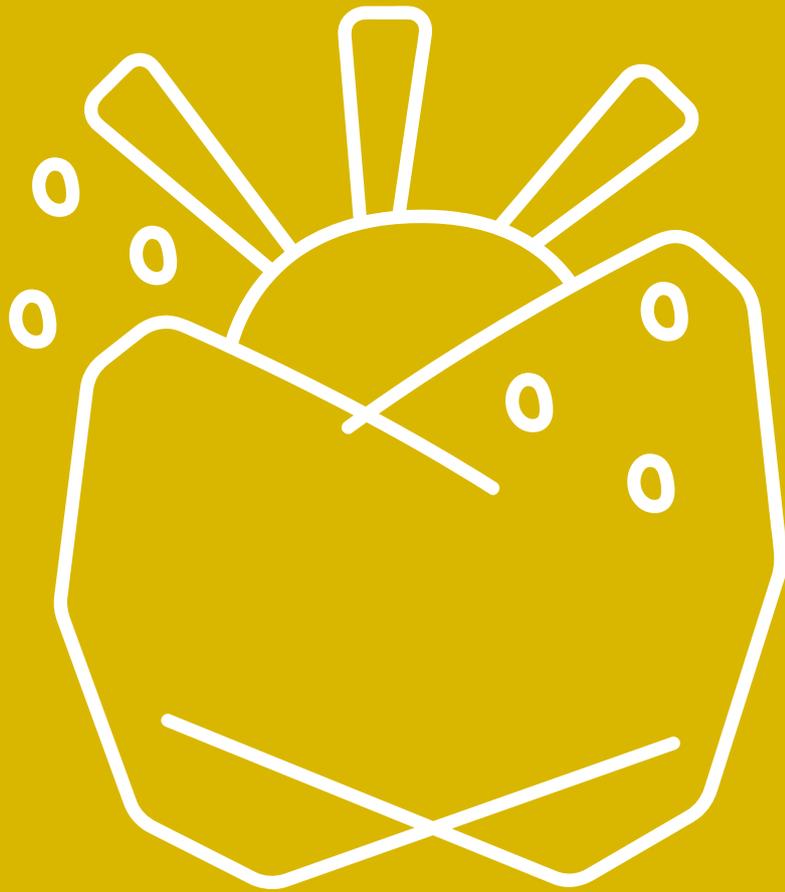


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peace in classrooms

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## programme name:

### Peace in classrooms - introducing skills for peaceful coexistence in the school

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## author:

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## editor:

- Agata Stajer (Co.Wonders)
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## analysis of the context:

[How is the situation now? What is the challenge?]

*"It is imperative that we maintain hope even when the harshness of reality may suggest the opposite".*

The quote of Pedagogy of Hope by Paulo Freire remains the inspiration to design the programme on "Peace in classrooms" on boosting active citizenship attitudes in the school setting. With no hope, young people would have nothing to lose. So how to generate hope among young people for building peace in the era of growing conflicts?

Connection between learning and social change is crucial at all stages of education and in its all settings. There is a need to invite students to engage critically with the world and become active citizens. Formal education settings may more often focus on the acquisition of knowledge rather than on the development of skills and attitudes. However, there are situations in formal education settings which require designing competence-based curricula to address human right challenges, such as discrimination, bullying, lack of equal opportunities or apathetic attitudes towards conflicts.

Educational methodologies can be then shaped with a holistic approach and cultivate knowledge, skills and attitudes within a social context. Holistic approach may also serve to develop peaceful social relationships and boost agency of students to actively contribute to building a culture of peace in the schools.

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## target group:

[For whom is the programme? Who will be participating?]

The programme is designed for students of high school for the class of approximately 20 students. It is aimed to be implemented in the setting of formal education, thus it is important to keep in mind that the non-formal education principle of voluntary education is not in place (as the high school education is not voluntary for everyone).

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## learning objectives:

[Which competences of your participants you want to develop?]

This programme aims to equip high school students with competences in active citizenship to enable them to take action towards peaceful coexistence in their local realities.

### The objectives of the programme are:

- to gain understanding of the meaning of stereotypes, prejudices and bias and gain self-awareness on the prejudices the learners may have;
- to gain awareness on the impacts of behaviours and contexts which harm the others (such as inter alia bullying and discrimination);
- to create space for open and safe exchanges about experiencing emotions;
- to create safe space for reflection over the mistakes and learning from them;
- to build non-judgemental relationships with themselves and each other by boosting culture of empathy;
- to develop understanding of the power of cooperation;
- to introduce innovative and practical approaches to the classroom;
- to deepen connections and get to know each other among classmates.

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## methodology and sessions:

[What will be inside your programme? How will you make sure it is long term and not a one time workshop?]

Working methods are based on the non-formal education approaches, with a special focus on learning independently (individual written reflections), as well as in a group (working groups).

The programme consists of the following sessions:

**Session 1: Introduction:** aiming to get to know each other, the rationale of the programme, mapping learning needs and expectations, and understanding the principles of nonformal education.

**Session 2: Team building:** session aiming to boost the attitude of cooperation and to create new group dynamics in a class which already knows each other (see inspiration: Take your pick! from Book of Peace Design by YPAN, p. 20)

**Session 3: Common ground in understanding peace:** session aiming to build a common understanding about the notions of peace, conflict, violence, conflict transformation and human rights (see inspiration “Peace concepts through various tasks” from Book of Peace Design by YPAN, p. 40)

**Session 4: Reflection on identities:** session focussing on reflecting on various aspects of identity, such as individual and collective identity and how this shapes how we see others. The reflection is to be followed by reflection over how our identities shape our behaviour (see inspiration “Elements of my identity” from Book of Peace Design by YPAN, p. 68)

**Session 5: Tools for conflict transformation:** session creating space for learning about theoretical and practical understandings of conflict resolution strategies (see inspiration “Conflict handling modes” from Book of Peace Design by YPAN, p. 80)

**Session 6: Evaluation:** session concluding the programme as a space to exchange insights and feedback, grounding our learnings, and building connections for the next steps (see inspiration: “Evaluation” from Book of Peace Design by YPAN, p. 169).

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## format and timeframe:

The programme is planned for implementation throughout the few months of a school year (with offline class every week).

We do acknowledge the difficulty to implement activities within the school year, which are outside of the official curricula. A possible consideration we may offer is to implement the programme during the hours of a school subject that leaves space for adjustments and development of social skills of students (subjects with smaller scope of material, tutoring hours, subjects with no final exams, etc. depending on the context of the respective educational system).

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## evaluation:

[What will be the impact/change you would like to see? How to measure it?

The impact to be measured after the implementation of the programme would be:

- Level of understanding of the mechanisms of stereotypes, prejudices and bias
- Level of awareness of possessed stereotypes, prejudices and bias
- Level of motivation to react on injustice in the surroundings of learners
- Understanding about the concepts of peace and peaceful relations
- Number of nonformal education approaches introduced at the programme and multiplied in other classrooms.

Tools to measure the impact would be personal written reflections on the project, as well as conversations oriented on reflections over the learning.

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## inspirations & further readings:

- **Communication Canvas by Co.Wonders**
- **Book of Peace Design by Youth Peace Ambassadors Network**
- **Compass** - Manual on Human Rights Education with Young People by the Council of Europe
- **Peace Bag** by UNOY

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