

Submodule

Submodule overview



Learning goals



Learning outcomes



1.1 Getting to Know Each Other : introduction to the module

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.

- 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.

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.

Duration



1 academic hour

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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.

- 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.

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

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1.3 Definition of Peace Education

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.

- 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.

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.

Duration

1
academic hour

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1.4 Core themes to be addressed within peace education

Duration 

1 academic hour

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

- 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

- 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.

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1.5 Peace education training: challenges and limitations

Duration 

1 academic hour

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 approach

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

- 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

- 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.