

LET'S GET
TO WORK!

BECOME A PEACEMAKER



Academic Year 2026–27

Reason behind the motto



JPIC International

Artisans of Peace

*# Amor
ForPeace*



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INTRODUCTION

Before we begin the activity we are proposing, we would like to present the poster and its symbols, a detailed explanation of which can be found in the General Document on the motto.

Pupils should be aware that this year we are joining the whole Sacred Heart family to learn how to be 'artisans of peace'. To this end, throughout the academic year we will take part in competitions, debates and collaborative activities with pupils from schools and community centres in different places.

We recommend listening to the motto song at the start or end of the session and learning the movements suggested by the composer (you can adapt it into your own language, write your own verses, and share them with us at : artisanpeace.org@gmail.com)

Theme song with gestures

Song elements

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This academic year, we will be working on the theme ‘Let’s get to work. Let’s be artisans of peace’ in the schools of the Sofía Barat Foundation.

The theme is a call to action to build a world of peace, as depicted on the poster. God invites us to build a new world, a better world. As we can see in the image, this is not a finished work; rather, it is we ourselves, with our own hands, who bring this work to life.

Throughout the course, we will learn to use different tools to achieve this aim, some of which are based on critical thinking. Thanks to critical thinking, we will learn how to think more effectively, argue more persuasively and make better decisions to make progress towards our goal.

The dedication, experience and care we devote to this challenge and to mastering these tools throughout the course will turn us into artisans – experts capable of transforming reality and sharing their gifts with others.

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In short, with this poster we aim to convey five ideas (like the fingers of a hand) relating to the course's motto:

- The aim is to build a world of peace
- It is an unfinished task
- It is up to us to do this work
- We will learn to use tools that will help us
- In the process, we will become experts

Throughout the course, we will carry out various activities, group exercises, prayers and moments that will serve as a driving force towards this goal. It is important to note that, if we want this work to truly transform reality, we must ensure that it is present in a continuous, practical and simple way in our daily lives.

It's also a good time to listen to the theme song. You'll find the theme video and a video in which the song's author demonstrates some possible dance moves.

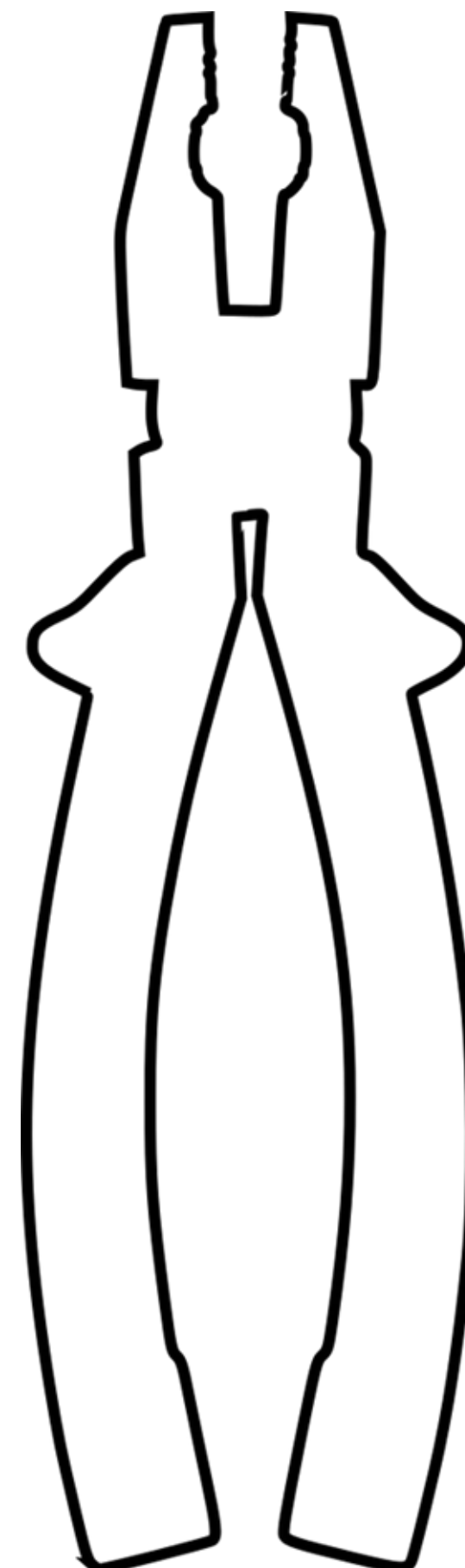
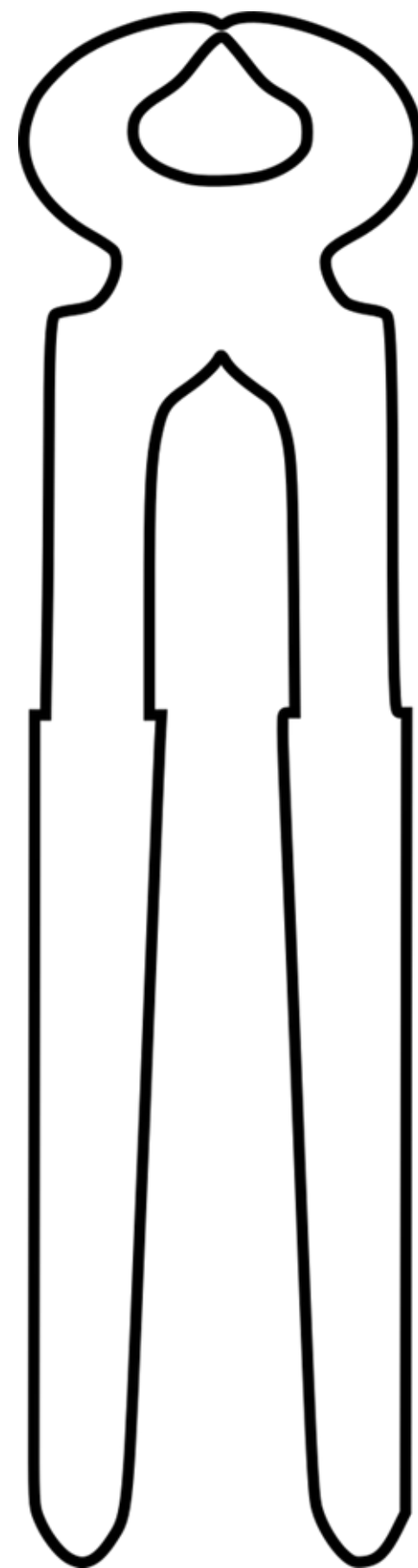
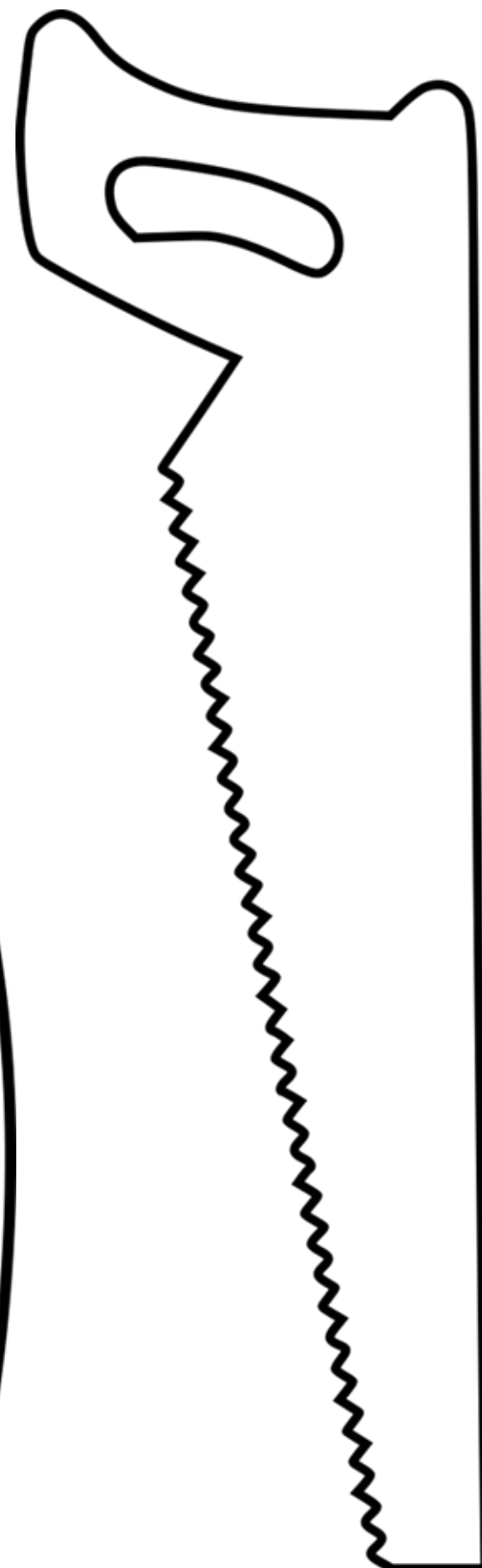
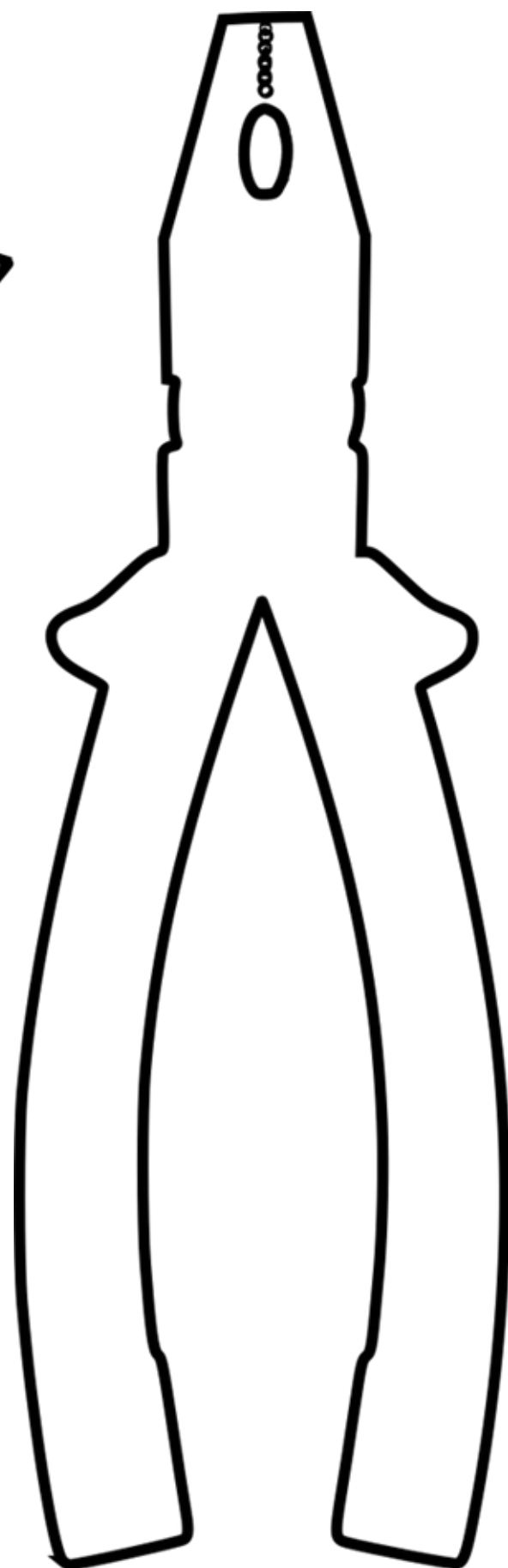
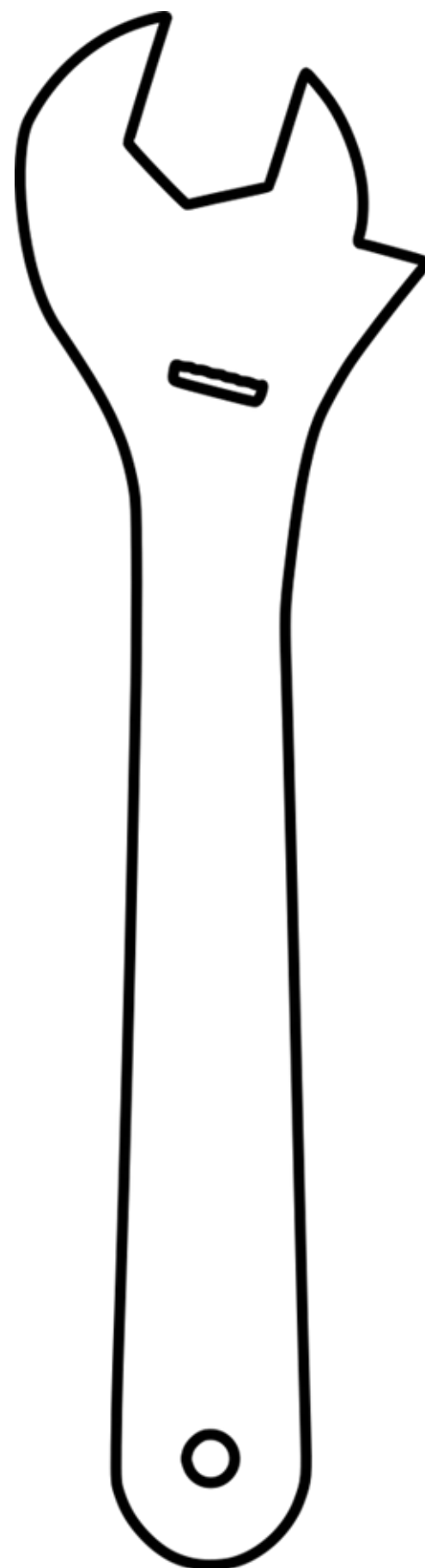
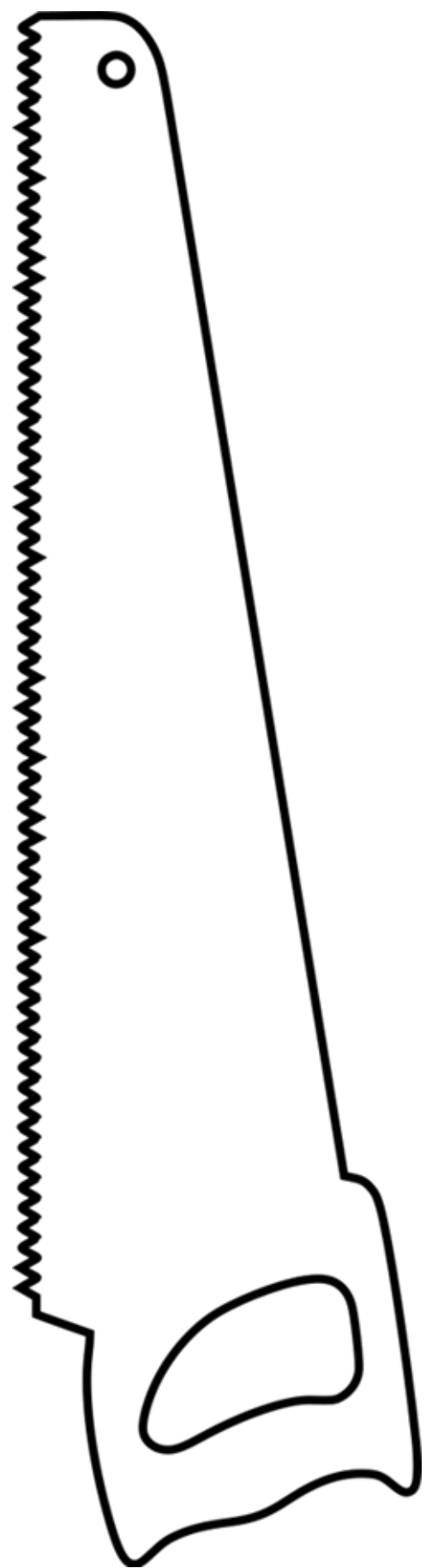
Opening activity

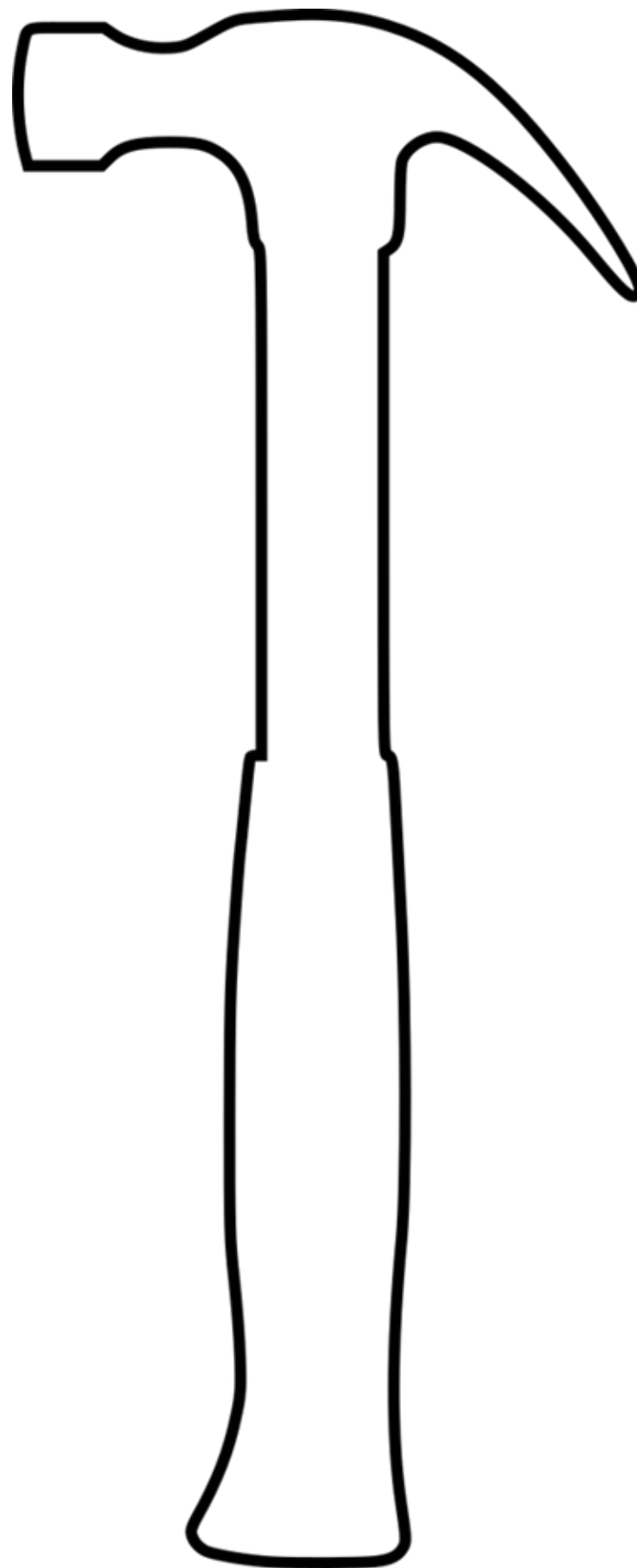
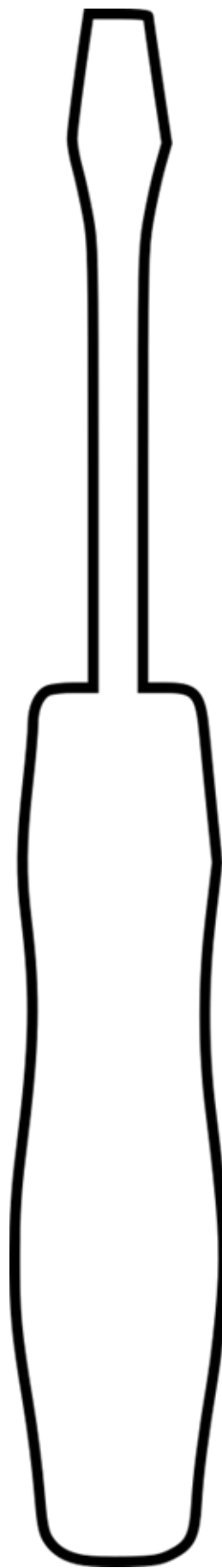
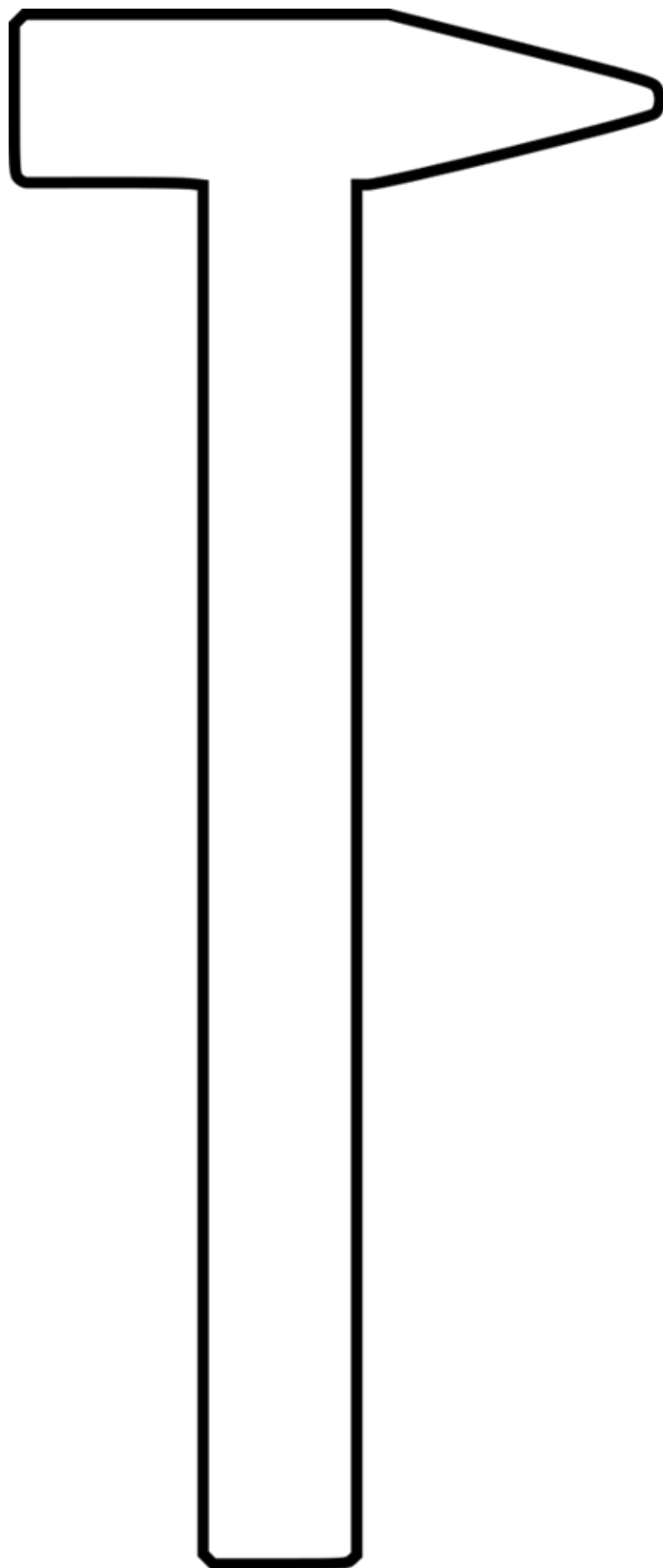
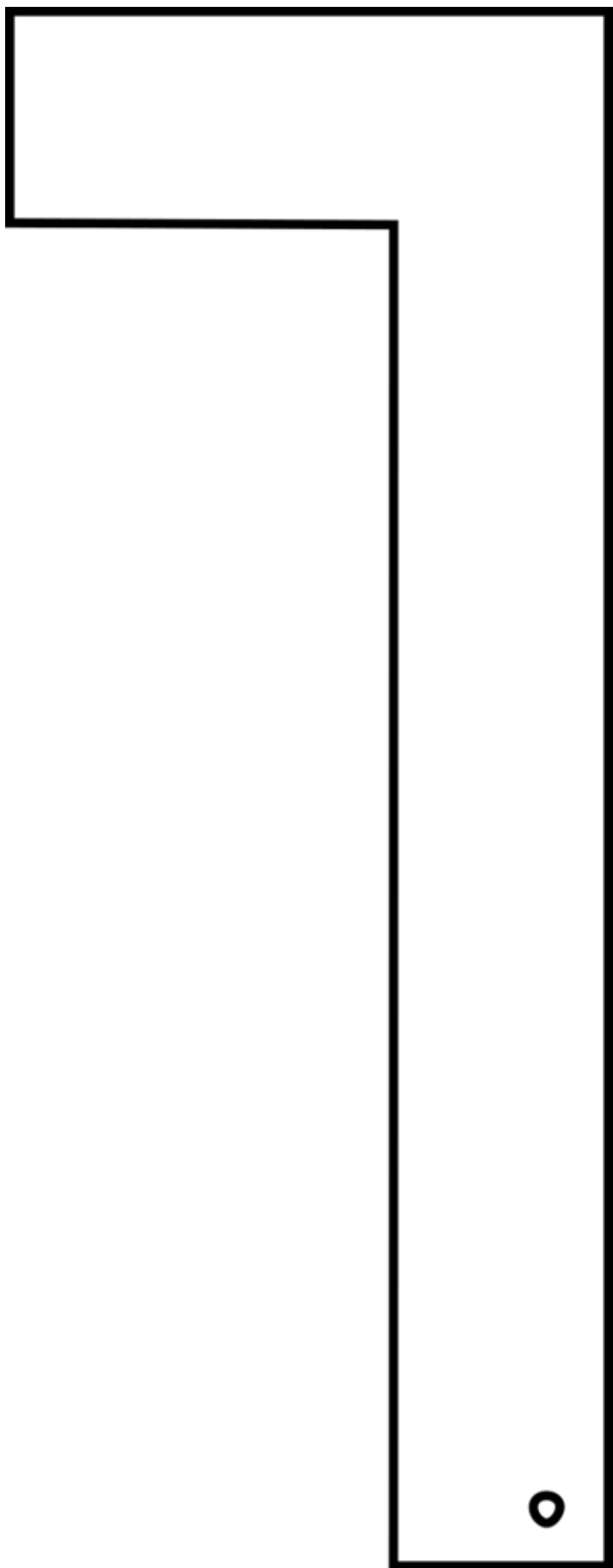
We can explain to the pupils that our class is going to become a craft workshop, where we will learn to use and put into practice the tools for building peace.

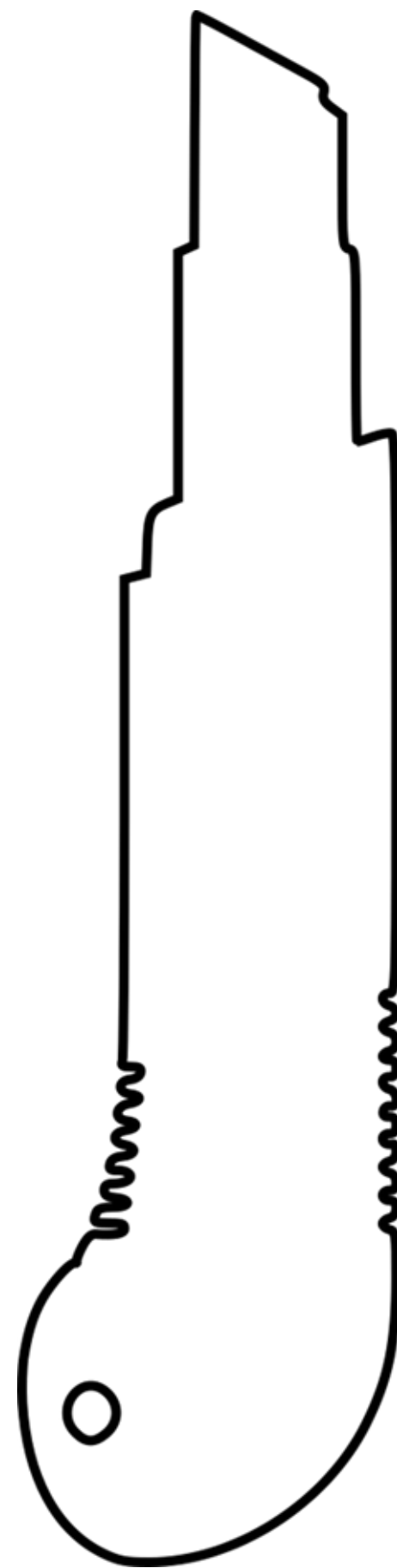
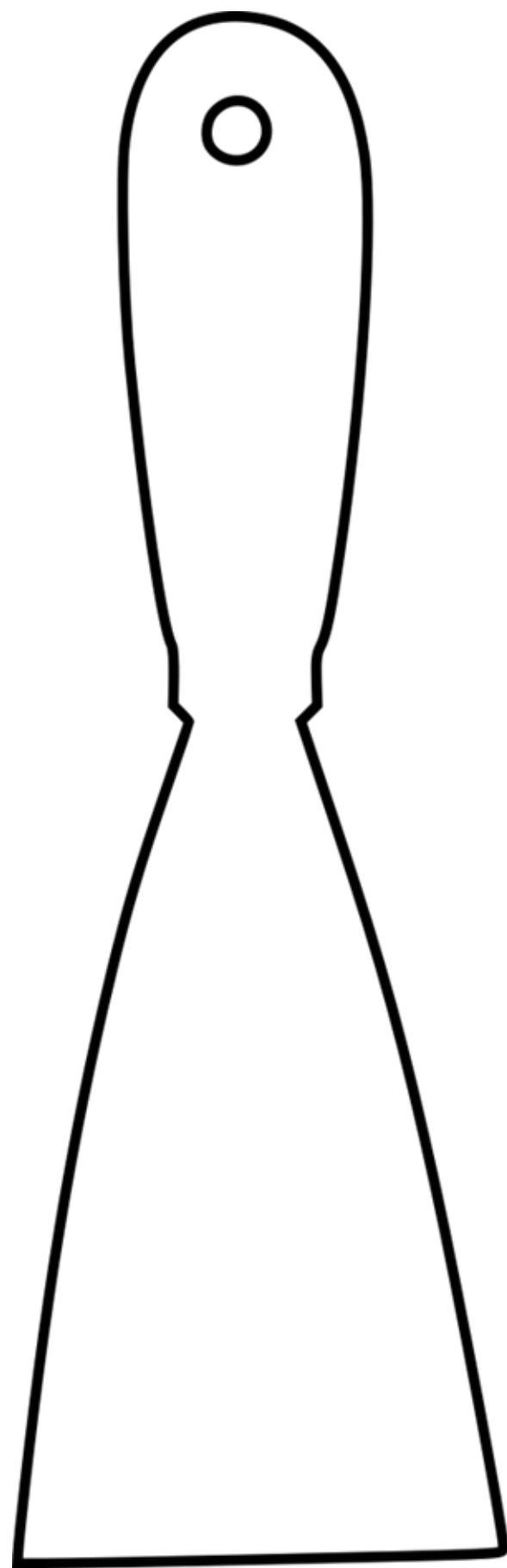
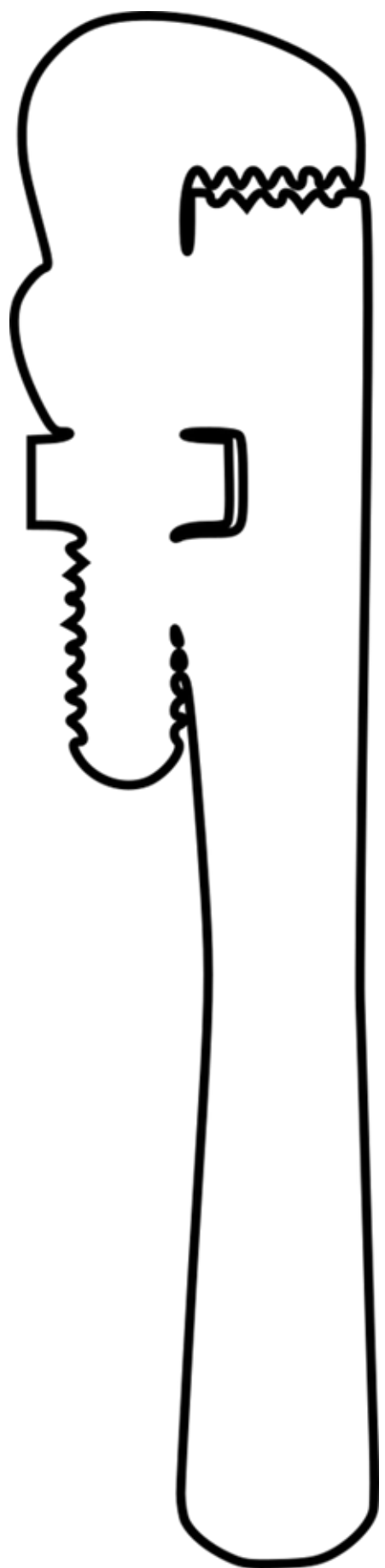
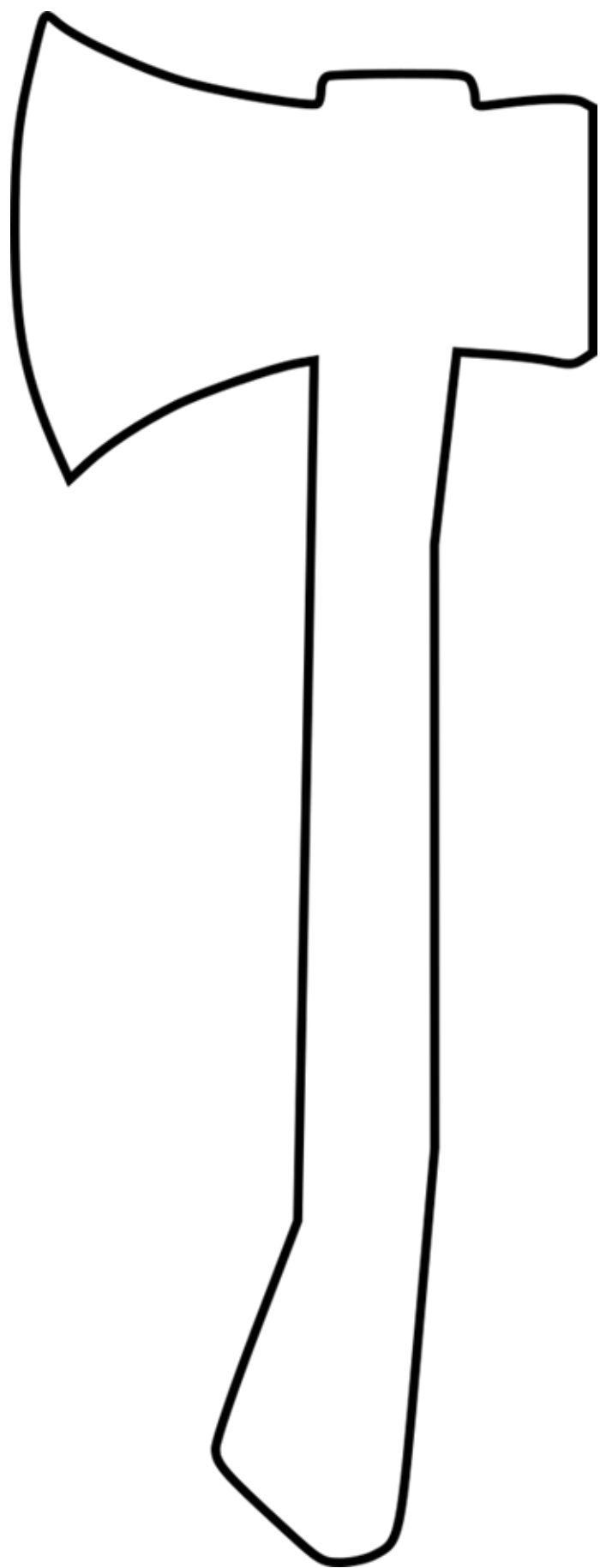
Each pupil decorates and cuts out the outline of a tool (see the attached document 'Tools'). These tools are displayed in a prominent place in the classroom on a poster titled 'Our Peace Workshop'. Throughout the school year, we will learn different strategies and resources for building peace. Each time we introduce a new technique or resource, we will take one of the tools and write the name of the strategy in question in large letters using a permanent marker. As the school year progresses, the number of tools we have learnt to use will increase.

When a conflict arises, we can go to the 'workshop' and ask the pupils whether they think it might be useful to use one of the tools we already know, or whether we should learn to use a new one. In this way, we also involve them in the process of deciding how to resolve conflicts.











We can also, from time to time, hold a maintenance session. During these sessions we invite the pupils to reflect together on the tools available in the workshop, asking them whether they think there are any ‘favourite’ tools that we use more often and, if so, why they think this is the case: whether we find them easier to use, whether we prefer them, whether they are sufficient to resolve most conflicts, whether some people respond better to certain tools than others, and so on. We can also reflect on the tools we use least and why they think this is the case. Perhaps we need to go over a process or dynamic that wasn’t clear to us at the time. Different problems may require different tools.

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Prayers and a
spiritual practice

Like a calm sea

Peace is built from the inside out. I cannot build peace if I do not feel at peace myself. Sometimes we turn our gaze outwards and forget to look at our inner state – whether the sea within our hearts is calm, choppy or stormy. Always taking a moment to look within, becoming aware of our emotional state and waiting for the right moment to set sail is the best way to begin building peace.

We can illustrate both extremes with videos:

- Video of a calm sea:
- Video of a choppy sea:



Lord, help me to have a serene heart that regains its calm after a storm of emotion, just as the sea does after a storm.



Jesus, thank you for looking after my heart. When I am angry, sad or nervous, help me to breathe, to find calm and to fill my heart with peace. That way I can bring joy and peace to those around me. Amen.

Building Peace

Intelligence is a gift, a powerful resource that God has given us and which can help us transform reality. It is important to use our intelligence to do good, directing it towards a common goal that is respectful and kind. As with so many things, we can improve our ability to think; we can learn to think better and thus better understand the world around us and discover the best way to act.

This short film, 'The Bridge', illustrates how intelligence helps us discover the best way to resolve conflicts:



[The Bridge](#) – Conflict Resolution



Jesus, thank you for the intelligence you have placed within each of us.

Help us to think calmly, to seek good solutions,

to share, listen and care for others.

May we use our minds and hearts to make peace wherever we are. Amen.

Don't Give Up

Taking action in the world, taking a stand and speaking our minds is not easy. We may feel fear, shame or doubt. If we want to build a peaceful world, we have to get involved, get our hands dirty, take action, make mistakes and learn from them, try again and do better next time – because it is through action that transformation happens.

The short film “Piper” illustrates how we can persevere despite setbacks:



[Piper](#) – Pixar short film

Lord, help me to ensure that my actions are in line with my thoughts and serve as proof of my commitment to peace



Jesus, help me to do good every day. Give me the courage to help, share and care for others.

When things don't go my way, teach me to try again without giving up.

May my hands bring peace wherever I am. Amen.

VIVIR, SENTIR,
PENSAR Y ACTUAR

PROYECTO
**DESDE
ENTRO**



FUNDACIÓN EDUCATIVA
Sofía Barat

We are going to teach the pupils Jacobson's progressive relaxation technique, which involves tensing and relaxing different muscle groups for several seconds. We can guide the pupils through a script or show them the following video. We are providing two videos; you can choose one of them or use both:

Relaxation 1:

[Progressive muscle relaxation 1](#)



Relaxation 2:

[Progressive Muscle Relaxation 2](#)

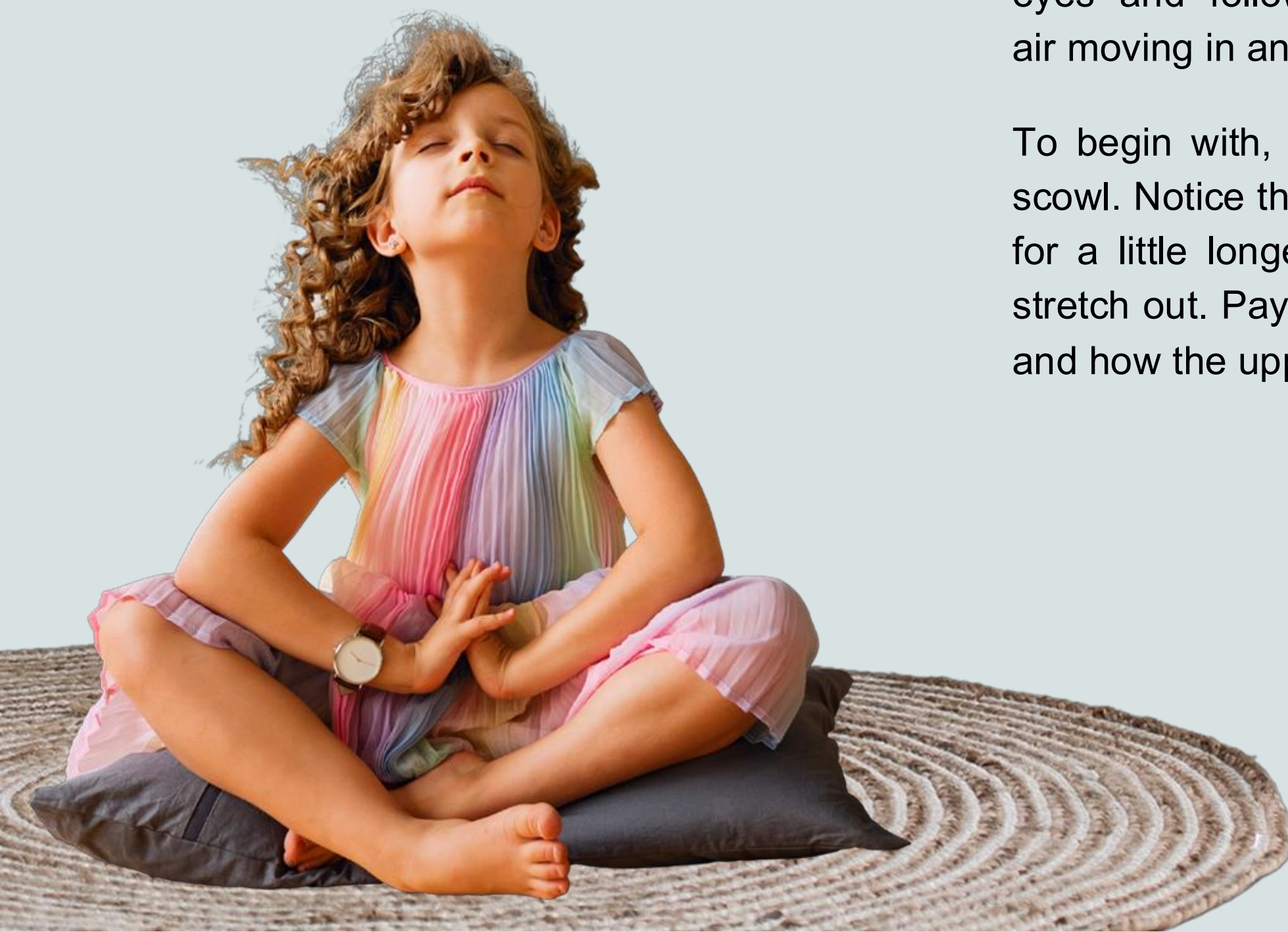




I'm going to show you a very simple technique which involves tensing the parts of your body that I indicate – without causing yourself any pain – and holding that tension for about 5 seconds. Then, when I tell you, release your muscles and concentrate on feeling them relax.

Sit comfortably. In this session, we'll learn how to relax your face. Close your eyes and follow the instructions. Focus on your breathing and notice the air moving in and out through your nose. Repeat this a couple of times.

To begin with, furrow your brow tightly, as if you were very angry, with a scowl. Notice the tension above your eyebrows and on your nose, and hold it for a little longer. Now release the tension, relax your forehead and let it stretch out. Pay attention to the muscles that were contracted a moment ago and how the upper part of your face feels now.



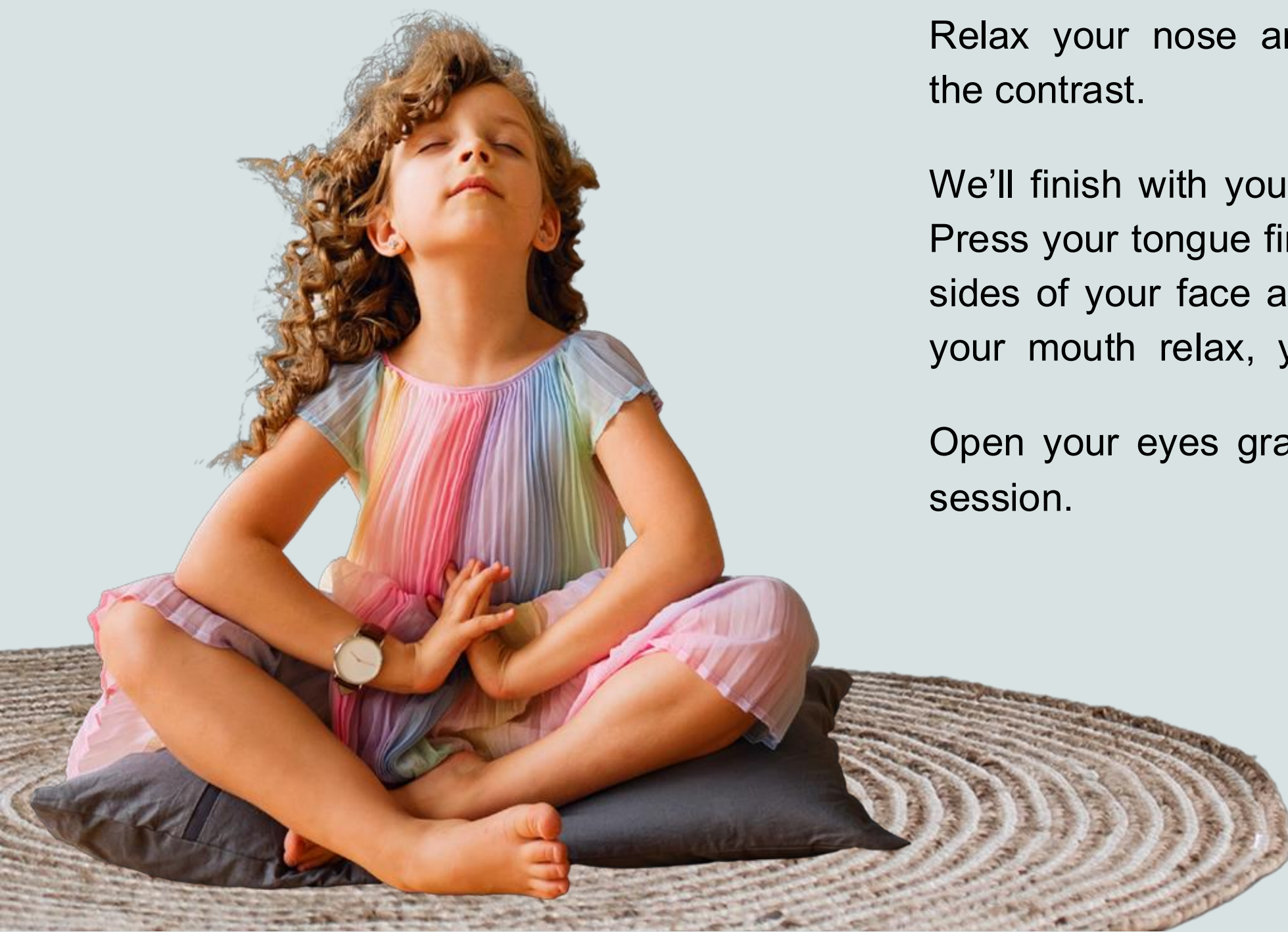


Let's move on to your eyes; we're going to close them tightly. You'll feel the tension in your eyelids and around your eyes. Focus on all that tension for a little longer, then release it. Remember where you felt the tension, and now notice how relaxed your eyes feel.

Next, let's move on to your nose. Wrinkle it up tightly, as if something smelled really bad. Notice the tension above your nose for a moment longer, then let it go. Relax your nose and notice the difference compared to when it was tense. Feel the contrast.

We'll finish with your mouth. Clench your jaw so that your molars grind together. Press your tongue firmly against the roof of your mouth and feel the tension on the sides of your face and on your tongue. Hold it for a moment, then relax. Feel your mouth relax, your molars no longer clenched and your tongue relaxed.

Open your eyes gradually and take a couple of deep breaths before ending the session.



Some considerations and suggestions

The **‘Stop, Think and Act’** poster that we used last year can also serve as a reference in this process of developing critical thinking and building peace.

Stop: this refers to the need to regulate our emotions in our interactions with others and, especially, when faced with conflict. We must understand that there is an emotional state capable of overwhelming everything if we do not learn to calm it down. From this perspective, it is essential to give ourselves the time needed to recognise what we are feeling and the time needed to regain the necessary calm before taking any kind of action. Teach pupils to recognise this state of agitation, teach them to ask for a moment to regain their composure, and support them so that they can experience how their emotions settle down again after a while. When emotions are calm, the mind can operate freely, unhindered by the amygdala, to engage in critical thinking. The philosopher María Ángeles Quesada speaks of the concept of ‘dwelling on the problem’ – taking the time needed to understand in depth what is happening, rather than rushing to find a solution.



Think: this refers to looking closely, analysing, examining calmly, and questioning our own thinking, our biases and our tendencies. Dialogue is the fundamental tool for this part of the work. Certain thinking routines can help us to make explicit these mental processes that assist us in unravelling conflicts, misunderstandings, disagreements and the most complex situations. Here, too, the value of setting an example in developing critical thinking becomes evident. The philosopher María Ángeles Quesada speaks of the concept of ‘dwelling on the problem’ – taking the time needed to understand in depth what is happening, rather than rushing to find a solution.

Act: this refers to making a decision and bringing it into the world beyond our minds, applying it to reality, having an impact on our context, and playing an active part in shaping our environment. Accepting the responsibility that stems from our decisions is also part of critical thinking and ties in with the value of responsibility that we also worked on last year. It is the actions that arise from calm reflection that have the greatest capacity to transform reality, as they allow us to ‘act’ rather than ‘react’.

Just as with the **‘Stop, Think and Act’** poster, many of last year’s suggestions remain relevant for this academic year, and we recommend continuing to use them or introducing them if they have not yet been tried: training in inhibitory control, the use of relaxation techniques, fables, thinking routines, examples illustrating emotional management, etc. Below is a list of various activities.

- **Thinking routines** are an excellent tool for developing critical thinking, as they help children to pause and think before acting, to consider options, consequences and values, and to express their choices meaningfully. They help to develop more analytical and structured thinking. Here are some that we can use during the school year:

- **I See, I Think, I Wonder:** Helps children to observe a situation, reflect and come up with questions. It is useful for learning not to react immediately, but to pause to look, think and question.
- **I used to think, Now I think:** This encourages personal reflection and a shift in thinking, which is key to responsibility and moral growth.
- **The Parts and the Whole:** with this routine, pupils will reflect on the parts that make up an object and think about the function of each of these parts so that the whole thing works properly.
- **Compare and Contrast:** Using a graphic organiser, we will identify the characteristics that two objects have in common or the ways in which they differ.
- **The Tug-of-War Game:** A moral dilemma is presented. The factors ‘pulling’ at each end of the dilemma are identified. We ask the pupils why they side with one side or the other of the dilemma and ask them to try to find reasons for taking the opposite side as well. Asking questions such as ‘What would happen if...?’ helps them to explore the topic in greater depth.



- **Story:** '[Learning to control anger](#)'

- **The balloon.** In this activity, the teacher takes a balloon and explains to the pupils that we all have a balloon inside us that represents our anger. As things happen that we don't like (I'm not allowed to do what I want, someone isn't treating me well, something is really difficult for me, my things or my space aren't being respected, etc.), our balloon gradually inflates. Each unpleasant event that the teacher gives as an example is represented by a puff of air that inflates the balloon a little. There comes a point when the balloon is very inflated and taut. At that moment, we explain that any unpleasant thing that happens to us, however small, will cause the balloon to burst. This can cause harm to those around us or even to ourselves.

It is also unfair for one person to bear the brunt of all the pent-up anger caused by things others have done to us or that we have generated ourselves. The important thing here is to learn to be aware of our balloon and to let the air of anger out often enough to keep the balloon empty as much as possible. This activity is an excellent way to introduce the practice of breathing as a means of relaxing and regaining our composure.

- **Breathing.** There are many breathing techniques and guidelines we can use in the classroom. We recommend choosing a simple one and practising it regularly – for example, at the start of each lesson. Taking a few moments at the beginning to take three to five deep breaths is a way of calming the mind and creating a moment of transition.





- **‘Swimming’.** When pupils return from break time, they tend to be more restless after having been playing or moving about in the playground. The walk back to the classroom itself can be a stimulus that gets them worked up. In that case, as well as taking a moment to breathe, we can teach them to ‘swim’. After calming down using our favourite breathing exercise, we explain that we are going to ‘swim’, that is, to spend a few seconds doing nothing.

During this time, we simply need to sit properly with our hands on our knees or on the table. “Swimming” isn’t easy, because a little bit of “something” tends to sneak in quite easily. Sometimes we move our feet without realising it, or our hands, or we look at our classmates, or we make a noise. Learning to swim is a whole process. In the first few days, we can start with 10 or 15 seconds. Each week, we add another 5 seconds until we reach one minute. There’s no need to spend any more time on it.

- **“1, 2, 3”.** This activity aims to help pupils stay present, which means actively directing their attention. We explain that we’re going to call out the numbers 1, 2 and 3 at random. When they hear the number 1, they must touch their nose with their finger. We’ll do one round. When we’ve finished, we’ll tell them that now, as well as touching their nose with their finger when they hear the number 1, they must hold their ears when they hear the number 2. We’ll do another round. Finally, we explain that in the last step, in addition to the previous instructions, they must place their hands on top of their head when they hear the number 3. We do the final round.



- **Training in inhibitory control.** In our brain, the area that controls executive functions—the prefrontal cortex—is the last to mature, and it does so around the age of 20. This is an important fact because it is the part that manages control over reactivity. In other words, it is the part that restrains our behaviour, inhibiting it so that we do not react automatically to stimuli. Our pupils are very immature in this respect, and much of their behaviour stems from high reactivity and the limited ability some of them have to rein themselves in. In this regard, there are various activities and videos that train inhibitory control and help pupils to stimulate its development and become aware of their current state. One suggestion would be to establish a routine in which these training activities are practised every day at a set time (for example, upon entering the classroom in the afternoon) or on a specific day and time each week.



Videos illustrating the activities (YouTube):
(many in spanish but you could find on
internet the same kind in english)

- [Inhibitory Control “Cat-Lion”](#)
- [-Inhibitory Control “Sun-Moon” ATTENTION:](#)
- [spot the odd one out ATTENTION: find the](#)
- [matching pair EXECUTIVE FUNCTIONS:](#)
- [processing speed 1 EXECUTIVE FUNCTIONS:](#)
- [spot the odd one out Stroop No. 1](#)
- [Stroop Number 2](#)
- [Stroop Animals](#)
- [Attention, – medium difficulty](#)
- [Attention, , high difficulty](#)
- [Attention, very high difficulty](#)
- [Stroop, Coloured Circles Stroop,](#)
- [Everyone Says Yes](#)



- [Everyone Says Blue, easy difficulty](#)
- [Everyone Says Blue, medium difficulty](#)
- [Everyone Says Blue, high difficulty](#)
- [Visual memory](#)
- [Visual memory 2](#)
- [Visual memory 3 Observe](#)
- [andmemorise](#)

To download in PowerPoint format (although they are labelled ‘for pre-schoolers’, they are suitable for the early years of primary school):

- [Go–No Go tasks for Early Years Go–No Go tasks](#)
- [for Primary andSecondary Executive functions in](#)
- [Early Years](#)
- [Executive Functions in Primary andSecondary Education](#)



A whole year spent learning together how
to become peacemakers

Thanks to



for the design of this
slideshow