

# PEACE EDUCATION



# Teaching Learning Peace

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## **Teaching Learning Peace:**

**Social Education for Peace** C. Carter, 2015-04-08 Carter illuminates and validates the vital role of visioning in social education. The book features peace in social education with instructional recommendations, planning resources, and descriptions of transdisciplinary learning. It elaborates mindful citizenship across social, environmental, ethical, geographic, economic, and political realms.

**Teaching & Learning Peace** William M. Timpson, 2002 Wouldn't it be nice if people all over the world could get on the worldwide web, click on peace, and be hit with an electronic energy impulse that made them experience a true moment without conflict, a moment of real peace? Even then we would have no more than the foundation for building a new culture of peace. Such a foundation is actually the first goal in the ambitious structure Timpson builds to provide models, tools, and techniques for pursuing a new culture of peace through classroom teaching. While we hear the words of many theorists and people devoted to peace and justice, the ultimate strength of this book lies in the practical way Timpson connects the pursuit of peace to the individual, the classroom, the home, the workplace, and the world. The Introduction describes the burden of the book, the questions to be answered: How do we teach about peace? How do we help young people manage their own anger and aggressiveness when violence is so prevalent in their lives at school and on the streets, in the news, on television, in the movies, and in the lyrics of some of their music? When memories of attacks are raw and calls for retaliation are shrill, how does an educator or anyone in a leadership role, who is committed to the ideals of a sustainable peace, open a meaningful dialogue about alternatives to violence? At its core, democracy demands open and honest discussions, and we can do much in our schools, colleges, and universities to support responsible citizenship. Timpson addresses these questions in two parts. Part I lays the groundwork by pointing out where violent behavior originates and offering alternatives on a level familiar to both teachers and students. The chapters in Part I offer practical approaches to understanding how such things as the desire for revenge manifest themselves on both the world stage and in the classroom. Part II connects the values and models of Part I with specific classroom teaching strategies, models, and methods, offering tools and ideas for applying the concepts explored in Part I.

*Peace Education, 3d ed.* Ian M. Harris, Mary Lee Morrison, 2012-12-13 Now in its third edition, *Peace Education* provides a comprehensive approach to educating for a just and sustainable future. It begins with religious and historical trends that have molded our understanding of peace and then presents a variety of ways to practice peace education in schools and communities and explains how it can motivate students. The teaching and practice of peace education provides a basis of valuable knowledge about resolving conflicts and transforming violence without the use of force. Instructors considering this book for use in a course may request an examination copy here.

**Teaching Peace Through Popular Culture** Laura L. Finley, 2023-11-01 Drawing from many disciplinary areas, this edited volume illustrates the many ways that popular culture can be used to teach peace and justice. Chapters address such topics as teaching about racism, domestic violence, structural violence, conflict analysis, decolonization,

critiques of capitalism and peacebuilding showing how different forms of popular culture can be utilized to enhance student learning Contributors provide both theoretical backgrounds and concrete lessons using TV film music graphic novels and more *PEACE EDUCATION* Dr. Bimal Charan Swain & Dr. Rajalakshmi Das,2020-07-01 The growing literature on Peace Education reflects a dynamic field Since the early decades of the 20th century Peace Education programmes around the world have represented a number of focal themes including anti nuclearism environmental responsibility international understanding communication skills non violence human right awareness democracy conflict resolution techniques tolerance of diversity co existence and gender equality among others Peace Education includes cultivation of peacebuilding skills e g dialogue mediation artistic endeavors Peace educators then teach the value of respect understanding and nonviolence present skills for analyzing international conflict educate for alternative security systems and use a pedagogy that is democratic and particular Thus peace education as a practice and philosophy refers to matching complementary element between education and society where the social purpose i e why teach educative process are conducive to fostering peace Accordingly peace education is dialogical experience conducted through participatory learning where learners communally and co operatively grapple with contemporary issues i e talking points related to local and global contexts Akaamaa 2013

**Waging Peace in Our Schools** Linda Lantieri,Janet Patti,1998-07-01 From the largest and most successful school initiatives in social and emotional learning in the country The Resolving Conflict Creatively Program now active in more than 350 schools nationwide comes a powerful practical guide for teaching young people to empathize mediate negotiate and create peace The authors address everything from minor schoolyard conflicts to violent outbursts and offer educators and parents proven strategies for enhancing children s emotional social and conflict resolution skills *Peace Education from the Grassroots* Ian Harris,2013-09-01 Historians often ignore the day to day struggles of ordinary people to improve their lives They tend to focus on the accomplishments of illustrious leaders Peace Education from the Grassroots tells the stories of concerned citizens teachers and grassroots peace activists who have struggled to counteract high levels of violence by teaching about the sources for violence and strategies for peace The stories told here come from the grass roots meaning the educators are close to the forms of violence they are addressing This collection of essays tells how citizens at the grassroots level developed peace education initiatives in thirteen different nations Belgium Canada El Salvador Germany India Jamaica Japan Mexico the Philippines South Korea Spain Uganda and the United States A fourteenth article describes the efforts of the International Red Cross to implement a human rights curriculum to teachers on the ground in the Balkans Iran Senegal and the United States These chapters describe a variety of schools colleges peace movement organizations community based organizations and international nongovernmental organizations engaged in peace education **Values and Peace Education** Dr. M. Soundararajan and Dr. R. Rajalakshmi, *Contemporary Trends in Education: A Handbook for Educators* Vandana Saxena,2011 Contemporary Trends in Education A Handbook for Educators is an enriched resource for future

teachers and teacher educators working with limited resources It provides in depth theoretical underpinnings and discusses the planning formats and implementation schemes extending to the real classroom and the field situations The text aims to complement the teacher educators experiences which would feed into the respective teacher training programmes benefitting their students and gradually add strength to school education It is based upon course specific enrichment material for pre service as well as in service teacher training programmes for all levels of school education

*Positive Peace in Schools* Hilary Cremin, Terence Bevington, 2017-04-07 Positive Peace in Schools offers a fresh and challenging perspective on the question of conflict violence and peace in schools Drawing on the most up to date theory and research from the field of peace and conflict studies this book provides readers with a strong understanding of the concept of positive peace and how the dimensions of peace keeping peace making and peace building can be robustly applied in schools This accessible book challenges educators everywhere to reconsider the nature of direct and indirect violence in schools and the structural and cultural factors that sustain it It engages with global traditions of harmony and balance that are often neglected in Western notions of liberal securitised peace in order to suggest a model for schools that integrates inner and outer peace The book also includes practical sections that outline restorative approaches to discipline peer mediation circle learning and classroom activities to promote mindfulness inclusion and wellbeing Taken together these provide a philosophy and a highly effective framework for building conflict literacy and a culture of peace in schools

**Teaching Peace and War** Annick T.R. Wibben, Amanda E. Donahoe, 2020-06-09 This comprehensive volume on teaching peace and war demonstrates that our choice of pedagogy or the way we structure a curriculum must be attentive to context Pedagogical strategies that work with one class may not work in another whether over time or across space and different types of institutions regardless of the field of study This book offers insight on how to address these issues The chapters contain valuable information on specific lessons learned and creative pedagogies developed as well as exercises and tools that facilitate delivery in specific classrooms The authors address a wide range of challenges related to broader questions on what teachers are trying to achieve when teaching about peace and war including reflections on the teacher s role as a facilitator of knowledge creation This collection offers a valuable reference for scholars and instructors on structuring peace and war curricula in different global contexts and pedagogical strategies for a variety of classrooms The chapters in this book were originally published in the journal Peace Review

A Practical Guide to Teaching Art and Design in the Secondary School Andy Ash, Peter Carr, 2024-04-29 A Practical Guide to Teaching Art and Design in the Secondary School bridges the gap between key themes in Art and Design education theory professional practice and the classroom This practical and accessible book introduces methods for the delivery of engaging Art and Design lessons that safely and meaningfully address the current key issues in the subject Each chapter includes tasks to support trainee and early career teachers in implementing reviewing and adapting their teaching Chapters cover a range of core approaches to the curriculum such as powerful knowledge for the Art and Design teacher the

place of Art History in the curriculum and critical thinking in Art and Design learning In addition emerging cultural and political issues such as decolonising the Art and Design curriculum gender and sexuality anti ablism sustainability and well being are explored in ways designed to guide teachers towards applying their own unique teaching style Linking directly to the planning and delivery of the subject in Key Stages 3 4 and 5 the book is divided into three sections Imaginative Curiosity for the Art and Design Teacher Epistemological Curiosity for Teachers and Learners Critical Curiosity in the Art and Design Classroom Designed to be used independently or alongside the essential textbook Learning to Teach Art and Design in the Secondary School this book is packed with practical strategies teaching ideas and activities in every chapter The book provides everything trainee and early career teachers need to reflect on and develop their teaching practice helping them to plan lessons across the subject in a variety of teaching situations

**EDUCATION FOR WORLD PEACE Issues, Challenges and New Directions** Dr. Santosh Kumar Behera, Lamina Kamiludeen Omotoyosi, **Think, Care, Act** Susan Gelber Cannon, 2011-12-01 Committed to teaching for peace and justice the author brings to life a teaching approach that empowers youth to think critically and creatively about historical current and future issues to care about classmates and neighbors as well as the global community to act locally and globally for the greater good Think Care Act Teaching for a Peaceful Future is readable practical conversational and intimate It will inspire readers to build a just and peaceful world Think Care Act depicts the daily successes and struggles a peace educator undergoes in encouraging students to envision peace and gain tools to build a culture of peace The author uses three imperatives think care act to infuse required curricula with peace character and multicultural concepts in daily activities throughout the year Chapters address critical and creative thinking media and political literacy compassionate classroom and school climate explorations of racism gender issues civil discourse global citizenship war and peace and school community and global social action projects Chapters include rationales lesson expectations and classroom play by play Students feedback about the impact of lessons is also featured With its combination of theory and practice Think Care Act is unique It will motivate teachers education students and scholars to employ think care act frameworks to empower students to build a peaceful future *Routledge Handbook of Feminist Peace Research* Tarja Väyrynen, Swati Parashar, Élise Féron, Catia Cecilia Confortini, 2021-03-11 This handbook provides a comprehensive overview of feminist approaches to questions of violence justice and peace The volume argues that critical feminist thinking is necessary to analyse core peace and conflict issues and is fundamental to thinking about solutions to global problems and promoting peaceful conflict transformation Contributions to the volume consider questions at the intersection of feminism gender peace justice and violence through interdisciplinary perspectives The handbook engages with multiple feminisms diverse policy concerns and works with diverse theoretical and methodological contributions The volume covers the gendered nature of five major themes Methodologies and genealogies including theories concepts histories methodologies Politics power and violence including the ways in which violence is created maintained and

reproduced and the gendered dynamics of its instantiations Institutional and societal interventions to promote peace including those by national regional and international organisations and civil society or informal groups Bodies sexualities and health including sexual health biopolitics sexual orientation Global inequalities including climate change aid global political economy This handbook will be of great interest to students of peace and conflict studies security studies feminist studies gender studies international relations and politics Chapter 9 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license

*Peace Education* Gavriel Salomon, Baruch Nevo, 2005-04-11 *Peace Education* presents views on the nature of peace education its history and relationships to neighboring fields examines relevant psychological and pedagogical principles such as the contact experience conciliation through personal story telling reckoning with traumatic memories body work and the socio emotional aspects of reconciliation and introduces an array of international examples from countries such as Croatia Northern Ireland Israel South Africa Rwanda and the United States in order to generalize lessons learned A must have for all those thinking planning conducting and studying peace education programs it is intended for scholars students and researchers interested in peace and conflict resolution in higher education and volunteer and public organizations Its cross disciplinary approach will appeal to those in social and political psychology communication education religion political science sociology and philosophy

**Peace Education for Violence Prevention in Fragile African Societies** Maphosa, Sylvester B., Keasley, Alphonse, 2019-02-10 Though conflicts among African nations diminished at the end of the last millennium the need for peace remains a perennial concern for African citizens within their communities and countries Once again Maphosa and Keasley have engaged a collection of scholar practitioners to address the query What's Going to Make a Difference in Contemporary Peace Education around Africa The contributing authors draw from daily headlines as well as African literature to unearth twenty first century quandaries with which educators in formal and informal contexts are called upon to grapple The What's Going to Make a Difference authors offer insights to educators peace education practitioners and parents for everyday living The authors probe the wisdom of the recent and ancient past and bring forth pearls for contemporary moments All in discerning effort to respond to the guiding question the editors and their contributing colleagues deliver a compelling set of revelations for Making a Difference in Peace Education for African and world citizens

Peace on Earth Thomas Matyók, Maureen Flaherty, Hamdesa Tusso, Jessica Senehi, Sean Byrne, 2013-12-16 *Peace on Earth The Role of Religion in Peace and Conflict Studies* provides a critical analysis of faith and religious institutions in peacebuilding practice and pedagogy The work captures the synergistic relationships among faith traditions and how multiple approaches to conflict transformation and peacebuilding result in a creative process that has the potential to achieve a more detailed view of peace on earth containing breadth as well as depth Library and bookstore shelves are filled with critiques of the negative impacts of religion in conflict scenarios *Peace on Earth The Role of Religion in*

Peace and Conflict Studies offers an alternate view that suggests religious organizations play a more complex role in conflict than a simply negative one Faith based organizations and their workers are often found on the frontlines of conflict throughout the world conducting conflict management and resolution activities as well as advancing peacebuilding initiatives

*Exploring Betty A. Reardon's Perspective on Peace Education* Dale T. Snauwaert, 2019-05-15 This book presents commentaries by a leading international group of peace education scholars and practitioners concerning Reardon's peace education theory and intellectual legacy The guiding question throughout the book is How can her foundational work be used to advance the theory and practice of peace education In an attempt to find answers the contributing authors explore three general areas of inquiry 1 Theoretical Foundations of Peace and Human Rights Education 2 Feminism and the Gender Perspective as Pathways of Transformation Toward Peace and Justice and 3 Peace Education Pedagogy and Practices A contemplative commentary by Reardon herself rounds out the coverage

*Peacebuilding in Language Education* Rebecca L. Oxford, María Matilde Olivero, Melinda Harrison, Tammy Gregersen, 2020-11-09 This innovative much needed book shares powerful wisdom and practical strategies to help language teachers teacher educators and peace educators communicate peace contribute to peace and weave peacebuilding into classrooms and daily life The clear six part Language of Peace Approach underlies more than 50 creative activities that can promote peacebuilding competence in secondary and post secondary students current and prospective educators and community members outside of academia Chapters span the spectrum from cross cultural peace education to the positive psychology of peace from nonverbal peace language to transformative language teaching for peace and from the needs of language learners to the needs of language educators The book makes a unique and valuable contribution to the discussion of how we can live together peacefully in a changing world



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## **Table of Contents Teaching Learning Peace**

1. Understanding the eBook Teaching Learning Peace
  - The Rise of Digital Reading Teaching Learning Peace
  - Advantages of eBooks Over Traditional Books
2. Identifying Teaching Learning Peace
  - Exploring Different Genres
  - Considering Fiction vs. Non-Fiction
  - Determining Your Reading Goals
3. Choosing the Right eBook Platform
  - Popular eBook Platforms
  - Features to Look for in an Teaching Learning Peace
  - User-Friendly Interface
4. Exploring eBook Recommendations from Teaching Learning Peace
  - Personalized Recommendations
  - Teaching Learning Peace User Reviews and Ratings
  - Teaching Learning Peace and Bestseller Lists
5. Accessing Teaching Learning Peace Free and Paid eBooks
  - Teaching Learning Peace Public Domain eBooks

- Teaching Learning Peace eBook Subscription Services
- Teaching Learning Peace Budget-Friendly Options
- 6. Navigating Teaching Learning Peace eBook Formats
  - ePub, PDF, MOBI, and More
  - Teaching Learning Peace Compatibility with Devices
  - Teaching Learning Peace Enhanced eBook Features
- 7. Enhancing Your Reading Experience
  - Adjustable Fonts and Text Sizes of Teaching Learning Peace
  - Highlighting and Note-Taking Teaching Learning Peace
  - Interactive Elements Teaching Learning Peace
- 8. Staying Engaged with Teaching Learning Peace
  - Joining Online Reading Communities
  - Participating in Virtual Book Clubs
  - Following Authors and Publishers Teaching Learning Peace
- 9. Balancing eBooks and Physical Books Teaching Learning Peace
  - Benefits of a Digital Library
  - Creating a Diverse Reading Collection Teaching Learning Peace
- 10. Overcoming Reading Challenges
  - Dealing with Digital Eye Strain
  - Minimizing Distractions
  - Managing Screen Time
- 11. Cultivating a Reading Routine Teaching Learning Peace
  - Setting Reading Goals Teaching Learning Peace
  - Carving Out Dedicated Reading Time
- 12. Sourcing Reliable Information of Teaching Learning Peace
  - Fact-Checking eBook Content of Teaching Learning Peace
  - Distinguishing Credible Sources
- 13. Promoting Lifelong Learning
  - Utilizing eBooks for Skill Development
  - Exploring Educational eBooks

## 14. Embracing eBook Trends

- Integration of Multimedia Elements
- Interactive and Gamified eBooks

### **Teaching Learning Peace Introduction**

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