

Submodule

Submodule overview



Learning goals



Learning outcomes



5.1 Teaching how to teach peace

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.

- 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.

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.

Duration



2

academic hours

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5.2 How to teach students how to be peaceful at school

Duration

2 academic hours

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.

- 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.

- 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.

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5.3 Recommendations teaching strategies

Duration 

2 academic hours

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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.

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5.4 How to implement peace education

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.

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

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.

Duration

2 academic hours