EXPLORING POSSIBILITIES FOR PEACE EDUCATION

Aim: Developing a context-specific approach to deliver peace education (PE) in a way that is personally, academically, and socially relevant for both pupils and educators.

Planning/preparation: Participants are encouraged to familiarise themselves with key concepts in the peace education discourse. They can do so by engaging with the resources in our Handbook for Educators (2023) and the booklet titled 'Visualising Peace project *A Tool for Peace Education*' (2024) - both underlined accessible on our website.

Target Audience: Educators (interdisciplinary); the activities can be used for a 2h focus group, or two focus groups of 1h.

1. HOW CAN WE MAKE SPACE FOR PEACE EDUCATION?

Through a **mapping exercise**, participants are encouraged to reflect on how the content of the Handbook relates to their disciplines and the school's educational goals and values.

 Use a flipchart or whiteboard and pens; alternatively, online collaborative brainstorming tools like Mural can be useful too.

STEP 1 Interdisciplinary approach

One by one, participants draw a circle representing their subject, filling it with some key-words that signal a connection between peace education approaches and the formal approach to teaching in their discipline. They will then be asked to share insights with the group on the words chosen.

As more circles appear, participants are invited to step up and draw links - both visually and in practice - between different disciplines and approaches.

STEP 2 Context-specific approach

A context-specific and impactful approach to PE builds on and reflects the values and priorities of the school in which it is offered. As such, participants will split in groups of 2/3 to discuss the following questions:

- *What are yours and your school's educational goals? How and why could they be addressed through PE, being mindful of the socio-political context of the school?*

- *Can you think of existing initiatives/project that contribute to both academic and personal development of the students? Do any of these overlap with PE as you understand it?*

OUTCOME Insights from Step 2 will be added to the map created in Step 1. The purpose is to create a visualisation of the values and goals of the school as the foundations on which a PE approach is developed. Mapping existing efforts enables participants to identify opportunities for collaboration within the school, stimulating a reflection on how PE can bring them together under a framework to convey and create value.

2. HOW CAN PEACE EDUCATION FOSTER STUDENTS' ACADEMIC AND PERSONAL DEVELOPMENT?

Processes of value-creation in schools occur when students manage to relate their individual experience to the content of their classes, acquiring a critical and engaged understanding of issues.

For **Step 1**, each participant will be provided with a worksheet. **Step 2** requires the use of big sheets of paper and pens, or Mural.

STEP 1 Placing youth at the centre

Each participant is given 10 minutes to complete the individual worksheet. The worksheets helps reflect on the individual and social needs that education aims to fulfil. Adopting a student-centred approach, participants are asked to think specifically and concretely about:

1. The individual needs that their students express in the classroom, thinking about trends that they have observed in terms of psychophysical wellbeing;
2. The main challenges and issues present in the local community, which have implications in the academic environment;
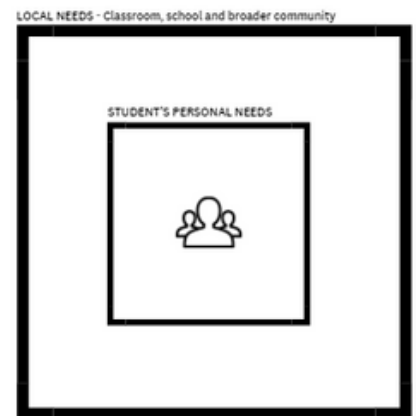3. The changing needs that education has to respond to on a national and global level.

Figure I Worksheet

STEP 2 Visualising Peace Education

Keeping in mind the reflections emerged in Step 1 and in the previous activity, participants take part in a facilitated discussion on the following questions:

- *Which elements/features of peace education do you already integrate in your teaching and educational approach?*

- *What sort of peace education intervention would you like to see?*

Develop your vision with as much detail as possible, thinking about

> *a) What would you like students to know and be able to do?*
> *b) Who will be involved in the development and delivery of the PE curriculum?*
> *c) Which kind of support would you need?*
> *d) Are there any issues of concern?*

Two people will be responsible for taking minutes during the discussion. The notes they take will be shared with the researchers (contact details below), to be used in phase of data analysis. Any of the participants can also volunteer to facilitate the dialogue.

2. CONTINUED

OUTCOME Participants will not be asked to share their Step 1 worksheet with others/the researchers, but they can do so if they wish to develop a PE approach specifically for their subject. The visualisation exercise in Step 2 allows participants to think beyond the specificity of their classes, and gives more general insights on what a approach to PE would be feasible and desirable in their school.

Contact details

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Resources

This worksheet was largely inspired by _Peace Education for Youth - A Toolkit for Advocacy and Planning_ developed by the Global Campaign for Peace Education. This organisation does an amazing job in mapping peace education efforts globally, and providing tools to understand and implement peace education. Some of the resources they produced are included in the Handbook for Educators, as they provide a clear and comprehensive picture of the most important concepts. Other resources include a specific focus on the dimension of inner peace, as it is a neglected and siloed area in peace studies and peace education that should be explored more.

It might also be interesting to consult our own 'Peace Education' and 'Teaching Resources' webpages, gathering the research outputs of various studies conducted by former and present members of the Visualising Peace Project. These focus groups have been developed to contribute to this pool of resources, with the goal to expanding the field of peace education in theory and in practice.

What is the Visualising War and Peace Project?
The Visualising War and Peace project at the University of St Andrews is investigating how war and peace are taught in schools. How do history lessons about ancient warfare compare with what pupils learn by reading poetry from the First World War, for example? Which historic wars and what aspects of war dominate the curriculum? What kinds of things are children taught about how wars end? And how much time do they spend learning about peace-building and peace-keeping? Is peace always taught in relation to conflict? What connections do curricula make between inner peace and geopolitical peace? And what media are most effective at generating curiosity and deepening understanding? We are interested in current practice and also in what ideas pupils, teachers and curriculum designers have for how war and peace might be taught differently in the future.

Why have I been invited to take part?
We are keen to find out what pupils and teachers think about how peace is taught in schools across both across the UK and further afield. Your insights will inform the questions which our research project asks and the future research that we do.

Do I have to take part?
Your participation is entirely voluntary, and all data we gather will be fully anonymised so no one will be able to trace responses back to individuals. If you do decide to take part you will be free to withdraw at any time without providing a reason, and with no negative consequences.

Use of your personal data for research and data protection rights
The University of St Andrews (the 'Data Controller') is bound by the UK 2018 Data Protection Act and the General Data Protection Regulation (GDPR), which require a lawful basis for all processing of personal data (in this case it is the 'performance of a task carried out in the public interest' – namely, for research purposes) and an additional lawful basis for processing personal data containing special characteristics (in this case it is 'public interest research'). You have a range of rights under data protection legislation. For more information on data protection legislation and your rights visit https://www.st-andrews.ac.uk/terms/data-protection/rights/. For any queries, emaildataprot@st-andrews.ac.uk.

What should I do if I have concerns about this study?
In the first instance, you are encouraged to raise your concerns directly with the Visualising War and Peace Research project, by emailing vispeace@st-andrews.ac.uk. However, if you do not feel comfortable doing so, then you should contact the University's Ethics Committee. A full outline of the procedures governed by the University Teaching and Research Ethics Committee is available at https://www.st-andrews.ac.uk/research/integrity-ethics/humans/ethical-guidance/complaints/.

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