MODULE 1

Peace and Peace Education

Submodule

1.1 Getting to Know Each Other : introduction to the module

Duration

1 academic hour

Submodule overview

The first part of this module will offer participants a reflection on the importance of investing in the development of relationships within the group and reinforcing positive dynamics which are of the utmost importance when dealing with sensitive issues and personal views and experiences, even more so since it is focused on peace and peace education. Thus, it will be mostly composed of activities that aim to foster sharing within the group and group cohesion.

Activity The Fair: this activity is based on a set of statements regarding personal experiences or preferences in which participants must find one member of the group that has had that experience or has that personal characteristic of preference. The list of statements will be developed based on teachers' experiences.

Activity The Broken Phone: this activity aims to introduce the theme of peace through a common game.

The introduction of the module can be adapted to eLearning by presenting these activities and the importance of working on the development of the group and its cohesion so that participants are prepared to reflect and work on sensitive issues.

Learning goals

- To facilitate participants' personal presentation and getting to know each other.
- To promote the development of group dynamics and cohesion.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to work on peace and peace education.

Learning outcomes

knowledge
- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the impact of communication in conflicts and peacebuilding.
- To be able to identify various types of conflicts and develop strategies to cope with them through peacebuilding strategies.

Skills
- To be able to question the other on their life and experiences in a respectful and sensitive manner.
- To be able to critically reflect on communication, conflict, and peace.
- To develop critical thinking skills to identify innovative strategies to build peace.

Attitudes
- To develop curiosity and openness to other people's experiences.
- To become aware of the role of communication in peace issues.
- To develop awareness on the potential of conflict for peacebuilding.

Submodule	Submodule overview 🔍	Learning goals 🎯	Learning outcomes 🏆

1.2 Definition of Peace

This part of the module will be focused on the theoretical presentation of the concept of peace, studies on peace and its role for social justice and human rights. For that it will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered,

Peace: Concept and Studies

Activity Perceptions of Peace: this activity aims to understand and explore the definition of peace at a personal, local, national, and international context.

Learning goals

- To define and understand the concept of peace and peace education.
- To explore studies on peace.
- To introduce the concept of peace through interactive activities that explore participants' perception and meaning attributed to peace.
- To be able to give examples of everyday life of peace and the role of conflict.

Learning outcomes

knowledge
- To develop knowledge of the definition of peace.
- To be able to identify everyday life examples of peace.
- To understand that there may be various potential definitions, meanings, and perceptions of peace and how to achieve it.
- To understand the importance of respect for human dignity, coping with conflicts and negotiating disagreements to build respectful and positive relationships

Skills
- To be able to express and understand different points of view and to discuss the concept of peace and how to overcome situations of social injustice based on cooperation and equity.
- To be able to roleplay everyday life examples of peace.
- To be able to discuss peacebuilding with others through positive communication and interaction.
- To be able to critically reflect on one's own perspective(s) of the world, as well as others.

Attitudes
- To develop curiosity on the theme.
- To be able to value respect for human dignity, the enjoyment of full citizenship, solidarity with others and cultural diversity.
- To become more open to other worldviews.
- To develop the capacity to maintain a flexible attitude by embracing multiple points-of-view, reflecting on their own assumptions, and remaining sensitive to the thoughts and actions of others.

Duration ⏱

1 academic hour

Submodule

1.3 Definition of Peace Education

Duration

1 academic hour

Submodule overview

This part of the module will be focused on the theoretical presentation of the concept of peace education and the exploration of educational strategies to implement it. For that it will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered.

Peace Education Definition: Peace education is often defined as the process of acquiring values, knowledge, attitudes, skills, and behaviours to live in harmony with oneself, others, and the natural environment.

Learning goals

- To define and understand the concept of peace education.
- To be able to identify strategies to promote peace education.
- To be able to develop activities to implement with students.

Learning outcomes

knowledge

- To develop knowledge of the definition of peace-education.
- To develop knowledge on educational strategies and practices within peace education.
- To understand the necessary conditions to foster peace education through practical activities.

Skills

- To be able to discuss peace education and its wider role in education and social justice.
- To be able to roleplay everyday life examples of peace-education.
- To be able to develop practical activities to foster peace education.

Attitudes

- To recognize the importance of using peace education skills in the interaction with others.
- To be open to integrate the model of peace education in their educational practice.
- To become aware of the specificities of peace education in practice.

MODULE 1

Peace and Peace Education

Submodule	Submodule overview 🔍	Learning goals 🎯	Learning outcomes 🏆

Submodule

1.4 Core themes to be addressed within peace education

Duration ⏱

1 academic hour

Submodule overview

This part of the module will be focused on the theoretical presentation of key concepts that are related with peace and that are crucial to address within peace education. Educational strategies will also be explored to prepare teachers to work on these concepts with students. For that the module will include lecture learning, case studies and debates for problem solving, and role-playing activities based on active learning strategies. Reading materials, practical resources, and best/good practices examples will also be offered.

Main concepts to explore and discuss their impact on peace and peace education:
1. Social, economic and environmental sustainable development
2. Human Rights
3. Multiculturality, Diversity Equality and Inclusion
4. Democratic Social and Political Participation
5. Social Justice and solidarity
6. International Peace

Learning goals

- To explore the concepts of Social, economic and environmental sustainable development; Human Rights; Multiculturalism, Diversity Equality and Inclusion; Democratic Social and Political Participation; Social Justice and solidarity; International Peace.
- To explore the relationship of peace and peace education with the above-mentioned key social, economic, and political concepts and values
- To identify strategies to promote peace education by addressing these concepts.
- To develop activities to implement with students regarding these concepts and themes

Learning outcomes

Knowledge
- To understand the relationship of peace and peace education with a set of key social, economic, and political concepts and values.
- To develop knowledge on these concepts.
- To be able to identify strategies to promote peace education by addressing these concepts.
- To be able to develop activities to implement with students regarding these concepts and themes.

Skills
- To be able to discuss these issues and their connection with peace.
- To be able to role-play everyday life examples of peace-education to address these key concepts.
- To be able to develop practical activities to foster peace education and foster learning on these concepts.

Attitudes
- To recognise the importance of these concepts and themes on peace.
- To become aware of the crucial relationship of these themes with peace and peace education.
- To be open to discuss these themes and work on them with students.

Peace and Peace Education

Submodule

1.5 Peace education training: challenges and limitations

Duration ⏱

1 academic hour

Submodule overview 🔍

This part of the module will be focused on the theoretical challenges and limitations of peace education and the exploration of educational strategies to overcome these challenges. For that it will include lecture learning, case studies and debates for problem solving. Reading materials, practical resources, and final group activity.

Different approaches in peace education:
1. Promotion of individual and interpersonal skills: emotional awareness, anger management, empathy; co-operation; kindness
2. Focus on social, cultural and political aspects of peace: Environmental education; Human rights, etc.

The Peace education limitations and challenges:conflicting collective narratives; historical memories;conflicting beliefs; inequalities; violence in schools (direct, cultural, and structural violence); context of the country

Final activity: Based on what was learned in the previous sessions the teachers will be divided into groups and create a guideline to encourage students to *rethink and share the concept of peace in the 21st century* using a creative expressive approache

Final reflections: testimonial of the trainees of what was learned in the training, challenges and good practices based on their experiences.

Learning goals 🎯

- To identify and explore the different approaches of peace education training
- To critically reflect on the different skills that teachers must develop for peace education
- To identify peace education limitations and challenges
- To be able to develop activities to implement with students regarding peace education

Learning outcomes 🏆

knowledge
- To develop knowledge on the different approaches in peace education training.
- To be able to identify basic skills for peace education teaching.
- To develop knowledge on peace education's limitations and challenges.
- To be able to develop practical activities to implement with students regarding these concepts and themes.

Skills
- To be able to discuss teaching education approaches.
- To be able to critically reflect on teaching skills necessary for peace education.
- To be able to discuss peace education challenges and limitations.
- To be able to develop practical activities to foster peace education and foster learning on these concepts.

Attitudes
- To recognise different approaches and concepts in peace training.
- To become aware of the role of teachers in peace issues.
- To become aware of potential strategies to overcome peace education limitations and challenges.
- To be open to develop new teaching strategies and work on them with students.

Submodule

**2.1
Introduction
to the module
and workshops**

Duration

**1
academic hour**

Submodule overview

In this part of the module, participants will have opportunity to be involved in various workshops based on inner peace and develop knowledge on personal alienation and how face with it .The aim of these workshops is openly show and face with different expressions of inner peace of participants.

The main objectives for these workshops are:
- with practice identifying with own emotions
- decide what we're going to choose to feel

Workshops:
a)Peace with our feelings
b)Peace with our Contribution/Service
c)The Raisin Exercise

Final feedback/reflection
''Myself and I''

Learning goals

- To introduce participants with different activities
- To develop knowledge of using workshops in group
- To develop knowledge to recognize needs for express feelings

Learning outcomes

knowledge
- To develop awareness when others have their mental health impaired.
- To develop knowledge when inner peace is disturbed, and properly react.
- To be able to find and identify the causes of disturbed inner peace.

Skills
- To be capable of facing with different expressions.
- To be able boost capacity to access positive feelings.
- To be able to reconnecting with inner peace in yourself.
- To be able to recognize when others need to express their feelings.

Attitudes
- To become more confident and relaxed in classrooms.
- To be able reduce and release negative stress and fear.
- To be able to show others how they can reduce and release negative stress.
- To become more aware of other feelings.

Submodule

2.2 Definition of Inner peace and Personal alienation

Submodule overview

The second part of the module is directed towards the theoretical part of inner peace and personal alienation.
It includes case studies, research, good practices, debates and literature such as advices, curriculum, articles,videos and activities to reach and solve difficulties, latest conferences and materials from the same where the theme is inner peace and personal alienation.

Duration

1 academic hour

Learning goals

• Define Inner peace and personal alienation.
• To be able to show through a practical part what is personal alienation.

Learning outcomes

knowledge

• To develop knowledge on the definition of Inner peace and personal alienation.
• To develop knowledge on how to teach positive actions for mental area.
• Illustrate good/bad practices based on inner peace and personal alienation.

Skills

• To be able to express and understand different points.
• To be able to explain situations of personal alienation through examples.
• To be able to build constructive critic on other's point of view.

Attitudes

• Appraise when is adequate situations for questioning.
• To be able to support participants when they try to express their opinion.
• To be able to compare different situations and recognize differences.

Submodule

2.3 Type and Effects of Personal alienation

Duration

1 academic hour

Submodule overview

This part of the module will be focused on the presentation of the types of personal alienation and how personal alienation can affect us. It included different case studies, articles and techniques. Also the submodel will contain different good practices, examples for each type of Personal alienation and definitions.

Learning goals

- To understand types and effects of personal alienation.
- To be able to create their own workshops and implement it.
- To be able to represent personal alienation through different case studies.

Learning outcomes

knowledge

- To develop knowledge on types and effects of personal alienation.
- To develop knowledge on the effects of alienation.

Skills

- To be able to use examples to explain alienation.
- To be able to achieve goals.
- To use creative,collaborative and critical thinking to solve problems.

Attitudes

- To be able to value different opinions based on experience.
- To appreciate other people's contributions.
- To value relations between participants and the facilitator.

Submodule

2.4 How to achieve Inner Peace and face with personal alienation

Duration

1 academic hour

Submodule overview

The aim of this part of the module is to offer various methods on how to face personal alienation. It will offer different worksheets, techniques, papers, curriculum, plan with steps of prevention or facing with it. Also, it will contain comparison techniques and effective techniques for each type of Inner Peace and personal alienation; how to reach which type.

Learning goals

- Understand the cause of personal alienation.
- Identify strategy to prevent alienation.
- To identify methods of prevention.
- To develop knowledge on using different worksheets and articles in the process of creating activities.

Learning outcomes

knowledge

- To be able to demonstrate and define techniques for different of personal alienation.
- To develop knowledge on these techniques and methods.
- To be able to identify strategies for different types of personal alienation.

Skills

- To be able to have debates on these concepts and give adequate advice.
- To be able to demonstrate examples; bad or good practices in each case.
- To be able to create workshops or activities to reach results.

Attitudes

- To be able to compare different techniques for facing with personal alienation.
- To be more confident during debates on these topics.

MODULE 2

Inner Peace - Personal Alienation and its effects

Submodule

2.5 Inner Peace course: issues, focus, opinions

Duration ⏱

1 academic hour

Submodule overview 🔍

This part of the module includes research, analysis and comparison with theme problems in everyday life. It also includes expert opinions on improvement in the individual and society in general.
In this section, the focus is on the skills of teachers and with what methods can be improved.

-Social skills
-Interpersonal skills
-Problem-solving skills
Skills and analysis can be achieved by connecting multiple areas of science:

- Psychology
- Sociology
- Art
- Philosophy

Evaluation: At the end, participants need to evaluate whole module and summarize what was achieved and learned in the training.

Learning goals 🎯

- To develop knowledge on using different research and compare them.
- To develop new skills or upgrade it.

Learning outcomes 🏆

knowledge
- To be able demonstrate newest search data connected with topic Inner Peace.
- To be able to identify necessary skills.

Skills
- To be able to demonstrate new methods and research data.
- To be able to demonstrate different opinions from the experts.

Attitudes
- To be more confident with presentation of methods.
- To appreciate debate with participants.

MODULE 3

Challenging Cyberviolence

Submodule

3.1 Introduction to Cyber violence

Duration ⏱

3 academic hours

Submodule overview 🔍

Cyberviolence is often misunderstood and not taken as seriously as it should be. Yet, it is important to remember that cyberviolence may start online, but it often ends offline with devastating consequences for the victims and their families. Moreover, in times of ongoing COVID-19 pandemic and continuing restrictions that increase reliance on the Internet, cyberviolence may be even more pervasive than before.

This module is designed for secondary schools and teachers to teach what cyber violence is, focusing mainly on the environmental features increase likelihood for violence in individuals and take a look at the associations with substance use and violence.

Learning goals 🎯

- Increase the knowledge and competence to raise the understanding of students on cyberviolence.
- Identify the meaning of cyberviolence and describe the impact it can have on a person.
- Enhance the knowledge and competence of teachers on how to introduce cyberviolence as a cross curricular activity.

Learning outcomes 🏆

knowledge

- to be able to define cyberviolence.

Skills

- To be able to explain what cyberviolence is.
- To be able to compare and contrast the meaning of bullying and cyberbullying, and the impact this can have on an individual and explore challenging scenarios and their appropriate responses.

Attitudes

- Demonstrate the positive and negative attitudes on online environments.
- Demonstrate teachers' role in preventing and reporting bullying.

Challenging Cyberviolence

Submodule

3.2 Types of Cyber violence

Duration

3 academic hours

Submodule overview

In practice, acts of cyberviolence may involve different types of harassment, violation of privacy, sexual abuse and sexual exploitation and bias offences against social groups or communities. Not all of forms or instances of cyberviolence are equally severe and not all of them necessarily require a criminal law solution but may be addressed by a graded approach and a combination of preventive, educational, protective and other measures.

This module is designed to provide teachers and schools with a range of practical teaching methods to empower them in the process of introducing the different types of cyber violence to secondary school students.

Learning goals

- To raise the competence of Identifying and discussing different forms of cyberviolence.
- To enhance student knowledge on types of cyberviolence.

Learning outcomes

knowledge

- To demonstrate different types of cyberviolence.
- To recognize types of cyberviolence.

Skills

- To be able to recognize the actions that can be considered as cyberviolence.
- To be able to explain different types of cyberviolence.
- To be able to lead students evaluate potentially unsafe, dangerous or risky online situations and behaviors

Attitudes

- to cite types of cyberviolence.
- To become familiar with specific types of violence, including intimate partner violence, suicide, sexual violence, youth violence including cyber-bullying, child maltreatment, elder maltreatment, and gang violence.

Submodule

**3.3
Consequences
of Cyberviolence**

Duration ⏱

**3
academic hours**

Submodule overview 🔍

Cyberviolence is a significant online problem that results in offline consequences. It is important to remember that behind the screen there are real people with real lives, and the harm caused by cyberviolence is often predominantly psychological and emotional.

This module is designed for secondary schools and teachers to raise awareness on the effects of the cyberviolence.

Learning goals 🎯

- Equip teachers to implement practical teaching ideas to inform students on the possible effects of cyberviolence.
- Raise students' awareness of the consequences of criminal behaviour online .

Learning outcomes 🏆

knowledge
- To teach the threats of cyberviolence.
- To identify the consequences that may result from cyberviolence.

Skills
- To be able to explain the psychological effects of violence including PTSD, depression, and suicidality.
- To be able to evaluate the results that may come from online environment.

Attitudes
- To demonstrate the effects of cyberviolence in different parts of life.
- To raise awareness on online actions that may cause cyberviolence.

Submodule

3.5 Advice for parents

Duration

3 academic hours

Submodule overview

Changing the culture of how we both prevent and respond to cyberbullying can lead to powerful effects in the larger community. Rather than simply focusing on the consequences after the fact, we must guide students to understand that they have a choice in all their online relationships. They can say something positive or say something mean. They can create great community support around activities or interests, or they can misuse the public nature of online communities to tear others down.

This module is designed to provide teachers and school leaders with a range of practical teaching methods to empower them in the process of engaging secondary school students on clues to prevent cyberviolence.

Learning goals

- Enhanced skills and competences of teachers to develop methods to apply different tips preventing cyberviolence.
- Acquire practices to explain how to find support and advice on cyberbullying.
- Identify rules for avoiding unsafe, dangerous or risky online situations and behaviors.

Learning outcomes

knowledge

- To provide clues and practices to students to prevent cyberviolence.
- To recognize the ways to fight against cyberviolence.

Skills

- To be able to raise ability strategize and develop a cyber risk mitigation strategy.
- To be able to acquire tips to hamper cyberviolence at school and at home.

Attitudes

- To provide possible atmosphere and the actions for parents/ to provide a safe atmosphere against cyberviolence at home.
- To provide possible and eligible atmosphere at home to prevent cyberviolence through the related strategies.

Challenging Prejudice, Stereotyping and Discrimination

Submodule

4.1 Introduction: definition and typology

Duration

1 academic hour

Submodule overview

This section intends to give clear definitions of discrimination, prejudice and stereotypes. It distinguishes clearly the three while explaining the way in which they communicate (through the effect of cause/consequences) between them. Each of these will be exemplified. The vectors of stereotypes like the media will be analysed just like how the asymmetric relations could give a fertile ground for dicrimination.

Learning goals

- To define the terms.
- To differentiate them.
- To understand the exact nature of the notions involved.
- To give examples of everyday life prejudice, stereotypes and discrimination, but also in History.

Learning outcomes

knowledge

- To be able for teachers to define, distinguish and explain the notions.
- To be able to explain them then to the students.

Skills

- Transmission skills: To be able to teach students who themselves will be able to give a proper definition of each term.

Attitudes

- To be more keen to discuss the notions with their students.
- To be more keen to recognize an example of one of these concepts.
- To be more keen then for the students to discuss those notions between themselves.

Submodule

4.2 origins of stereotypes and prejudice

Duration

1 academic hour

Submodule overview

This section intends to:
- explain that raising awareness on stereotypes allow them to be disqualified
- through the notion of social imaginaries, show how a stereotype or a prejudice is made
- explain that a stereotype is a construct feeding a thought, a discourse, an ideology, a representation
- understand how a prejudice works: confirmation bias (to believe in something because it goes in the way you already think, and vice versa)
- explain how we could all be subjects to having stereotypes even unconsciously (the cognitive bias)

Learning goals

- Through different disciplines, such as philosophy, history, sociology or anthropology, this section aims at being able to identify why and how stereotypes and prejudices are made

Learning outcomes

knowledge
- To have knowledge on people's behaviour about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

Skills
- To be able to explain the construction processes around stereotypes.

Attitudes
- To be more keen to take active steps to deconstruct a stereotype.
- To feel more confident about explaining these processes to students/teenagers.
- To be more self-aware about our own possible unconscious bias.

Submodule

4.3 The different types of discriminations

Duration ⏱

1 academic hour

Submodule overview 🔍

- This section intends to explain the snowball effect that unequal treatment of stigmatised people/groups leads to all kinds of violence (verbal, physical, sexual, social, exclusion, ostracisation)
- It intends to differentiate between direct discrimination, undirect discrimination and systemic discrimination
- This section will detail the "education-based discrimination" falling into the indirect type.

Learning goals 🎯

- To understand how discrimination are directly related and based on stereotypes and prejudices.
- through various examples, this section aims at being able to distinguish the different type of discrimination.
- To understand how education based discrimination can be present, especially in schools and academic settings.

Learning outcomes 🏆

knowledge
- To have knowledge on people's behavior about stereotypes and prejudice.
- To know how to spot stereotypes and prejudice.
- To be able to transmit those tools to students.

Skills
- To be able to articulate and explain to the students the cycle created by discrimination.
- To be able to differentiate the different types of discrimination and especially the intricate working of 'education-based' discrimination.

Attitudes
- To be more 'alert' to this type of discrimination and the indirect unequal treatment that could emerge from it, especially on education based discrimination.

Submodule

4.4 How to challenge discriminations

Duration

1 academic hour

Submodule overview

- This section intends to:
- explore the notion of non-judgment / benevolence: this translates into active listening and an adapted response
- looking into the importance of relational qualities such as active listening and open communication which is a foundation to fight against the effects of discrimination on an individual level
- explain how the Respect for fundamental rights and freedoms is an important framework to have in fighting everyday against discrimination

Learning goals

- To raise teachers awareness in the importance of effective and open communication
- To raise teachers awareness in comprehending fundamental rights and freedoms

Learning outcomes

knowledge

- To be able to explain what constitutes effective and non-judgmental communication.
- To be able to recall the principles of fundamental rights and freedoms.

Skills

- To be able to put in place a non-judgmental environment for the students.
- To be able to explain how to have effective communication and transmit the notions of fundamental rights and freedoms.

Attitudes

- To be more keen to incorporate these principles when transmitting to the students.
- To be more aware of the way they communicate, discuss concepts such as human rights and fundamental freedoms.
- To be more keen to include students in proactive actions in challenging discrimination.

Submodule

4.5 Activities to actively challenge stereotypes and discrimination

Duration

1 academic hour

Submodule overview

This module aims at concretely engaging the teenagers/students in challenging prejudice, stereotypes and discrimination. the activities proposed to them will mainly be based upon the principle of open dialogue and communication, and active listening. These very simple principles are the most efficient way to get them engaged at an individual level, which is our main objective here. To have a long-term impact, it is necessary to have both punctual and regular activities.

Punctual activities:

1) The *Express Yourself* activity aims at encouraging the teens to express how they feel and pitpoint what action or discourse from another person has made them feel like that.

2) The *Theatrical activity:* will aim at enhancing self expression in each student which is a key element in discerning why they feel a certain way while facing a certain situation.

3) The *Description Game*: the aim is to be able to give examples and thus identify stereotypes, prejudices and discrimination

4) The *One Step Ahead*: the aim is to realise the consequences of prejudices and discriminations in essential parts of life

Regular activities:

1) The *discussion activity* aims at keeping the students interested and aware on the topic of discrimination by relating real life examples/ statistics.

2) The *"free-hand" activity* aims at putting to the front the general knowledge of each students, to demonstrate that education based discrimination can be countered by showcasing and enhancing different cultural backgrounds.

Learning goals

- To encourage active and frequent communication between the teachers and students, increasing thus their ability to communicate their emotions
- To enhance the importance of empathy and active listening in teaching
- To help teachers identifying how aware are their own students on these subjects
- To help teachers get aware of the own general knowledge of their students
- To understand the importance of regularity in efficiently countering stereotypes, prejudices and discriminations

Learning outcomes

knowledge

- To understand the importance to self-expression and transversal ways of communications.
- To understand the mechanisms that allow the students to articulate their thoughts and emotions, especially when it comes to those subjects.

Skills

- To develop the capacity to explain the principles of effective communication, active listening and empathy.

Attitudes

- To be more empowered and confident to create an anti-discrimination environment.
- To be able to have reflexes when put face to a situation where as an adult you think you should intervene.

MODULE 5

Teaching Peace

Submodule

5.1 Teaching how to teach peace

Duration ⏱

2 academic hours

Submodule overview 🔍

The first part of this module will aim to convey to teachers how they can teach Peace Education in their educational settings. Taking into account the results obtained in the previous research, it seems clear that there is still a great lack of knowledge, on the part of teachers, regarding the concept of peace education.

It seems crucial, in the first instance, that we define with teachers the concept of peace and peace education, as well as explain its importance, so that they can be familiar with the concepts and become aware of its importance and impact, and then be able to mobilize measures to promote it.

Activity 1 Brainstorming:

The aim of this activity is to encourage each participant to reflect on the concepts of "peace", "absence of peace", "peaceful climates" and "non-peaceful climates".

Activity 2 Roleplaying:

In this activity, participants should be able, through acting, to take on different roles representing peaceful and non-peaceful environments. They should also be able to reflect orally on each of the experiences.

Learning goals 🎯

- Clarify the concept of peace and the distinction between peaceful and non-peaceful climates.
- Promote, among teachers, the discussion between peaceful and non-peaceful climates in a practical and interactive way.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to teach peace.

Learning outcomes 🏆

knowledge

- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the importance and impact of teaching peace.
- To understand how to mediate a non peaceful environment.

Skills

- To be able to distinguish between peaceful and non-peaceful environments.
- To be able to mobilize measures to promote peace educational.
- To be able to represent in a realistic way, attitudes consistent with peaceful environments and attitudes consistent with non-peaceful environment.

Attitudes

- Develop critical thinking in the observation of contexts as to the presence of peace-making factors or the presence of factors that cause a lack of peace.
- Develop active and dynamic strategies in the classroom context capable of forming students sensitive to the theme of peace.
- Develop skills of conflict resolution representation in educational settings.

Submodule

5.2 How to teach students how to be peaceful at school

Duration

2 academic hours

Submodule overview

This second part will provides teachers with a set of knowledge, skills, attitudes and values that can promote conflict prevention, peaceful conflict resolution and the creation of conditions conducive to peace at the intrapersonal, interpersonal, intergroup, national and international levels. Violence between students is something that cuts across all age groups, but emotional literacy and social skills training can have a very significant protective impact here. By teaching a child to recognize their emotions and the episodes that trigger them, we are facilitating the regulation processes that will allow them to use alternative coping strategies. By working on these children's social skills, we are also providing them with numerous communication, socialization, and empathy strategies that will allow them to adaptively deal with adverse situations in school and out-of-school settings.
Activity 1: "The Solar System of Emotions": This activity aims to promote teachers emotional literacy, so that later on, teachers will be able to promote their pupils' emotional literacy; Activity 2: "Communication Styles": In this activity, each teacher is expected to become familiar with different interpersonal communication styles. Then, they should be able to respond to the hypothetical situation, assuming the different communication style; Activity 3: "Socially Competent": In this activity, participants will be familiarized with different social skills that contribute to the creation of peaceful environments.

Learning goals

- Clarify the concept of peace and the distinction between peaceful and non-peaceful climates.
- Promote, among teachers, the discussion between peaceful and non-peaceful climates in a practical and interactive way.
- To provide teachers with experiences of dynamic activities that they can adapt to their classes to teach peace.

Learning outcomes

knowledge

- To develop knowledge on other participants' personal and professional experiences.
- To develop knowledge on the importance and impact of teaching peace.
- To understand how to mediate a non peaceful environment.

Skills

- To be able to distinguish between peaceful and non-peaceful environments.
- To be able to mobilize measures to promote peace educational.
- To be able to represent in a realistic way, attitudes consistent with peaceful environments and attitudes consistent with non-peaceful environment.

Attitudes

- Develop critical thinking in the observation of contexts as to the presence of peace-making factors or the presence of factors that cause a lack of peace.
- Develop active and dynamic strategies in the classroom context capable of forming students sensitive to the theme of peace.
- Develop skills of conflict resolution representation in educational settings.

Teaching Peace

Submodule

5.3 Recommendations teaching strategies

Duration

2 academic hours

Submodule overview

A key action in promoting peace is education. Teachers are more than educators in a certain sense; they are mentors, event coordinators, monitoring and evaluation experts, curriculum specialists, conflict negotiators, administrators, and social change makers. One of the role of teachers that may be overlooked is that of a peacebuilder. With ongoing global conflict, it is imperative for teachers to expose their students to those global issues and incite motivation in their students to be advocates for peace, both in their local communities and globally.

Learning goals

- Provide set of knowledge, skills, attitudes and values that can promote conflict prevention, peaceful conflict resolution and the creation of conditions conducive to peace.
- Teach teachers strategies for recognising emotions and the episodes that trigger them through activities that they can replicate with students in the classroom context.
- To gather teaching strategies about teaching peace.
- To use different teaching strategies about teaching peace.

Learning outcomes

knowledge

- To develop knowledge about teaching strategies.

Skills

- To use different teaching strategies for peace education.
- To be able to adapt different teaching strategies for peace education.

Attitudes

- To develop critical thinking.

Submodule

**5.4
How to implement peace education**

Duration

**2
academic hours**

Submodule overview

To develop children's peaceful living competences, a school can work in different ways. All come under the following of seven major levels: subject context; subject perspectives; teaching methods; co-curricular development; staff development; classroom management and school management.

Activity: Safe space
In this activity you will learn how to provide a safe space in the classroom.

Activity: Hunt the ring
Hunt the ring is activity to strengthen the connections and communication between the participants.

Learning goals

- To promote peace education in the school's subjects.
- To involve and implement peace education in the school's subjects.

Learning outcomes

knowledge
- To know different activities for implementing peace education.
- To be able to identify new activities for implementing peace education.

Skills
- To be able to use different activities for implementation of peace education.
- To develop new activities for implementation of peace education.

Attitudes
- To become aware of the importance of peace education.
- To become more open to the subject content.