

METHODOLOGY

FOR PEACE EDUCATION TRAINING

2023



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Contents

1. Introduction.....	2
2. Work flow during the First Training Course (2022 / 12 / 01-09).....	3
2.1. During the weekly intensive workshop	3
2.2. After the weekly intensive workshop.....	4
3. Work flow during the Second Training Course (2023 / 04 / 20-28).....	5
3.1. During the weekly intensive workshop	5
3.2. After the weekly intensive workshop.....	7
4. Final proposal of the methodology for creation of peace educators	8
5. Peace Education Implementation	9
5.1. Workshop 1.....	9
5.2. Workshop 2.....	10
Appendix 1: Entry Analysis	11
Appendix 2: Lesson plan Template.....	12
Appendix 3: Flowchart: Education during training course	13
Appendix 4: Flowchart: Implementation in home	14
Appendix 5: Lesson plan, Law for Sustainable Peace	15
Appendix 6: Lesson plan, The Essence of Music	17

1. Introduction

Peace education represents an innovative way how to build sustainable peace through creating future generations that will live in harmony rather than conflict.

One of the goal of the projects *Erasmus+: Harmony in Diversity* is to lead youth workers to democratic peaceful values in the way of creating a methodology that can be a good tool for effective education of future peace educators through European intensive training courses and their preparation for individual implementation of peace education into practice when they get back to their home country.

The project consisted of 2 training courses. The first course was held on 01 - 09 December 2022 and the second course on 20 - 28 April 2023 in Ivancice, the Czech Republic.

The courses included theoretical and practical parts connected to the topics of a diversity and harmony in society, cooperation, one's own value, role and influence, cause of conflict and importance of order in society so as we can create an environment full of love, respect, understanding and supporting each other.

Based on the program schedule we have created the methodology that should enable each participant to be able to understand explained curriculum and at the same time to learn how to create peace education program that would fit to the specific conditions of each one's country.

We aim to use the methodology for similar programs that could help European countries to build up community with less conflicts and higher unity.

2. Work flow during the First Training Course (2022 / 12 / 01-09)

2.1. During the weekly intensive workshop

In parallel with receiving the first 2 lessons of the curriculum of peace education the educators got trained in how to analyze the field in which they will deliver peace education.

Following are the steps in which the education has been proceeded:

1) Explanation of the Entry Analysis (see the Appendix 1)

Teachers should answer the basic questions related to:

- a. Where they plan to implement peace education (country, environment, conditions, ...)
- b. What are the conditions under which I can make the lesson (time allocation, materials, outdoor/indoor, ...)
- c. Who is the audience (description of the group being taught – age, gender, nationality, diversity of the class, in which course the education should be implemented...)
- d. What is the main source of conflict at country level (major riots, types of conflicts at country level, people's mentality, etc.) and school level (background of the group, issues at the school faces the most, conditions in family of pupils etc.)
- e. What do I want to achieve by this education, which kind of conflict I want to solve?

Through this analysis and knowing the depth of the peace education lessons participant was able to come up with the activity that could help with solving certain conflict or support the class according to the settled goal.

The analysis should reflect real conditions at their own country and the organization and class they plan to implement peace education in the future.

During the work on their project each participant was assigned a mentor who gave feedbacks in given sessions of the program.

2) Filling up the lesson plan (see the Appendix 2) - each participant individually

The lesson plan contains the following information:

a) Heading

- Basic information about the topic, place, date and group being educated and core values educator picked up to focus on

b) Objectives

- Based on the conflict being focused and chosen peace values one should clearly describe main points for what the class should understand and realize

c) Detailed lesson contents

- Motivation (Introduction)
- Exposition (Development)

1. Activity to open new topic (warming up, ice breaking...)
 2. Introduction to the topic (theoretical part, can be excluded if the age of participants is too low)
 3. Peace Education activity (main part of the lesson)
 4. Questions & Discussion (tracking reactions of the participants on the activity)
 5. Reflection
 - What one individual realized, how was the lesson for him/her, what thoughts or questions came up, how he/she wants to apply what has been received
 - Fixation (Summary)
 - Summarizing the main idea and reason why the class did this activity and how it can help them in everyday life (connecting the value of peace to their own life)
 - Diagnostics (Evaluation plan)
 - Gathering results from reflection (questionnaires, observation, results of the activity...) and making analysis of before and after the lesson to evaluate how effective the lesson was with respect to settled goals and suspected outcomes
- d) Teaching Aids & Method
- Listing up materials and teaching aids needed for running given task of the lesson plan content
- 3) Feedback from the peace education mentor
 - During the workshop the participants were divided into groups of 4 where each had a mentor who helped them with feedback on the lesson plan. After the final version was done, the mentor did the last checking of the lesson plan.
 - 4) Preparation for the presentation of the project description
 - Each participant prepared PPT where presented the background of his/her country, organization and class and described the activity he/she plans to implement while reflecting the needs of the class.
 - 5) Presentation of the project
 - Each participant presented within 5 minutes the concept of his/her activity he/she plans to implement when coming back to his/her own country.
 - After each presentation questions and feedback was given from the side of the audience.

2.2. After the weekly intensive workshop

- 1) Settling date and time of planning implementation
- 2) Preparation of materials and places
- 3) Meeting with mentor

Confirming the details about the planning flow of the activity, final feedback from the side of the mentor

- 4) Proceeding the lesson activity
Except for the activity itself, for collection of good examples and getting feedback from the activity the lecturer should ensure to take photos and videos, if the conditions allow to do so.
During the activity the lecturer or helper should also observe the way the participants cooperate and react on the activity to gather materials for evaluation part.
- 5) Gathering materials
All the materials from the activity (pictures, questionnaires, notes, etc.) should be gathered for the analysis and final report.
- 6) Writing result report
For feedback, improving given activity and also for the purpose to gather good examples for other educators prepared result report needs to be filled in.
- 7) Sending result report to the mentor for feedback
The mentor can give additional question when the result of the education is not clear enough and will use the case for activity brochure to inspire with more cases.

3. Work flow during the Second Training Course (2023 / 04 / 20-28)

3.1. During the weekly intensive workshop

In parallel with receiving the first 3rd and 4th lesson of the curriculum of peace education the educators got trained in how to analyze the field in which they will deliver peace education.

Instead of individual work on own project as it has been done in the first training course, the participants have been divided into groups of 5 where each group had their own mentor who gave them immediate feedback. The reason for upgrading this step was that most of participant changed their project to a new one after coming back home and it took them more time to analyze their real conditions at the very beginning of understanding the peace education implementation process. Therefore, instead of individual work, we settled the conditions for the whole group to create either real or fictional case of class where the peace education activity could be applied. This helped them to create a clear case for peace education implementation and at the same time the group could collaborate, distribute the work among members and apply into practice the peace education values such as cooperation, listening, understanding and others that are included in the process of creation the projects.

Following are the steps in which the education has been proceeded:

- 1) Explanation of the Entry Analysis (see the Appendix 1)
The order of the questions from the first training course has been changed and grouped in the way of description from more general point of view to the depth of description of the environment and issue we want to solve.
Teachers should answer the basic questions related to:
 - a. Where they plan to implement peace education (country, environment, conditions, ...)

- b. What are the conditions under which I can make the lesson (time allocation, materials, outdoor/indoor, ...)
- c. Who is the audience (description of the group being taught – age, gender, nationality, diversity of the class, in which course the education should be implemented...)
- d. What is the main source of conflict at country level (major riots, types of conflicts at country level, people's mentality, etc.) and school level (background of the group, issues at the school faces the most, conditions in family of pupils etc.)
- e. What do I want to achieve by this education, which kind of conflict I want to solve?

Through this analysis and knowing the depth of the peace education lessons participants were able to come up with the activity that could help with solving certain conflict or support the class according to the settled goal.

2) Filling up the lesson plan (see the Appendix 2) - each participant individually

The lesson plan contains the following information:

e) Heading

- Basic information about the topic, place, date and group being educated and core values educator picked up to focus on

f) Objectives

- Based on the conflict being focused and chosen peace values one should clearly describe main points for what the class should understand and realize

g) Detailed lesson contents

- Motivation (Introduction)
- Exposition (Development)
 6. Activity to open new topic (warming up, ice breaking...)
 7. Introduction to the topic (theoretical part, can be excluded if the age of participants is too low)
 8. Peace Education activity (main part of the lesson)
 9. Questions & Discussion (tracking reactions of the participants on the activity)
 10. Reflection
 - What one individual realized, how was the lesson for him/her, what thoughts or questions came up, how he/she wants to apply what has been received
- Fixation (Summary)
 - Summarizing the main idea and reason why the class did this activity and how it can help them in everyday life (connecting the value of peace to their own life)
- Diagnostics (Evaluation plan)

- Gathering results from reflection (questionnaires, observation, results of the activity...) and making analysis of before and after the lesson to evaluate how effective the lesson was with respect to settled goals and suspected outcomes

h) Teaching Aids & Method

- Listing up materials and teaching aids needed for running given task of the lesson plan content

3) Feedback from the peace education mentor

- During the training course there were certain sessions during which the groups could work on their project. Their mentor was at these times available for any feedback and support and also, during the whole course period each group could contact their mentor to settle meeting for additional feedback. After the final version was done, the mentor did the last checking of the lesson plan.

4) Preparation for the presentation of the project description

- Each group were allowed to prepare either presentation about the project description or run the activity directly with the course participants if the duration was less than 15 minutes.

5) Presentation of the project

- Each participant presented within 5 minutes the concept of his/her activity he/she plans to implement when coming back to his/her own country.
- After each presentation questions and feedback were given from the side of the audience and lecturers.

3.2. After the weekly intensive workshop

1) Settling date and time of planning implementation

2) Preparation of materials and places

3) Online meeting with mentor

Confirming the details about the planning flow of the activity, final feedback from the side of the mentor

4) Proceeding the lesson activity

Except for the activity itself, for collection of good examples and getting feedback from the activity the lecturer should ensure to take photos and videos, if the conditions allow to do so.

During the activity the lecturer or helper should also observe the way the participants cooperate and react on the activity to gather materials for evaluation part.

5) Gathering materials

All the materials from the activity (pictures, questionnaires, notes, etc.) should be gathered for the analysis and final report.

6) Writing result report

For feedback, improving given activity and also for the purpose to gather good examples for other educators prepared result report needs to be filled in.

7) Sending result report to the mentor for feedback

For result report special document has been created to gather data for evaluation of the effectiveness of the activity.

4. Final proposal of the methodology for creation of peace educators

One of the goals of this project was to create an effective way to build trainees within the framework of intensive weekly teaching in such a way that they are able to independently create and lead peace education activities in their own country after the end of this program, possibly with the remote online support of mentors.

After the first training course we have made changes according to the results and feedback from the participants which have been applied directly to the second training course. The main change was related to the working groups which helped to distribute work among group members and possibility to choose any conditions for the place and group they want to deliver peace education, not necessarily the real ones.

The final workflow of the training phase and implementation phase describe the diagrams below (see Appendix 3 and 4).

5. Peace Education Implementation

After the first training course the participants were supposed to implement their projects in their own working place. Each participant was in touch with his mentor to get an online support and checkups within the whole process of implementation.

After the implementation from the first training course the results has been gathered by each participant and put into report-like form made by the mentor.

After the second training course the result report forms has been adjusted to the needs of the project and participants has been instructed to fill it in on their own.

Below are examples of projects that has been done between the training courses with respected documentation attached in the respective appendix.

5.1. Workshop 1

Title: Law for sustainable Peace

Location: Speyer, Germany

Number of participants: 3



Figure 1: Workshop 1, Law for sustainable Peace, Appendix 5

5.2. Workshop 2

Title: Essence of Music

Location: Conservatory, Spain

Number of Participants: 5



Figure 2: Workshop 2, Essence of Music, Appendix 6

Appendix 1: Entry Analysis

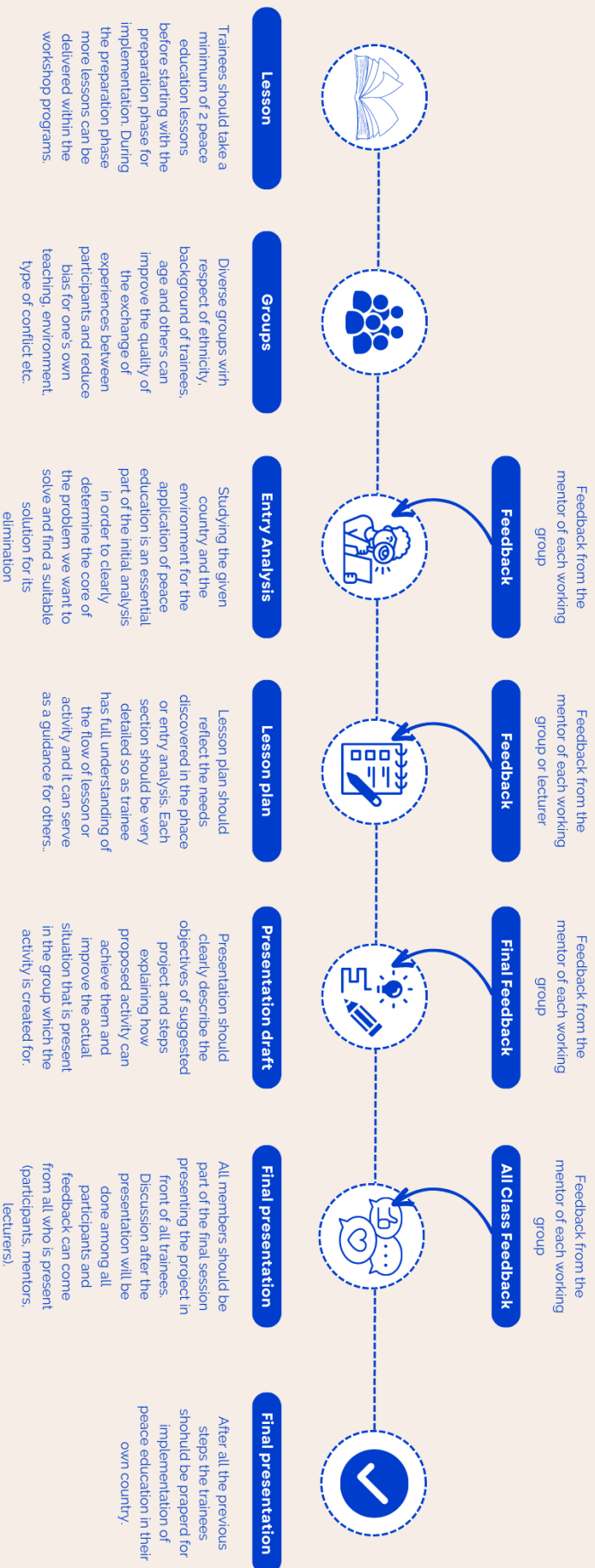
Entry Analysis
<i>How many pupils I am teaching? (write the biggest number that can occur)</i>
<i>What is the range of age of the pupils I am teaching?</i>
<i>What are the main differences between pupils in my class? (e.g. diversity in nationality, age, mental health, habits, interests, ...)</i>
<i>Where does the lesson take place (country, city, type of organization, class, time of the lesson)?</i>
<i>Is it in the classroom / outside? What are the conditions of that space (e.g. access to internet, projector, how to get there, ...)</i>
<i>What kind of activities, methods and materials are possible to use for implementation in my class? (e.g. PPT, videos, music, dance, theatre, drawing, game, discussion, writing, trip, ...)</i>
<i>How much time I can use within the lesson with peace education? (e.g. 10 minutes / 15 minutes /... / I can hold from time to time the whole lesson time / I can hold the whole lesson as a new course at school)</i>
<i>What is the biggest issue we face in the classroom? What is the value I want to focus on (improve)?</i>
<i>What is the background of my country? What are the main issues causing conflicts in my country/place I live?</i>
<i>What are the main issues causing conflicts in my class?</i>
<i>What do I want to achieve by this education? What do I want to change / improve / create?</i>

Appendix 2: Lesson plan Template

Learning Topic			
Date		Time	
Grade level		Location	
Lesson		Core values	
Objectives			
Steps	Detailed Lesson Contents		Teaching Aids & Method
Motivation (Introduction)			
Exposition (Development)			
Fixation (Summary)			
Diagnostics (Evaluation plan)			

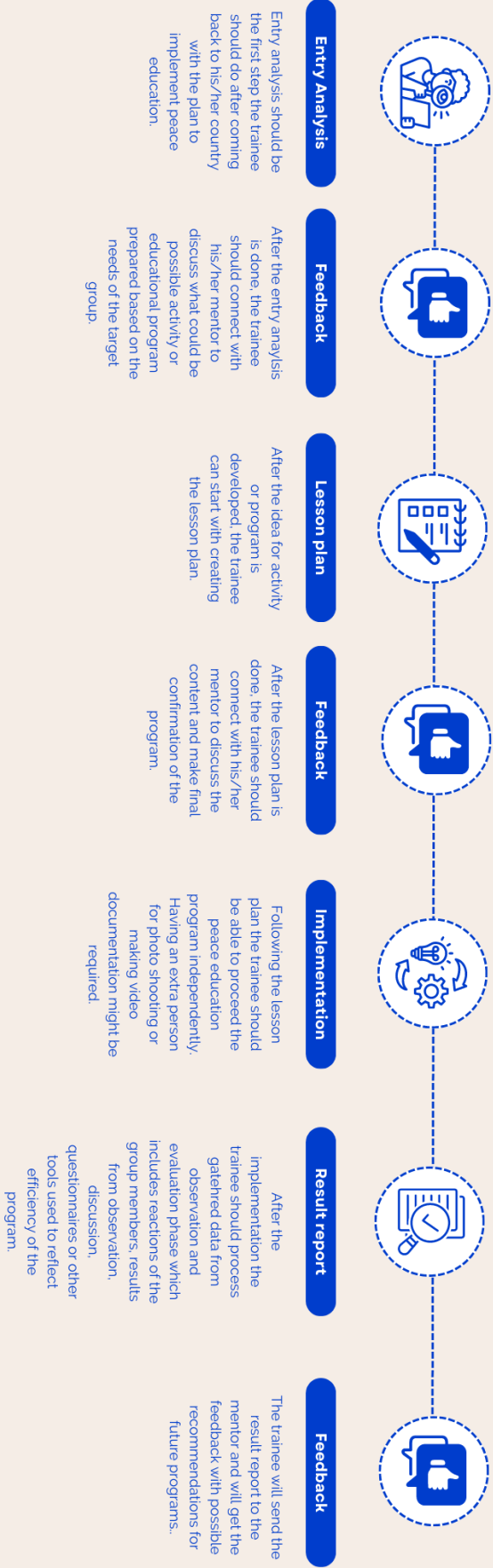
Appendix 3: Flowchart: Education during training course

EDUCATION DURING TRAINING COURSE



Appendix 4: Flowchart: Implementation in home

IMPLEMENTATION IN HOME COUNTRY



Appendix 5: Lesson plan, Law for Sustainable Peace

Learning Topic	Law for Sustainable Peace		
Date	23.01.2023	Time	5:00 pm
Grade level	master students and postgraduate students	Location	Venue: Innovation Lab, Otto-Mayer-Str., 10 Deutch University of Administrative Science, Speyer
Lesson	Peace education	Core values	The impact of the law on sustainable peace
Objectives	<ul style="list-style-type: none"> - Understand the law-abiding spirit through the necessity of law; - Understand that one needs to have traits of peace in order to observe the law; - Understand that a binding law of peace is needed to achieve peace. 		
Steps	Detailed Lesson Contents	Teaching Aids & Method	
Motivation (Introduction)	<u>I. Introduction</u> 1) Very brief introduction of our team and program of the PC	PPT	
Exposition (Development)	<u>II. Main program</u> 1) Introduction: opening questions: what peace means to you (what do you imagine under this term)? and what war means to you? 2) showing world map with conflicts - not only in places where physical war happens but the whole world is not in full peace —> show, that even in Germany or any country they are coming from there is some conflict that needs to be solved. Therefore, we need peace organization that will work on it Purpose of the UN is good, but, is it still achieving the goal settled at the beginning? Not really. Why? —> power of the security council, outdated - the purpose must be fixed, achieved and	PPT, flipchart, pieces of paper with flags, pencils, tacks	

	<p>maintained —> role of HWPL</p> <p>3) HWPL introduction</p> <p>4) DPCW introduction and purpose:</p> <p>a) video</p> <p>b) how this is the answer for peace</p> <p>5) Activity in teams</p> <p>- the students will get small papers with the flag of their nation on the corner. On each piece of paper they will be instructed to write down causes of conflicts that are the most common in their country. Each piece of paper will be then stuck on a flipchart where the 10 numbers representing 10 articles of DPCW will be randomly placed. The students will stick the papers around the number that is connected to given conflict as a solution</p> <p>6) Summary</p> <p>7) Discussion</p>	
Fixation (Summary)	<ul style="list-style-type: none"> - All the countries need peace, no matter which kind of conflicts are present - Reason why DPCW tends to be implemented into International Law as a legal document that can fix what has been missing in the current UN system, so as the initial intentions can be kept and sustainable peace can be truly created and maintained. 	
Diagnostics (Evaluation plan)	<p>The students will pass discussion first as a whole group at the end of the lesson and second within the after-program phase, which will be unofficial time for students with biscuits and drinks and there will be possibility for 1:1 talk with them. Through these initiatives the reactions will be collected.</p>	Biscuits, drinks

Appendix 6: Lesson plan, The Essence of Music

Learning Topic	The essence of music		
Date	14th March 2023	Time	1 hour
Grade level	graduates of the conservatory (high school)	Location	Music hall / park
Lesson	Free time activity, music lesson (instruments needed)	Core values	Diversity, uniqueness, my value, my role
Objectives	<ul style="list-style-type: none"> - Understand the values such as diversity, harmony, self-esteem, influence and role and realize why these values are important to their lives - Understand that in order to create harmony, instead of promoting only my own interests we need to listen to each other and accept diversity between us, otherwise a conflict can arise very easily. - Understand our own value and uniqueness, which is just the fact I exist, within a group / family / society etc. 		
Steps	Detailed Lesson Contents	Teaching Aids & Method	
Motivation (Introduction)	<p>Introduction games</p> <ul style="list-style-type: none"> a) "First letter" game b) Questions for the beginning <ul style="list-style-type: none"> - <i>How would you describe music with one word?</i> - <i>How does music make you feel?</i> - <i>How does music make you feel when you play?</i> - <i>What is the difference between being actively involved in making music with others or with a teacher and playing solo?</i> 	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - papers, pens, pencils - sharing, listening <p>Venue: park (nature)</p>	

<p>Exposition (Development)</p>	<p>1. Video</p> <ul style="list-style-type: none"> - Play a video - Explanation why they watch that video <p>2. Activity</p> <ul style="list-style-type: none"> - Participants will go to the nature and choose the sound they like (e.g. sound of water, singing of bird, rustling of leaves, anthill, ...) - They will come back and won't reveal what sound they've chosen - Participants will practice their sound in various ways to be prepared for composing part - Each of them will get draw a number, which will represent the order in which they will join the performance to play with the others - Each of them will draw a number that will be the order in which they will engage in playing with the others with their instrument - students will sit in a circle according to the order of their numbers - the teacher will give the rhythm and give an instruction to start to the first person with number one - once the student is confident with the melody, the teacher give instruction for the second student to start playing - the student needs to let his sound to fit into the melody of previous already playing sounds so as it is in harmony, but at the same time, he/she the sound should still represent the specific sound from nature he/she chose - in the next steps other students will join one by one until all the students are playing together - students will sit in a circle according to the order of their numbers - there will be first round of introducing each other - from no. 1 each student will one by one shortly play his decided sound from nature - after each example each student will privately write down what he or she thinks the sound represents in the nature - after this there will be 2nd round of composing the sounds together 	<p>Teaching Aids:</p> <ul style="list-style-type: none"> - youtube video - watching a video, sharing, listening, discussion, playing on instrument <p>Venue: music hall, park (nature)</p>
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	<ul style="list-style-type: none"> - The task of each of them will be, firstly, to imitate the sound of nature that they have chosen, and secondly, to listen to the others and create a harmony and a melody together (adjust their own sound so as it fits to the sounds of previous colleagues who are already playing) - the conductor will give the rhythm and give an instruction to start to the first person with number one - once the student is confident with the melody, the teacher give instruction for the second student to start playing - the student needs to let his sound to fit into the melody of previous already playing sounds so as it is in harmony, but at the same time, he/she the sound should still represent the specific sound from nature he/she chose - in the next steps other students will join one by one until all the students are playing together <p>3. Reflection / discussion</p> <ul style="list-style-type: none"> - Each participant will reveal what sound he or she represented and those who guessed right will raise their hands :) - Give prepared questions for discussion (from these questions they can realize the purpose of this activity) <ul style="list-style-type: none"> - How did you feel? How was it for you? - What was the most difficult part for me during the process of playing? Why? - How did I feel? Why? - What did you have to do in order to join the group in harmony we need in order to make our playing successful? - What does harmony mean to me? Did I find it there? - What is not harmony? - What do we need in order to create such harmony in my class? In my family or among friends? 	
Fixation (Summary)	<ul style="list-style-type: none"> - Summary of the activity and connection to the lesson on diversity and harmony - Why diversity is important, how it ensures life - How to achieve harmony, what we need for this - 	

	<p>cooperation, listening, knowing who I am, what my role is and what my value is</p> <ul style="list-style-type: none"> - Just by existing we are valuable - Each of us has our place in the group, if we find each other's unique "color", together we can create something beautiful 	
Diagnostics (Evaluation plan)	<p>Sharing</p> <ul style="list-style-type: none"> - What did I realize based on the activity? - Is there anything I would like to change based on today's activity? - What did I learn about myself or my classmates? 	

WE ARE ONE



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Funded by
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