



Peaceful Hearts Too



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Peaceful Hearts Too



INTRODUCTION

Peaceful Hearts is still our focus for World Labyrinth Day in Educational Settings 2024, and while we concentrated on the development of labyrinth walking heartfulness practices last year, we are extending and building on this to include what we believe to be core values associated with peace within. The core values we have identified are:

- ❖ Love
- ❖ Forgiveness
- ❖ Care
- ❖ Respect
- ❖ Kindness
- ❖ Compassion
- ❖ Cooperation

And so the guide we have prepared for you runs like a series of GRAB BAGS, enabling you to make choices about how you wish to plan and design the experiences you offer your students as together you explore ***Peaceful Hearts Too***. We can't wait to see how you bring it to life. And we would love to hear your feedback.

NB: This WLDES 2024 resource is not conditional on your having taken part in WLDES 2023. The materials are all stand alone.



Grab a Core Value

Peaceful Hearts are containers of **LOVE**

Peaceful Hearts are containers of **FORGIVENESS**

Peaceful Hearts are containers of **CARE**

Peaceful Hearts are containers of **RESPECT**

Peaceful Hearts are containers of **KINDNESS**

Peaceful Hearts are containers of **COMPASSION**

Peaceful Hearts are containers of **COOPERATION**

Explore the chosen core value and its relationship to a peaceful heart

Use the questions on the next page as starting points

OR

Read a book that highlights and/or focuses on the value

OR

Use the X-chart on the next page

OR

Design activities of your own design



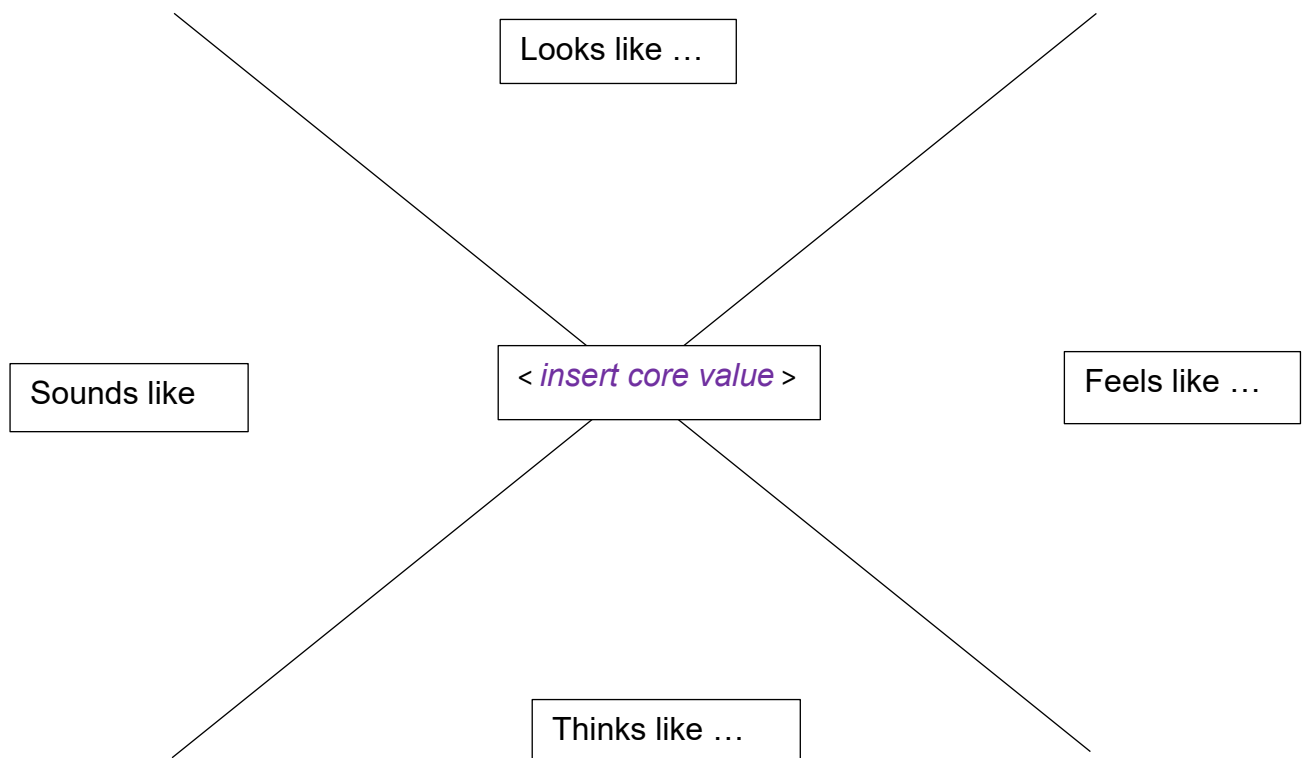
Grab a Key Question or Two ... or More

- what does it mean to < *insert core value* >?
- what is the best way to show < *insert core value* >?
- what is < *insert core value* >? Is it a feeling? a belief? or something else?
- how do you know if you are < *insert core value* >?
- how does < *insert core value* > relate to peace? and to peace within yourself?
- Is < *insert core value* > shown by what we say or do or think?

and encourage students to explore the core value in depth through performance, dance, discussion, debate, collage, drawing or painting, writing: story boarding, script writing, poetry, music, video, digital technologies

OR

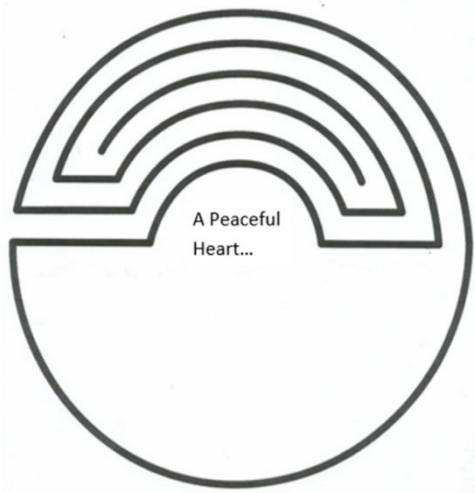
Explore using an X-chart





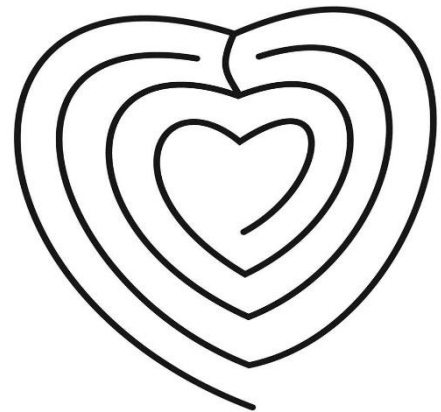
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Grab a Labyrinth



Think about:

Which labyrinth design suggests the essence of the **core value/s** chosen for exploration?



Source: <https://www.learningwithlabyrinths.com/>

Where? Indoors or outdoors

What? Temporary (drawn, constructed) or permanent (established)

Source: Pinterest

More: Floor, tabletop or wall?

Finger tracing or walking?

Individual or group?



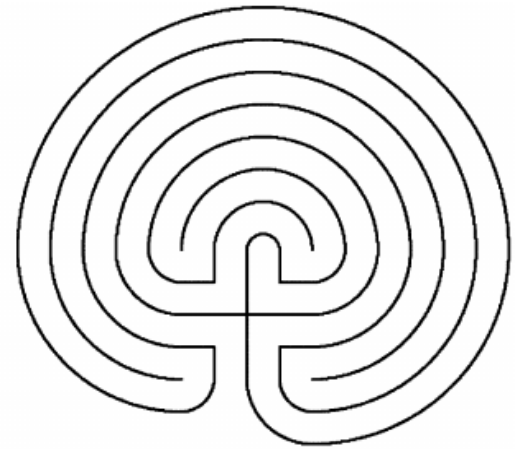
Source: Maia Scott

Source:

<https://blogmymaze.wordpress.com/contents/>



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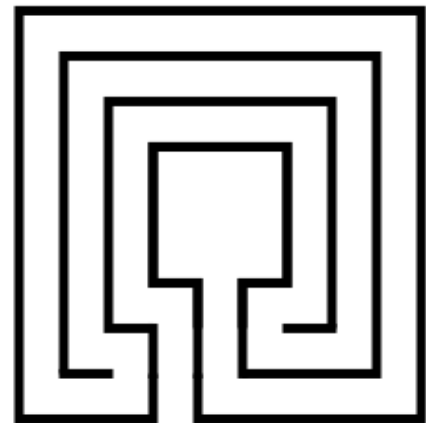


Classical Labyrinth

Source:

<https://blogmymaze.wordpress.com/contents/>

Challenge older students to construct for themselves one of the labyrinths comprised of concentric circles! Or the square-based one. An individual or collaborative group activity!



Source: left & above

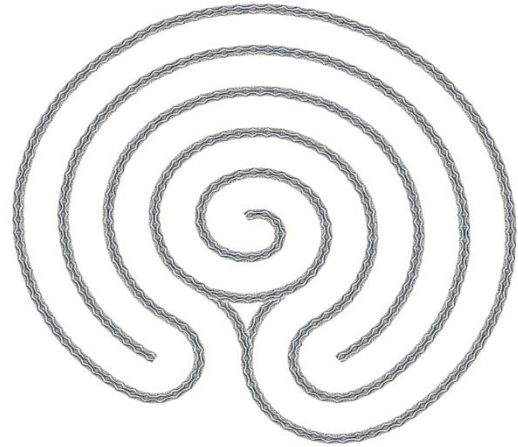
<https://www.doyoumaze.com/how-to-draw-a-labyrinth>

This link will take you to The Labyrinth Society webpage where you can scroll through to find labyrinth types and seed patterns for drawing them

<https://labyrinthology.org/labyrinth-types/3633-classical-3-circuit-diagram>



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Source

<https://www.worldlabyrinthday.org/resources/finger-labyrinths>

Source

<https://www.worldlabyrinthday.org/resources/finger-labyrinths>

The Lollipop heart pattern on the right can be adapted to any shape as a starting point.

Design one for each core value!

Have fun!

Source : Ange Virgona

Design your own heart labyrinth * = starting point

1		2			
3		4			
5	<p>Repeat for desired number of circuits</p>			6	



Take your Explorations into the Labyrinth

Just as our hearts are containers for love, forgiveness, care, respect, kindness, compassion and cooperation, so too the labyrinth is a container, a holding space, for children to connect with their inner self, their heart space, and with their emotions and feelings. It also offers new opportunities and ways of seeing things as they travel the path with their **core value**-focused explorations, investigations, and thinking. Engaging in self-reflection and self-observation can bring new perspectives and help them to understand more about themselves and others.

Use a Heartfulness Practice to Prepare Hearts for a Labyrinth Walk: (see Appendix 1)

You know your students. Choose what would work best for them so that they become familiar with the respective technique/s. Some of the techniques may already be familiar from school-based programs, others you may like to introduce over time. Learning a variety enables young people to make choices and decisions about what works best for them as they become more autonomous in their labyrinth walking practice.

Designing the Walk

Will the walk be teacher-directed or student-designed?

- For a group walk, what will be your “recipe”? (ie the walking formula you will use)
- Students with labyrinth walking experience could be encouraged to individualise their own personal labyrinth walks and be invited to write their own walking formula: ie. This is YOUR walk. What is your “recipe” for your walk going to be?

Options for consideration and guidance:

- Think about what you have been exploring and thinking about as you worked with your **core value**, and how your heart is a container for it.
- Walk into the labyrinth with a question created individually, by a group or by a class prior to the walk, eg *what is preventing me from being < insert core value >? How can I be more < insert core value >?*



- Walk into the labyrinth with an intention. Intentions could be created by individuals, a group or class prior to the walk, eg *Today I intend to be < insert core value >*, *Today I will make a conscious choice to be < insert core value >*, *Today I intend to be < insert core value > to myself*, *Today I intend to be < insert core value > even when no one is watching*
- Focus on your breath at points along the way
- Pause at every turn or at designated points along the way, take three breaths and continue.
- Take time in the centre, eg in reflection, meditation, prayer, deep listening, silence.
- Leave the negative behaviours or practices that are interfering with your ability to be < insert core value > at the start of your walk, or in the centre, and take an encouragement card or pocket pebble out with you (made as a group project beforehand)
- Set the labyrinth scene: place *core value* objects, symbols or words around the perimeter before you start walking.
- Prior to the walk make small cards with words of encouragement relating to the chosen core value/s. Place them in a container in the centre of the labyrinth. Walk into the centre with a prompt, eg *how do I give < insert core value >?* and take an encouragement card out with you
- Reflect on: *how do I receive/see < insert core value > in or from others? How do I give < insert core value > (planting seeds in the hearts of others)? What stops me from honouring < insert core value >?*

Example 1 (group walk)

1. Each person decides on an intention
2. Pause at the entrance to the labyrinth
3. Choose a Heartfulness Practice
4. On the walk in, pause at each turn, breathe and refocus
5. Sit quietly in the centre
6. On the walk out: *how will I enact my intention when I leave the labyrinth?*



Example II (individualised walk)

1. Choose a labyrinth and draw or make it
2. Write your core value in the centre
3. Prepare a core value question card or two
4. Place a bowl of water beside the labyrinth entrance,
5. Choose a Heartfulness Practice
6. AT THE START: look at your reflection in the water, who is the me that walks this labyrinth with these questions?
7. IN THE CENTRE: reflect: is there something I'm being asked to do?
8. AT THE END: look at your reflection in the water again, who is the me that moves on from this labyrinth?





Time to Reflect!

Come back to the Core Values [**love, forgiveness, care, kindness, respect, compassion, cooperation**] that underpin this set of resources, **Peaceful Hearts Too**. Review the pre-walk and labyrinth experiences undertaken with students and invite everyone who took part to reflect and/or respond. The labyrinth is a holding space, the world has moved on while we've been in there. What happens now as we cross the threshold back out into the world? We can exit with new wisdom, or have opportunity to act, or will we stay the same? Use any of the prompts below or options on the following page. Encourage students to express their thoughts and feelings through any creative means.

a new understanding
a new feeling
a new question
a new insight
a new determination

I hope ...
I wonder ...
I think ...
I feel ...
I imagine ...

Before I _____ now I _____

What has this made you wonder?
What might you think more about?
What might you start?
What connections have you made?
What questions has this made you ask?



Time to Reflect (cont.)

CSI: Colour, Symbol, Image

Think about and reflect on the **core value** you have just been exploring through the inquiry questions and your labyrinth walk.

Choose a COLOUR that you think best represents the **core value**

Choose a SYMBOL that you think best represents the **core value**

Choose an IMAGE that you think best represents the **core value**

GSCE: Generate, Sort, Connect, Elaborate

Work with the **core value** you investigated and explored.

Generate a list of ideas and thoughts that come to mind when you think about this **core value**.

Sort your ideas according to how central or secondary they are. Place central ideas in the centre of your page or screen, and the more secondary ones towards the outside.

Connect your ideas by drawing connecting lines between ideas that have something in common. Explain your reasoning.

Elaborate on any of the ideas you have written so far by adding new ideas that expand, extend or add to your initial ideas.





APPENDIX I

Heartfulness Practices

You know your students. Choose what would work best for them so that they become familiar with the respective technique/s. Some of the techniques may already be familiar from school-based programs, others you may like to introduce over time. Learning a variety enables young people to make choices and decisions about what works best for them as they become more autonomous in their labyrinth walking practice.

Legacy Labyrinth Project Heart Brain Coherence Video

<https://youtu.be/yYHZUkk6t1s>

This video produced by Legacy Labyrinth Project gives a helpful, visual and clear explanation of how heart and brain work together to calm and focus the individual. The technique for achieving Heart-Brain Coherence outlined in Steps 1 and 2 was used successfully with students during WLDES 2022. A print form of the Steps can be seen below.

Two Steps to Heart Brain Coherence

Retrieved from <https://youtu.be/yYHZUkk6t1s> and summarized with permission and approval from Legacy Labyrinth Project whose Big Connection labyrinth research work has its foundation in HeartMath® Institute research.

STEP 1 Breathe through your heart

- Shift your focus into the area of your heart
- Begin to slow down your breath and imagine it coming through your heart
- Feel your heart rate begin to slow down

STEP 2 Activate a positive feeling

- Create a positive feeling to the best of your ability, like calmness, happiness, love for someone
- Keep that feeling and bring it into your body as you continue your heart breath as if carrying it to your brain (pause)
- Keep the connection between your heart and your brain; sustaining the feeling of inner calm



Calming Breaths: Finger Labyrinth

Starting at the opening of a finger labyrinth, use your finger to trace around the outside of the labyrinth: breathing in for one half of the circuit, breathing out for the second half. Repeat 3 times.

Another consideration for tracing around: use a finger of your non-dominant hand.

Slippery Dip

Standing at the threshold in a semi-circle, look to the distance beyond the boundary of the labyrinth as you take your first breath, look to the far edge of the labyrinth as you take your second breath, look to the threshold of the labyrinth as you take your third breath. Lower your eyes and slippery dip your breath down to your heart.

School SEL Program Techniques

For example: Belly Breath, Flat Tyre, Body Scan, Bubble Breathing, Shape Breathing, Cloud Breaths, Flower Breaths

Come to Your Senses: 5 4 3 2 1

Be aware of 5 different things that you can see, 4 different things you can hear, 3 different things you can feel, 2 different things you can smell, 1 thing you can taste. As you come to your senses you come to yourself.

Listen with Curiosity

Focus on the sounds around you for several minutes: which are near, which are far? What are the subtle differences, the not-so-subtle? What is making the sound? Is it continuous or intermittent?

Observe with Curiosity

Look around you for several minutes. What is above you, below, behind, in front? What are the colours, variations in colour? How do the shapes merge or stand apart? What is the smallest shape you can see? The largest? How many different shapes? Are they curved or bound by straight lines? Or both? Where can you see patterns? What are the differences between patterns?



Feel with Curiosity

Engage your sense of touch. Feel your skin, what do you notice about it in different places on your body? What about your clothing, how many different textures can you feel? Touch the hair on your head, arms, legs. Does it feel the same? How about your breath? In how many different ways can you feel it?

Mini-beast Safari

Take an up-close observation and see how many little creatures or mini-beasts you can find in the plants and surroundings near you. Take note of the details: body, head legs, eyes, feelers, shell. Take note of how they move, or not. Have they noticed you? What might they be saying?

Plant Safari

On one plant you can find a lot to observe. Take careful note of its overall shape, structure, colour variations, leaf shapes, flowers, seed pods, fruits, buds and petals. Does it have a fragrance? If it's ok to touch, what kinds of textures are there on the various parts?

Raisin Exercise

Give each student a raisin to hold in the palm of their hand. Then ask them to use all of their senses to study it and to pretend that they are describing it to someone else. They should aim to give as much information as possible so that it couldn't be mistaken for something else.

Zoom In, Zoom Out

Zooming In: this can be indoors or outdoors. Observe, listen, smell, touch an object in a close, magnified way. Note everything!

Zooming out: best outdoors or through a window. Observe eg the horizon shape, flight patterns of birds, directions of sounds, lines of buildings, noting the most minute of details.
