
EEIS Discussion Group

Teaching English for Peace

"Peace is a central condition for keeping the earth habitable. It requires unceasing activity, unflagging and despairing endeavor. Peace is more than the absence of war. Peace prevails when the mind can engage mind free of physical or psychic restraints, when the means of contention are the pros and cons of argument rather than censorship and truncheons." György Konrad, Charlemagne Prize, 2001

Peace Education is concerned with helping learners to develop an awareness of the processes and skills that are necessary for achieving understanding, tolerance, and good-will in the world today. It has grown out of the interdisciplinary and multicultural work of educators such as John Dewey, Maria Montessori, Paulo Freire, Elise and Kenneth Boulding. Educating for peace has been expressed as:

- Examining and discussing our **values and attitudes** towards diversity, cultural differences, tolerance, and human dignity
- Developing language and social interaction **skills** to promote peaceful relations among people, among nations, and between human beings and the natural environment;
- Learning to use that **knowledge** to solve problems and to think critically regarding issues of conflict and violence. (from U.S. State Department, Forum Online <http://exchanges.state.gov/FORUM/JOURNAL/peaintro.htm>)

Implementing peace education in the language classroom can be achieved when problem-solving and critical thinking strategies are used across the curriculum. There are several documented strategies for use in classrooms:

- Using topics that raise the issues related to peace and cultural understanding in our classrooms, language teachers can give students basic information to help them develop positive attitudes and values related to "peaceful" living".
- Engaging in instructional activities that encourage cooperation, consensus building, and reflective listening gives students the skills they need to meet and resolve conflicts.
- Confronting issues and problems related to the topics will provide opportunities for students to develop problem-solving skills and critical thinking skills along as they use communication skills to express themselves clearly and convincingly.
- Guide students to use language that focuses on the problem and not on the person perceived as causing the problem.
- Listen to and respect what others say and feel.

- Focus on the “I message” that takes the blame out of the message:
 - ✓ **I feel**_____ (say your feeling) **when you**
_____ (what happens) **because**
_____ (say why the action connects to your feelings.)
 - ✓ Compare with the “You message.” When you attack the other person, say negative things about them and sometimes call them names.
 - ✓ Also use “I messages” to express positive feelings.
- Cooperative language learning classroom structures developed by Spencer Kagan and Robert Slavins, focus on small group success in the classroom rather than individual success. Small groups are organized by the teacher for maximum effectiveness and mixing.
- Students should participate in developing classroom rules and then taking responsibility when rules are broken.
 - Talk about ways the different groups or cliques in the classroom can work as a whole unified group in the classroom.
 - Focus on working toward coexistence, cooperation and interdependence
- Help students become aware of the bigger picture, especially in ethnic conflict situations. They need to visualize life outside of their immediate surrounds where ethnic conflict may not have prominence.
- Maintain human dignity in all interactions and settings. Follow the Minimal Standards for Education in Emergencies to assure equity.
<http://www.ineesite.org/>
- Read stories aloud that have a themes and character action that exemplify behaviors when someone is tolerant of others behaviors or beliefs. Discuss the story action thoroughly, highlighting the exemplary behaviors.
- Use history lessons to focus on peace and tolerance strategies used successfully in the past throughout the world.
- Play games on the playground and in the classroom that encourage students to follow rules and practice behaviors that demonstrate tolerance.
<http://www.tolerance.org/teach/activities/index.jsp>

Teacher Resources:

- Reardon, B. A. (1988). *Comprehensive peace education: Educating for Global Responsibility*. NY: John Wiley. (Language teaching chapter begins on p. 79.)
- US Institute of Peace: guide on conflict resolution Trust building, defining conflict, prejudice awareness and reduction, communication and conflict resolution.
- Sommers, M. (2001) EPAU Papers on Refugee Education. "Peace Education and Refugee Youth." (Chapter 4)
<http://www.unhcr.org/research/RESEARCH/3b8a1bd84.pdf>
- Hafernik, J.J.; D.S. Messerschmitt, and S. Vandrick. (2002). *Ethical Issues for ESL Faculty: Social Justice in Practice*. NJ: Lawrence Erlbaum Associates. Explores ethical issues & concerns encountered by ESL teachers in practical terms.
- Slavin, R.E. "Synthesis of Research on Cooperative Learning." *EDUCATIONAL LEADERSHIP* 48, no.5 (1991): 71-82.
- Harris, I.M., Morrison, M.L. (2003) *Peace Education*. McFarland Press.
- Reardon, B.A. (1995) *Educating for Human Dignity*: "Learning about Rights and Responsibilities." Chapter 1: Pages 1-13 and "The Early Grades: Laying the Foundation for an Appreciation of Human Dignity -- Kindergarten to Grade Three." Chapter 3: Pages 23-48.
- Harris, I.M., Morrison, L.M.. (2003) *Peace Education*. "Moving Forward with Peace Pedagogy: The Basics for Teaching Peace." Chapter 10: Pages 207-226
- Iram, Y. (2003) "Education of Minorities: Problems, Promises, and Prospects- An International Perspective." In Iram, Y., and Wahrman, H. (eds.) *Education of Minorities and Peace Education in Pluralistic Societies*. Chapter 1: pages 3-12
- Saloman, S. and Nevo B. (2002) *Peace Education: The concept, principles and practices around the world*. NY: Lawrence Erlbaum Associates.
<http://books.google.com/books?id=JRcCIY98EewC>
- Blanchard, L.A. (1998.) *Peace Education in the Language Classroom*. JALT: The Language Teacher. <http://jalt-publications.org/tlt/files/98/jul/blanchard.html>
- de Matos, F. G. (2002). *Teaching Vocabulary for Peace Education*. ERIC659457.
http://www.eric.ed.gov/ERICWebPortal/custom/portlets/recordDetails/detailmini.jsp?_nfpb=true&_ERICExtSearch_SearchValue_0=EJ659457&ERICExtSearch_SearchType_0=no&accno=EJ659457
- Declaration and Integrated Framework of Action on Education for Peace, Human Rights and Democracy. (1995) UNESCO.
http://www.unesco.org/education/nfsunesco/pdf/REV_74_E.PDF
- Peace Education: Teacher as Learner.
<http://www.un.org/cyberschoolbus/peace/frame.htm>
- Duffy, Carolyn. *Peace Education*. In U.S. State Departments, *English Teaching Forum's* electronic journal *Language and Civil Society*.
<http://exchanges.state.gov/forum/journal/peace.htm>

Books for Students to Read:

- Durell, A. and Sachs, M. (1990). *The Big Book for Peace*. NY: Dutton Children's Books. Collection of original stories, fables and poems about peace.
- Scholes, K. (1989). *Peace begins with you*. CA: Sierra Club Books.
- Radunsky, V. (2004). What does peace feel like? NY: Simon & Schuster Publishers. (The word Peace in many languages.)
- Melamed, L. (1999) "The Mission Sugihara would be Proud of" in Kinue, E. (Ed.) *Courage to Remember: Interviews on the Holocaust*. Chapter 9: pages 93-108
- Fleming, L.B. Yamazaki, J.N. (1995) *Children of the Atomic Bomb: An American Physician's Memoir of Nagasaki, Hiroshima, and the Marshall Islands*. "Born in America" Chapter 2. Pages 12-20
- Buzo, A. (2002) *The Making of Modern Korea*. "The Dark Gulf: 1931-1945" Chapter 2: Pages 38-49
- Kids Health. www.kidshealth.com. Lots of activities for young children and teens.

Organizations

- United States Institute of Peace. <http://www.usip.org/class/index.html> Simulations, teacher guides and sponsor of the National Peace Essay Contest.
- International Education for Peace Institute. 20 hour online core curriculum for secondary students. <http://www.efpinternational.org/index2.html>
- Center for Positive Practices: Peace Education and Evaluation. Good bibliography up to 2002. <http://www.positivepractices.com/index.html>
- Peaceful Schools International and Students for Teaching Peace (Canada) <http://peacefulschoolsinternational.org/> and <http://sftp.ca/>
- Cooperative Learning Theory and Classroom Strategies <http://www.cooperativelearning.com/AboutKaganFrame.html>
- Peace Education Center at Teachers College Columbia University. <http://www.tc.columbia.edu/PeaceEd/>
- Hague Appeal for Peace. Peace Lessons from around the World. <http://www.haguepeace.org/>
- Educators for Social Responsibility. <http://www.esrnational.org/> (Curriculum for all ages available.)
- A project of the Southern Poverty Law Center. www.tolerance.org
- Facing Fear: Helping Young People Deal with Terrorism and other tragic events. <http://www.redcross.org/disaster/masters/facingfear/> Download lesson plans and activities.
- African Centers for Peace Education and Training. <http://www.peace.ca/africa.htm>
- University of Peace. <http://www.upeace.org/> A Master's Degree program is offered in Peace Education through its home campus in Costa Rica.
- UNESCO Prize for Peace Education. http://portal.unesco.org/shs/en/ev.php-URL_ID=2126&URL_DO=DO_TOPIC&URL_SECTION=201.html