need to express their love through daily actions. They then work on the „*My Kindness Calendar*“ activity sheet.

Activity 8: working on lesson quotation.

What are some characteristics of the fire of love? What can the fire of love consume? How does the fire of love provide warmth and light? What can the fire of love build, and what can it destroy?

Objective: To learn that only through sincere and true love can they break down the barriers

- Each student works individually on *My Big heart* activity sheet.
- Students share their answers with the group.

Students observe the picture and name the famous landmarks they see.

- Each student works individually on *My World map* activity sheet.
- Students share their answers with the group.

- Each student works individually on *My Kindness calendar* activity sheet.
- Students share their answers with the group.

- a) Students receive a flash card with the lesson's quotation.
- b) Students are divided into pairs. Students write down/draw their answers.
- c) Students share their answers with the entire class.

of prejudice that block their hearts from loving those outside their comfort zone.

Activity-9: working on lesson questions.

Assessment: Treasure map. Students are asked to create a map outlining their kindness steps or acts to build a friendship with someone outside their comfort zone. They will work on the „My *Treasure Map*“ activity sheet.

Each student picks a question from the flashcards pile and share their answers with the class. This will stimulate discussions in which all students can participate in.

- a) On a drawing sheet, students write or draw all the steps they will take to befriend a new person outside their comfort zone.
- b) Each student uses a voice recorder on their phone to explain their practical loving steps in detail.

Session 7 (Goal Setting)

“Let each morn be better than its eve and each morrow richer than its yesterday.”



Lesson 7: Lifelong Goal of Finding and Developing Gems

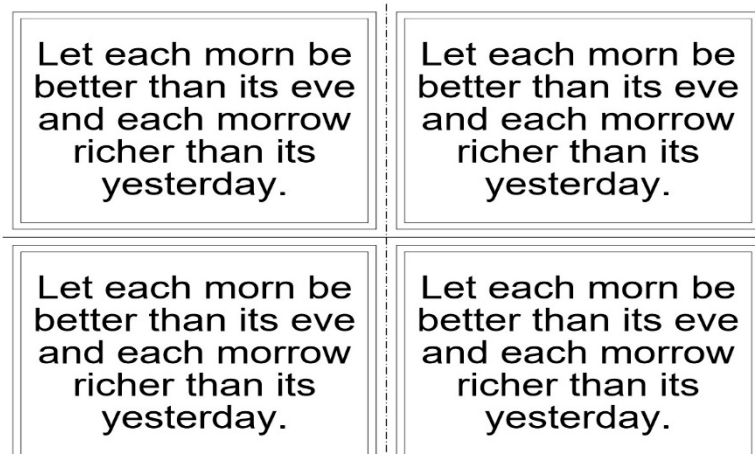
Theme: The journey of discovering and developing valuable qualities is a lifelong endeavor. For students, this means that the pursuit of personal growth and the appreciation of others' strengths are ongoing processes. Finding and nurturing these gems—whether they are personal talents or the positive attributes of others—requires continuous effort and commitment. This lesson encourages students to view personal and communal growth as a never-ending journey, where each day offers opportunities for further development. Embracing this mindset helps students to stay motivated and engaged in their efforts to contribute positively to their communities and the world.

Objective: Students will understand that discovering and developing personal and communal qualities is an ongoing process. They will set long-term goals for personal growth and community contributions and learn how to maintain motivation and commitment to this lifelong journey. By the end of the lesson, students should be able to create a personal action plan for continuous self-improvement and contribution.

Lesson's questions:

- What are your strengths, skills, and areas of expertise that you can leverage to set meaningful goals?
- **Define Clear Goals**
 - What specific outcomes do I want to achieve in different areas of my life?
 - How do my goals align with my values, aspirations, and long-term vision?
- **Develop a Plan**
 - What specific actions do I need to take to accomplish each of my goals?
 - What support systems or resources are available to help me implement my plan successfully?
- **Take Action**
 - What specific steps can I take today to move closer to my goals?

- What resources or support do I need to facilitate action?
- Are there any obstacles preventing me from taking action, and how can I address them?
- **Continuous Learning**
 - What new skills, knowledge, or experiences do I want to acquire?
 - What sources of knowledge can I access to support my learning journey?
- **Stay Persistent**
 - How do I maintain a positive mindset and resilience during difficult times?
 - What role does discipline, and consistency play in maintaining persistence?
- **Service**
 - (Give Back and Pay it Forward: As you achieve your goals, remember to give back to your community or mentor others who are on a similar path. Sharing your knowledge, resources, and experiences not only benefits others but also reinforces your own growth and success).
 - How do I integrate service into my daily life or routine to make it a consistent practice?
 - How does engaging in service contribute to my personal growth, fulfillment, and sense of purpose?



- How can you start each day with a positive mindset to make it better than the previous day?
- What are some specific goals or actions you can take to ensure that each day you grow or improve in some way?
- How can you reflect on what you learned or accomplished today to make tomorrow even better?
- What small changes or improvements can you make in your daily habits to help ensure that each day is richer than the last?
- How can setting daily or weekly goals help you feel a sense of progress and make each day more fulfilling?

- What strategies can you use to overcome setbacks or challenges and keep working towards making each day better?
- How can focusing on small, positive changes each day contribute to long-term growth and success?
- What are some challenges you might face when trying to make each day better than the last, and how can you overcome them?
- How can you balance the desire to improve each day with the need to be patient and understanding with yourself?
- How can adopting a mindset of continuous improvement influence the way you approach your goals and relationships?

Appendix 7A¹

Appendix 7B²

Appendix 7C³

Appendix 7D⁴

Appendix 7E⁵

Appendix 7F⁶

Appendix 7G⁷

Appendix 7H⁸

Appendix 7I⁹

Appendix 7J¹⁰

Appendix 7K¹¹

Appendix 7L

1 <https://www.canva.com/p/templates/EAFEdJ7aPRE-goals-action-plan-sheet/>

2 <https://images.app.goo.gl/LQ1WbgvG3MzJaUWR8>

3 <https://images.app.goo.gl/HiLHuYmQZd8XHvtbA>

4 <https://images.app.goo.gl/xZcsM2K5EnLjmjr7>

5 <https://allesl.com/snakes-and-ladders-free-printable-board-game/>

6 <https://ourtime.org.uk/wp-content/uploads/2020/04/Snakes-and-Ladders-Lockdown-Resource-2.pdf>

7 <https://www.pinterest.com/pin/what-success-really-takes-printable-for-kids--766386061591282902/>

8 <https://www.pinterest.com/pin/what-success-really-takes-printable-for-kids--766386061591282902/>

9 <https://www.scribd.com/document/644355525/My-Tower-of-Success-Big-Life-Journal-pdf>

10 <https://www.scribd.com/document/499281173/My-SMART-Goal-UK-Big-Life-Journal>

11 <https://www.create.101planners.com/wp-content/uploads/2024/04/SMART-Goals-Worksheet-2.pdf>

Lesson plan: Session 7 (Goal Setting)

“Let each morn be better than its eve and each morrow richer than its yesterday.”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To be able to: enhance students' ability to set goals and create realistic plans for achieving them.

Kennslugögn: Teaching materials

- Flash cards: Lesson quotation
 - Flash cards: Discussion questions
 - 2 Drawing sheets: Snake and Ladder
 - Image of Steps to reach your goals
 - Image of What success really takes
 - Image of Goal SMART
 - Activity sheet: My Goals
 - Activity sheet: Setting Goals
 - Activity sheet: SMART Goals
 - Activity sheet: What success really takes
 - Activity sheet: My tower of success
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In Lesson 6, students were challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care. In this lesson students are introduced to the idea that achieving goals requires a multi-faceted approach, involving careful planning, perseverance, mindfulness, hard work, and discipline.

Hvað geri ég?

Place the image of My Goals where all students can see it.

- a) To stimulate discussion,** Students are asked to provide examples that illustrate each type of goal.

Hvað gerir nemandi/nemendur?

Students study the picture and analyze its details, identifying the different types of goals that each person might have.

Activity 1: My Goals activity sheet. Students are asked to identify one personal goal for each category listed on the worksheet (financial, attitude, artistic, education, physical, pleasure, public service, career, family).

Objective: to develop a holistic perspective on themselves and to reflect mindfully on their personal life goals.

Activity 2: Place the image of *How to Achieve Your Goals* where all students can see it.

Students are asked to provide examples of the steps they need to take to achieve each goal they listed in Activity 1.

Activity 3: What Success Really Takes?

Students are asked to examine the Iceberg of Success image and describe what lies beneath their iceberg of success in order to achieve the goals they set in Activity 1.

Objective: to understand that achieving goals involves a multifaceted process of trials and setbacks, mindfulness, hard work, and discipline.

Activity 4: SMART GOAL.

Display the *Goal SMART* image where all students can view it. Students are then asked to select one goal from their list in Activity 1 and apply the SMART criteria to work towards achieving that goal.

Objective: to learn how to set goals that are Specific, Measurable, Achievable, Relevant, and Time-Bound.

Activity 5: SMART GOALS activity sheet.

Students are asked to apply the SMART model to each goal they have listed in Activity 1 to work towards achieving them.

Activity 6: Goal Action Plan

a) Students are asked to identify potential obstacles they might encounter while working towards each goal listed in Activity 1.

- Each student works individually on *My Goals* activity sheet.

- Students share their answers with the group.

- Each student works individually on *My Tower of Success* activity sheet.

- Students share their answers with the group.

- Each student works individually on *What Success Really Takes* activity sheet.

- Students share their answers with the group.

- Each student works individually on *Setting Goals* activity sheet.

- Students share their answers with the group.

- Each student works individually on *SMART Goals* worksheet.

- Students share their answers with the group.

- Each student works individually on *Goal Action Plan* activity sheet.

- Students share their answers with the group.

b) Students are then asked to outline both major and minor steps they will take to overcome these obstacles.

Objective: to develop the ability to identify obstacles and to learn how to plan effective actions to overcome them.

Activity-7: working on lesson quotation.

What are some practical steps to take each day to progress toward achieving our goals?

Objective: to learn how daily small steps can effectively help us achieve our goals.

Activity-8: working on lesson questions.

Assessment: Students create a Snake and Ladder game that illustrates the steps they will take to achieve their goals or a specific goal.

- a) Students receive a flash card with the lesson's quotation.
- b) Students are divided into pairs. Students write down/draw their answers.
- c) Students share their answers with the entire class.

Each student selects a question from the flashcard pile and shares their answer with the class. This process will stimulate discussions that encourage participation from all students.

- a) On a Snake and Ladder drawing sheet, students create an action plan for achieving their goals or a specific goal. They include small steps, major steps, trials and setbacks, resources, obstacles, motivations, and tracking systems to measure progress.
- b) Each student uses a voice recorder on their phone to describe the skills and personal traits they need to develop in order to achieve their goals.

Session 8 (The Magic Door & The Magic Key: Confirmation)

“The honor and distinction of the individual consist in this, that he among all the world’s multitudes should become a source of social good.”



Lesson 8: Reflecting Love Through Action and Service

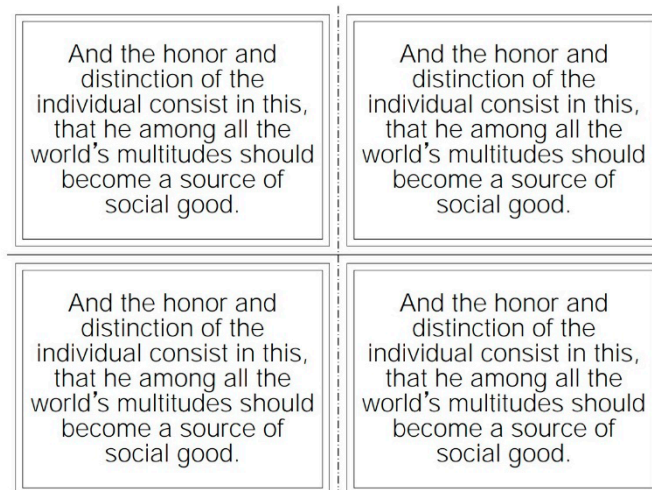
Theme: Love is not just an emotion but is reflected through actionable service. This lesson teaches students that true love is manifested through their actions and dedication to serving others. Effective service involves putting love and compassion into practice, whether through volunteering, helping others, or engaging in community projects. By aligning their actions with their values of love and kindness, students demonstrate their commitment to making a positive impact. This lesson highlights that service is a tangible expression of love, reinforcing the importance of actively contributing to the well-being of others.

Objective: Students will explore the concept that love is best expressed through actionable service. They will engage in service activities and reflect on how their actions demonstrate their commitment to love and compassion. Students will also discuss the impact of their service on others and how it contributes to a positive community environment.

Lesson’s questions:

- What are some key principles or values that guide individuals toward becoming a source of social good?
- What are the long-term benefits, both personally and socially, of committing to a life dedicated to social good?
- What unique skills and talents do you possess that could be harnessed to benefit your community or society at large?

- What role does education play in empowering you to enact positive change in your community?
- What motivates you to engage in activities that benefit others and contribute to the greater good of society?
- What long-term goals do you have for yourself as someone committed to making a positive impact on the world, and what actions can you take to achieve them?
- How do acts of service provide tangible evidence of our values and priorities, helping us stay aligned with our dreams and endeavors?
- Can you share examples of how acts of service have helped you overcome obstacles or setbacks on the path towards achieving your goals?
- How do you plan to continue incorporating acts of service into your life to further confirm and support the achievement of your own dreams and endeavors?



- How can your actions and choices contribute to the well-being of your community or social circle?
- What are some ways you can make a positive impact on others around you?
- How can focusing on helping others and contributing to social good enhance your own sense of purpose and fulfillment?
- Can you think of someone you admire who is a source of social good? What qualities or actions make them stand out?
- What are some small, everyday actions you can take that will help you become a source of positive change in your community?
- What challenges might you face when trying to make a positive impact, and how can you overcome them?
- How can you collaborate with friends to work on projects that benefit others and create positive change?

- What are some simple ways you can show kindness and support to those around you, and how can these actions contribute to social good?
- How can focusing on contributing to the well-being of others help you feel more connected and involved in your community?
- In what ways can you encourage others to also contribute positively and make a difference in their own unique ways?

Appendix 8A¹⁻²

Appendix 8B³⁻⁴

Appendix 8C⁵

Appendix 8D⁶

Appendix 8E⁷

Appendix 8F⁸

Appendix 8G

1 <https://www.deviantart.com/tatyanka-gunchak/art/magic-door-709199550>

2 <https://www.deviantart.com/nsomniaksdream/art/Magic-Key-907077439>

3 <https://es.pinterest.com/pin/584905070347027426/>

4 <https://es.pinterest.com/pin/11259067810838396/>

5 <https://www.vecteezy.com/photo/27729224-fairy-tale-castle-made-of-wood-on-a-black-background-3d-rendering-fairytale-castle-where-the-fairies-and-goblins-live-together-in-harmony-ai-generated>

6 https://brilliantstarmagazine.org/uploads/parents-teachers/Who_Will_Fill_the_House.pdf

7 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2019/V51N2p13_Super_Journal.pdf

8 <https://www.shutterstock.com/fr/image-vector/couple-volunteers-that-take-care-elderly-1059694661>

Lesson plan: Session 8 (The Magic Door & The Magic Key: Confirmation)

“The honor and distinction of the individual consist in this, that he among all the world’s multitudes should become a source of social good.”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To enhance students’ ability to incorporate acts of service into their personal growth plans. They will learn that serving others acts as a magic key, unlocking opportunities and helping them achieve their own dreams.

Kennslugögn: Teaching materials

- Flash cards: Lesson quotation
 - Flash cards: Discussion questions
 - 2 Drawing sheets: Magic door & Magic key
 - Image of Fairy castle
 - Image of Dream jobs
 - Image of Service
 - Activity sheet: Fill the house with light
 - Activity sheet: Super Acts
 - Flash card maker
- <https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart’s mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In Lesson 6, students were challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care. Lesson 7 introduced the idea that achieving goals requires a multi-faceted approach, involving careful planning, perseverance, mindfulness, hard work, and discipline. In this lesson, students explore the significance of service, learning that by serving others without bias—much like the sun that shines on everyone—they can gain the affirmation and support needed to achieve their own aspirations.

Hvað geri ég?

Place the image of Fairy castle where all students can see it.

Activity 1: *My Fairy castle* activity sheet

- a) Students are asked to describe some examples of what they envision finding in their Fairy castle.
- b) Students are asked to count the number of stairs they would need to climb to reach the door of their Fairy castle.
- c) Students are informed that the castle door is closed and a magic key is needed to open it. They are asked to imagine what the magic key might be.
- d) Students are asked to select three dreams from their list that they hope to find in their Fairy castle.
- e) Students are asked to outline all the steps required to achieve each of their three chosen dreams. They should write these steps on their Fairy castle stairway.

Objective: to understand that achieving dreams requires careful planning. To recognize that perseverance and consistency are essential on the path to reaching their goals. To learn that a „magic key“ is necessary for success in realizing their dreams.

Place the image of *Service* so all students can see it.

Activity 2: working on lesson quotation.

Students are asked to associate one act of service with each step they have written on their *Fairy castle* stairway from activity 1.

Objective: to understand that they can serve others while focusing on their personal growth. To recognize that service acts as their magic key, providing affirmation and support for achieving their dreams. To learn the importance

Hvað gerir nemandi/nemendur?

Students observe the picture and analyze what they see.

- Each student works individually on My Fairy castle activity sheet.
- Students share their answers with the group.

Students observe the picture and analyze what they see.

- a) Students receive a flash card with the lesson's quotation.
- b) Each student works individually on My Fairy castle activity sheet.
- c) Students share their answers with the entire class.

of continuous service at each step toward their goals.

Activity 3: *Super Acts* activity sheet

Students are asked to consider their strengths, talents, and qualities and how they can use these to contribute to serving their communities.

Objective: to develop an awareness of their personal qualities and inner strengths that enable them to follow their paths of service.

Activity 4: *My Dream Jobs* activity sheet & *Fill the house with light* story

- a) Students are asked to read the story „*Fill the House with Light*.“ They are informed that their acts of service are like light, brightening their lives and guiding them on their path to achieving their goals.
- b) Students are asked to choose three dream jobs from the *Dream Jobs* activity sheet and specify one act of service they will provide upon achieving each goal and attaining their dream job.

Objective: to become aware that even after securing their dream job, they must continue to pursue their paths of service.

Role Play: Magic Key opens the Magic Door

Students are told that their dream is located in a fairy castle with a magic door. To achieve their dream, they must open this magic door. To do so, they need a magic key, which must be assembled from pieces they collect along a long stairway leading to the door. Each step on the stairway represents an opportunity to gather a piece of the magic key through acts of service. As they complete each act of service, they collect one piece of the key. Once they have assembled all the pieces, they will have a complete magic key that will allow them to unlock the door and discover their dream waiting behind it.

- Each student works individually on *My Super Acts* activity sheet.

- Students share their answers with the group.

- Each student works individually on *My Dream Jobs* activity sheet.

- Students share their answers with the group.

Each student writes their desired dream on a piece of paper.

They place the paper with their dream behind a closed door.

To reach the door, students must take six steps. At each step, they state one act of service they will perform. With each act of service, they are told they are collecting a piece of the magic key.

On the sixth step, after stating their final act of service, they receive the last piece of the magic key. They are informed that with this final piece, they can now complete the magic key.

Objective: to learn that service is the magic key that provides affirmation and support for achieving their dreams. To recognize the importance of incorporating acts of service into every step of their journey.

Activity-5: working on lesson questions.

Assessment: Students write or draw all the acts of service they can offer along their paths of service. Each act of service is viewed as a magic key that provides affirmation and support for achieving their dreams and goals.

Using the completed magic key, they unlock the door and retrieve their dream. They are congratulated for successfully achieving their dream.

Each student selects a question from a pile of flashcards and shares their answers with the class. This process will encourage discussions in which all students can engage.

- a) On a drawing sheet, students write or draw all the acts of service they can offer along their paths of service.
- b) Each student uses a voice recorder on their phone to explain how their acts of service can provide affirmation and support for achieving their own dreams and goals.

Session 9 (Community Service: Love and Serve like the Sun)

“The earth is but one country, and mankind is its citizens.”



Lesson 9: Eliminating All Forms of Prejudice

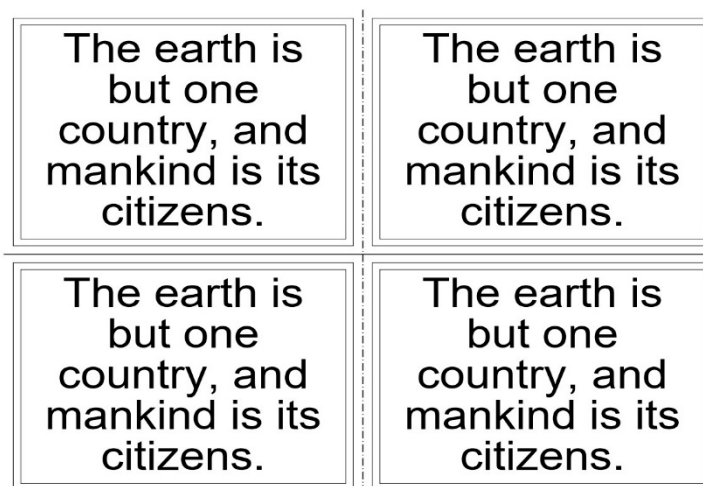
Theme: The final goal is the complete elimination of all forms of prejudice. By integrating all the previous lessons, students work towards creating a world where love, unity, and fairness prevail. This lesson emphasizes that overcoming prejudice is essential for achieving a just and inclusive society. Students are encouraged to apply the principles of love, recognition of personal value, and compassionate action to dismantle barriers of bias and discrimination. This comprehensive approach ensures that their efforts contribute to a global community characterized by mutual respect and understanding.

Objective: Students will work towards the complete elimination of prejudice by applying the principles learned in previous lessons. They will identify ways to promote inclusivity and fairness in their interactions and community activities. By the end of the lesson, students should be able to develop and implement strategies to address and combat prejudice in their own lives and contribute to a more just and equitable world.

Lesson's questions:

- How does the concept of serving others with love parallel the sun's role in providing warmth and sustenance to all living beings?
- Can you discuss examples of community service initiatives that embody the principles of love and selflessness, akin to the sun's unwavering generosity?
- Can you share personal experiences where acts of service driven by love have led to meaningful connections and positive change within the community?
- How do acts of service rooted in love and compassion contribute to building a stronger sense of unity and solidarity within communities?

- How can we continue to cultivate a culture of love and service in our communities, inspired by the example set by the sun?
- Can you share personal experiences where overcoming prejudice has enriched your ability to serve others more effectively?
- How can your acts of service contribute to building bridges and fostering understanding across diverse cultures, languages, and backgrounds?
- In what ways can your acts of service contribute to fostering a sense of global citizenship and interconnectedness?
- How can we cultivate a mindset of active citizenship and social responsibility that encourages and supports individuals in initiating acts of service for the benefit of everyone?
- Can you identify specific areas within your community where acts of service are most needed, and how do you plan to address them?
- How can you ensure that your acts of service are inclusive and considerate of the diverse needs and perspectives within your community?
- How can you use your unique cultural background and identity as a strength in designing and implementing acts of service initiatives?
- Can you discuss the importance of collaboration with other community members in amplifying the impact of your acts of service?



- What are some actions you can take to show that you care about people beyond your own community or country?
- What are some ways you can show respect and understanding for people from different cultures or countries?
- How can recognizing the unity of all people inspire you to participate in community service projects that bring diverse groups together?
- In what ways can community service projects promote the idea that all people, regardless of their

background, are part of the same global community?

- How can you help foster a sense of unity in your local community through service initiatives?
- What are some community service activities that can address and bridge gaps between different cultures or socioeconomic groups within your area?
- What are some ways to organize community events or service projects that highlight and celebrate the shared humanity of people from different backgrounds?
- How can you use your community service experiences to advocate for greater unity and understanding both locally and globally?
- How can engaging in community service with a focus on addressing inequalities strengthen the sense of unity in your local community?
- What are some examples of community service initiatives that effectively bridge differences and promote a unified approach to common issues?

Appendix 9A¹

Appendix 9B²

Appendix 9C³⁻⁴

Appendix 9D⁵

Appendix 9E⁶

Appendix 9F⁷

Appendix 9G⁸

Appendix 9H⁹

Appendix 9I¹⁰

Appendix 9J

1 <https://coloringpage.pro/anti-stress/>

2 https://brilliantstarmagazine.org/uploads/play/Luminous_Library_2014/Cultural_Canvas_Journal_MJ14p25.pdf

3 <https://printable-maphq.com/wp-content/uploads/2019/07/category-map-167-sitedesignco-printable-map-of-africa-with-countries-labeled.png>

4 <https://gisgeography.com/wp-content/uploads/2023/12/Africa-Country-Blank-Map.jpg>

5 https://www.google.com/imgres?imgurl=https://m.media-amazon.com/images/I/A1uNoB2NrWL._AC_UF1000,1000_QL80_.jpg&tbid=v5nSM6tHsot1ZM&vet=1&imgrefurl=https://www.amazon.es/World-Poster-2012-Dreamland-Publications/dp/8184511213&docid=J1AVIX_M7rOiDM&w=1000&h=646&itg=1&hl=en&source=sh/x/im/m1/1&kgs=77a9c7372f33624b&shem=abme,trie

6 <https://www.gettyimages.com/detail/illustration/multicultural-crowd-of-people-group-of-royalty-free-illustration/1290118946>

7 https://www.freepik.com/premium-ai-image/group-people-holding-hands-around-globe-with-word-world-it_241546863.htm

8 <https://artpictures.club/autumn-2023.html>

9 <https://www.shutterstock.com/fr/image-vector/prejudice-word-cloud-concept-vector-illustration-728554945>

10 <https://files.peacecorps.gov/uploads/wws/lesson-plans/files/bridges.features.a.pdf>

Lesson plan: Session 9 (Community Service: Love and Serve like the Sun)

"The earth is but one country, and mankind is its citizens."

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To enhance students' ability to recognize and overcome prejudice barriers that prevent them from serving everyone equally. To develop their skills in becoming active participants in serving their communities.

Kennslugögn: Teaching materials

- A small model of the Globe
- Flash cards: Lesson quotation
- Flash cards: Discussion questions
- Drawing sheet: Like a sun
- Image of World's map
- Image of Multicultural people
- Image of become light not darkness
- Image of Prejudice cloud
- Activity sheet: 2 Africa maps
- Activity sheet: Cultural canvas
- Activity sheet: Features of cultures
- Flash card maker

<https://www.kitzkikz.com/flashcards/>

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In Lesson 6, students were challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care. Lesson 7 introduced the idea that achieving goals requires a multi-faceted approach, involving careful planning, perseverance, mindfulness, hard work, and discipline. In Lesson 8, students explored the significance of service, learning that by serving others without bias—much like the sun that shines on everyone—they can gain the affirmation and support needed to achieve their own aspirations. In this lesson, students are encouraged to actively engage in their communities, serving selflessly and contributing positively to the world around them.

Hvað geri ég?

Place a small model of the Globe where all students can see it.

a) To stimulate discussion, Students are invited to share their observations on the vastness of the world. They are then asked to locate their country on the map and compare the similarities and differences between their country of origin and the country in which they currently reside.

Activity 1: My Cultural Canvas activity sheet. Students are asked to write or draw the unique characteristics that represent their personal culture.

Objective: to learn that culture is composed of various elements, including language, customs, food, celebrations, clothing, music, sports, games, and art. They will be encouraged to reflect mindfully on the fact that just as they have their own culture, others also have their own unique cultural identities, contributing to the diversity that makes everyone unique.

Activity 2: Prejudice Cloud. Students are asked to write or draw the personal barriers of prejudice that prevent them from accepting others.

Objective: to develop awareness of the prejudice barriers that create divisions among people. They will learn that overcoming these prejudices is a personal choice and responsibility, requiring conscious effort to eliminate them.

Activity 3: Map of Africa. Students are informed that Africa is a vast continent with a rich diversity of languages and cultures.

- a) Students are tasked with labeling each country on a map of Africa, using online resources for reference.
- b) Students are then asked to choose two African countries and write down three cultural characteristics for each.

Objective: to acquire foundational knowledge about African cultures.

Hvað gerir nemandi/nemendur?

- Students observe the Globe
- Students share their answers with the group.
- Each student works individually on My Cultural Canvas activity sheet.
- Students share their answers with the group.
- Each student works individually on My Prejudice Cloud activity sheet.
- Students share their answers with the group.
- Each student works individually on Map of Africa activity sheet.
- Students share their answers with the group.

Activity 4: Features of Cultures. Place the images of the *World's Map and Multicultural People* where all students can see them. Students are invited to share their observations on the vastness of the world. They are also asked to locate their country on a map and compare the cultural similarities and differences between their own culture and a culture from a South American country, such as Brazil.

Objective: to explore the key characteristics that shape and define cultures.

Activity 4: Place the images of *Become Light not Darkness* where all students can see it.

Students are asked to write or draw six acts of service they can offer to six different individuals. Each person should possess at least one cultural characteristic distinct from their own, such as language, religion, cuisine, clothing, traditions, music, or arts.

Objective: to understand that they can serve any community in which they reside and recognize that it is their personal responsibility to address and overcome their prejudices to effectively contribute to their communities.

Activity-7: working on lesson quotation.

What are the key similarities that unite people around the world?

Objective: to develop an awareness of the commonalities that connect them with people from other cultures, societies, and countries.

Activity-8: working on lesson questions.

Assessment: Students will write or draw various acts of service they can offer to individuals whose cultures and beliefs differ from their own. They are encouraged to serve impartially, like the sun, without any prejudices or biases.

- Students observe the pictures and analyze what they see. They observe the different types of people that live in the world.

- Each student works individually on *Features of Cultures* activity sheet.

- Students share their answers with the group.

- Each student will work individually to write or draw six acts of service they can offer to six people with cultural characteristics different from their own.

- Students share their answers with the group.

- a) Students receive a flash card with the lesson's quotation.

- b) Students are divided into pairs. Students write down/draw their answers.

- c) Students share their answers with the entire class.

Each student picks a question from the flashcards pile and share their answers with the class. This will stimulate discussions in which all students can participate in.

- a) On a drawing sheet, students will write or draw various acts of service they can offer to individuals whose cultures and beliefs differ from their own.

- b) Each student records, using the voice recorder in their phones, to elaborate on how they can serve like a sun.

Session 10 (Summary of Detailed Progression for Students)

Lesson 1: Cleaning the Heart from Prejudice

Students begin by addressing internal biases and prejudices. This step ensures that their perceptions and actions are equitable and unbiased, fostering a fair approach to interactions.

Lesson 2: Cultivating Love in the Heart

With a cleansed heart, students focus on nurturing love and positivity. They plant “roses of love” in their hearts, symbolizing the growth of compassion and understanding.

Lesson 3: Producing Positive Outcomes

Students ensure that their love and positive intentions translate into beneficial actions. The “roses” they’ve planted produce “fruits” that benefit both themselves and others.

Lesson 4: The Importance of Thoughts on Love and Unity

To sustain positive outcomes, students concentrate on thoughts of love and unity. They actively counter negative thoughts with positive, affirming their commitment to a harmonious mindset.

Lesson 5: Recognizing and Utilizing Personal Value

Students acknowledge their unique talents and qualities as valuable gems. They learn to utilize these strengths to enhance their contributions to the community.

Lesson 6: Discovering Gems Through Love

Through love, students uncover and appreciate valuable qualities in themselves and others. They recognize that compassionate interactions reveal the best in people.

Lesson 7: Lifelong Goal of Finding and Developing Gems

Students view the discovery and development of personal and communal gems as a lifelong goal. They commit to continuous growth and contribution.

Lesson 8: Reflecting Love Through Action and Service

Students learn that love is reflected through actionable service. They apply their values in practical ways to make a positive impact on their communities.

Lesson 9: Eliminating All Forms of Prejudice

The final goal is to create a world free from prejudice. By applying the principles learned, students contribute to a global community characterized by love, unity, and fairness.

Each lesson builds upon the previous one, guiding students from self-reflection and personal growth to active contributions and global unity through love and service.

Lesson plan: Session 10 (Summary of Detailed Progression for Students)

“You are all the leaves of one tree and the drops of one ocean.”

Teacher:

Lesson:

Date:

Number of Students:

Session Length: 5^60

Markmið: Objective

To review the skills and qualities necessary for serving selflessly and without prejudice.
(Lessons 1 to 9)

Kennslugögn: Teaching materials

- A blank poster

Staða nemenda (ofan á hvað ætlar þú að byggja? / hvað var gert í síðasta tíma?)

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In Lesson 6, students were challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care. Lesson 7 introduced the idea that achieving goals requires a multi-faceted approach, involving careful planning, perseverance, mindfulness, hard work, and discipline. In Lesson 8, students explored the significance of service, learning that by serving others without bias—much like the sun that shines on everyone—they can gain the affirmation and support needed to achieve their own aspirations. In Lesson 10, students were encouraged to actively engage in their communities, serve selflessly, and contribute positively to the world around them. This review lesson involves students creating a life-story book that reflects their commitment to serving the world and their communities selflessly and without prejudice.

Hvað geri ég?

Students are instructed to fold their poster in half like a book. On the outside cover, they draw the skills and qualities required to serve selflessly and without prejudice (lessons 1-9). Inside, they illustrate the loving actions and services they plan to offer to their communities and the world, free from prejudice.

Hvað gerir nemandi/nemendur?

- Students work on creating their storybook.
- Each student records a description of their storybook's contents using their phone's voice recorder.



The sunbeam falls alike upon the dust and the mirror, yet differ they in reflection as doth the star from the earth.

(The Mirror)

In the garden of thy heart plant naught but the rose of love.

(The Rose of Love)

You must give forth goodly and wondrous fruits, that you yourselves and others may profit therefrom.

(The Fruitful Tree)

Concentrate all the thoughts of your heart on love and unity. When a thought of war comes, oppose it by a stronger thought of peace, a thought of hatred must be destroyed by a more powerful thought of love.

(Thoughts of Love)

You are like a mine rich in gems of inestimable value.

(A Mine Rich in Gems: Capacities)

Let your heart burn with loving kindness for all who may cross your path.

(Big Heart that Loves Everyone in the World)

Let each morn be better than its eve and each morrow richer than its yesterday.

(Goal Settings)

The honor and the distinction of the individual consists in this, that he among all the world's multitudes should become a source of social good.

(The Magic Door and the Magic Key: Confirmation)

The earth is but one country, and mankind its citizens.

(Community Service: Love and Serve like the Sun)

Conclusion

In Lesson 1, students were introduced to the idea that the heart functions like a mirror, reflecting either positive or negative images based on their inner thoughts and feelings. Lesson 2 built upon this concept by likening the heart to a garden where they can cultivate love, symbolized by roses. They learned that just as roses need light to thrive, the positive light reflected in the heart's mirror is essential for nurturing this love. In Lesson 3, the focus shifted to translating love into action, with students understanding that acts of kindness are the fruits of a well-tended heart. Lesson 4 reinforced the connection between thoughts and actions, teaching that kind deeds stem from loving and positive thoughts. Lesson 5 encouraged students to harness these loving thoughts to recognize and nurture the positive qualities within themselves and others. In Lesson 6, students were challenged to expand their capacity for love, reaching beyond their usual boundaries to include a wider range of people in their circle of care. Lesson 7 introduced the idea that achieving goals requires a multi-faceted approach, involving careful planning, perseverance, mindfulness, hard work, and discipline. In Lesson 8, students explored the significance of service, learning that by serving others without bias—much like the sun that shines on everyone—they can gain the affirmation and support needed to achieve their own aspirations. In Lesson 10, students were encouraged to actively engage in their communities, serve selflessly, and contribute positively to the world around them. The review lesson involved students creating a life-story book that reflects their commitment to serving the world and their communities selflessly and without prejudice.

Refugee Empowerment Curriculum

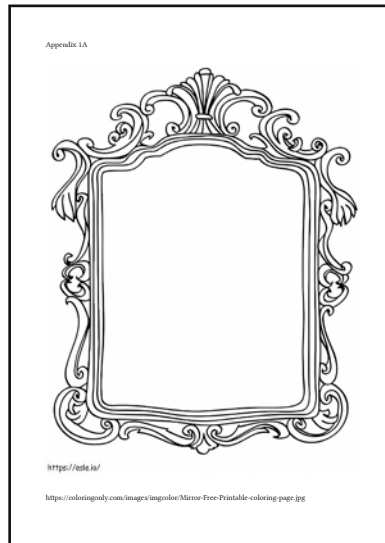
*You are all the leaves of one tree and the
drops of one ocean*

Activity Resources (Thumbs)

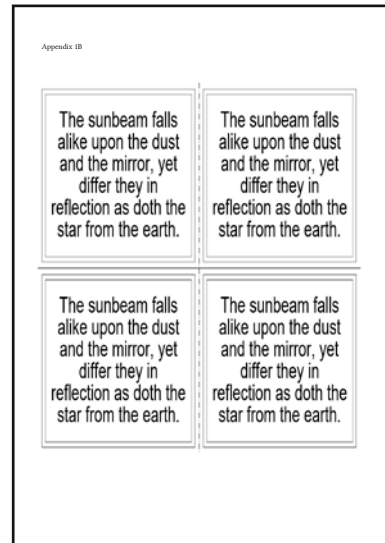
Full size pages available as PDF.
Download here:



Appendices 1 & 2



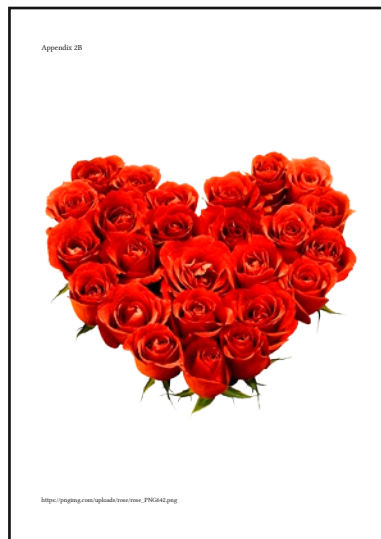
Appendix 1A



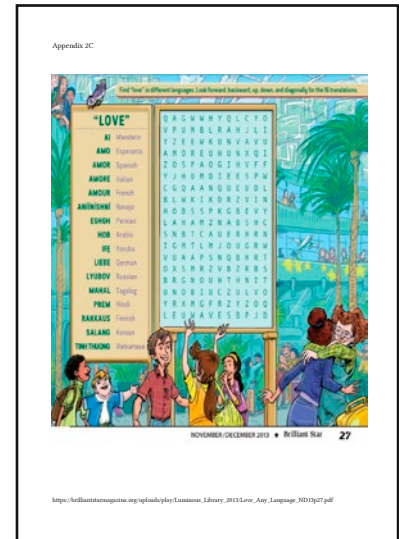
Appendix 1B



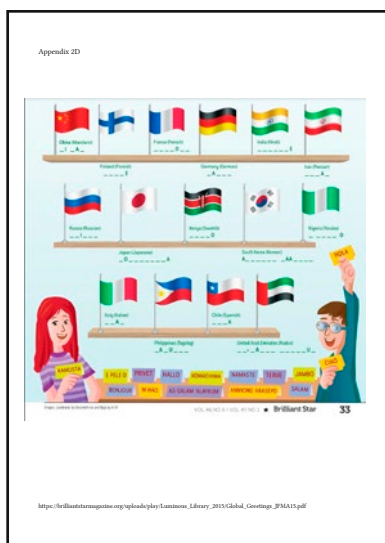
Appendix 2A



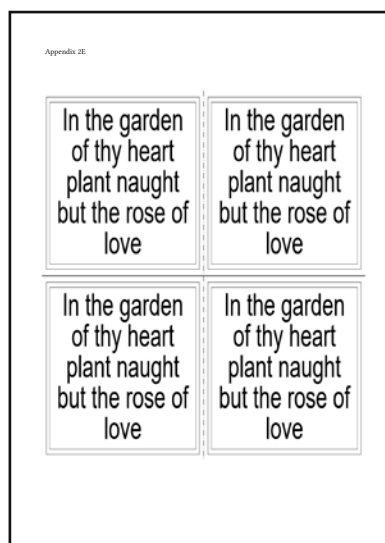
Appendix 2B



Appendix 2C



Appendix 2D

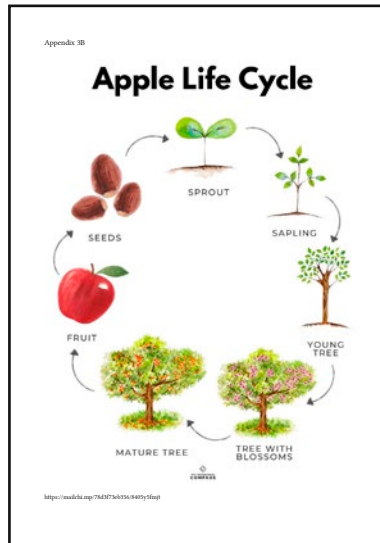


Appendix 2E

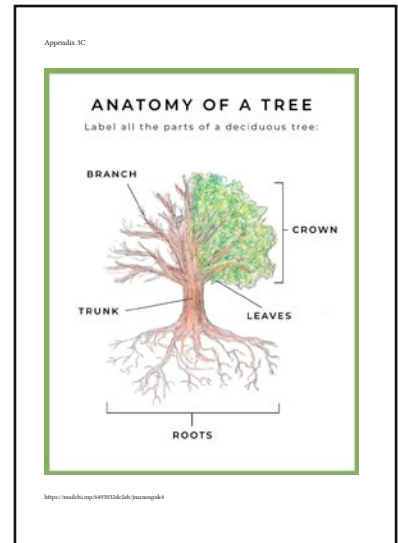
Appendix 3



Appendix 3A



Appendix 3B



Appendix 3C



Appendix 3D



Appendix 3E



Appendix 3F



Appendix 3G

Appendix 3H

Be kind	Be generous	Smile	Look for good things everywhere	Take time to praise others	Be a good listener	Be curious and ask questions
Say hello to a neighbor	Plant a garden	Bake cookies and share	Start a service project	Throw a party	Read a book with a friend	Join a club or start a new one
Cheer with glue for your team	Turn off your TV	Put down your phone	Tell jokes	Play outside	Learn about a friend's religion	Find fun ways to help others
Delight in diversity	Make a friend from another country	Sing a song in another language	Learn to say hello in 12 languages	Laugh a lot	Invent a game	Share your hobby
Explore a new place, near or far	Pick up litter	Start a band	Thank a teacher	Bring your friend a small gift	Talk with your elders	Draw or take a picture of your family
Tell your parents you love them	Stand up against bullying	Play for a peaceful planet				

<https://twinkl.co.uk/teaching-resources/i/primary-science/plant-life-cycles/trees-in-each-season>

Appendix 3H

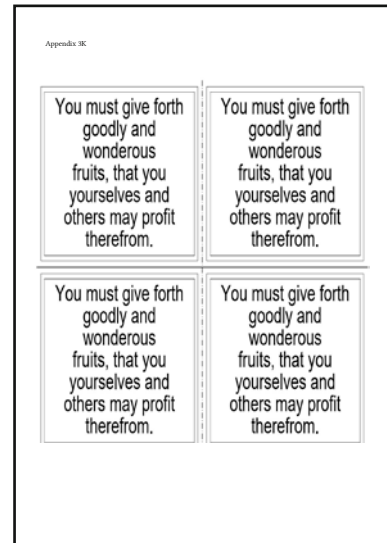


Appendix 3I

Appendices 3 & 4



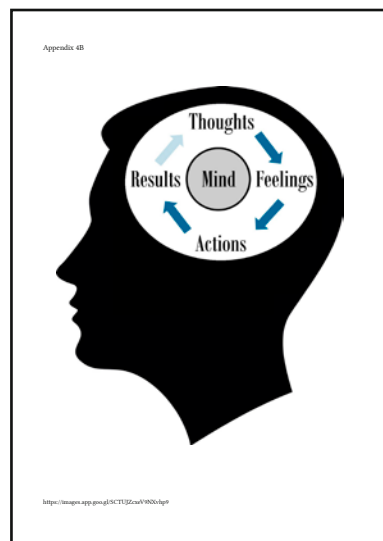
Appendix 3J



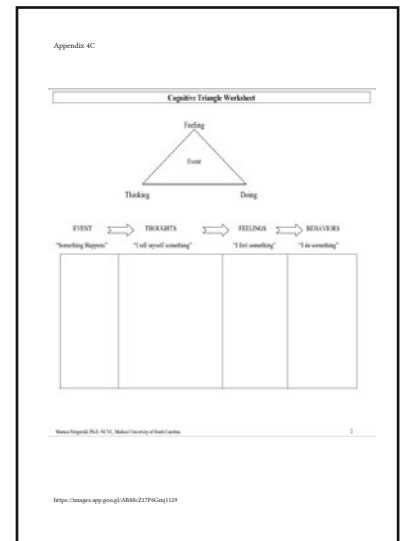
Appendix 3K



Appendix 4A



Appendix 4B



Appendix 4C

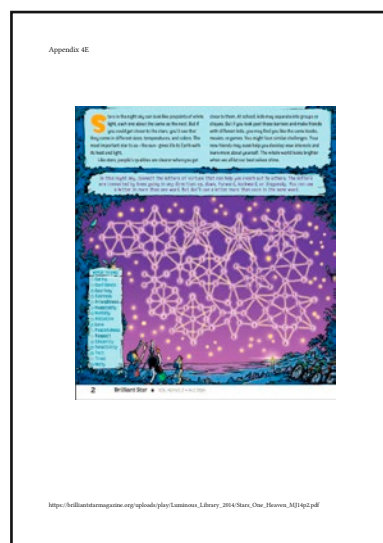
Appendix 4D

Think CBT
Thinking, Feeling, Doing

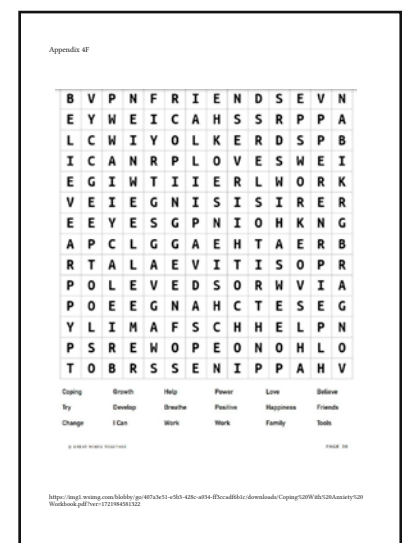
Situation / Trigger	Initial Reaction	Negative Automatic Thoughts	Supporting Evidence	Opposing Evidence	Revised Alternative Thought	Outcome / Learning
The teacher was late, and I was the only one who was not ready.	I felt embarrassed and ashamed.	She is always late. She is always late.	She is always late. She is always late.	She is always late. She is always late.	She is always late. She is always late.	She is always late. She is always late.

<https://images.app.goo.gl/9W8QubLgYDhLd0V9>

Appendix 4D

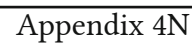
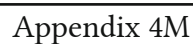
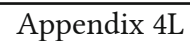
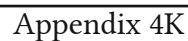
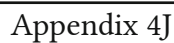
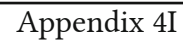
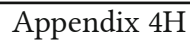


Appendix 4E



Appendix 4F

Appendix 4



Appendix 5

Appendix 5A



<https://coloringpage.net/page-coloring-page/>

Appendix 5A

Appendix 5B

You are like a mine rich in gems of inestimable value.

You are like a mine rich in gems of inestimable value.

You are like a mine rich in gems of inestimable value.

You are like a mine rich in gems of inestimable value.

Appendix 5B

Appendix 5C



<https://image-app.gos.gl/v/Gd6w54By-6d/56>

Appendix 5C

Appendix 5D



<https://kids.britannica.com/students/assembly/view/378172>



<https://www.sky.com/360/coal/coal-mining.php>

Appendix 5D

Appendix 5E

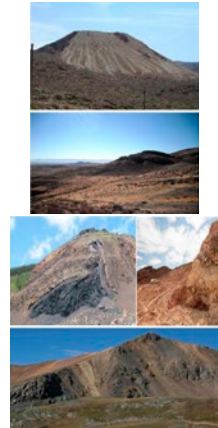


<https://businessinsider.com/2021/12/10/pillar-sapphire-mines-get-complete-preliminary-survey/>

<https://english.ahnews.net/perspective/features/2015/05/16/Afghan-gold-mines-have-modern-day-prospects>

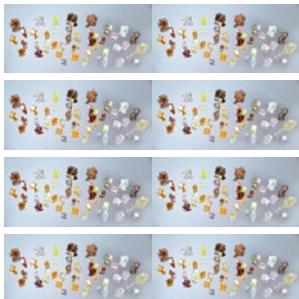
Appendix 5E

Appendix 5F



Appendix 5F

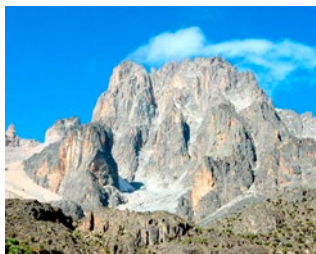
Appendix 5G



<https://www.lugemans-diamonds.com/blog/designing-with-natural-color-diamonds-part2-fashion-and-trends>

Appendix 5G

Appendix 5H



<https://www.nature.com/earthimages.org/sites/default-and-descriptions-of-mountains-site/>

Appendix 5H

Appendix 5I

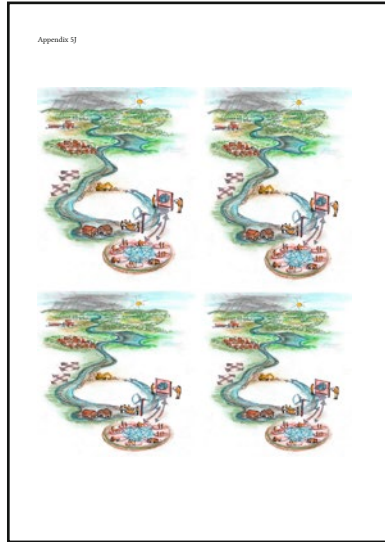
Fill in the shapes with as many positives you can think of.
E.g. "I am brave, kind, caring..."



<https://www.youngpositives.co.uk/worksheets/how-many-positives.pdf>

Appendix 5I

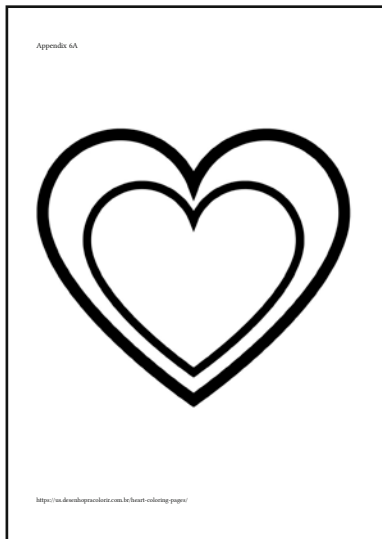
Appendices 5 & 6



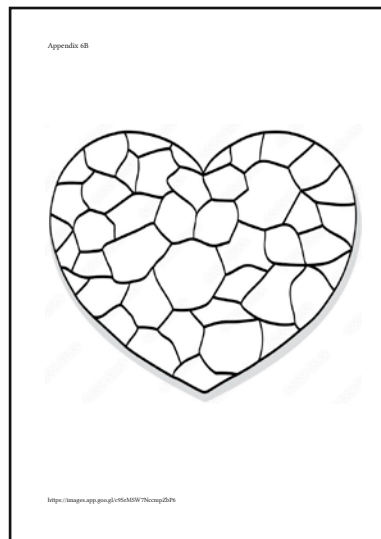
Appendix 5J



Appendix 5K



Appendix 6A



Appendix 6B



Appendix 6C



Appendix 6D



Appendix 6E



Appendix 6F

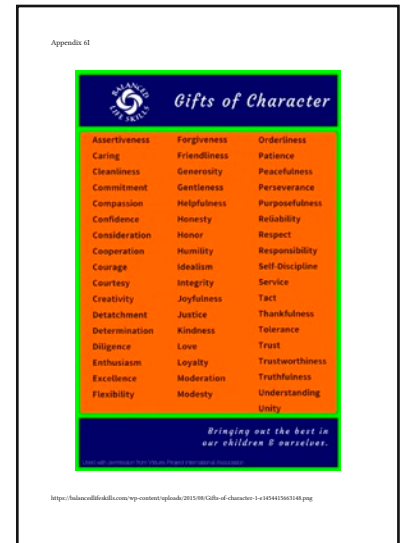
Appendices 6 & 7



Appendix 6G



Appendix 6H



Appendix 6I



Appendix 6J



Appendix 6K



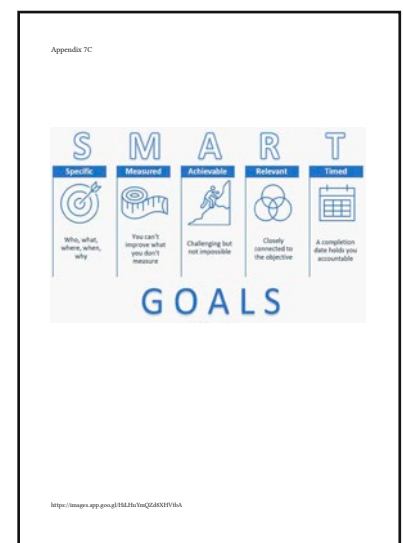
Appendix 6L



Appendix 7A



Appendix 7B

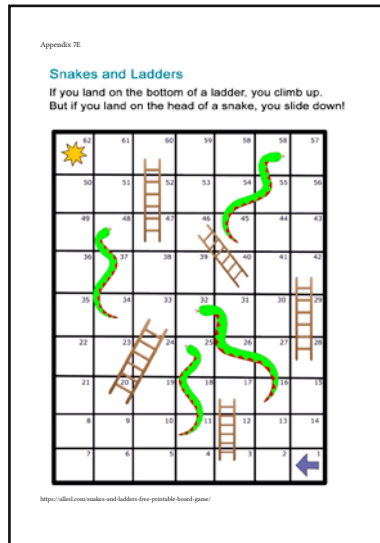


Appendix 7C

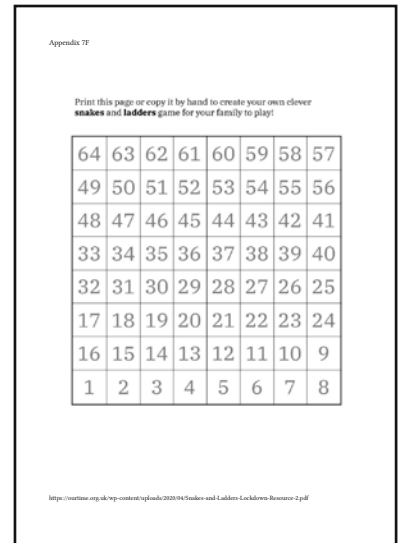
Appendix 7



Appendix 7D



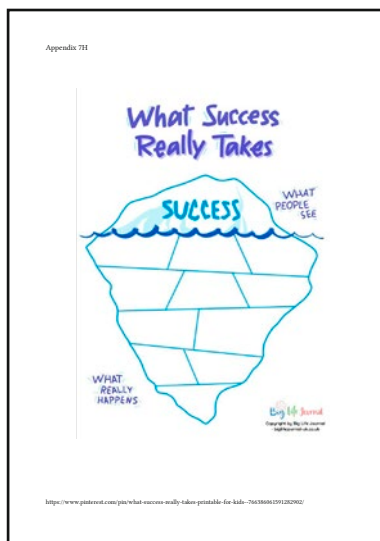
Appendix 7E



Appendix 7F



Appendix 7G



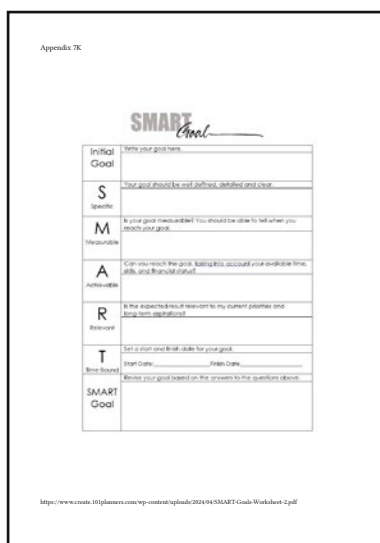
Appendix 7H



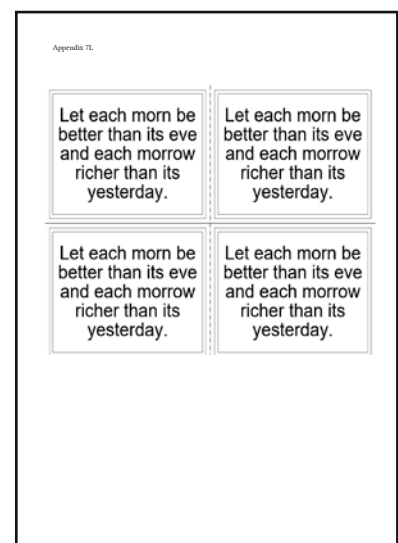
Appendix 7I



Appendix 7J



Appendix 7K



Appendix 7L

Appendix 8

Appendix 8A



<https://www.deviantart.com/hatpinke-genshiki/art/image-door-78919550>

Appendix 8A(1)



<https://www.deviantart.com/sumishidown/art/Magic-Key-907077439>

Appendix 8A(2)

Appendix 8B



<https://i.pinimg.com/pic/56/90/30/5690307847027420/>

Appendix 8B(1)



<https://i.pinimg.com/pic/12/28/67/12286751003076/>

Appendix 8B(2)

Appendix 8C



<https://www.shutterstock.com/photo/27709214-fairy-tale-castle-made-of-wood-on-a-black-background-3d-rendering-fairy-tale-castle-where-the-fairies-and-goblins-live-together-in-harmony-at-night>

Appendix 8C

Appendix 8D



<https://i.pinimg.com/pic/56/90/30/5690307847027420/>

Appendix 8D

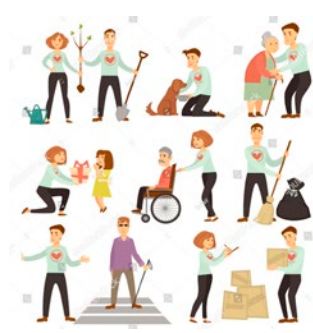
Appendix 8E



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Appendix 8E

Appendix 8F



<https://www.shutterstock.com/photo/27709214-fairy-tale-castle-made-of-wood-on-a-black-background-3d-rendering-fairy-tale-castle-where-the-fairies-and-goblins-live-together-in-harmony-at-night>

Appendix 8F

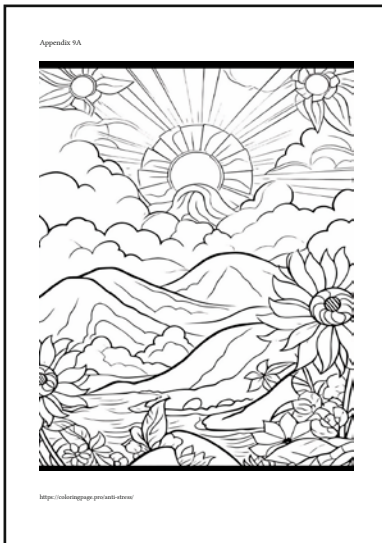
Appendix 8G



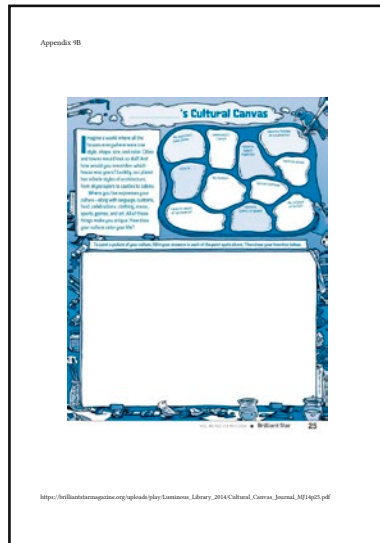
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Appendix 8G

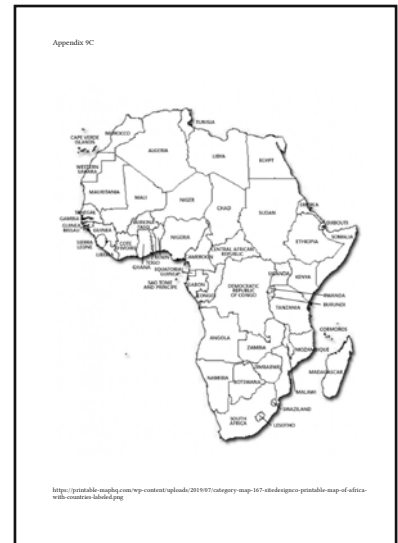
Appendix 9



Appendix 9A



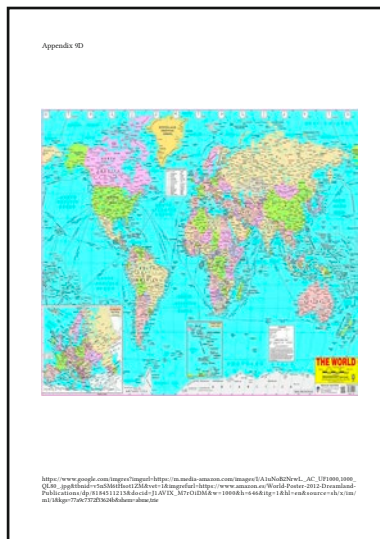
Appendix 9B



Appendix 9C(1)



Appendix 9C(2)



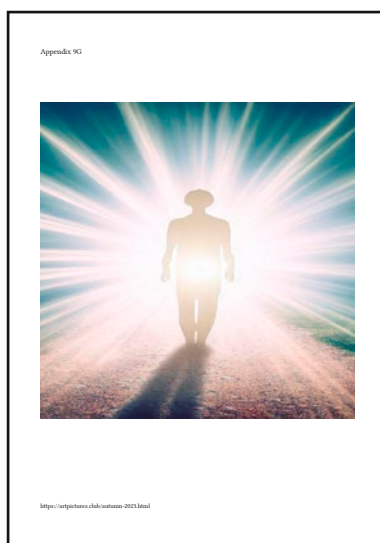
Appendix 9D



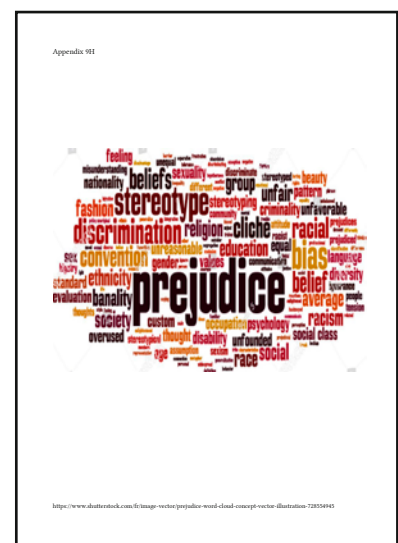
Appendix 9E



Appendix 9F



Appendix 9G



Appendix 9H

Appendix 9

1. Signs of stress	36. Concept of tolerance
2. Ways of spending leisure	37. Nature of friendship
3. Beliefs about masculinity	38. View about cheating
4. Importance of time	39. Goals
5. Penalties	40. Knowledge
6. Means	41. Actual experiences and hard guesses
7. Literature	42. Concept of self
8. Beliefs about child raising (children and teens)	43. Work ethics
9. Attitudes about personal space/freedom	44. Religious beliefs
10. Beliefs about the responsibilities of children and teens	45. Religious rituals
11. Beliefs to three p.m. published about has been told to you	46. Spiritual of beauty
12. National costumes	47. Rules of public behavior
13. Music	48. Attitude toward age
14. Smoking	49. The use of family
15. Globalization	50. Personal evolution

Appendix 9I

The earth is but one country, and mankind is its citizens.	The earth is but one country, and mankind is its citizens.
The earth is but one country, and mankind is its citizens.	The earth is but one country, and mankind is its citizens.

Appendix 9J

