**WAYS OF INTEGRATING PEACE INTO LESSONS**
***Peace remains hidden in the education literature, rather than practiced- Stomfay-Stitz***

To develop children's peaceful living competencies, a school can work in a number of ways. They come under the following seven major levels.
1. Subject context
2. Subject perspectives
3. Teaching methods
4. Co-curricular activities
5. Staff development
6. Classroom management
7. School management

The approaches take the following model.
Integration of peace education into school total curriculum
\*Subject content
\*Subject perspectives
\*Teaching methods
\*Total Curriculum
\*1-b Co-curricular activities
\*Classroom management
\*School management
\*Staff development
\*Model of integration of peace values into school curriculum

This chapter focuses on the ways of integrating peace values at the subject content level, teaching methods level and subject perspective level. Others levels are discussed elsewhere here.

**Subject Content**
Since this handbook is for primary and secondary teachers, for convenience's sake we name here six subjects broadly.

* Language
* History
* Social Studies
* Religion
* Physical Education
* Mathematics
* Science
* Arts

Language includes listening, speech, reading, writing, second language and secondary literature.
Social Sciences may include geography, history and civics.

Religion may be Buddhism, Hinduism, Islam or Christianity. In certain countries they have values or moral education in place of religion. Meditations and quotations given here are generally acceptable to all religions. However, if you differ then you can use similar activities or quotations most appropriate to your religion.

Science may include environmental studies, mathematics, physics, chemistry, biology and botany.

Physical Education includes game and exercises.
Arts include drawing, dancing, and music.
Integration of Peace into Formal Subjects

1. **Identify peace values in the lesson**

Here the word 'peace value' is used rather loosely to mean all the concepts, values, principles, attitudes, skills and practices related to peaceful living. The guide for doing it takes the following four steps.

To begin with it is useful to understand the difference of the words we use here. Here is a basic clarification.

An attitude is a person's positive or negative evaluation about a particular object, behaviour, a person, a group of people, ideas, e.g.

A Smoking is bad
B Reading is a good habit.
C Human value is an intrinsic positive human quality that enriches living, e.g. Love
D Kindness
E Courage

A concept is a class of information (e.g. facts, images, attitudes, etc.) that we group together on the basis of commonalities.

1 Motherhood
2 Compassion
(Note: Values are also concepts in this sense.)

An instruction is an informed guide to action, e.g.

* Do not stay in the same place where you explode in anger
* A principle is a basic general truth that guides right action, e.g.
* Hate is not caused by hate
* Frustration leads to anger.

An aspiration is a noble wish, e.g. May all beings be happy!
An ideal is a wishful standard of perfection that people have as goals to attain through a course of action.
A world without borders.

As a teacher your ability to identify a peace value in their different forms as explained above is important. Many lessons have peace values in different forms. Sometimes they are given directly. Sometimes they lie hidden or given indirectly. In some other lessons you may not find any of such. However, on close scrutiny you may realize that a certain peace value could be brought into the context as a compliment to enrich the lessons. Of course there may be lessons completely lacking in any peace value and also no peace values incorporated. Even then you need not be disappointed, because in all the cases you can adopt peace education approaches such as bringing in imagination, positive feelings and emotions and interesting learning activities in relation to the lesson objectives. The thematic model presented in this guide can help you to identify many values in the texts.

However the stress on peace value should be in line with the lesson objectives and also within the time constraint. Therefore teachers have to find brief but effective methods of putting across values in the formal lessons.

Peace education introduces a holistic attitude to subject contents, methods of teaching and learning, including classroom management. Peace is said to be both the end and process. Here we present a brief guide to adopt peace education into the process of teaching and learning in the classroom.

**2. Infuse peace concepts, attitudes, values and principles appropriate and relevant to the lessons**

Once you identify a value in a lesson or bring in a complimentary value it has to be done in a manner so that it gets characterized in children. For this purpose, a teacher needs to analyse and identify the basic components of a value. A value has three basic components. They are: the cognitive or knowledge component, the affective component and the behavioural component.

Cognitive - (Knowledge)
Affective - (Feelings, emotions and attitudes)
Behavioural- (Skills, practices)
The three components in a value

To illustrate let us analyze the value Co-operation and identify the components.
Cognitive
Affective

Definition, ways and levels of co-operation, its benefits.
Feelings of sharing, and solidarity. Our past experience
Behavioural Skills, practices and exercises I
Analysis of the Value Co-operation

The ability to analyze values is necessary. A teacher has to provide the knowledge base and build the concept at first. Secondly, she has to awaken the feelings related to the value by recalling p&t good experiences, telling stories, etc and develop positive attitudes towards the value. Finally, behavioural skills are built through practices.

In the pages above we discussed the way of doing it. Say, for example, that there is a lesson about a traditional village. In developing the lesson, you can bring in the value of co-operative living and discuss various social co-operation practices that exist in traditional village:.

**3. Bring in positive feelings and emotions to make the lesson lively, interesting and appealing**Example: Awaken the sense of curiosity, wonder, awe, beauty and joy into the process of teaching and learning.

**4. Present the lesson from a humanistic and peaceful perspective**Example: The French Revolution: Explain the socio-economic background to the revolution from a human perspective. Help children to understand that people tend to be aggressive under the deprivation of basic needs. Discuss how people experience poverty materially, socially and psychologically. How does deprivation lead to pervasive behaviour? Help students to look at the issue with compassion. But can we justify. taking violence away to change society? What are the non-violent ways, which we can use to bring justice, equality, liberty and human rights?

In case of teaching history, as we discussed above, avoid arousing hatred in students against the oppressors, invaders and villains. Rather broaden the vision to understand the socio-economic and political conditions that lead to the emergence of such personalities. Discuss the lessons we can learn from this human experience.

**5. Guide to self-development**

Every lesson may have certain clues that inspire the self-development of the learner. Teachers can highlight and make use of them. Providing vision, insight, action guide, exercises in consciousness expansion and helping to understand one's potentials could facilitate self-development. Discovering one's own identity forms the ground for self-development. Especially lessons on the biographies of great personalities provide rich sources of inspiration of character-building, a part of self- development.

**6. Help children to build a peaceful vision**

Adolescents are naturally inclined to have a good vision or philosophy of life and society that will help to guide their action. This inclination arises from the newly attained. capacity for abstract thinking in the process of growth. In their enthusiasm to lay the foundation for a successful future life, they search for a good philosophy of life. A good school curriculum should recognize this intellectual need of the youth and provide such life guiding philosophy. In this connection a teacher has to investigate the possibility of including such vision into the formal lesson.

Youth want to inquire:
1. What is the purpose of life?
2. How to live a happy life?
3. How to build a successful life?
4. What is true love?
5. What are the natures of inner drives such as sex?

What is really needed here is not an answer from an outside authority, but encouragement, and guidance to inquiry and freedom. Imposing adults' views set limitations to their thinking and therefore such efforts are harmful. An open atmosphere to raise questions, doubts and express views is necessary for this purpose. (See Critical Thinking)

**7. Awaken students' spirit of creativity and imagination**
The traditional teacher-dominant approach in the classroom suppresses children's spirit of creativity and freedom. It promotes single track thinking in line with the teacher's ideas. On the other hand, child-centred learning promotes an open atmosphere for creative and divergent thinking. Open inquiry, alternative perspectives, and free generation of ideas are encouraged through various activities.

**8. Awaken the spirituality, wisdom and intuition deep within**

Spirituality is the pure essence in human beings that seeks to fulfill itself through communion with the creative energy in the universe. All religions originate from the spirituality in man. This essence in its attempt to come in touch with the creative energy motivates man to reach the highest consciousness and even go beyond it. All the human values arise from spirituality. In fact, human values are different forms of expression of the spirituality within us.

Wisdom is the intelligence of spirituality. In other words, it can be explained as the perception of spirituality. Awakening of wisdom is the highest attainment in human development. It is also described as enlightenment, the highest aspiration of life and education.

Intuition is the instant eruption of an idea or solution to a problem without the involvement of any conscious reasoning process. This happens as a result of the working of the subconscious mind in searching for the idea or solution. Intuition, as a flash of a creative idea, comes from a process of preparation, incubation, and illumination. At the preparation stage you collect information, sort it out and explore possibilities through the conscious mind. During the incubation stage the search goes down to the subconscious level. The subconscious then starts the process of analyzing and synthesizing. Illumination is the instant discovery of an idea or solution often in an unexpected moment. Illumination is usually followed by verification where you try to test it with reality and form a course of action accordingly.

**9. Make learning joyful**

Learning in the classroom should be necessary, happy and joyful for several reasons. It helps to develop positive attitudes to learning. Secondly, such learning is easily retained in the memory. Thirdly, it helps emotional development in children.

It also builds a happy classroom climate. To make learning joyful:

* Present the lesson in clear language, easy to understand and in right sequence.
* Have a thought provoking and catchy introduction.
* Keep the attention intact.
* Ensure that the attention does not flag through use of examples, humour, stories.
* Question problem-solving and use of audio-visual aids.
* Make children participate in learning through involving them in interesting and challenging learning activities.
* Use aesthetic activities like singing, listening to recorded songs and programmes.
* Use role-plays, simulations and instant drama.
* Give creative and interesting exercises in place of monotonous and dry traditional exercises and assignment.

**10. Build a friendly and co-operative climate in the classroom.**

A conducive social climate emerges in a classroom basically through right interaction between teacher-pupil and pupil-pupil. Mutual respect, courtesy and kindness, immensely contribute to climate-building.

A co-operative relationship also helps to create a positive social climate in that it discourages individualistic and self-centred behaviour in the classroom. Mutual appreciation helps to elicit the best in students. Organizing such events as birthday celebrations, get-together parties, singing, short excursions and other socializing activities are also effective in climate-building.

As the second part of our exercise here we are going to analyze a few core curricular subjects in the light of peace education and find out ways of presenting them in the classroom.

**Subject Perspective Level**

1. **Art**

Art can be used effectively to build peace vision ard attitudes in children. Its strength lies in the affective component it inherits. Art is a very powerful medium of peace, which can be explored endlessly. Here are a few examples.

Select topics in the Arts-drawing, drama, singing, ballet, creative activities- that focuses on concepts related to peace-building and self-development, e.g.

* My dream of a peaceful world
* Hatred can be ceased by love.
* Health hazard of smoking
* Plant a tree.
* Power of positive thinking
* Fears in me
* Beauty of nature through the art class the school can organize art exhibitions, street drama, produce posters, radio programmes and multicultural performances with a view to propagating peace messages to the community.
1. **Language**Language as a subject offers exciting possibilities of using a variety of creative
activities in learning it. Integrating such activities makes learning language alive
and interesting. Among the creative activities are:

\* Role-play
\* Drama
\* Stimulation
\* Fantasy/imagination trips
\* Creative writing, e.g. writing letters to imaginary people,
\* Co-operative story making
\* Writing books, e.g. my life story, my family,

Such activities increase participation, stimulate and bring in the affective domain into learning.

Appreciation and enjoyment of literature helps the emotional development of children. Literature is also creative and stimulates imagination. Stories are every effective tools in language teaching. Many children's stories convey deep human messages through symbolic means. Such messages could be discovered in appreciation sessions. The capabilities of the language as a subject can be extensively explored in inculcating peace values in children.

1. **History**

History when viewed as the evolution of civilization and the story of man's progress through time is an interesting subject. It could be presented either through a narrow or broad perspective. A narrow perspective presents the events in isolation and single track often biased ethically, religiously or nationally. It overlooks the other sides of the stories. Such learning leads to closed thinking and biased views.

On the contrary, the broad perspective presents the events in relation to the social, political, ideological and economic forces and the background prevailing during the particular period concerned. It encourages understanding history from alternative views and brings into light new perspectives. History is an interpretation of the series of recorded events in the past in an attempt to enlighten our present issues

In other words, through history we try to understand where we are now and where should we go from here.

The right approach to teaching history can build peace through the opportunities it provides to understand and appreciate other cultures, religions and to realize the strengths as well as weaknesses of man. It helps us to understand the nature of the oppressions, exploitations, invasions and destructions committed by our ancestors against humanity. For instance, how destructive a war can be and how power can blind men. Reading history, which is mostly the story of man's greed and aggression provides insights into the natural human psyche and the need to change it in order to ensure the survival and advancement of mankind. It turns our attention inward to see how the old psyche is still in operation with its roots in the primitive and medieval mentality seeking for security in ethnic centredness, religious fundamentalism, power craziness, selfishness, and aggression.

Unfortunately even in many school textbooks history is presented from a single side. Take for example, how Hitler and his Nazi campaign are presented. The writers have been unconsciously led to present Hitler as a hero. History is not only the story of war. It is also the story of peace. But very little attention has been given to portray the peace side of the history. To illustrate the point, let us again go back to Hitler's Nazi campaigning. He massacred nearly 6 million Jews systematically in his mania to preserve the pure German race. A child may wonder during the history lesson what the civilized world did to stop it. And consequently he may learn that the civilized way to respond to oppression and violence is to be passively silent about it. This wrong learning takes place, due to the negligence of giving the peace side of the story. In fact the civilized world protested against the massacre of Jews. Some people in other countries worked dedicatedly to create pressure to stop it, in their own ways. There were even Germans who attempted at protesting.

Some Jews in the concentration camps bravely stood in their moral strength and died honourably as heroes at the hands of the Nazi, soldiers. But the history writers grossly neglect that side of the story. They also do not tell us about the feelings of the oppressed people.

History, as a subject can also be used to practice peace skills related to various core values such as positive perception, empathy, alternative vision, critical thinking and responsible decision-making. Using such methods as role-plays, group discussions, drawing and debates makes learning history lively and interesting.

1. **Religious Education**

Religion as a subject in the school curriculum can distinctively contribute to peace-building. Every religion has peace as the central value. However there is a growing criticism that the present popular form of religious education is narrow, divisive and fundamental. Realizing the inappropriateness of such an approach in today's world many countries are increasingly adopting a broader perspective that attempts at unifying mankind through inter-religious understanding. A good religious teacher adopts the broad perspective approach in such ways as given below.

Adopt a child-centred approach to teaching religion. Begin with children's experience of living.

Identify the spiritual needs of children in their respective development stage and cater to them in your lesson.

Encourage religious inquiry, discussion, self-discovery, adopt actively or experience base, in place of teaching domination lecturing, advocacy and patronizing methods.

Absence from looking down on other faiths. Instead, develop friendly, tolerant and respectful attitudes towards them.
Use creative methods to promote religious living practice.
Highlight the need for right action in moral situations, under the temptation of self.
Use stories for the country religion message.

Discuss in depth human issues such as purpose of living, nature of suffering, death and ignorance. In such a discussion, bring in the perspective of the other world faiths in such a manner to help broadening of vision.

Use meditation constantly in your lesion to awaken spirituality.

1. **Mathematics**

Mathematics in traditional curricula is presented as an isolated subject that has no relation with the social reality. However this subject could be related to peace education in several ways. Such relation to the real world will surely make it more meaningful to students. Mathematics can use more concrete activities, assignments and exercises related to reality in order to raise awareness on national and global issues affecting mankind. For instance, the secondary mathematics can include calculations of percentages and ratio of population growth, infant mortality, adult literacy, unemployment, life expectancy, etc. Obviously engagement in such calculations will broaden children's social view. Teachers can design many interesting and meaningful exercises based on figures in population growth, education, health, and economic development. For assignments and exercises students can engage in statistical surveys using such calculations.

Mathematics also provides an opportunity for cultural understanding through studying different mathematical systems in the world and the contributions made in different cultures. Basics in astronomical mathematics can provide insights into the ways the universe operates.

1. **Social Studies**

The purpose of social studies is to broaden the children's view and the vision of human society in order to qualify them to be good citizens. The subject is developed through a multidisciplinary approach, consisting of geography, history, anthropology, sociology, economics and political science. However, the richness of these disciplines are rarely seen in the curricula of social studies syllabi in many developing countries. Many of them are overloaded with geography or history ignoring issues coming under the other disciplines. In the academic world today there is a tendency of ignoring the human touch in social sciences. Some critics call it dehumanization of social science. It is clear that many social scientists treat people as objects, members of groups and mere sources of information. This purposeful negligence is considered as academic discipline! Another danger arising from the present form of social science is the fragmented views they produce on complex social issues. Curriculum developers have to be aware of these dehumanizing trends in science, including social studies.

The importance of social studies lies on the ground it forms to discuss issues affecting the globe. Many important themes like democracy, citizenship, human rights, child rights, social justice and problems of underdevelopment could be discussed on that ground. Students come to know major current issues of their society and of the world, such as international conflicts, environmental problems, and advancements of science through it. Various projects can be designed under this subject related to peace building.

Examples:

* Weekly presentation of global news in morning assembly.
* Publishing a handwritten or printed magazine/ wall paper on current issues related to the subject.
* Visiting historical/ archaeological/ geographical sites.
* Organizing exhibitions on world heritage and other important themes.
* Conduct community surveys/studies on themes related to developmental issues.
* Organizing school and public seminars/lectures/discussions on current social issues.
* Organizing campaigns to raise awareness on issues affecting the people and environment.
* Viewing video and film shows on related issues.
1. **Science Education**

As all other subjects in the school curriculum, science also takes the narrow view of the world in its preference to be fragmentary as the tradition insists. Leaving aside the subject content matters here, let us focus on the hidden curriculum of science education in schools. The hidden curriculum is communicated to students primarily through the manner of presentation of the subject and the teacher's general attitudes exhibited in teaching. It has been observed that the following types of attitudes about science are suggested to learners:

Science is pure knowledge that has nothing to do with human or social issues. It has little or no relation with other subjects.

Science is the only true knowledge. It is fixed and therefore no one can do anything about it.

Science does not recognize human values or inner knowledge.
Learning science is mostly accumulation of the given subject matter.
If anything is found to be immeasurable ignore it.

These kinds of impressions may be unintended. In fact they come from the outdated model of the image that science teachers happen to have, especially in developing countries. The writer remembers that once a school student in Grade 10 said that only the West could produce scientific knowledge. These are the typical attitudes that neo-imperialism wants to produce in developing countries! Teachers in developing countries still view science in the model of the Newtonian mechanistic paradigm, which has been abandoned in the West over at least three decades ago.

It is replaced by the quantum mechanics paradigm. Promoting the Newtonian attitudes in science in the world of today, is really misleading. For a moment consider the following implications of the old paradigm of science:

Environmental pollution is justified by production.(As seen in developed countries)

Natural resources exist only to be exploited by man for the benefit of man.
Animals are there for the use of man. They have no natural rights.

**Things to Do**

Show that science is concerned with the needs and interest of mankind and human welfare.
Convey the insight that the whole universe is interlinked and interdependent.
Science is not the only true knowledge.
Life in every form is precious. Science respects life.
Science is not above morality. It is responsible for the welfare of mankind.
Abusing science against such laws is wrong.
Scientific knowledge is ever evolving and everybody interested can participate and contribute to the advancement of science.
Here it is worthy of mentioning what the physicist Victor Weisskopf said about scientific thinking. He observed:
 ***"Human existence depends upon compassion, and curiosity leading to knowledge, but curiosity and knowledge without compassion is inhuman, and compassion without curiosity and knowledge is ineffectual."***
**Concluding Thoughts**

The chapter describes ways of integrating peace values into the formal teaching and learning process in the classroom. For this a teacher should also be able to identify peace values occurring in the lessons in various forms. Some lessons have peace values. Bringing in relevant values could often complement those lessons lacking in peace values.

Peace education attempts not only to infuse peace values into lessons but also to adopt peace approaches into the teaching and learning process in the classroom.

The chapter describes those approaches. Apart from character-building, the whole approach improves the quality of learning.

* Turn to a lesson in a subject textbook and trace the peace values in it. If such values are not seen, what appropriate values could be brought in?
* Select a peace value, e.g. respect for human dignity, justice, long vision, forgiveness. Analyze it and identify the cognitive, affective and behavioral constituents.
* "Spirituality is the pure essence in a human being that seeks to fulfill itself through communion with the creative energy in the universe". How do you understand the above statement? Discuss. Search for other definitions of spirituality. How do you define it?
* Share with your colleagues one of your most self-satisfying experiences in your teaching career. Why do you value that particular experience? Listen to your colleague's experience as well.